

- “In models in which we control for student-level fixed effects, we find substantial evidence that higher grading standards benefit students, and that the magnitudes of these effects depend on the match between the student and the classroom. While dynamic selection and mean reversion complicate the estimated effects of grading standards, they tend to lead to understated effects of standards.”

David N Figlio, Maurice E Lucas, Do high grading standards affect student performance?, *Journal of Public Economics*, Volume 88, Issues 9–10, 2004, Pages 1815-1834, ISSN 0047-2727,

[https://doi.org/10.1016/S0047-2727\(03\)00039-2](https://doi.org/10.1016/S0047-2727(03)00039-2).

(<http://www.sciencedirect.com/science/article/pii/S0047272703000392>)

- If grades are to be meaningful and communicate the academic achievement of individual students, then grades should not be used to inflict punishment.

Jongsma, K. S. (1991). RESEARCH TO PRACTICE: Rethinking grading practices. *The Reading Teacher*, 45(4), 318-320.

- More often, low grades prompt students to withdraw from learning. To protect their self-images, many students regard the low grade as irrelevant or meaningless. Others may blame themselves for the low grade but feel helpless to improve (Selby & Murphy, 1992).

Guskey, T. R. (2011). Five obstacles to grading reform. *Educational Leadership*, 69(3), 16.

- Grading is feedback. Effective teacher feedback is crucial to improving student achievement.

Reeves, D. (2011). *Elements of grading: A guide to effective practice*. Solution Tree Press.

- The new grading paradigm shifts grades from something the teacher randomly doles out to a reflection of learning that a student earns.

O'connor, K. (2017). *How to grade for learning: Linking grades to standards*. Corwin Press.

- It was this dramatic finding that led Hattie to remark: "The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'"

Marzano, R. J. (2000). *Transforming Classroom Grading*. Association for Supervision and Curriculum Development, 1703 North Beauregard Street, Alexandria, VA 22311-1714.

- If you are using a grading scale in which the numbers 4, 3, 2, 1, and 0 correspond to grades of A, B, C, D, and F, then what number is awarded to a student who fails to turn in an assignment? If you responded with a unanimous chorus of “zero,” then you may have a great deal of company. There might be a few people who are familiar with the research that asserts that grading as punishment is an ineffective strategy, 1 but many of us curmudgeons want to give the miscreants who failed to complete our assignments the punishment that they richly deserve. No work, no credit—end of story.

Reeves, D. B. (2004). The case against the zero. *Phi Delta Kappan*, 86(4), 324-325.

- Good reporting is based on good evidence. The usefulness of the information offered in any reporting device depends on the quality of the evidence on which that information is based.

Guskey, T. R., & Bailey, J. M. (2001). *Developing grading and reporting systems for student learning*. Corwin Press.