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teaching and learning at Penn State Berks. The book's articles, first published in *The Teaching Professor*, address four critical aspects of the assessment process: grading exams, assessing papers, gauging participation, and engaging students in meaningful conversations about grades.

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Grading Papers

This material is equally innovative when it comes to the challenges of assigning and assessing papers. Articles present a wealth

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of high-impact ideas, including: A unique carrot-and-stick method to encourage students to create drafts of papers Ten practical tips for successfully managing the paper-grading burden A manageable process-driven approach to grading that can be a lifesaver, particularly for new faculty A critical reexamination of the value of rubrics in grading papers Best and worst practices in grading papers Classroom Participation Chapter three focuses on a perennial ambiguous grading area, classroom participation, providing insight into how student perceptions of participation can differ from those of faculty and how to reconcile the two. The authors share strategies for: Creating a participation rubric Helping students appreciate the difference between mere attendance and participation Assessing and grading online participation Reconciling rubrics with student self-assessments

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Talking with Students about Grades The book's final section addresses the difficult subject of managing expectations and conversations about students' grades. This process begins on the first day of class and continues past the final exam. Topics include how to: Answer the question "What will we be graded on?" Handle the "I deserve a better grade on this" conversation Involve students in determining assignment weights and how this impacts performance Deal with students' growing sense of entitlement The learning "story" that takes place over the course of a semester is rich, complex, and unique to each student. The details of how an individual progresses (or does not) over the term, what skills are developed, and what knowledge is retained could fill a book. And yet in the end, professors are asked to tell the story not in a book, on a page, over a paragraph, or even in a

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sentence, but in a single letter. Small wonder grading is such a persistent challenge for both new and veteran faculty. The foreword is by Barbara E. Walvoord, Ph.D., professor emerita of the University of Notre Dame and author of several classic books on higher ed assessment and grading, including *Effective Grading: A Tool for Learning and Assessment*"

This first comprehensive handbook on the subject describes the manufacturing processes of various types of papers, recovered paper treatment, as well as the quality and economical aspects. More than 20 authors contribute a variety of viewpoints, one of the many features of this book. They give a concise description of the fascinating art and technology of papermaking, providing lay readers, students, politicians and others with the

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next generation of K–12 ELP assessments and improve policies and practices in the use of the assessments. This book is intended to be a useful resource for researchers, graduate students, test developers, practitioners, and policymakers who are interested in learning more about large-scale, standards-based ELP assessments for K–12 EL students.

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integrating technology into the classroom; working with English learners and struggling readers; and connecting with caregivers. Selected classroom strategies, procedures, and activities represent the most effective practices according to research and the many outstanding classroom teachers who were observed and interviewed for the book. The Third Edition includes added material connecting the Common Core State Standards to the instruction and assessment of literacy skills; a combined word study and vocabulary chapter to help readers integrate these important topics in their teaching; more on technology, including comprehension of multimodal texts, enhancing writing instruction with technology tools, and teaching activities with an added technology component; added discussion of teacher techniques during text discussions, strategic moves

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that help students become more strategic readers. Key features: In the Classroom vignettes; more than 50 activities, some with a technology component; questions for journal writing and for projects and field-based activities; troubleshooting sections offering alternative suggestions and activities for those middle-grade students who may find a particular literacy focus challenging.

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