Grading practices have been under review, especially since Covid 19. In addition, some secondary schools seeking continuous improvement have explored Reading and Writing Workshop structures. However, secondary English Language Arts teachers offering these workshop structures indicate traditional grading practices hinder the embedded components of choice and differentiation. Grading practices focusing on skills rather than common assignments could be a solution. This study examines secondary English teachers’ perceptions of implementing standards-based grading in their workshop classrooms.

Event Information
June 30, 2023
10:00 am
Zoom

Committee Members
Dr. Chase Young
Dr. Debra Price
Dr. Melinda Miller
Dr. Diana Sarao