

## Feature Articles

### Reader's Guide / A School Year to Make a Difference

*Anthony Rebora*

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### Taking the Stress Out of Grading

*Joe Feldman*

Now more than ever, we need to take steps to reduce students' anxiety about grading (while improving learning). Will we?

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### Grading During the Pandemic: A Conversation

*Joe Feldman and Douglas Reeves*

Two experts agree that now's the time to look hard at "broken" grading practices.

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### The Only "F" that Matters

*Michelle Hope*

Making grading more about feedback—and less about the score.

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### Does This Count?

*Lee Ann Jung*

We can fix gaming-for-grades school cultures by changing our understanding of "formative."

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### Breaking Up the Grade

*Thomas R. Guskey*

Course grades should reflect a range of distinct criteria that make up student learning.

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### Avoiding Unintended Consequences in Grading Reform

*Dylan Wiliam*

Before enacting grading reforms, you'd better understand why the policies you're scuttling were adopted in the first place.

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### The "Economics" of Grading

*Eric M. Carbaugh and Kristina J. Doubet*

Five ways to improve communication—and symmetry—in performance-based classrooms.

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## Stepping Up the Grading Environment

*Myron Dueck*

Students' expectations of the grading process can be a self-fulfilling prophecy.

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## How I Revamped My Grading System

*Michelle Vanhala*

A science teacher reflects on her path to finding a grading system that reflects her educational philosophy.

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## Columns / Departments

### Research Matters / Grading to Encourage Re-Learning

*Bryan Goodwin and Kris Rouleau*

Using grading practices that reflect the science of learning.

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### Show & Tell: A Video Column / Time for Competency-Based Grading?

*Douglas Fisher and Nancy Frey*

Pandemic-related learning gaps suggest it may be the right way to go now. [Watch the video.](#)

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### Leading Together / Time to Power-Up Teaching Practice

*Jill Harrison Berg*

The pandemic gives us an opportunity to zero in on what's essential.

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### Confronting Inequity / Well-Rounded Grading

*Matthew R. Kay*

Schools can take some inequity out of grading by rounding to "the fives."

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