



Differentiated instruction is a nice idea, but what happens when it comes to assessing and grading students? What's both fair and leads to real student learning? An internationally recognized expert on grading practices, Rick Wormeli first examined these questions 10 years ago in the first edition of *Fair Isn't Always Equal*. In this thoroughly updated second edition, Rick provides a catalyst for serious reflection on current grading and assessment practices in differentiated classrooms. Coherent and effective standards-based grading practices for a high-stakes, accountability-focused world is also outlined. Recognizing the importance of having a shared school vision for assessment and grading, Rick addresses the challenges for teachers and administrators alike. Middle- and high-school educators will easily recognize real examples and gray areas of grading. Rick tackles important and sometimes controversial assessment and grading issues constructively, incorporating modern pedagogy and the challenges of working with diverse groups of students. New sections address sports eligibility, honor roll, descriptive feedback techniques, and gifted/talented students, and chapters on test questions, redos/retakes, grading scales, and grading effort and behavior have been revised extensively. This important book clearly explains the principles behind best grading practices so that you're ready for all grading questions or scenarios that you may encounter in your classrooms and schools.

EE 2010L Circuit Analysis Lab is an introductory course in analog circuits for students majoring in Electrical Engineering, Engineering Physics, Mechanical Engineering, Materials Science, and Computer Engineering at Wright State University. Prior to conversion to the semester calendar, from the quarter calendar, the course was known as EE 302 Circuit Analysis I Lab. In the terms since the semester conversion it has been noticed the percentage of students receiving grades of D (poor), F (failed), W (withdrawn), K (withdrawal in first two weeks), or X (unofficial withdrawal) has increased from the rate in the previous iteration of the course. A new lab pedagogical method was developed for teaching the course. The new method made use of an inverted lab structure. Students were issued a myDAQ device made by National Instrument. When connected to a computer, the myDAQ can act as a power supply, multimeter, oscilloscope, and frequency generator. The myDAQ allows students to collect data outside of the lab. It is expected that students using the myDAQ will show the same learning outcomes as students in the traditional bench labs. It was hoped that by introducing this new instructional method can serve as a bridge to introducing more elements of problem based learning into the course. A study was conducted during the Spring Semester of 2014 in order to test the effectiveness of the new instructional method. Half of the section of EE 2010L used traditional equipment (bench labs) in a traditional lab setting. Students in this cohort collected data in the lab. The other half of the course sections used the new pedagogical method (myDAQ labs). Students in this cohort collected their data outside of class time. All students completed the same lab activities, same lab practicum midterm, and lab practicum final. Additionally, all students took the same pre- and post-test. The results from the lab practica and the Hake's gain from the pre-test and post-test scores were treated as dependent variables. Student GPA, Major, Lab Type (bench or myDAQ), and assigned Teaching Assistant were used as the independent variables. MANOVA and MANCOVA analyses were performed on the data. The results of these analyses, along with additional post hoc testing, showed that only GPA was statistically significant upon the dependent variable measures. The new instructional method was just as effective as the traditional method. These results mean that more elements of problem based learning may be introduced into the future curriculum for EE 2010L.

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