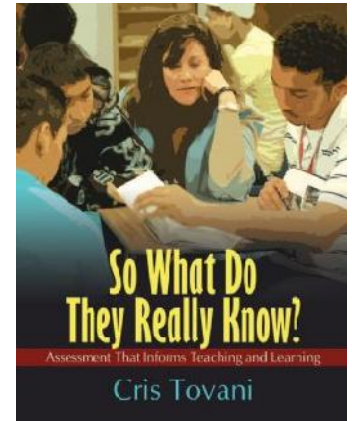




So What Do They Really Know? By Cris Tovani

Cris Tovani explores the complex issue of monitoring, assessing, and grading students' thinking and performance with fairness and fidelity. Like all teachers, Cris struggles to balance her student-centered instruction with school system mandates. Her recommendations are realistic and practical; she understands that what isn't manageable isn't sustainable. Cris describes the systems and structures she uses in her own classroom and shows teachers how to use assessments to monitor student growth and provide targeted feedback that enables students to master content goals. She also shares ways to bring students into the assessment cycle so they can monitor their own learning, maximizing motivation and engagement.



Cris shows how you can use assessments to monitor student growth and provide targeted feedback that works. In addition, she shares ways to bring students into the assessment cycle so they can monitor their own learning.

Chapter 1

Assessment: It Doesn't Have to Be the Enemy –

- pg. 11 – assessments for learning/assessments of learning

Chapter 2

Let's Get Personal

Chapter 3

Game-Time Assessment

Chapter 4

Off the Field and Into the Classroom

- The Workshop Model on a Structure for Assessment – pg. 6



Chapter 5

Annotations: A Trustworthy Source of Data

Page 76 – Reference to “Interrogating texts: Six Reading Habits to Develop in Your First Year at Harvard”

Page 97 – Examples for Science, Social Studies, Literature, Accounting

Chapter 6

Feedback That Fortifies

Chapter 7

Grading is Killing Me

Coda: Break the Fake – texting conversation with a student