

# What Smart Students Know Maximum Grades Optimum Learning Minimum Time

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argues that smart students have a different attitude about school and learning and offers advice on taking notes studying preparing for tests and writing papers

grading in the post process classroom tackles that all important and difficult issue how do we fulfill our responsibilities to the traditional academy and still teach our students to become resistant critical thinkers while the question is not new new faces and voices in the field as well as the advent of virtual writing classrooms require different responses currently most articles on the subject of grading end with the suggestion that teachers should not give grades an alternative that few instructors find viable especially in an era of increasing calls for teacher accountability grading in the post process classroom answers the question of what to do when theory and practice collide in addition to discussions of the ideology of grading it offers specific alternative theoretically informed grading schemes from narrative evaluation contract grading and new ways to configure portfolio grading to how to grade in cyberspace included are pieces by both established scholars and new voices in the field interspersed among the theory chapters are shorter personal self reflexive essays that consider how to negotiate political pressures within a department

contains forms for all aspects of elementary school teaching including calendars class schedules attendance and grade reports lesson plan sheets substitute information forms portfolio assessments reading contracts progress reports parent teacher conference forms and classroom celebration forms

a reference for pre service and inservice classroom teachers who want to develop and maintain literacy skills and abilities of their students as well as establish and maintain classroom climates that promote and nurture literacy

no 1 of each vol consists of report of proceedings of the association

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