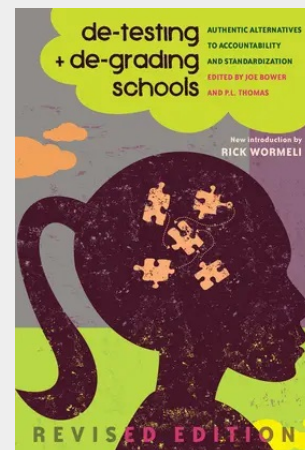


## de-testing and de-grading schools

Authentic Alternatives to Accountability and Standardization

A century of education and education reform, along with more than three decades of high-stakes testing and accountability, reveals a disturbing paradox: education has a steadfast commitment to testing and grading. This commitment persists despite ample research, theory, and philosophy revealing the corrosive consequences of both testing and grading in an education system designed to support human agency and democratic principles. This revised edited volume brings together a collection of updated and new essays that confronts the failure of testing and grading. The book explores the historical failure of testing and grading; the theoretical and philosophical arguments against testing and grading; the negative influence of tests and grades on social justice, race, class, and gender; and the role that they play in perpetuating a deficit perspective of children. The chapters fall under two broad sections. Part I, Degrading Learning, Detesting Education: The Failure of High-Stake Accountability in Education, includes essays on the historical, theoretical, and philosophical arguments against testing and grading. Part II, De-Grading and De-Testing in a Time of High-Stakes Education Reform, presents practical experiments in de-testing and de-grading classrooms for authentic learning experiences.



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