

Table of Contents

Introduction: An Unexamined Pedagogy Harms	1
Rick Wormeli	

Part One: Degrading Learning, Detesting Education: The Failure of High-Stakes Accountability in Education

Chapter One: NCLB's Lost Decade for Educational Progress: What Can We Learn from This Policy Failure?	11
Lisa Guisbond with Monty Neill and Bob Schaeffer	
Chapter Two: Assessment and Quality: Policy-Steering and the Making of a Deus ex Machina	33
Fernando F. Padró, Michael F. Hawke, and Laurie M. Hawke	
Chapter Three: Technocratic Groupthink Inflates the Testing Bubble	51
Anthony Cody	
Chapter Four: America's Obsessive-Assessment Disorder	61
Lawrence Baines and Rhonda Goolsby-Smith	
Chapter Five: Solidarity and Critical Dialogue: Interrupting the Degradation of Teacher Preparation	75
Julie A. Gorlewski and David A. Gorlewski	
Chapter Six: Feeding the World = Reading the World: Let Them Eat Tests	87
Morna McDermott	

Chapter Seven: Bubble in B for Boredom.....	103
Richard Mora	
Chapter Eight: Reconciling Student Outcomes and Community	
Self-Reliance in Modern School Reform Contexts	113
Brian R. Beabout and Andre M. Perry	
Chapter Nine: The Role of Assessment in Empowering/Disempowering	
Students in the Critical Pedagogy Classroom	137
David L. Bolton and John M. Elmore	

Part Two: De-Grading and De-Testing in a Time of High-Stakes Education Reform

Chapter Ten: "How Long Does This Have to Be?": Confronting the	
Standardization of Writing Instruction with Teachers in National	
Writing Project Invitational Summer Institutes	153
Christian Z. Goering	
Chapter Eleven: Telling Time with a Broken Clock: Moving Beyond	
Standardized Testing	165
Joe Bower	
Chapter Twelve: The Grading Mousetrap: Narcissism, Abjection, and	
the Politics of Self-Harm	173
John L. Hoben	
Chapter Thirteen: Leadership Denied: Principal as Compliance Officer	191
Arnold Dodge, Ruth Powers Silverberg, and Katie Zahedi	
Chapter Fourteen: Journey into Ungrading.	207
Hadley J. Ferguson	
Chapter Fifteen: An Oath to Stop Degrading Students: A Story of	
De-grading an Elementary Classroom	223
Jennifer Magee and Mark Dziedzic	
Chapter Sixteen: De-grading Writing Instruction: Closing the	
"Considerable Gap"	235
P. L. Thomas	
Chapter Seventeen: One Week, Many Thoughts	253
Brian Rhode	
Chapter Eighteen: Striving Toward Authentic Teaching for	
Social Justice: Additional Considerations	265
Lisa William-White	
Conclusion: Yes, to Be Clear, I Am Anti-testing, Anti-grading	291
P. L. Thomas	
Author Biographies	299