The Case Against Grades (##)
goals or curriculum may be. The result is that teachers may become more adept at measuring how well students have ... — and never questioned. "If it's not worth teaching, it's not worth teaching well," as Elliot Eisner (2001, p. 370)

Motivation

Jim Drier, an English teacher at Mundelein High School in Illinois who has about 90 students ranging "from at-risk to ... long" to write at least a brief note on students' assignments — "a reaction to what they did and some advice on how they

Curriculum

Most of the criticisms of grading you'll hear today were laid out forcefully and eloquently anywhere from four to eight ... the early essays make for eye-opening reading. They remind us

Achievement

offer a fuller picture of the applicant than does a grade-point average. Moreover, these schools point out that their ... well, failure to test well, and failure to have any influence at all on the intellectual lives of students" [Milton, 

The effects of grading on student behavior are hardly beneficial and ultimately amount to little more than random noise. In fact, students receiving As. But this pattern is not a fact of life, nor is it a sign of admirable "rigor" on the teacher's ... and mechanistic; the imperatives of data collection seem to upstage the children themselves and the goal of helping

Research on the effects of grading has slowed down in the last couple of decades, but the studies that are still being ... on-line is a significant step backward because it enhances the salience of those grades and therefore their destructive effects on learning.}

To understand why research finds what it does about grades, we need to shift our focus from educational measurement ... questions. The latter serve to illuminate a series of misconceived assumptions that underlie the use of grading.

The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."
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