The Case Against Grades (##)
To address one common fear, the graduates of grade-free high schools are indeed accepted by selective private colleges ... and detailed descriptions of the curriculum (as well as recommendations, essays, and interviews), which collectively

Motivation
... and its preoccupation with data.

As much as what is prescribed in the name of “assessing for learning” (and, for that matter, “formative assessment”) leaves our students feeling cold and distant, the true forcing of the issue is in how high-stakes testing is defining the student’s worth. The day-to-day use of grades — is based on these researchers’ own empirical findings as well as those of many others, including Carol Dweck, Carol Dweck, Carol Dweck, and John Nicholls (for a review, see Kohn 1999b, chapter 2). In brief: the more students are led to focus on

Indeed, research suggests that the common tendency of students to focus on grades doesn’t reflect an innate predilection ... due to having been led for years to work for grades. In one study (Butler, 1992), some students were encouraged to think

I spoke recently to several middle and high school teachers who have de-graded their classes. Jeff Robbins, who has

Grades don’t prepare children for the “real world” — unless one has in mind a world where interest in learning and

Grades tend to diminish students’ interest in whatever they’re learning

When people ask me, a bit defensively, if it isn’t important to measure how well students are learning (or teachers are teaching), I invite them to rethink their choice of verb. There is certainly value in

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If we begin with a desire to assess more often, or to produce more data, or to improve the consistency of our grading, ... point of departure isn’t mostly about the grading, but about our desire for students to understand ideas from the inside

The Need to Assess
... of what is going on, but that description because its change going on for the form. There are complications to

Getting hit on the head lessons
... to minimize the chance of doing poorly — not because they’re “unmotivated” but because they’re rational. They’re responding to adults who, by telling them the goal is to get a good mark, have sent the message that success matters more than learning.

Grades yield...
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