The Case Against Grades (##)
**The Case Against Grades**

*This is a light-hearted, satirical look at the world of education.*

(From the first few sentences of an article, Kohn, 2005)

"I consider myself a reformer because I'm an educator at a reform school. I'm a principal of a school that has no grades. I'm a teacher who no longer assigns homework or tests, and I'm a counselor who doesn't care about your SAT scores or your GPA."

(From the first few sentences of an article, Kohn, 2005)

*Better Get Used To It* (Kohn, 2005). The claim here is that we should do unpleasant and unnecessary things to students because they will be doing them later. This justification is exactly as absurd as it sounds, yet it continues to drive us out or to get a kick out of playing with words and numbers, or to be in charge of their own learning, then we will not be able to do what we need to be doing. If we begin with a desire to assess more often, or to produce more data, or to improve the consistency of our grading, the point of departure isn't mostly about the grading, but about our desire for students to understand ideas from the inside out, not the outside in.

(From the first few sentences of an article, Kohn, 2005)

"I have heard about students who have learned better and have come to care more about their work than I ever thought possible, simply because they were allowed to grade themselves. If people find that idea alarming, it's probably because they realize it creates a more open learning environment. If grades are going to be abolished, then we need to begin with a desire to make learning more open and honest.

(From the first few sentences of an article, Kohn, 2005)

Grades create a preference for the easiest possible task and thus better prepare students for college, than their counterparts at traditional schools who have been preoccupied with grades. In brief: the more students are led to focus on grades, the more likely they are to view school as a machine that constantly requires repairs and new parts, when what we should be doing is encouraging them to think of school as a place where they can learn and grow. If we want students to learn, then we need to stop being obsessed with grades.

(From the first few sentences of an article, Kohn, 2005)

Indeed, research suggests that the common tendency of students to focus on grades doesn't reflect an innate predilection for competition or a desire to win. Instead, the researchers have found that the more students are led to focus on grades, the more likely they are to view school as a machine that constantly requires repairs and new parts, when what we should be doing is encouraging them to think of school as a place where they can learn and grow.

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