The Case Against Grades (##)
This is a slightly edited version of the published article.

I consider the following to be a key issue: the role of grades in education. Indeed, the topic of grades has been widely debated among educators and researchers. In this article, we will explore the impact of grades on students and how they can be used more effectively.

I. Introduction

A. Background

Grades have been a common practice in education for many years. They are used to evaluate students' performance and to determine their academic success. However, the use of grades has been a subject of debate among educators and researchers.

B. Purpose

The purpose of this article is to examine the role of grades in education and to explore the ways in which they can be used more effectively.

II. The Role of Grades

A. Grades and Learning

1. Grades as a Measure of Learning

Grades are often used as a measure of learning. However, research suggests that the common tendency of students to focus on grades doesn't reflect an innate predilection for competition or extrinsic motivation. Instead, it's due to having been led for years to work for grades. In one study (Butler, 1992), some students were encouraged to think and work about learning in the same way as they had been to work for grades. These students showed a significant increase in their intrinsic motivation.

2. Grades and Intrinsic Motivation

Intrinsic motivation, a desire to learn for its own sake (Kohn 1999a), is important for learning. Many assessment specialists talk about motivation in terms of intrinsic vs. extrinsic. However, it's not enough to change the list; it's not enough to add narrative reports. When comments and grades coexist, the comments are written to justify the grades. When there's only a comment, they're read, but the grades are written to justify the comments. With narrative assessments, the comments and grades are written in parallel, often in the same document. When the comments are written to justify the grades, they're focused on what can be reduced to numbers, such as how many grammatical errors are present in a composition or how many facts are correct in an essay. When the comments are written about the processes as well as the products of the student's work, they're focused on what's important for learning.

3. Grades and Learning Processes

When people are motivated to learn for its own sake, they may not even see the need for grades. However, if grades are used to motivate learning, they may lead to a decrease in intrinsic motivation. Intrinsic motivation is important for learning, and grades may interfere with it. Intrinsic motivation is a powerful force, and grades may be a barrier to its development.

B. Grades and Assessment

Grades are often used as a form of assessment. They are used to evaluate students' performance and to determine their academic success. However, grades may not be the best measure of assessment. There is a growing consensus that the use of grades to assess learning is not always effective.

1. Grades and Learning Outcomes

Grades are used to assess learning outcomes. However, research suggests that the use of grades to assess learning outcomes is not always effective. In one study (Butler, 1992), some students were encouraged to think and work about learning in the same way as they had been to work for grades. These students showed a significant increase in their intrinsic motivation. However, if grades are used to motivate learning, they may lead to a decrease in intrinsic motivation. Intrinsic motivation is important for learning, and grades may interfere with it.

2. Grades and Assessment Methods

There are different methods of assessment, such as multiple-choice tests, essays, and projects. However, grades are often used as a form of assessment. They are used to evaluate students' performance and to determine their academic success. However, grades may not be the best measure of assessment. There is a growing consensus that the use of grades to assess learning is not always effective.

C. Grades and Reward Systems

Grades are often used as a form of reward. They are used to motivate students to work harder and to achieve better grades. However, grades may not be the best form of reward. There is a growing consensus that the use of grades to motivate learning is not always effective.

1. Grades and Intrinsic Motivation

Grades are often used as a form of reward. They are used to motivate students to work harder and to achieve better grades. However, research suggests that the use of grades to motivate learning may interfere with intrinsic motivation. Intrinsic motivation is important for learning, and grades may interfere with it.

2. Grades and Extrinsic Motivation

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III. The Impact of Grades on Students

A. Grades and Student Behavior

Grades are often used to evaluate students' performance and to determine their academic success. However, research suggests that the use of grades to evaluate student behavior is not always effective. In one study (Butler, 1992), some students were encouraged to think and work about learning in the same way as they had been to work for grades. These students showed a significant increase in their intrinsic motivation.

B. Grades and Student Motivation

Grades are often used to motivate students to learn. However, research suggests that the use of grades to motivate learning may interfere with intrinsic motivation. Intrinsic motivation is important for learning, and grades may interfere with it.

IV. The Use of Grades

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V. Conclusion

Grades are often used in education. However, research suggests that the use of grades to assess learning outcomes is not always effective. In one study (Butler, 1992), some students were encouraged to think and work about learning in the same way as they had been to work for grades. These students showed a significant increase in their intrinsic motivation.

References:


