The Case Against Grades (##)
It's not enough to use "standards-based" grading. That phrase may suggest any number of things — for example, more grades; greater specificity about what each grade signifies; or an increase in the number of tasks or skills that students must master. But in reality, it means almost nothing. For many, it has come to represent a way of glossing over the problems of grading, in order to avoid having to think about them.

Grading is not just about assigning a number or letter at the end of the course; it’s about helping students learn. When used as a teaching tool, grades can be an effective way to encourage students to work harder, to challenge them, and to motivate them to keep improving. However, when used as a punishment tool, grades can be a source of stress and anxiety for students, and can undermine their intrinsic motivation to learn.

Grading should be used to help students learn, not to punish them. Teachers should use grades to assess what students have learned and what they need to learn, not to punish them for not learning enough. Grades should be used to provide feedback, not to reward students for doing well and punish them for not doing well. Grades should be used to motivate students to learn, not to motivate them to work harder.

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