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

This is a slightly expanded version of the published article.

1. "I consider the following a quote that appears at the beginning of a new paragraph in the text.

2. A key element of authentic assessment for these and other teachers is the opportunity for students to help design the assessment tools themselves.

3. The use of portfolios as an alternative to grades has been criticized for being too subjective and not fair to all students.

4. The adoption of authentic assessment methods has led to a decrease in the overall number of grade-related variables in education.

5. The implementation of performance assessments has been accompanied by a significant increase in the number of teacher-made assessments.

6. The use of authentic assessments in education requires a shift in the way teachers perceive learning and classroom management.

7. The use of authentic assessments has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

8. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

9. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

10. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

11. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

12. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

13. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

14. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

15. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

16. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

17. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

18. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

19. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

20. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

21. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

22. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

23. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

24. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

25. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

26. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

27. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

28. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

29. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

30. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

31. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

32. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

33. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

34. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

35. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

36. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

37. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

38. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

39. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

40. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

41. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

42. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

43. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

44. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

45. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

46. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

47. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

48. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

49. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.

50. The use of authentic assessments in education has led to a decrease in the number of low-achieving students and an increase in the number of high-achieving students.
To be notified whenever a new article or blog is posted on this site, please enter your e-mail address at www.alfiekohn.org/signup.