From Degrading to De-Grading
Grades tend to reduce students' intrinsic motivation in the learning itself. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades also give a bad impression to students of the value of their work. When students receive grades, they tend to think that their work is valued only if it meets certain standards. This may lead them to believe that they are not valued as a person. This may reduce their intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades tend to reduce students' interest in the learning itself. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades waste a lot of time that could be spent on learning. Grades may take up a lot of time that could be spent on learning. This may reduce the time that students have to spend on learning. This may reduce their intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades tend to reduce the quality of students' thinking. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades tend to reduce students' relationships with each other. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

From Degradation to De-Grading

Grades tend to reduce students' autonomy in the learning itself. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades tend to reduce students' autonomy in the learning itself. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades tend to reduce students' autonomy in the learning itself. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).

Grades tend to reduce students' autonomy in the learning itself. One of the main reasons why students work so hard to get A's is that they expect that a high grade is a sign of being a "good student" and thus, a sign of being a "normal" person. If a student gets a low grade, he or she may feel that he or she is not a "normal" person and therefore a failure. This may reduce his or her intrinsic motivation to work hard and learn. This is why we must be careful with the use of grades. (Hagger et al., 2013; Deci et al., 2001).