From Degrading to De-Grading
Administrators should be prepared to respond to parental concerns, some of them completely reasonable, about the prospect of doing away with grades. To make the transition, schools need to have an alternative plan that preserves the present system of accountability for students, teachers, and schools. In this essay, I argue that one way to do this is to replace grades with a system of student-centered assessment, which could include letter grades, teacher comments, rubrics, and other sources of feedback that are designed to help students learn and develop.

Most people assume that the first function of grades is to motivate students to work hard, but research shows that grades can actually discourage students from working hard. Grades may be a sign of success, but they are not a sign of hard work. In fact, students who receive high grades tend to be less motivated than students who receive low grades. This is because grades are a sign of success, but they are not a sign of hard work. In fact, students who receive high grades tend to be less motivated than students who receive low grades. This is because grades are a sign of success, but they are not a sign of hard work. In fact, students who receive high grades tend to be less motivated than students who receive low grades. This is because grades are a sign of success, but they are not a sign of hard work. In fact, students who receive high grades tend to be less motivated than students who receive low grades. 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