Grading: The Issue Is Not How but Why (*)
Grading: The Issue Is Grades, Not Why
By Alice F. Kohn

Why are we concerned with evaluating how well students are doing? The question of motive, as opposed to method, is what leads us to rethink basic tenets of teaching and learning and to evaluate what students have done in a manner more consistent with our ultimate educational objectives. Not set all approaches to the topic result in thoughtfully reflective. In fact, approaches to assessment may be classified according to their depth of analysis and willingness to question fundamental assumptions about how and why we grade. Consider these levels, our students do not have enough students don't need top grades. (See Table 1 for a correspondence between grades and actual performance.) The major principle underlying this view is that grades are an argument game, is that if they don't come up with a really great, top grade, or if they don't improve from one assignment to the next, then their grades are not good enough. Some educators believe that the students' desire to learn is more important than the grades they receive. Therefore, the focus of assessment should not be on the grades themselves, but on the learning process. This approach, known as “Supportive Assessment,” emphasizes the importance of students taking ownership of their learning and evaluating their own progress. The following are some key points of Supportive Assessment:

1. **Assessment of any kind should not be given:** Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

2. **Feedback is crucial:** Students need to receive feedback that is specific, timely, and actionable. This helps them understand what they did well, and where they need to improve. Feedback should be given in a way that is encouraging and supportive, rather than evaluative.

3. **Self-assessment is important:** Students should be taught to assess their own work, and to reflect on their learning process. This helps them develop metacognitive skills, and to take ownership of their learning.

4. **Multiple sources of information:** Assessment should be based on a variety of sources, including student work, teacher observations, peer assessments, and self-assessments. This helps to ensure that students' learning is being evaluated from different perspectives.

---

**Notes**


Grading Rationale III: Feedback

Educational Leadership

Supportive Assessment

Assessment of any kind should not be given. Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

1. **Assessment of any kind should not be given:** Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

2. **Feedback is crucial:** Students need to receive feedback that is specific, timely, and actionable. This helps them understand what they did well, and where they need to improve. Feedback should be given in a way that is encouraging and supportive, rather than evaluative.

3. **Self-assessment is important:** Students should be taught to assess their own work, and to reflect on their learning process. This helps them develop metacognitive skills, and to take ownership of their learning.

4. **Multiple sources of information:** Assessment should be based on a variety of sources, including student work, teacher observations, peer assessments, and self-assessments. This helps to ensure that students' learning is being evaluated from different perspectives.

---

**Notes**


Grading Rationale III: Feedback

Educational Leadership

Supportive Assessment

Assessment of any kind should not be given. Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

1. **Assessment of any kind should not be given:** Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

2. **Feedback is crucial:** Students need to receive feedback that is specific, timely, and actionable. This helps them understand what they did well, and where they need to improve. Feedback should be given in a way that is encouraging and supportive, rather than evaluative.

3. **Self-assessment is important:** Students should be taught to assess their own work, and to reflect on their learning process. This helps them develop metacognitive skills, and to take ownership of their learning.

4. **Multiple sources of information:** Assessment should be based on a variety of sources, including student work, teacher observations, peer assessments, and self-assessments. This helps to ensure that students' learning is being evaluated from different perspectives.

---

**Notes**


Grading Rationale III: Feedback

Educational Leadership

Supportive Assessment

Assessment of any kind should not be given. Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

1. **Assessment of any kind should not be given:** Getting grades is an intrinsic part of the learning process, and students should be encouraged to see their grades as a reflection of their effort and understanding, rather than as a means to an end. Grades should not be seen as a way to manipulate students' behavior.

2. **Feedback is crucial:** Students need to receive feedback that is specific, timely, and actionable. This helps them understand what they did well, and where they need to improve. Feedback should be given in a way that is encouraging and supportive, rather than evaluative.

3. **Self-assessment is important:** Students should be taught to assess their own work, and to reflect on their learning process. This helps them develop metacognitive skills, and to take ownership of their learning.

4. **Multiple sources of information:** Assessment should be based on a variety of sources, including student work, teacher observations, peer assessments, and self-assessments. This helps to ensure that students' learning is being evaluated from different perspectives.

---

**Notes**


