

Grading should be accurate and fair. That is, students who do the same quality of work should receive the same grades. Any grading system in which the same quality of work receives grades ranging from A to F, depending on the individual grading policy of the teacher, is clearly inaccurate. The principle of fairness suggests that differences in grades should be associated with differences in student performance rather than with differences in gender, ethnicity, or socioeconomic status.

Grading is a form of feedback and the principals of effective feedback should include specificity and timeliness, so that students can apply feedback from their grades to improve their academic performance.

Grades should reflect achievement of intended learning outcomes- whether the school is using a conventional, subject-based report card or a report card that represents these intended learning outcomes as standards.

The primary audiences for the message conveyed in grades are students and their parents; grading policies should aim to give them useful, timely, actionable information. Teachers, administrators, and other educators are secondary audiences.

Grades should reflect a particular student's individual achievement. Group and cooperative skills are important, but they should be reflected elsewhere, not in an individual's academic grade.

Grading policies should be set up to support student motivation to learn. A student should never reach a place where there is no point doing any more work because failure is inevitable.