

# Raisons pour abolir les notes

Les notes tendent à réduire l'intérêt des élèves dans l'apprentissage lui-même

*The more people are rewarded for doing something, the more they tend to lose interest in whatever they had to do to get the reward (Kohn, 1993).*

Les notes tendent à réduire la préférence des élèves pour les tâches à risque

*Students of all ages who have been led to concentrate on getting a good grade are likely to pick the easiest possible assignment if given a choice (Harter, 1978; Harter and Guzman, 1986; Kage, 1991; Milton et al., 1986).*

Les notes tendent à réduire la qualité de la pensée des élèves

*One series of studies, for example, found that students given numerical grades were significantly less creative than those who received qualitative feedback but no grades. The more the task required creative thinking, in fact, the worse the performance of students who knew they were going to be graded. Providing students with comments in addition to a grade didn't help: the highest achievement occurred only when comments were given instead of numerical scores (Butler, 1987; Butler, 1988; Butler and Nisan, 1986).*

Les notes ne sont pas valides, fiables, ou objectives

*Any given assignment may well be given two different grades by two equally qualified teachers. It may even be given two different grades by a single teacher who reads it at two different times (for example, see some of the early research reviewed in Kirschenbaum et al., 1971).*

Les notes dénaturent le programme de formation au profit des connaissances

*A school's use of letter or number grades may encourage what I like to call a "bunch o' facts" approach to instruction because that sort of learning is easier to score (Kohn, 1999).*

Les notes font perdre du temps au détriment de l'apprentissage

*Add up all the hours that teachers spend fussing with their grade books. Then factor in all the (mostly unpleasant) conversations they have with students and their parents about grades. It's tempting to just roll our eyes when confronted with whining or wheedling, but the real problem rests with the practice of grading itself.*

Les notes incitent à la tricherie

*The more students are led to focus on getting good grades, the more likely they are to cheat, even if they themselves regard cheating as wrong (Anderman et al., 1998; Milton et al., 1986).*

Les notes gâtent la relation maître-élève

*I'm tired of being suspicious when students give me compliments, wondering whether or not they are just trying to raise their grade. I'm tired of spending so much time and energy grading your papers, when there are probably a dozen more productive and enjoyable ways for all of us to handle the evaluation of papers. I'm tired of hearing you ask me 'Does this count?' (Kirschenbaum et al., 1971, p. 115).*

Les notes gâtent les relations entre les élèves

*The quality of students' thinking has been shown to depend partly on the extent to which they are permitted to learn cooperatively (Johnson and Johnson, 1989; Kohn, 1992).*

Les notes sont un faible indicateur de succès dans la vie

*High school marks, it turns out, do not predict how well you'll do later in life. High school marks don't even predict how well you will do in first-year university, says James Parker, who holds the Canada Research Chair in emotion and health at Trent University.*