**What is ungrading:**

Ungrading is a phrase for any assessment that lowers an instructor's activity of awarding a summary grade to student work. Ungrading can be done in a variety of ways, although most instructors provide students formative rather than summative feedback, which may be supplemented with student self-evaluation and/or peer assessment, as well as interaction with the student.

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**Benefits:**

It encourages a development mentality, which can assist students in taking control of their education. In addition, it removes the fear of "doing it wrong" or receiving a "poor mark," allowing students to take more risks and think more creatively. Moreover, it according to studies, pupils in an ungraded system produce more and higher-quality work than students in a regularly graded one. On the other hand, marks differ from students' concept of self and identity; without grades, they are no longer a "A student" or a "C student," allowing students to build stronger self-esteem and motivation foundations.

**Student view:**

Students feel that grades are so important that they can't risk trying something new. A mistake in exams or assignments is penalized with a lower grade, which is subsequently averaged into the other grades, even if the student totally understands it after that first try. Mistakes, on the other hand, provide knowledge and aid in learning. Feedback regarding flaws is information in tasks like riding a bicycle or submitting an article for publication. This aids in the improvement process.

This helps the students to get better marks and grades, even though they make mistakes and correct them on time.

**Topic 1:**

**What's the difference between grading and feedback?**

Grading lends a value to student work, whereas feedback informs students on what the teacher thought was well done and where the text's substance or accuracy may be improved.

Positive remarks and revisions that include both substance and grammatical/lexical accuracy should be included in the feedback. Focus on critical flaws that obstruct comprehension or that are now the subject of training.

When the grading standards are properly specified and communicated with the students ahead of time, grading can give important feedback.

**Topic 2:**

**What would happen if we didn’t grade?**

Grades do not accurately reflect what a school teaches or should teach. Skills would be measured in schools, universities, and workplaces. Employers are interested in knowing what you know as well as what you can do. Grades can indicate abilities and knowledge, but only to a limited extent. Institutions utilize a variety of factors to determine admission. Grades are only one of them.

In the classroom, we would only have one task: to assist students in learning. The second task of assessing student comprehension would exist solely to assist them in learning more.

But don't grades indicate how good a student is to companies and graduate schools. The students will oversee delivering their own proof of their awesomeness and maybe a portfolio or something, something along the lines of these are the skills I have.

**Topic 3:**

**How would a student get grades in ungrading assignments?**

Self-evaluation and metacognition are central to my assessment strategy. The students write process letters about their work and reflect on their personal growth and learning on a regular basis. The most genuine evaluation methods are those that include students directly as experts in their own learning.

Rather than employing a rudimentary technique for quantitative evaluation, provide feedback using words, phrases, and paragraphs, or simply by chatting to students. The students regard their classmates as the primary audience for their work.

At the conclusion of the semester, students assign themselves a grade. "The teacher or module conveyor reserve the right to adjust grades as necessary," However, the students evaluate themselves remarkably fairly.