SCORING, GRADING, AND GIVING FEEDBACK

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Hi! Good day! Let us talk about scoring, grading, and giving feedback when it comes to language testing and assessment. The first one is scoring.

A.   SCORING

Scoring is a process of making use of a number to represent the answers made by the test takers. Let's take a look at the two types of scoring.

Dichotomous and Continuous are based on the test takers' responses

Dichotomous

It requires looking at and treating the answer in one of two ways. It is a scoring system in which the response to an item or task is always rated as correct or incorrect regardless of the task's underlying complexity or any sign of incomplete knowledge or comprehension in the response.

e.g. multiple choice, true false, etc

Continuous

The responses in this type of scoring scored as 0, 1, 2, 3, 4, 5 or 0 – 100.It views and classifies the answers of test takers as graded in nature. The responses of the test takers are regarded as having a gradation or degree.

e.g. scoring for writing and speaking skills

While holistic, primary trait, and analytic are based on the methodologies.

Holistic

When we say holistic scoring, it means that the test taker's response is viewed as a whole rather than as a collection of fragmented parts in holistic scoring. The test taker's performance in the test is then scored based on the rater's overall impression of the test taker's performance in the test. it is most typically used to evaluate writing samples; it may also be used to evaluate any performance task. It's important to remember that grammar, spelling, and organization should not be deemed separately.

Let's take a look at this example of Holistic Scoring.

It's a numerical scale, as you can see, that distinguishes between superior, competent, and poor performance. When raters are educated to set consistent criteria, according to Cooper (1977), this approach is highly reliable.

These are the advantages of this scoring:

1. Evaluators can give grades directly.
2. It highlights strengths more than its weaknesses.
3. It is appropriate to the evaluation of various topics.

The disadvantages are as follows:

1. It is reliable, but it doesn't provide valid and concrete assessment.
2. It doesn't provide a lot of feedback.

Primary Trait

Primary trait scoring focuses on one specific type of features or traits that the test takers need to demonstrate. The key of primary trait is specificity of discourse to be exhibited by the test takers. Thus, there are some criteria like organization of ideas, sentence structure, etc.

Analytic

Individual points or components of the test taker's response are emphasized in analytical scoring. Both linguistic and non-linguistic aspects are significant in an analytic scoring strategy, and they are frequently examined as independent components. Grammar, vocabulary, understanding, fluency, pronunciation, and task are just a few of the linguistic factors that are taken into account while assessing a student's speaking ability. This scoring procedure gives more detailed feedback about the performance of the test-taker.

Here are a few of the benefits:

1. It provides clear and straightforward guidelines.

2. By reflecting on the written remarks and a breakdown of the final score, it helps students to identify areas where they need to improve.

However, one of its drawbacks is that it takes a long time to complete the assessment.

When using this approach, remember to give comments that challenge the learners, and at the same time, support them.

B. Grading

Grading is known as setting out a weighted system of factors for establishing a course's final grade.

Grading is based on four factors:

- It is important that all aspects of grading are in line with the institution's philosophy and/or regulations.
- At the start of a term of study, all of the components of a final grade must be properly communicated in writing to students, with percentages or weighted values for each component.
- It is essential for the rater to notice the subjectivity if a grading system incorporates things improvement through encouragement in the questionnaire.
- It is also recommended to consider giving a low priority to things such as punctuality and attendance in order for a grade to largely reflect the success of oral engagement in class.

There are three types of grading:

1. **Absolute grading** – it needs to comply on the established standards when evaluating a certain performance. The good thing is that the all students can possibly get high grades. However, it is strict, which means that if a class's average is less than 59 percent, all students in the class will fail and the teacher will not change their marks. Thus, it is based on a set of percentage scales, which might be problematic for pupils who all obtain a poor score.

2. **Relative grading** - Teachers in certain university and college classrooms use a technique of grading to calculate student marks by comparing them to their classmates' grades. Relative

grading is similar to bell grading or grading on a curve in that it takes the highest grade (A+) as the starting point and adjusts all other scores in relation to it.

Thank you! Self-referencing will be reported by Ms. Eila Marie Lucday. Have a great day!

The third type of grading is...

3. **Self-Referencing** - It is based on the teacher's perception of a student's improvement, growth, or change in comparison to his or her prior learning. Self-referencing has advantages and disadvantages.

Grade Boundaries

This is relative to school's policy and the chosen grading framework, which are the criterion and norm-referenced.

Grading on the Curve

This can be arbitrary as there's no reference to the intended learning targets.

Grade Using Fixed Percentage

This is the step-by-step guide on how to compute a percentage grade as seen on the presentation. Because the teacher must adhere to school policy, the relationship between percentage correct and letter grade is arbitrary. This method may encourage us to focus on the difficulty of the task rather than the intended learning outcomes.

Grading using Total Points

It is easier to adjust or give "extra credits" to an assessment task here in order to raise the scores of students who perform poorly.

Grading using Rubrics Method

Care is needed to avoid grade distortion. For example, 3 on a 4-point rubric is 75% and converting this to grade of C may not make sense.

C. Giving Feedback

Feedback

Feedback is an essential component of the ongoing process of learning and assessment. Giving frequent and ongoing feedback is an important way to improve learning achievement. It entails the

dissemination of information about aspects of understanding and performance and can be provided by practitioners, peers, oneself, or learners to practitioners.

Effective feedback encourages learners to reflect on their learning and learning strategies so that they can make changes to improve their learning progress.

Giving and Receiving Feedback

Feedback provides evidence about current knowledge and skill development to the practitioner and learner. Understanding the learner's progress and level of achievement allows the practitioner to plan the next steps in the learning program. It allows the learner to reflect on their learning strategies in order to confirm or change them in order to improve their learning.

Characteristics of Effective Feedback

1. Feedback improves learning.

-Feedback is intended to improve the performance and achievement of students. Feedback can be provided by either the practitioner or by peers. It may be formal or informal. It can be oral or written, formative or summative, but it must provide specific advice to the learner on how to improve their performance.

2. Feedback starts with learning intentions.

- The feedback process begins with the practitioner and learner clarifying the learning intentions (or goals) for the activities they are undertaking, as well as the success criteria by which they will evaluate the level of achievement to be demonstrated by learners. This allows the students to assess their performance in terms of both mastery of the assigned task and the processes involved. It also aids them in establishing clear goals for the future.

3. Feedback is Timely.

-Feedback must be provided as soon as possible. It must be given while there is still time for learners to act on it, as well as monitor and adjust their learning.

4. Feedback is clear and focuses on improvement strategies.

- Feedback on learning tasks should also be provided on a regular basis and as soon as possible after completion. Written, descriptive comments must be in a language that the learners understand and should refer back to the initial discussion of learning goals and success criteria. Effective feedback gives specific advice on how to improve learning outcomes and

allows the learner to consider the learning involved in the task rather than just the activity of completing the task.

5. Feedback encourages reflection.

- The amount of feedback that learners can accept should be limited. Effective feedback requires learners to reconsider their work and consider why, for example, spelling and punctuation may be incorrect, where a mistake has been made in mathematical calculations, or an idea or situation has been misunderstood.

6. Errors measure misunderstandings.

- It is widely acknowledged that making mistakes is a critical component of improving learning. Feedback on where misunderstandings and misconceptions occur helps learners progress to greater understanding and success, become more self-directed, and believe in their ability to complete tasks and achieve goals.

7. Feedback is more than a grade.

-Feedback on formal tasks that consists solely of marks or grades, or comments that discuss the level of performance and imply that the learning journey is complete, should be avoided. This can make it difficult for the learner to fully consider and act on the feedback. Providing multiple forms of feedback, such as comments, questions, and discussion, on a regular basis during learning promotes engagement and motivation to succeed.

Effective Feedback Tips

Effective feedback is understood by the recipient and motivates them to learn more effectively in the future.

Giving Effective Feedback

Feedback is a two-way process that supports learners' progress in learning and practitioners' understanding of where the learners are on the learning continuum when practitioners develop strong professional relationships with learners based on mutual respect.

Tips for giving effective feedback to learners:

● Explain to the learners that you are focusing on helping them to understand the assessment of their learning.

● Encourage learners to ask questions about their feedback.

● Make a regular time to discuss feedback with learners on an individual or small group basis.

- Advise learners that they will have an opportunity to ask questions about their assessment.

- Encourage them to note down their questions.

- Try to give feedback as close to the learning and assessment task as possible.

- Be specific and explicit about feedback, providing examples where possible.

- Establish that the student understands what is being discussed.

- Ask the student what they think they need to improve on.

- Offer your advice about future steps for improvement.

- Invite conversations by asking learners to discuss the work with you and/or with their peers.

That is the end of our report, thank you for listening and God bless!

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