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Unit 4

Unit 4 discusses the definitions and importance of scoring, grading, and giving feedback. When you design a classroom test you must consider how to score it and how to grade it. Your scoring plan reflects the relative way that you place in each section. It will depend on what is the driving force in your overall objectives. There are two types of scoring: dichotomous and continuous and they are based on the test taker's responses. There is also holistic scoring, wherein the test taker's response is viewed as a whole rather than as a collection of fragmented parts in holistic scoring. Another is analytic scoring, individual points or components of the test taker's response are emphasized. Both linguistic and non-linguistic aspects are significant in an analytic scoring strategy, and they are frequently examined as independent components. This scoring procedure gives more detailed feedback about the performance of the test-taker. Grading has something to do with computing all the scores acquired by your students for a certain period. This would also depend on the percentage distribution of the subject. There are three types of grading: absolute, relative, and self-referencing. Grading differs from institution to institution and it depends on their school's policy. A section of scoring and grading would not be complete without some consideration of the forms in which you will offer feedback to your students. The feedback you want to become beneficial feedback. It is intended to improve the performance and achievement of students. Feedback can be provided by either the practitioner or by peers. Feedback must be provided as soon as possible and must be given while there is still time for learners to act on it, as well as monitor and adjust their learning.

In Central Mindanao University, most teachers would set an appointment date with their students for them to explain the grades and give feedback to their students after every midterm or final term. It is also the time when we, the students, would compare grades, ask how we did with the exams, or review each other's outputs. However, it's hard to maintain that now in this online class setting. Feedback really is beneficial. Online class for me feels unappreciative and unrewarding without the face to face interaction in the classroom. It lacks on-the-time feedback. In terms of the grading system, my teachers properly communicated to us all the components of a final grade, with percentages or weighted values for each component at the start of a term or semester.

I stated in my CERA unit1 that this was my anticipated course; I was worried I won't learn any in regards to testing, particularly in scoring and grading. Formulating grades is the main focus of this unit and it's quite challenging as I wanted to use Excel to help me compute the grades but I've almost forgotten how to use it. I had to resort to using my calculator to compute the grades on the given activity halfway. Scoring reflects the weight of your test. Your scoring plan really determines your student's future. If the components of a grade are not properly planned the rater will have a hard time where to prioritize the scores. It should also be properly communicated with your students so they would know where to properly put their effort.

It certainly is beneficial if I wanted to pursue teaching. If I teach I will have to test my students and in testing comes scoring/grading. I also want to emphasize that learning how to compute the grades will also help me as a student to track my scores and which areas I have to put extra effort into so that I could get my target grade. Feedback is also the area where this course is heavily emphasized. This will be something I won't ever forget to incorporate with my future classroom.