

## UNIT 5

Computing grades is not easy as there are some issues or considerations that you have to follow before you give them grades, thus there is a thing we called philosophy in grading. What should grades reflect? Students should be assessed only on the performance of activities or the production of work that demonstrates growth or mastery of the skills, competencies, and objectives identified in the course objectives. There are factors in which a teacher should allocate their grades according to the learning objectives of the course. For example, they could allocate their grading mainly to oral participation in class if the class demands it to be or base the grading on the usual language performance of the students as formally demonstrated on tests, quizzes, and other explicitly scored procedures. Though some educational assessment experts state definitively that none of these items should be a factor in grading. Gronlund (1998), advised that teachers should “Base grades on students’ achievement, and achievement only. Grades should represent the extent to which the intended learning outcomes were achieved by students.” However, we should still keep in mind that there are students whose abilities may not be apparent on achievement tests and measured performance tests. That’s why it’s important to have varied assessment forms. Moreover, every assessment needs to communicate information to students that they will find useful: (a) in approaching future assignments in the course, (b) in evaluating or assessing themselves with respect to the course objectives of the course, or (c) in becoming better students, philosophers, or persons. That is to say: grades should not feel random or be given without any explanation. Under no circumstances should a student be evaluated on traits, characteristics, or abilities that are outside of his or her control. It is also essential for all components of grading to be consistent with an institutional philosophy and/or regulations. All components of a final grade need to be explicitly stated in writing. Teachers should develop a personal philosophy of grading that is consistent with their philosophy of teaching and evaluation.

Throughout the entirety of my school years, grades have always been the topic, anyone, at every year level talked about. It’s the thing that affects the students’ whole learning journey. Punctuality, attendance, and gift-giving are factors not the teachers in college put focus on in allocating the grades whereas it’s something common in K-12. I remember in elementary, how you behaved in class would define most of your grades. If you were noisy, you’d mostly be on most of your teacher’s blacklist. In my high school years, it was common for us to bring cleaning

materials for extra points. A complete attendance could also help us alleviate our grades before. In college, attendance was also a factor in scoring some extra points however the pandemic happened, and checking attendance is really not practical in the new learning setting. Oral participation and our language performance are where my teachers usually base our grades. These factors and how they grade us are properly communicated with us during the early days of each new semester. Their grading also aligns and reflects with their philosophy and institutional philosophy which is good as it is easy for us because we are already used to CMU's way of grading.

Grades, though always regarded as not something that defines a student's worth, are undoubtedly the lifeblood of the students. These grades have come to mean almost everything in their gatekeeping role in admission decision and/or employment acceptance. These letters or numerical grades may or may not create a path to the student's future career, thus it is best for the teachers to be extra careful and follow the principles in grading and evaluating. Teachers must specify their approach to grading and must be consistent in their presented grading system throughout the whole course. It is important to note that teachers must properly communicate their grading philosophy or grading system to their students so that their students will be able to not expect anything.

It is still not confirmed or decided that we will conduct our on-the-job training in teaching the language, however, this lesson will still be useful in our future teaching career. Developing a personal philosophy of grading that is consistent with my philosophy of teaching and evaluation will be the thing that I could bring throughout my teaching journey. This lesson also reiterated that there are cross-cultural factors which is a timely reminder since although I don't plan to teach abroad now, we wouldn't know. It's better to be prepared and learn something than nothing.