

Grading; some references to help teacher

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Abstract: Most of the teacher especially in Palembang or south Sumatera did not know about the topic discuss in here, the conclusion is they have to know and applicant the grading system as mentioned above, the principle or mechanics, kinds and general grading system used in many countries. In conclusion by grading the teacher could observe and see the result assessment given to their students having the result for further topics, so by grading the teacher hopefully could change their way or their perception towards the grading issued.

Keywords: *grading, teacher*

Background

Students grading is really show the students competence and ability in understanding lesson. It might show whether the students are able to pass the subject given or not. As well as we know that the grading will show one student is good or not in lesson. Grading also will influence and stand as a factor whose teacher is success in teaching and learning process, since the grading is almost low in one class means that the teacher should elaborate and prepare the lesson very

carefully to make their students success in learning activity especially in a class performance. As mentioned by Walvoord and Anderson (1998:2)"Grading is a powerful tool faculty use to communicate with their students, colleagues, and institutions, as well as external entities". Deriving, from the factor in influencing the factor to show the successful of teaching and learning process, grading really important for the students. Students might be feeling successful in learning activity by showing at their grading. As the result, most students in Indonesia are paying their attention into

what grading they will get, then, there are a lot of students are doing chat and cheat during the examination or assignment given by their teacher.

The issue about grading is not talking about the hottest topic. As a teacher, the issue about scoring is totally about what do they usually do in class performance to have a look into the successful of teaching and giving the students motivation in finishing assignment or examination. It is also talking about the number, percentage, and range of the grading itself. As mentioned by Hamayan (1995:1-2): Grades reflect personal philosophy and human psychology as well as efforts to measure intellectual progress with standardized, objective criteria. Whatever our personal philosophy about grades, their importance to our students means that we must make a constant effort to be fair and reasonable and to maintain scoring standards we can defend if challenged. Grades cause a lot of distress for undergraduates; this concern often seems to inhibit enthusiasm for learning for its own sake ("Do we have to know this for the exam?"), but grades

are a fact of life. The good news is that they need not be counterproductive educationally if students know what to expect.

For some teachers scoring is much longer as a very crucial part in ending the lesson, sometimes they will feel confuse, hardest, and bad condition because in scoring might be caused and spent much time and confusedness. As Hanayman (1995:2-3) stated "Scoring is a major problem to many new teachers and to a lot of more experienced ones too. Some of us are quite harsh at the beginning to prove that we are not pushovers. Others, who may know the students personally, are quite lenient". Since, there are four language skills in English should be mastered by the students, then they are four types also in scoring the skills; Listening scoring system. Reading scoring system, Writing scoring system, and speaking scoring system. One to another skill may have different scoring system. As well as we know, there are four language skills in teaching English, the steps in scoring those four language skills absolutely different. In scoring the speaking skill will differ to the writing skill. The grade might be ranged to A-B-C-D-E or F.

Starting from elementary school

until doctoral degree, grading is really important. Grading showed the skill for each student. It indicates the student ability in facing the test given, so then the students could conclude and assess the students' difficulties in understanding the lesson given, consequently the result might be better than in advanced. In this paper, the writer elaborates the grading to help the teacher in grading the students.

What do we meant by grading?

Grading is a way to see or evaluate the students into how far they understand the lesson given or how far they absorb the lesson given. In other experts said that: "Grading is the "process by which a teacher assesses student learning through classroom tests and assignments, the context in which good teachers establish that process, and the dialogue that surrounds grades and defines their meaning to various audiences" Walvoord and Anderson (1998:2). Furthermore, Walvoord and Anderson (2008:1)

Moreover, Bratcher and Ryan (2004:9)

stated that Grading—Communication between teachers and student that is designed to enhance the student's. Meanwhile Walvoord and Anderson (2008:2) grading as a complex context - dependent process that serves multiple roles:

1. *Evaluation.*
2. *Communication.*
3. *Motivation*
4. *Organization.*
5. *Faculty and student reflection.*

Airasian stated in Smith (2008:4-5) listed five main functions that grades serve:

1. Administrative, by dealing with decisions concerning matriculation, retention, and entrance into college
2. Guidance, by helping counselors provide direction to students
3. Instructional planning, by informing teachers about students' level of attainment in order to group them for instruction
4. Feedback, to provide students with information about their progress and achievement

The grading system in education is seriously adopted by academic institutions of developed as well as developing nations. One nation might be differ to another nation, as well as in our country itself, the grading system in education has developed since the ICT (Information Communication Technology) being growth day by day. The United State as one of the most super country in the world uses five point of grading in education as explained by Kumar and Sharma in their Journal in 2014, "The United States uses five point numerical scale and there are five letter grades A, B, C, D and F where A is the highest grade and F denotes fail grade".

In percentage based method a grade will be awarded on the basis of the percentage of marks secured by the students whereas in rank based method, a grade will be awarded on the basis of the rank owned by the student in a particular subject among all the students appeared for that subject. In rank based method grade A will be awarded to top 7%, B to next 24%, C to middle 38%, D to next 24% and F to bottom 7%. Whereas in percentage based grading method grade A

will be awarded for the percentage between 90% - 100%, B for 80% to 89%, C for 70% to 79%, D for 60% to 69% and F for 59% and below. Germany uses 6-point grading scale to evaluate the performance of children like 1 (sehr gut, very good), 2 (gut, good), 3 (befriedigenmet satisfactory), 4 (ungenügend, insufficient), 5 (mangelhaft, deficient), 6 (ungenügend, insufficient) where "5" and "6" both are considered as fail grades. Academic grading in Canada varies by province, level of education, institution and faculty. Somewhere seven letters grades are awarded and somewhere it is ten or four or five. The universities in Japan follow the system of four grades and percentage method only. The grades are A (80% - 100%), B(70% - 79%), C(60% - 69%) and F(0 - 59%) where F is a fail grade. The most of the colleges and universities in China follows percentage based grading system comprises of five grades A (85% - 100 %), B (75% - 84%), C (65% - 74%), D (60% - 64%) and F (0 - 59%) where F is failure (Kumar and Sharma, 2014:3).

Meanwhile, in Malaysia the grading system almost follows in the United States, we can see as follows:

They converse in certificate of Malaysian in table:

Malaysian Certificate of Education

Grade	Scale	Grade Description	US Grade
A	1.00 1.99	- Cemerlang (Distinction)	A
B	2.00 3.99	- Kapujian (Credit)	B
C	4.00 5.99	- Lulus (Pass)	C
D	6.00 7.99	- Lulus (Pass)	C-
E	8.00 8.99	- Gagal (Fail)	D
G	9.00	Gagal (Fail)	F

Source:

<http://www.classbase.com/countries/Malaysia/Grading-System>

General Grading System:

In many countries in the world, there are many kinds of grading system, in general we just put whether they got A, B, C, or D even E for their students in assessing program. Those are the general grading system derived from Salend and

Duhaney (2002:8) stated the grading system as follows:

1. Numeric/Letter Grades:

Teachers assign numeric or letter grades based on students' performance on tests or specific learning activities.

2. Checklists/Rating Scales:

Teachers develop checklists and rating scales that delineate the benchmarks associated with their courses and evaluate each student according to mastery of these benchmarks. Some school districts have revised their grading systems by creating rating scales for different grade levels. Teachers rate students on each skill, using a scale that includes "not yet evident," "beginning," "developing," and "independent."

3. Anecdotal/Descriptive and Portfolio Grading:

Teachers write descriptive comments regarding students' skills, learning styles, effort, attitudes, and growth, and strategies to improve student performance. These comments can be included with examples of students' work as part of portfolio grading.

4. Pass/Fail Systems:

Minimum course competencies are specified and students who demonstrate mastery receive a “P” grade, while those who fail to meet the minimum standards are given an “F” grade. Some schools have modified the traditional pass/fail grading system to include such distinctions as honors (HonorP), high pass (HP), pass (P), and low pass (LP).

5. Mastery Level/Criterion Systems:

Students and teachers meet to divide the material into a hierarchy of skills and activities, based on an assessment of individual needs and abilities. After completing the learning activities, students take a posttest or perform an activity to demonstrate mastery of the content.

6. Progressive Improvement Grading:

Students take exams and engage in learning activities, and receive feedback and instruction based on their performance throughout the grading period. Only performance on cumulative tests and learning activities during the final weeks of the grading period, however, are used to determine students’ grades.

7. Multiple Grading:

Teachers grade students in the areas of ability, effort, and achievement. Students’ report cards can then include a listing of the three grades for each content area, or grades can be computed by weighting the three areas.

8. Level Grading:

Teachers use a numeric subscript to indicate the level of difficulty at which the students’ grades are based. For example, a grade of B₆ can be used to note that a student is working in the B range at the sixth-grade level. Subscript systems can also be devised to indicate whether students are working at grade level, above grade level, or below grade level.

9. Contract Grading:

Teachers and students agree on a contract outlining the learning objectives; the amount, nature, and quality of the products students must complete; and the procedures for evaluating student products and assigning a grade.

10. Individualized Education Program (IEP) Grading:

Teachers assign grades that acknowledge students' progress in meeting the students' IEP goals and performance criteria.

Principle on Grading Process

In grading students' assessment as a teacher we need some consideration before "giving grade" to the students we are not allowed to do it directly, because some considerations or steps will really help us to do so. Walvoord and Anderson (2008:2-3):

1. Appreciate the complexity of grading; use it as a tool for learning
2. Substitute judgment for objectivity
3. Distribute time effectively
4. Be open to change
5. Listen and Observe
6. Communicative and collaborative with students
7. Integrate grading with other key processes
 - a. Make grading integral to everything else you do.
8. Seize the teachable moment
9. Make the student learning the primary goal
10. Be a teacher first, a gatekeeper last
11. Encourage learning-

centered motivation

12. Emphasize students involvement

Moreover, Gross and Wilbert (1999:2-3) stated the following principle:

1. Your grading standards should reflect course goals. If your course is designed to emphasize analysis and integration of ideas, then your assignments should reflect this. In addition, your criteria for
2. Grades should also be built around the degree to which students analyze and integrate ideas. Your grading standards should be clearly stated. You should articulate, early in the course, how students will need to perform to earn an "A": for example, how technically proficient must the writing be.
3. You should also let students know the criteria for each assignment. Give students a chance to learn your standards early. Do not wait until the mid-term to let students discover you have high standards.
4. Assign a short paper or homework in the first two or three weeks of the term. Some professors like to grade these rigorously and give students a chance to re-write one assignment, reasoning that students will learn the

course standards and perform accordingly for the remainder of the semester.

5. Grade only on academic performance. It is important that you grade a student's work on its merits, not on personality, or whether he or she talks in class or is constantly arriving late.

As a teacher, it is important that the grades we give to student work are fair and consistent. It is also desirable, from a more selfish standpoint, to grade as efficiently as possible. These two intentions may come into conflict – grading quickly can mean that the grades you give are not always fair or consistent. While there is no quick fix for grading, there some things you can do to maximize your efficiency while grading fairly and consistently as stated by Gross and Wilbert (1999:4-5) :

1. State your criteria explicitly. Particularly in studio classes or in evaluating writing exercises, it is important to outline what you will be looking at when you evaluate student work. Does neatness count? Is posture important? How essential is good

organization?

2. Read several papers before you begin grading. This is helpful in gaining a sense of the overall quality of the papers. You can see whether you might be expecting too much of students, what the common problems are and so on. It is also helpful in determining “model” papers for each grade – papers that represent the performance level students much reach to earn a particular grade.
3. Consider “norming” papers before you grade. If you are grading in a group, have each member pick two or three papers at random for entire group to grade. Then, discuss each portfolio until you all agree on a grade. Having done this, you will have a sense of the criteria for each grade – which will help ensure consistency.
4. Consider grading papers anonymously. Have students turn in their work with a title or cover page with their name on it. Turn that page back on all of the assignments before you begin grading so that you will not know whose work you are evaluating.

Guidelines for grading:

1. Establish a diverse committee to examine, develop, and evaluate the

district's grading policies and practices. Initially, the school district can form a grading-policy committee that includes a diverse group of students, family members, educators, and community members.

2. Review the district's current grading policies and practices. The committee begins its work by reviewing the district's current grading policies and practices. Specifically, the committee examines the district's grading, policies, and practices in terms of the following:
 - a. The date they were adopted.
 - b. The philosophical and legal framework on which they are based.
 - c. The types of grading policies and practices addressed.
 - d. The procedures for modifying grading for individual students.
 - e. The ways in which individuals are informed about the policies and trained to implement them.
 - f. The frequency with which they are evaluated.
3. Identify the preferences of students, families, educators, and community

member concerning various aspects of grading.

4. Learn about and understand the legal guidelines for grading. Because grading policies and practices must be consistent with legal guidelines, the committee will need to learn about legal guidelines for grading. For example, the committee should examine guidelines for confidentiality that are specified in the Family Educational.
5. Select grading policies that are consistent with the legal guidelines and the district's preferences and that are acceptable to students, teachers, and family members. The committee uses the information and data collected to select policies.
6. Encourage teachers to use effective practices that support the teaching, learning, and grading processes.
7. Communicate the grading system and policies to students, families, and educators; and offer training to help these groups understand and implement these policies.
8. Evaluate the impact of the grading policies and practices on students, family members, educators, the

community, and the curriculum on a continuous basis and revise accordingly (Salend and Duhaney 2002:5-8).

Most of the teacher especially in Palembang or south Sumatera did not know about the topic discuss in here, the conclusion is they have to know and applicant the grading system as mentioned above, the principle or mechanics, kinds and general grading system used in many countries. In conclusion by grading the teacher could observe and see the result assessment given to their students having the result for further topics, so by grading the teacher hopefully

could change their way or their perception towards the grading issued. In advanced also discuss the principle which functioning as the main guide for the teacher, the mechanics and the grading systems in many countries, that is why it is really important for the teacher especially in assessing the students in doing the exercises to know whether they can improve or not. In addition, for the students themselves they will improve their result of the study by looking at the result of assessment given by their teacher. Next, for further research, it might be the reference for them in doing the development research.

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