

**GRADE DECISION-MAKING AND GRADE INFLATION BY EFL  
SECONDARY SCHOOL TEACHERS AND THEIR MORAL  
JUSTIFICATIONS IN ONLINE LEARNING DURING THE PANDEMIC**

A Thesis

Submitted in partial fulfillment of the requirements for the Master Degree in  
English Language Education



By:

Romadhon

2010276

**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF LANGUAGE AND LITERATURE EDUCATION  
UNIVERSITAS PENDIDIKAN INDONESIA**

**2023**

**PAGE OF APPROVAL**

ROMADHON

2010276

**GRADE DECISION-MAKING AND GRADE INFLATION BY EFL  
SECONDARY SCHOOL TEACHERS AND THEIR MORAL  
JUSTIFICATIONS IN ONLINE LEARNING DURING THE PANDEMIC**

Approved by:

First Supervisor

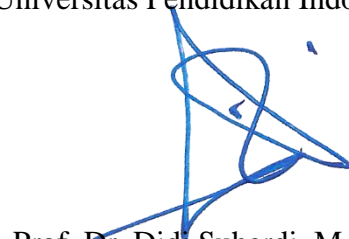


Eri Kurniawan, M.A., Ph.D.  
198111232005011002.

Head of English Language Education Study Program

Faculty of Language and Literature Education

Universitas Pendidikan Indonesia



Prof. Dr. Didi Suherdi, M. Ed.  
NIP. 196211011987121001

Romadhon, 2023

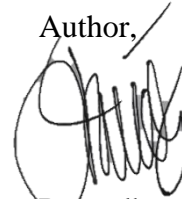
**GRADE DECISION-MAKING AND GRADE INFLATION BY EFL SECONDARY SCHOOL TEACHERS  
AND THEIR MORAL JUSTIFICATIONS IN ONLINE LEARNING DURING THE PANDEMIC**  
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

## STATEMENT OF AUTHORIZATION

I, Romadhon, declare that this thesis entitled “*Grade Decision-Making and Grade Inflation by EFL Secondary School Teachers and Their Moral Justifications in Online Learning during the Pandemic*” submitted to fulfill the requirements for a Master’s Degree in English Language Education Program at Universitas Pendidikan Indonesia, is entirely my own work with the guidance of supervisors. I am fully aware that I have cited some ideas and statements from several sources. All citations are appropriately acknowledged.

Bandung, 1<sup>st</sup> January 2023

Author,



Romadhon

Student ID. 2010276

## ABSTRACT

This study investigated what grade decision-making factors EFL secondary school teachers considered in online learning during the pandemic and how they provided measurable and observable evidence in their assessment. Also, this study identified EFL secondary school teachers' considerations in grade decision-making that lead to grade inflation and how they morally justified it during emergency remote teaching. The study used the framework of grade factors: internal (Cheng & Sun, 2015) and external factors (Cheng & Sun, 2015; Brown & Abeywickrama, 2010; McMillan & Nash, 2000), students' academic and non-academic records (Lawrence, Rober, Cross, & Frary, 1996; McMillan, Myran, & Workman, 2002), cognitive and non-cognitive performances (Arrafii, 2020; Brookhart, 2016), or product and process factors (Guskey & Link, 2019). An explanatory sequential mixed-methods design was conducted to collect, analyze and interpret data sequentially from a questionnaire as quantitative data to interviews and document analysis as qualitative data. The findings present that EFL secondary school teachers conducted a hodgepodge grading, a combination of all grade factors mentioned above that potentially led to grade inflation. Although EFL secondary school teachers provided measurable and observable evidence in their assessment, their grade decision-making was still identified as grade inflation based on several theories. Grade inflation by EFL secondary school teachers was morally justified because they still upheld values in classroom assessment. This study gives theoretical, practical, and policy significance to English teachers, schools, and the government regarding assessment standards and language testing and evaluation. Eventually, this gives evaluations and recommendations for stakeholders, experts, and educators for assessment standards in both face-to-face and online settings.

**Keywords:** EFL teachers, grade decision-making, grade inflation, Indonesian secondary schools, online language teaching during the pandemic

## TABLE OF CONTENTS

PAGE OF APPROVAL.....	i
STATEMENT OF AUTHORIZATION.....	ii
ACKNOWLEDGE.....	iii
ABSTRACT.....	iv
TABLE OF CONTENT.....	v
TABLE OF FIGURES.....	viii
TABLE OF TABLES.....	ix
CHAPTER I INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Research Questions.....	5
1.3. Purpose of the Study.....	6
1.4. Scope and Limitation of the Study.....	6
1.5. Significance of the Study.....	6
1.6. Clarification of Terms.....	7
1.6.1. Grade Decision-making.....	7
1.6.2. Grade Inflation.....	7
1.6.3. EFL Teachers in Secondary Schools.....	8
1.7. Thesis Organization.....	9
1.8. Concluding Remark.....	9
CHAPTER II LITERATURE REVIEW.....	10
2.1 Grading in Assessment.....	10
2.2 Grade Decision-making.....	11
2.3 Grade Inflation.....	14
2.4 Moral Justifications of Grade Inflation.....	15
2.5 Grading guidelines.....	17
2.6 Online Learning during the Pandemic.....	19

Romadhon, 2023

*GRADE DECISION-MAKING AND GRADE INFLATION BY EFL SECONDARY SCHOOL TEACHERS AND THEIR MORAL JUSTIFICATIONS IN ONLINE LEARNING DURING THE PANDEMIC*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

2.7 Emergency Remote Teaching in the Indonesian EFL Context.....	19
2.8 Grading practices of Indonesian EFL Teachers.....	22
2.9 National Assessment Policy during the Pandemic.....	23
2.10 Assessment in Online Learning.....	25
2.11 Related Previous Research.....	26
2.13 Concluding Remark.....	31
CHAPTER III RESEARCH METHODOLOGY.....	32
3.1 Research Design.....	32
3.2. Research Site and Participants.....	34
3.3. Data Collection Techniques.....	39
3.3.1. Quantitative Instrument.....	39
3.3.1.1 Validity and Reliability.....	40
3.3.2. Qualitative Instruments.....	42
3.4. Data Analysis.....	44
3.4.1. Quantitative Data Analysis.....	44
3.4.2. Qualitative Data Analysis.....	44
3.5. Concluding Remark.....	45
CHAPTER I FINDINGS AND DISCUSSIONS.....	46
4.1. Findings.....	46
4.1.1. Grade-decision Making Factors of EFL Secondary School Teachers in Online Learning.....	46
4.1.1.1. Internal Factors.....	47
4.1.1.2. External Factors.....	75
4.1.1.3. Academic, Cognitive, and Product factors.....	99
4.1.1.4. Non-academic, Non-cognitive, and Process factors.....	110
4.1.2. EFL Secondary School Teachers' Grade Decision-making Factors in Online Learning during the Pandemic led to Grade Inflation.....	119

4.1.3. Moral Justifications of Grade Inflation Done by EFL Secondary School Teachers in Online Learning during The Pandemic.....	133
4.2. Discussions.....	135
4.2.1. Grade-decision Making Factors of EFL Secondary School Teachers in Online Learning during The Pandemic.....	136
4.2.1.1. Internal factors.....	136
4.2.1.2. External Factors.....	139
4.2.1.3. Academic, Cognitive, and Product Factors.....	142
4.2.1.4. Non-academic, Non-cognitive, and Process Factors.....	144
4.2.2. EFL Secondary School Teachers' Grade Decision-making Factors in Online Learning during the Pandemic led to Grade Inflation.....	146
4.2.2.1. Grade Inflation Justifications of EFL Secondary School Teachers in Online Learning.....	147
4.3. Concluding Remark.....	149
CHAPTER V CONCLUSION, IMPLICATION, LIMITATION, AND RECOMMENDATION.....	150
5.1. Conclusion.....	150
5.2. Implication.....	152
5.3. Limitation.....	153
5.4. Recommendation.....	153
5.5. Concluding Remark.....	154
REFERENCES.....	297
APPENDIX.....	303

## TABLE OF FIGURES

Figure 3.1. Research Phases of Explanatory Sequential Design .....	35
Figure 4.1 Mrs Anne’s Lesson Plan.....	51
Figure 4.2 Mrs Belle’s Lesson Plan.....	52
Figure 4.3 Mrs Cloe’s Learning Objectives and Assessment .....	53
Figure 4.4 Mrs Diane’s Lesson Plan .....	54
Figure 4.5 Mr Edward’s Learning Objectives .....	55
Figure 4.6 Mrs Diane’s Lesson Plan .....	58
Figure 4.7 Mr Edward’s Remedial Plans.....	58
Figure 4.8 Mrs Anne’s Lesson Plan .....	60
Figure 4.9 Basic competencies in the curriculum .....	60
Figure 4.10 Mrs Belle’s Learning Objectives .....	62
Figure 4.11 Mrs Belle’s Assessment .....	62
Figure 4.12 Basic Competencies used by Mrs Belle .....	63
Figure 4.13 Mrs Cloe’s Learning Objectives .....	63
Figure 4.14 Mrs Cloe’s Assessment .....	64
Figure 4.15 Basic Competencies used by Mrs Cloe .....	65
Figure 4.16 Mrs Diane’s Learning Objectives .....	66
Figure 4.17 Basic Competencies used by Mrs Diane .....	67
Figure 4.18 Mr Edward’s Learning Objectives .....	68
Figure 4.19 Mr Edward’s Assessment Aspects .....	68
Figure 4.20 Mrs Belle’s Lesson Plan .....	70
Figure 4.21 Mrs Anne’s English Test	
Figure 4.22 Students’ English Test Result in Mrs Anne’s Class .....	73
Figure 4.23 Mrs Anne’s English Test Report .....	73
Figure 4.24 Mrs Anne’s Lesson Plan .....	79
Figure 4.25 Mrs Belle’s Lesson Plan .....	80
Figure 4.26 Mrs Cloe’s Lesson Plan .....	81
Figure 4.27 Mrs Cloe’s Assessment .....	82
Figure 4.28 Mrs Diane’s Assessment .....	82
Figure 4.29 Mrs Diane’s Lesson Plan .....	83
Figure 4.30 Mr Edward’s Lesson Plan .....	84
Figure 4.31 Mrs Belle’s Assessment .....	86
Figure 4.32 Mrs Cloe’s Taks Plan .....	88
Figure 4.33 Mrs Diane’s Assessment .....	89

Romadhon, 2023

**GRADE DECISION-MAKING AND GRADE INFLATION BY EFL SECONDARY SCHOOL TEACHERS  
AND THEIR MORAL JUSTIFICATIONS IN ONLINE LEARNING DURING THE PANDEMIC**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu



Figure 4.34 Mr Edward’s Remedial Plans .....	90
Figure 4.35 Mr Edward’s KKM Analysis .....	90
Figure 4.36 Mrs Belle’s Assessment .....	92
Figure 4.37 Mrs Cloe’s Lesson Plan .....	95
Figure 4.38 Mrs Anne’s English Test .....	101
Figure 4.39 Mrs Anne’s Knowledge Assessment Rubric .....	102
Figure 4.40 Mrs Belle’s Assessment Rubric .....	103
Figure 4.41 Mrs Cloe’s Knowledge Assessment Rubric .....	103
Figure 4.42 Mrs Diane’s Platform .....	104
Figure 4.43 Mrs Diane’s Knowledge Assessment Rubric .....	104
Figure 4.44 Mrs Anne’s Assessment Aspects .....	106
Figure 4.45 Mrs Belle’s Assessment .....	107
Figure 4.46 Mrs Cloe’s Psychomotor Assessment Rubric .....	108
Figure 4.47 Mrs Diane’s Psychomotor Assessment Rubric .....	109
Figure 4.48 Mr Edward’s Assessment Aspect .....	110

## TABLE OF TABLES

Table 3.1 Province .....	37
Table 3.2 Gender.....	38
Table 3.3 Education Level .....	38
Table 3.4 Education Status .....	39
Table 3.5 Teaching Experiences .....	39
Table 3.6 Assessment Training .....	40
Table 3.7 Assessment Training Frequency .....	40
Table 3.8 Reliability Statistics .....	42
Table 3.9 Validity Statistics .....	42
Table 3.10 Participants' demographic backgrounds .....	44
Table 3.11 Themes in the interview .....	45
Table 4.1 Internal Factors of the Questionnaire Data .....	48
Table 4.2 Interview Themes in Internal Factors .....	49
Table 4.3 Items of External Factors in The Questionnaire .....	76
Table 4.4 External Factors Themes in Interview Data .....	77
Table 4.5 Academic, Cognitive, and Product factors .....	100
Table 4.6 Academic, Cognitive, and Product Factors Themes in Interview Data .....	101
Table 4.7 Non-academic, Non-cognitive, and Process factors .....	112
Table 4.8 Non-academic, Non-cognitive, and Process Themes in the Interview .....	113
Table 4.9 Grade Decision-making Factors .....	120
Table 4.10 Data Summary of Internal Factors .....	124
Table 4.11 Data Summary of External Factors .....	127
Table 4.13 Data Summary of Academic, Cognitive, and Product Factors .....	131
Table 4.14 Data Summary of Non-academic, Non-cognitive, and Process Factors .....	134

## REFERENCES

- Aldossari, S., & Altalhab, S. (2022). Distance learning during COVID-19: EFL students' engagement and motivation from teachers' Perspectives. *English Language Teaching*, 15(7), 85. <https://doi.org/10.5539/elt.v15n7p85>
- Arrafii, M. A. (2020). Grades and grade inflation: exploring teachers' grading practices in Indonesian EFL secondary school classrooms. *Pedagogy, Culture and Society*, 28(3), 477–499. <https://doi.org/10.1080/14681366.2019.1663246>
- Asma-Ul-Ferdous, & Forhin Shifat, N. (2020). *Dealing with mental health in online learning: A retrospect on ELT teachers and EFL learners during COVID-19 pandemic* (Vol. 2, Issue 3). <http://ojs.journal.unilak.ac.id/index.php/>
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Brookhart, S. M. (1998). Why" grade inflation" is not a problem with a" just say no" solution. *In National Forum*, 78(2), 3–6.
- Brookhart, S. M. (2011). Educational assessment knowledge and skills for teachers. *Educational Measurement: Issues and Practice*, 30(1), 3–12. <https://doi.org/https://doi.org/10.1111/j.1745-3992.2010.00195.x>
- Brookhart, S. M., Guskey, T. R., Bowers, A. J., McMillan, J. H., Smith, J. K., Smith, L. F., Stevens, M. T., & Welsh, M. E. (2016). A century of grading research: Meaning and value in the most common educational measure. *Review of Educational Research*, 86(4), 803–848. <https://doi.org/10.3102/0034654316672069>
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: principles and classroom practices*. NY: Pearson Education.
- Cahyadi, A., Sri, H., & Suryani, W. (2021). COVID-19, emergency remote teaching evaluation: the case of Indonesia. *Education and Information Technologies*, 0123456789, 1–15. <https://doi.org/10.1007/s10639-021-10680-3>

- Camara, W., Kimmel, E., Scheuneman, J., & Sawtell, E. A. (2003). *Whose grades are inflated?* College Entrance Examination Board.
- Caruth, D. L., & Caruth, G. D. (2013). Grade inflation: An issue for higher education. *Turkish Online Journal of Distance Education*, 14(1), 102–110. <https://doi.org/10.17718/tojde.59055>
- Chen, P. S. D., Gonyea, R., & Kuh, G. (2008). Learning at a distance: Engaged or not? *Innovate: Journal of Online Education*, 4(1). [https://doi.org/10.1300/J172v01n01\\_09](https://doi.org/10.1300/J172v01n01_09)
- Cheng, L., & Sun, Y. (2015). Teachers grading decision making: Multiple influencing factors and methods. *Language Assessment Quarterly*, 12(2), 213–233. <https://doi.org/10.1080/15434303.2015.1010726>
- Cheng, L., & Wang, X. (2007). Grading, feedback, and reporting in ESL / EFL classrooms. *Language Assessment Quarterly*, 4(1), 85–107.
- Collins, K. M. T., Onwuegbuzie, A. J., & Jiao, Q. G. (2006). Prevalence of mixed-methods sampling designs in social science research. *Evaluation and Research in Education*, 19(2), 83–101. <https://doi.org/10.2167/eri421.0>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative* (P. A. Smith, Ed.; Fourth Ed). Pearson.
- Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Sixth edit). Pearson.
- Defianty, M., Hidayat, D. N., Kultsum, U., & Sufyan, A. (2020). Reframing formative assessment practices in emergency remote teaching context of English Language Teaching in higher education institutions Indonesia. *ICIIS*. <https://doi.org/10.4108/eai.20-10-2020.2305143>
- Dewi, M. P., & Wajdi, M. B. N. (2021). Distance learning policy during pandemic Covid-19. *Journal of Education and Technology*, 4(3), 325–333.
- Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of Computing*

- in *Higher Education*, 30(3), 452–465. <https://doi.org/10.1007/s12528-018-9179-z>
- Grantor, D. (2021). *Teachers' Perspectives on Emergency Remote English Language Teaching during the COVID-19 Pandemic*.
- Guskey, T. R. (1994). *Unknowledge making the grade: what benefits students?*
- Guskey, T. R., & Link, L. J. (2019). Exploring the factors teachers consider in determining students' grades. *Assessment in Education: Principles, Policy and Practice*, 26(3), 303–320. <https://doi.org/10.1080/0969594X.2018.1555515>
- Hadar, L. L., Ergas, O., Alpert, B., & Ariav, T. (2020). Rethinking teacher education in a VUCA world: student teachers' social-emotional competencies during the Covid-19 crisis. *European Journal of Teacher Education*, 43(4), 573–586. <https://doi.org/10.1080/02619768.2020.1807513>
- Hapsari, C. T. (2021). Distance learning in the time of Covid-19: Exploring students' Anxiety. *Journal of English Language Teaching*, 10(1), 40–49.
- Hapsari, F. I. (2020). The Implementation of curriculum of English teaching in pandemic era. *Journal of Applied Linguistics Indonesia*, 04(01), 32–37.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause*, 1–12. <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and->
- Holisoh, N., & Fitriani, H. (2020). English learning strategies of using application in online class: An emergency remote teaching during Covid-19 pandemic. *ELT in Focus*, 3(2), 42–45. <https://doi.org/10.35706/eltinf.v3i2.4626>
- Isnawati, I., & Saukah, A. (2017). Teachers' grading decision making. *TEFLIN Journal*, 28(2), 155–169. <https://doi.org/http://dx.doi.org/10.15639/teflinjournal.v28i2/155-169>
- Jafari, S. M., Shokrpour, N., & Guetterman, T. (2015). A mixed methods study of teachers' perceptions of communicative language teaching in Iranian high schools. *Theory and Practice in Language Studies*, 5(4), 707. <https://doi.org/10.17507/tpls.0504.06>

- Johnston, B. (2008). Values in English Language Teaching. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). Lawrence Erlbaum Associates, Inc., Publishers.
- Karadag, E. (2021). Effect of COVID-19 pandemic on grade inflation in higher education in Turkey. *PLOS ONE*, 16(8), 1–16. <https://doi.org/10.1371/journal.pone.0256688>
- Karagül, B. İ., Yüksel, D., & Altay, M. (2017). Assessment and grading practices of EFL teachers in Turkey. *International Journal of Language Academy*, 5(September), 168–174.
- Kearns, L. (2012). Student assessment in online learning: Challenges and effective practices. *MERLOT Journal of Online Learning and Teaching*, 8(3), 198–208. [http://jolt.merlot.org/vol8no3/kearns\\_0912.htm](http://jolt.merlot.org/vol8no3/kearns_0912.htm)
- Koç, S., Liu, X., & Wachira, P. (2015). *Assessment in online and blended learning environments*. Information Age Publishing.
- Kusumastuti, W. P. (2020). *Emergency remote language teaching during pandemic*.
- Kuyumcu Vardar, A., & Türegün Çoban, B. (2021). Evaluation of distance English language teaching education during COVID-19 pandemic from the perspectives of ELT student teachers and their instructors. *Journal of Pedagogical Research*, 5(3), 198–220. <https://doi.org/10.33902/jpr.2021371746>
- Lase, D., Zaluchu, S. E., Daeli, D. O., & Ndraha, A. (2021). Parents' perceptions of distance learning during Covid-19 pandemic in rural Indonesia. *Journal of Education and Learning*.
- Lawrence, H., Robert, B., Cross, L. H., & Frary, R. B. (1996). Hodgepodge grading; endorsed by students and teachers alike National Council on measurement in education. *Applied Measurement in Education*, 12(1), 53–72.
- McMillan, J. H., Myran, S., & Workman, D. (2002). Elementary assessment teachers' and grading classroom practices. *The Journal of Educational Research*, 95(4), 203–213.

- McMillan, J. H., & Nash, S. (2000). Teacher classroom assessment and grading practices decision making. *Paper Presented at the Annual Meeting of the National Council on Measurement in Education*, 39.
- McMillan, J. H., & Workman, D. (1998). *Teachers' classroom assessment and grading practices : Phase I*.
- McMillan, J. H., & Workman, D. J. (1998). Classroom assessment and grading practices: A review of the literature. *Metropolitan Educational Research Consortium*.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (Fourth). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis* (Third-edit). Sage Publications.
- MOEC, 2016. Peraturan Kementrian Pendidikan dan Kebudayaan Republik Indonesia nomor 23 tahun 2016 tentang standar penilaian pendidikan Indonesia (The Ministry of Education's regulation No. 23, on assessment standards).
- MOEC, 2018. Peraturan Kementrian Pendidikan dan Kebudayaan Republik Indonesia nomor 37 tahun 2018 tentang kompetensi inti dan kompetensi dasar pelajaran Bahasa Inggris Pendidikan Menengah pada Kurikulum 2013 (The Ministry of Education's regulation No. 37, on core and basic competencies of English subject in secondary schools).
- MOEC., 2020. Peraturan Kementrian Pendidikan dan Kebudayaan Republik Indonesia nomor 719/P/2020 tentang pedoman pelaksanaan kurikulum pada satuan pendidikan dalam kondisi khusus (The Ministry of Education's regulation No. 719/P/2020, on core and basic competencies of English subject in secondary schools).
- MoECRT, 2021. Official letter No.17, the Indonesian Ministry of Education, Culture, Research, and Technology, about national assessment.
- Nugroho, A., & Haghegh, M. (2021). Emergency remote teaching amidst global pandemic: Voices of Indonesian EFL teachers. *VELES Voices of English*

- Language Education Society*, 5(1), 66–80.  
<https://doi.org/10.29408/veles.v5i1.3258>
- Onwuegbuzie, A. J., & Collins, K. M. T. (2007). A typology of mixed methods sampling designs in social science research. In *The Qualitative Report* (Vol. 12, Issue 2).
- Pulfrey, C. (2013). *Autonomy and task performance: Explaining the impact of grades on intrinsic motivation*. *105*(1), 39–57. <https://doi.org/10.1037/a0029376>
- Randall, J., & Engelhard, G. (2010). Examining the grading practices of teachers. *Teaching and Teacher Education*, 26(7), 1372–1380.  
<https://doi.org/10.1016/j.tate.2010.03.008>
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77–100.  
<https://doi.org/10.1177/2345678906292430>
- Thomas, M., & Reinders, H. (2010). *Task-based language learning and teaching with technology*. Continuum.
- Tuah, N. A. A., & Naing, L. (2021). Is Online assessment in higher education institutions during the COVID-19 pandemic reliable? *Siriraj Medical Journal*, 73(1), 61–68. <https://doi.org/10.33192/SMJ.2021.09>
- Wang, X. (2017). A Chinese EFL teacher's classroom assessment practices. *Language Assessment Quarterly*, 14(4), 312–327.  
<https://doi.org/10.1080/15434303.2017.1393819>
- Widiastuti, I. A. M. S. (2018). Teachers' classroom assessment and grading practices. *SHS Web of Conferences*, 42(4), 00052.  
<https://doi.org/10.1051/shsconf/20184200052>
- Yesbeck, D. M. (2011). Grading practices: Teachers' considerations of academic and non-academic factors. In *VCU Scholars Compass Theses*.
- Yin, H., & Shi, L. (2021). Which type of interpersonal interaction better facilitates college student learning and development in China: Face-to-face or online? *Sage Publications*, 1–28. <https://doi.org/10.1177/20965311211010818>



- Yundayani, A., Abdullah, F., Tandiana, S. T., & Sutrisno, B. (2021). Students' cognitive engagement during emergency remote teaching: Evidence from the Indonesian EFL milieu. *Journal of Language and Linguistic Studies*, 17(December 2019), 17–33. <https://doi.org/10.52462/jlls.2>
- Zoeckler, L. G. (2007). Moral aspects of grading: A study of high school English teachers' perceptions. *American Secondary Education*, 35(2), 83–102.
- Zulaiha, S. (2017). Teachers' grading practices: in search for clear grading criteria. *Journal of ELT Research*, 2(1), 80–93. [https://doi.org/10.22236/JER\\_Vol2Issue1pp15-23](https://doi.org/10.22236/JER_Vol2Issue1pp15-23)
- Zulaiha, S., Mulyono, H., & Ambarsari, L. (2020). An investigation into EFL teachers' assessment literacy: Indonesian teachers' perceptions and classroom practice. *European Journal of Contemporary Education*, 9(1), 189–201. <https://doi.org/10.13187/ejced.2020.1.189>