**English Language Teachers’ Classroom Grading Practices**

**Abdolah Rasegh1; Elham Karimi2**

*1 MA in TEFL, University of Tehran; Email:* [*arasegh@ut.ac.ir*](mailto:arasegh@ut.ac.ir)

*2 BA in TEFL, Farhangian University; Email:* [*Karimi.elhm@gmail.com*](mailto:Karimi.elhm@gmail.com)

**Abstract**

One of the most complex and consequential tasks of a teacher is grading. Grades assigned by teachers are usually considered as subjective and unreliable measures of student achievement as teachers do not always assign grades based on achievement. However, grades might indicate a mixture of different factors that teachers value. The primary purpose of this study was to clarify the meaning of grades assigned by English language teachers and examine the factors teachers consider when assigning final grades in the context of English as a foreign language (EFL). The data were collected through semi-structured interviews with 20 English language teachers (10 males, 10 females) teaching at the University of Tehran Language Center in 2019. The transcribed interviews were thematically analyzed through an inductive approach to identify the factors involved in teachers’ grading practices. Teachers appeared to take into account student academic achievement, student ability, student effort, and student behavior when grading students. They placed more weight on achievement and ability and less emphasis on effort and behavior. The evidence from this study informs teachers and teacher trainers of the factors teachers value in grading and it might prove useful in planning more informed training courses for English language teachers.

**Keywords**: *classroom assessment, grading, English language teachers, EFL*