Current grading practices in girls physical education at the high school level in Montana
by Sandra Lois Wood

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
MASTER OF SCIENCE in Physical Education
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Abstract:
The purpose of this study was to survey current grading practices in Montana High School Girls' Physical Education Classes. Specifically, this study attempted to identify: (1) criteria used in grading girls' physical education classes; (2) procedures followed in assigning grades in girls' physical education classes; and (3) specific practices in grading girls' physical education classes in Montana high schools.

The study was delimited to high schools holding membership in the 1970-1971 Montana High School Association, one non-member school, and four high schools who employed more than one physical education instructor. It was further delimited to responses of 1970-1971 girls' physical education instructors surveyed by the questionnaire.

Questionnaires were sent to 190 girls' physical education instructors in Montana high schools. One hundred seventy-five completed and returned the questionnaire. Participation of girls' physical education instructors in Montana totalled 92 percent.

A questionnaire was designed and developed by the investigator to collect data needed for this study. Results from the questionnaire support the following conclusions: (1) The predominant method of grad- ing in Montana high schools is the letter grade. (2) The majority of physical education instructors used and preferred the letter grade.

(3) Of those high schools indicating a change in grading systems, preference was to the satisfactory-unsatisfactory or pass-fail method.

(4) The majority of physical education instructors use subjective and objective measure with more emphasis placed on objective measurement, although the six most important grading factors are subjective measurement. (5) Scholastic honors do not include the physical education grade in most high schools. (6) The majority of high schools require two years of physical education at the freshman and sophomore level.

(7) The thirteen grading factors as ranked by physical education instructors in order of preference were: participation, effort, attitude, sportsmanship, improvement, dressing, attendance, skills, physical fitness, knowledge testing, showering, ability, and leadership. (8) The six most important grading factors indicated by Montana physical education instructors were: participation, attitude, effort, improvement, sportsmanship, and attendance. (9) The social aspect was used by the majority of high schools in determining a physical education grade.

(10) Attendance was a grading factor in a majority of Montana high schools.

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Signature Sandra L. Wood

Date July 30, 1971

CURRENT GRADING PRACTICES IN GIRLS' PHYSICAL EDUCATION AT THE HIGH SCHOOL LEVEL IN MONTANA

by

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A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree

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ABSTRACT

The purpose of this study was to survey current grading practices in Montana High School Girls' Physical Education Classes. Specifically, this study attempted to identify: (1) criteria used in grading girls' physical education classes; (2) procedures followed in assigning grades in girls' physical education classes; and (3) specific practices in grading girls' physical education classes in Montana high schools.

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Questionnaires were sent to 190 girls' physical education instructors in Montana high schools. One hundred seventy-five completed and returned the questionnaire. Participation of girls' physical education instructors in Montana totalled 92 percent.

A questionnaire was designed and developed by the investigator to collect data needed for this study. Results from the questionnaire support the following conclusions: (1) The predominent method of grading in Montana high schools is the letter grade. (2) The majority of physical education instructors used and preferred the letter grade. (3) Of those high schools indicating a change in grading systems, preference was to the satisfactory-unsatisfactory or pass-fail method. (4) The majority of physical education instructors use subjective and objective measure with more emphasis placed on objective measurement, although the six most important grading factors are subjective measurement. (5) Scholastic honors do not include the physical education grade in most high schools. (6) The majority of high schools require two years of physical education at the freshman and sophomore level. (7) The thirteen grading factors as ranked by physical education instructors in order of preference were: participation, effort, attitude, sportsmanship, improvement, dressing, attendance, skills, physical fitness, knowledge testing, showering, ability, and leadership. (8) The six most important grading factors indicated by Montana physical education instructors were: participation, attitude, effort, improvement, sportsmanship, and attendance. (9) The social aspect was used by the majority of high schools in determining a physical education grade. (10) Attendance was a grading factor in a majority of Montana high schools.

Chapter 1

STATEMENT OF THE PROBLEM

The general problem of this study was to survey current grading practices in Montana High School Girls' Physical Education Classes.

Specifically, this study attempted to identify: (1) criteria used in grading girls' physical education classes; (2) procedures followed in assigning grades in girls' physical education classes; and (3) specific practices in grading girls' physical education classes in Montana high schools.

Definitions

The following terms used in this study were defined by the investigator for the purpose of this study and may not simulate the common definition for everyday usage.

Grading. Grading refers to the numerical or alphabetical symbol given a student representing the degree of attainment of the objectives of physical education.

Criteria. Criteria refers to the factors or elements an individual's grade is based on in physical education.

Procedures. Procedures refers to the method used by a teacher in determining grades of individuals in a physical education class.

Specific practices. Specific practices as used in this study are the following:

1. Relationship of physical education grades to credit, scholarship, honors program, and honor roll (Clark, 5:74).

2. The number of credits of physical education required for graduation.

3. Whether physical education credits count toward the total amount of credits needed for graduation.

4. The number of days a week an individual participates in physical education.

5. If there has been any change in high school and physical education grading systems in the past ten years.

Delimitations

This study was delimited to Montana high schools holding membership in the 1970-1971 Montana High School Association, one non-member school, and four schools who employed more than one physical education instructor. It was further delimited to the responses from the questionnaire of girls' physical education instructors in Montana high schools for the 1970-1971 school term.

Justification of the Study

The process of evaluation is an integral part of all education, or all of life (Kelley and Rasey, 13:26). The difference between

evaluation and grading is that evaluation goes on constantly and is fundamental to proper grouping, diagnosis, guidance, and motivation. Grading is periodic and is representative of only a part of the total process of evaluation, that being information regarding pupil status in development areas sought in the activities of the program.

Because of the importance placed on grades, it is essential that the physical education instructor choose the most effective system in determining a grade (Jensen, 12:97), not merely a system where the student shows up in class and gets no lower than a "B" for a grade (Singer, 20:39). "It is commonly agreed among physical educators that in most cases the present practices of marking in physical education leaves much to be desired (Mathews, 15:313)."

As soon as physical educators improve their grading standards, then physical education will have moved forward, to gain the respect it deserves and will be able to bridge the gap between physical education and other educational areas (Singer, 20:36). It is hoped that this study may help to bridge the gap.

Population

Questionnaires were sent to 190 girls' physical education instructors in Montana. The questionnaire was returned by 175 instructors. One hundred percent return of the questionnaire was obtained in Class AA and Class A. Eighty-five percent of the questionnaires were returned by Class B high schools, and ninety percent of the Class C

schools returned the questionnaire.

Data Collection

Data was obtained by a questionnaire (Appendix A, page 126) to survey current grading practices. The questionnaire was designed and developed by the investigator based on previous questionnaires designed by Clark (5) and Ancell (1:37).

A pilot study which included nine physical education graduate students at Montana State University, and two junior high school girls' physical education instructors in Bozeman, Montana, was conducted for conciseness, clarity, and detection of ambiguous questions in the questionnaire.

The final composition of the questionnaire was mailed February 1, 1971, to Montana High School Girls' Physical Education Instructors. Also enclosed in the mailing was a letter of introduction (Appendix B, page 133) and a stamped, self-addressed envelope for returning the questionnaire.

With the elapse of three weeks, a second letter (Appendix C, page 134), questionnaire, and stamped, self-addressed envelope was mailed to non-respondents as a reminder to return the questionnaire.

A third mailing (Appendix D, page 135), plus a questionnaire and stamped, self-addressed envelope, was sent to the remaining girls' physical education teachers who had not responded.

After the final letter was sent, the number of questionnaires completed and received by the investigator was ninety-two percent of the 190 questionnaires mailed out in this study.

Results of the Data

The data collected was tabulated, totaled, and percentages computed. The Sigma VII Computer at Montana State University was used for making computations. The data was then presented in an overall trend of the Montana high schools, as well as in four school classifications--Class AA, A, B, and C.

The data obtained from the questionnaire was then presented and analyzed in Chapter 3, according to the responses obtained from each individual question.

A summary, conclusions, and recommendations are presented in Chapter 4 as a result of the data obtained in the survey, review of literature, and the background and experience of the author of grading practices in girls' physical education activity classes.

Chapter 2

SURVEY OF RELATED LITERATURE

One of the most relevant problems of physical education instructors is that of evaluating and assigning grades to student progress.

Physical education grading systems have become one of the most scrutinized, criticized, and misunderstood phases of the total education process (Trump, 22:44).

Because grading practices in physical education range from no grade to basing a grade solely on such factors as attendance, participation, and showering, pupils, parents, and administrators are discontented with such practices; the physical education field must suspend such practices and find more justifiable grading procedures to take their place.

One of the most debatable points in the education system is assigning grades to any subject; but at present, as marking is a function of the school, it should be done properly (Bookwalter, 2:62).

> Properly done, grading in physical education need not be something to be tolerated and defended but will become a significant and influential element in fostering student and parental appraisal and the understanding of a student's development (Meyers and Blesh, 17:447).

In the early twenties, a study (Wood, 23) among twenty-six colleges and universities revealed that 88.46 percent of these colleges ranked attendance as the prime determiner on which a physical education

grade was based.

In a more recent study (Mathews, 15:313) in the early sixties done by a group of practice teachers, it was found that in 80 percent of the schools surveyed, a student's grade was based solely on his being present and in uniform daily.

Although there have been numerous excellent ideas and innovations, such as individual instruction, ability grouping, better interpretation of physical education objectives, more use of standardized tests, and improved measurement techniques and materials (8:710), many physical educators have not taken advantage of them.

Since 1940, there has been a growing conviction that marking in physical education should be consistent with educational objectives (8: 710). Physical education is defined as education through or by means of the physical with aims and objectives in physical education the same as the aims and objectives of general education (Mathews, 15:2).

The majority of states require and give credit for physical education as a part of the total school curriculum (Moriarty, 18:27). As grades are expected from physical education as a member of the academic family, it is to the best interest of the program to conform to the pattern by computing sensible (Solley, 21:35), valid, reliable, fair, stimulating, and functional grades.

Some teachers and parents have the belief that subjects, such as reading, arithmetic, social studies, and science, should get a

letter grade, whereas art, music, and physical education rate only a pass-fail (Fabricius, 9:36). The main consideration here is who is to say an "A" in physical education is of any less importance than an "A" in science. Artists, musicians, and sportsmen have contributed their share in solving the world's problems (Fabricius, 9:36). Ability and talent of any kind should be encouraged and given a chance to expand and grow and to enrich the nation as a whole. Everyone has some talent, and to say one phase of education is of any less importance than another is a very biased opinion. Physical education has a curriculum which enables a student to achieve valuable goals and skills (Fabricius, 9:36).

Many administrators do not realize physical education is not a one-course subject, but is made up of many courses; and all too often force upon the physical educator is applied to use a marking system that is impractical and frequently unsound in relation to grading in physical education. A good physical education grading system should not necessarily correspond to a grading system in English or other subject areas, although the final grade (A-B-C-D-F) received by the individual pupil should be the same in all educational areas. Administrators should not have a divided grading system with the school, where some areas receive a letter grade and physical education a pass-fail grade.

If administrators force all subject areas to do their prelimi

nary grading similar, they are thus forcing a tremendous burden on the physical education teacher due to the class load and, hence, the teacher is forced to become more interested in getting the physical labor accomplished than in planning and putting into effect a sound program and appropriate marking system (Mathews, 15:314).

Purpose of Grading

Grading, besides furthering the positive objectives of the physical education program, also helps prevent conflicts (Clark, 5:8). A practical and sound marking system serves as a communication link between school and parents, teacher and parents, students and teacher, other teachers and the physical education teacher, and the administrator and the physical education teacher.

Grades tend to motivate the student to greater effort; therefore, justifiable and accurate marks must be given or the grade loses its value to the student (Bristow, 3). Grades help improve instruction, determines strengths and weakness of the curriculum, are tangible evidence of the pupil's status in terms of the objectives of physical education, serves as a classification index for students, and signifies whether the program is meeting the needs of the individual student.

Grades represent two things:

1. TO THE TEACHER--his philosophy of education, professional attitude, and his objectives and principles.

2. TO THE STUDENT--progress and achievement, and grades become

a part of his permanent school record.

A grading system should be based on purposeful objectives which meet local needs, as well as objectives of education other than the physical education objectives. The three specific goals of physical education fall under the categories of physical, mental, and social fitness (Moriarty, 18:27). Individual differences must be recognized and dealt with so that each student will receive a fair and encouraging mark. The grade should not be based on just a single objective, but a combination of all. However, one objective may be given more weight in determining a grade than another.

Each teacher needs to become familiar with the basic principles of grading and from these employ a system that facilitates his needs. Instructors must determine what they are going to grade upon and the amount of weight that they are going to assign to each component of the mark in arriving at a total physical education grade.

McGraw (16:24) states the following as basic principles in grading students:

> 1. Grades given to students should be based on <u>all</u> of the objectives of the course, such as skills, physical fitness, attitudes, appreciation, and knowledge. These factors should be weighed according to the emphasis given in the instruction; however, a major portion of the grade should be based on skill and/or physical fitness with a minimum standard of achievement for each of the other objectives.
>
> 2. The grade for a student should be determined by the extent to which he attains the objectives with ample consideration given to attainment in terms of capacity and to improve during the instructional period.

3. The grading procedure used for physical education should be consistent with that for other areas in the school or school system.

4. The grade assigned to a student should be based on his performance in relation to the objectives of the course and not in comparison with other students.

5. The same basic principles and plan should govern the grading procedure used by all physical education classes in the school system. These principles and plan should be developed cooperatively by all teachers.

6. A variety of instruments, both subjective and objective, should be used in the evaluating process. The selection of these instruments should be in terms of: extent to which they are valid, reliable, and objective; ease with which they are understood, administered, and scored; economy in time and equipment; availability of norms and/or standards; and extent to which they serve a useful purpose.

7. Evaluative instruments should not be used solely or even primarily for assigning grades. Other purposes are to: provide a basis for classifying students for instruction; determine needs of students; motivation; method of instruction; and teacher self-evaluation.

8. Students should be informed of the procedure to be used for assigning grades in physical education. Notification should be made in writing at the beginning of the unit, semester, or school year as appropriate.

Besides those basic principles listed by McGraw, Mathews (15, 316:17) includes the following principles in determining a physical education grade:

1. The marking method should conform with that of the school administration. Even though the physical educator may develop his own methods, the final mark placed on the report card should be the same as used in other subject areas.

2. The meaning of the final mark should be easily interpreted by pupil, parent, and school administration.

3. Objective and subjective grading as stated by Laporte (14: 149) suggest four criteria pertaining to grading: (a) performance of skills; (b) knowledge of rules, general performance, and strategy; (c) social attitudes, including cooperativeness, sportsmanship, leadership, etc.; and (d) posture and bearing.

4. Marking system should be based on teacher's objectives. Hence, the degree of proficiency that a pupil attains in the stated objectives would constitute the mark.

5. The mark should reflect the progress the pupil has made toward achieving class objectives. The largest portion of the total mark should correlate with the amount of emphasis placed on each activity.

6. Marking systems should not be too time consuming.

Grading Systems

The types of grading systems used most frequently are percent, letter grade, pass-fail or satisfactory-unsatisfactory, numerical, and descriptive.

The percent system is very popular although it has been repeatedly shown to be one of the poorest ways of marking (Clark, 5:10 This system is hard to justify because 100 percent has no set meaning. It could mean perfect or satisfactory performance, highest attainment, mastery of skill and knowledge, or greatest improvement (Davis, 7:391).

Numerical grading is the grading system most closely related to the percent system. This method is sometimes advantageous in that it avoids the difficulty of distinguishing between consecutive scores as 85 and 86. In some instances, however, an instructor needs to know the finer discrimination between the two consecutive scores to show a

small amount of progress made by the student. The major disadvantage of this type of grading system is the difficulty of distinguishing between a C and B.

The letter grade (A-F) is the most common and is derived from the percent system as "A" represents a certain percent and "B" represents another percent, etc. One influential factor for using this method is that colleges and universities use this type of grading system. One disadvantage of this method is that it does not mean the same to all teachers and schools; and it tends to make the student compete for the grade and not for the learning.

The pass-fail, satisfactory-unsatisfactory grading method is becoming one of the most controversial areas in the physical education field. Critics (Davis, 7:392) of this method state: "What constitutes a failure and what does a student have to do for a satisfactory mark? What and how do you measure."

Cotlove (6:15) stipulates that the pass-fail grading method:

1. Represents the refusal to recognize that in reality life is competitive.

2. It denies the student of rewards of excellence--high grades.

3. It deprives the teacher of important reward--punishment system of promoting high levels of student effort or discipline.

4. It leaves the parent with less information about the student than they had before.

5. This type of grading is a refuge for the lazy, incompetent and unsuccessful student and implies that pass-fail grading accepts mediocrity.

Mathews (15:218) states that pass-fail grading:

1. Places pupils into two classifications and does not adequately indicate the type of work that the individual pupil is doing.

2. This method also fails to define pupil status, progress, or retrogression.

3. This method prevents the faculty from knowing their own students which in turn limits the efforts of the instructor of any type of guidance.

Advocates (Cotlove, 6:16) of pass-fail marking system contend that:

1. It reduces the academic pressure by reducing the competitive factor.

2. Students become more involved in learning than in grades.

3. It enables the student to elect activities in which they have very few skills without the fear of a low grade.

The descriptive method (Clark, 5:12) is the newest and is used primarily in progressive school systems. The teachers by check lists, rating scales, and objective and subjective evaluation, evaluate the student's progress, achievement, problems of the student, and no letter grade is given. This system has value, but is much too time consuming if the teacher has a heavy class load. In this system, it is easy to describe a good or poor student, but it is increasingly more difficult to describe the middle or average student. When using this system of grading, the best method is to use a combination of the descriptive and letter grade.

Criteria for Grading

Due to the multi-objectives of physical education, the biggest problem that faces the physical education instructor regarding grading is the amount of weight to assign certain objectives in determining the grade. Can a teacher teach successfully and grade each student on all the objectives of the field? The obvious answer to this question is no, but the objectives can be narrowed to a few and unique ones pertaining and determined by the objectives and philosophy of the teacher, school situation, environment, geographical location, people in the community, and the facilities available.

How much weight assigned to the various aspects--physical, mental, social--of a unit or activity is determined by the amount of time spent on any one factor (Haskins, 11:270). Thus, it can also be stated that all aspects of a unit or activity do not necessarily have to be assigned the same grading weight.

Another point of controversy is whether the physical education grade should be a combination of objective and subjective grading or strictly objective grading or strictly subjective grading.

Oberteuffer (19) states that, " . . . grades need not be based wholly upon objective evidence . . . skill and teamwork in competition can be appraised through the eyes of an expert." (19:418)

Mathews (Jensen, 12:98) and Bookwalter (Jensen, 12:98) agree that the following factors should be considered in grading:

Attendance	12%
Decathlon performance	12%
Hygiene inspection	12%
New type tests	12%
Physical fitness test	8%
Posture tests	8%
Rhythm tests	8%
Citizenship estimate	12%
Stunts test	12%
Towel and locker fees	4%
	100%

The basis for grading as recommended by LaPorte (Jensen, 12;98) is:

Performance skills	25%
Knowledge of rules, techniques, and strategy	25%
Social attitudes, sportsmanship, leadership, cooperativeness	25%
Skills in activities tests and/or	25%
	100%
game performance	40%
Knowledge of rules, techniques, strategy, etc.	25%
Citizenship (character and attitude)	10%
Attendance	10%
Physical fitness test	15%
	100%

Still another way to weigh the components for a physical education grade as reported by Haskins (11:270) is:

Grading Factors	Weight	Percentage
Sports Skill	3	50
Fitness	2	20
Knowledge	2	20
Concomitants	1	10
		100

Grades should relate to the students attainment of specified and significant course objectives (Hanson, 10:37).

Teachers fail to recognize that particular weighing assigned each factor is a subjective measurement (Clark, 5: 21).

It is agreed among most physical educators that the highest percent of a grade should be skill; because it is such an important objective and the greatest portion of time is given to its development (Broer, 4:84). This does not mean that the other objectives are not considered. The physical education grade should be an average of all areas--physical, mental, and social aspects.

It is difficult to justify grading entirely on attendance, dress, showers, tardiness, citizenship, improvement, and attitude, even though they do play an important part of the total grade.

Summary

Students, parents, and administrators should realize that the grade is an appraisal of a student's whole performance and achievement in relation to his ability and potential in all areas of physical education based on the aims and objectives of the program. In order to have an adequate grading procedure, the physical education instructor must first determine the aims and objectives of the program.

Evaluation and, therefore, grading is a continuous process for the improvement of learning experiences in terms of objectives and effectiveness of instruction and the physical education program.

Development of a grading system adequate for a particular school situation takes a great deal of careful thought and study on the part of the physical educator.

Grading in physical education is a complex process, for a single grade represents many different facets of pupil achievement--all of them important.

Although exploration and research are still needed, enough is already known to provide a sound basis for grading.

> There is no quarrel with any plan of marking based on sound philosophy where conscientious efforts are made to evaluate either objective or subjectively the attaining of major objectives of physical and academic education.

Chapter 3

ANALYSIS OF DATA

The data presented in this chapter was collected from 170 member schools of the 1970-1971 Montana High School Association, one non-member school, and four schools that employed more than one physical education instructor. Questionnaires were sent to 190 schools. One hundred seventy-five questionnaires were returned, yielding a 92 percent response. The analysis was based on 175 schools.

The returns were divided in accordance with the Montana High School Association into four classifications--Class AA, A, B, and C. The responses to the questionnaire are presented in percentage form to show an overall trend of the Montana high schools, as well as in the four classifications.

All questions are presented as they appeared on the questionnaire. The percentages were computed to the nearest whole percent.

The responses to data not specific to the questionnaire indicated that there were 116 female and fixty-six male physical education teachers teaching girls' physical education in Montana. Of these teachers, 56 percent indicated they had three or less years of high school teaching experience. Thirty-two percent of the teachers had from four to nine years experience, and 11 percent had over ten years of high school teaching experience.

Forty-nine percent indicated that they had no administrative experience in physical education, 33 percent had from one to four years of experience, and 12 percent had over five years of experience.

Responses indicated that 25 percent had one year of teaching experience in physical education, and 27 percent had from two to three years. Teaching experience in physical education from four to six years accounted for 22 percent, while 24 percent of the respondents had been teaching physical education for over seven years. (See Appendix G, page 146, for tables indicating the number of responses and percentages.)

> Question 1. What is the basic grading system used by your high school? (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.; (d) numerical system--1, 2, 3, etc.; (e) satisfactory - unsatisfactory; pass - fail; and (f) other (indicate)

As indicated in Table, page 21, 151, or 86 percent, of the high schools in Montana used the letter grade to evaluate students. Six schools, or 3 percent, of the respondents used the numerical system of grading, and eight schools, or 4 percent, used the satisfactory/unsatisfactory or pass/fail system for grading. One Class AA school used individual student graphs, but the grade was reported as a letter grade on the report card. One Class B school used both letter grade and pass/fail, and four Class C schools and one Class B school used percentages.

Table 2, page 22, illustrates Question 1 by high school classification throughout Montana. Three Class B schools and five

Table 1. Basic Grading Systems in Montana High Schools

Grading systems	Number of respondents (AA-A-B-C)	Percent
Letter Grade	151	86
Numerical Grade	7	4
Satisfactory - Unsatisfactory; Pass - Fail	8	5
Other	7	4
Omitted	2	1

Class C schools are the only ones in Montana using satisfactory/unsatisfactory or pass/fail as a grading system. Sixteen, or 88 percent, of Class A high schools; eighteen, or 95 percent, of Class AA high schools; 42, or 81 percent, of Class B schools; and 75, or 87 percent, of the Class C schools used the letter grade as their basic grading system. One school in each Class AA, A, and C used a numerical system for their basic grading system. Satisfactory/unsatisfactory or pass/fail was used by three Class B and five Class C schools as their basic grading system.

Question 2. If there has been a change in the high school grading system in the past ten years, indicate the previous system used: (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.); (d) numerical system-- 1, 2, 3, etc.); (e) satisfactory - unsatisfactory; pass - fail; and (f) other (indicate).

Table 2. Basic High School Grading Systems by School Classification

Grading systems	Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%
Letter Grade	18	95	16	89	42	81	75	87
Numerical Grade	1	5	1	5	4	8	1	1
Satisfactory - Unsatisfactory; Pass - Fail	0	0	0	0	3	6	5	6
Other	0	0	1	5	2	4	4	5
Omitted	0	0	0	0	1	1	1	1

Changes in grading systems of Montana high schools in the past ten years are presented in Figures 1 and 2, page 23. Table 3, page 24, indicates that 111, or 63 percent, of those responding have not changed their grading systems in the past ten years. Of the fifteen schools who reported a change, five changed from the letter grade to satisfactory/unsatisfactory or pass/fail; three schools changed from letter to number grades; and two schools changed from the percentage grading system to letter grades. One school changed from each of the following: (a) satisfactory/unsatisfactory or pass/fail grades to letter grades; (b) satisfactory/unsatisfactory grading to the number system, and (c) from number grades to graphs and a letter grade. No school in Class AA had changed their grading system in the past ten years.

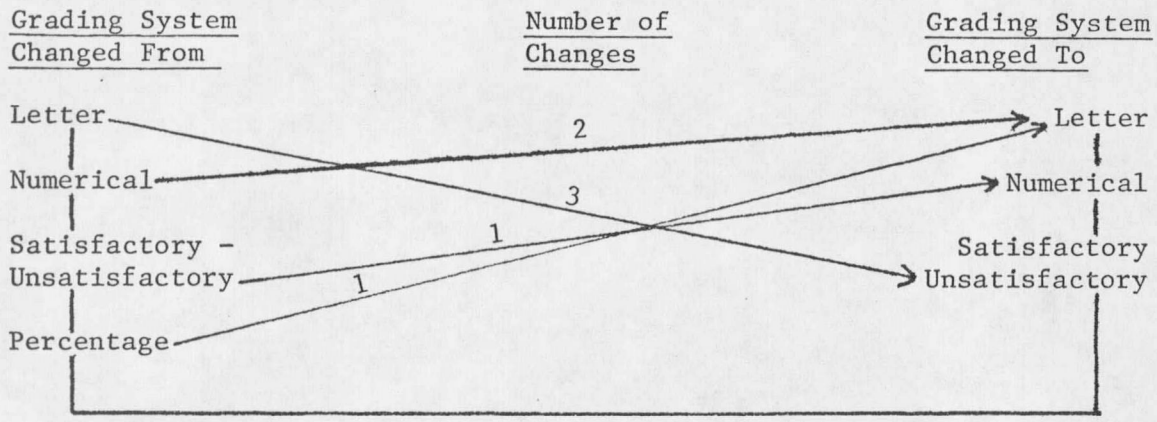

Figure 1. Changes in Class A and Class B Grading Systems During the Past Ten Years Among the Schools Studied.[a]

[a]Reference Question No. 2

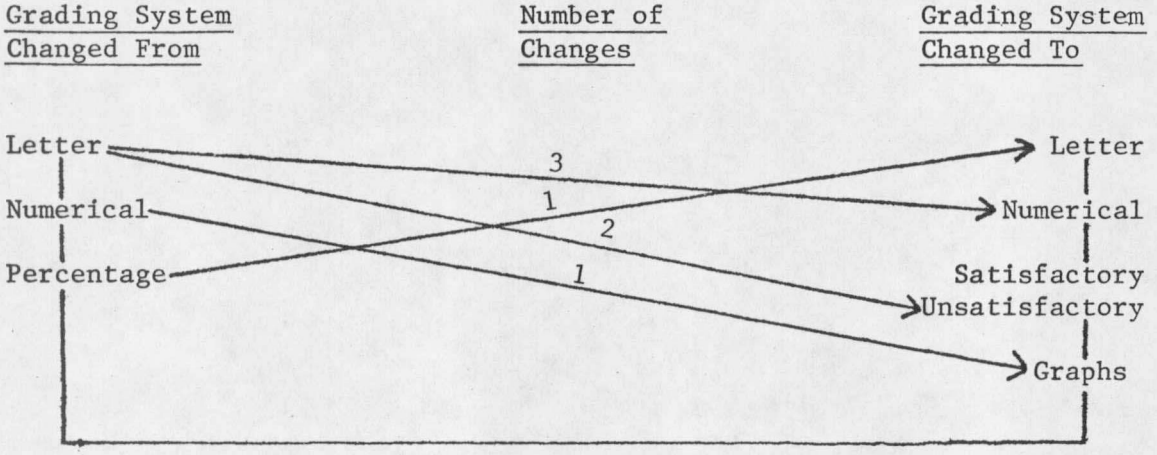

Figure 2. Changes in Class C Grading Systems During the Past Ten Years Among the Schools Studied.[a]

[a]Reference Question No. 2.

Table 3. Changes in High School Grading Systems Over the Past Ten Years

Grading systems	Number of respondents (AA-A-B-C)	Percent
No Change	111	63
Letter Grade	9	5
Numerical Grade	1	1
Satisfactory - Unsatisfactory; Pass - Fail	3	2
Other	2	1
Omitted	49	28

Question 3. If a change is anticipated in the high school grading system, indicate the system likely to be used: (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.; (d) numerical system--1, 2, 3, etc.; (e) satisfactory - unsatisfactory; pass-fail; and (f) other (indicate).

Figure 3, page 25, illustrates the anticipated changes in high school grading systems. Table 4 indicates that of the 116 high schools responding to this question, 98, or 56 percent, expect no change. Thirteen, or 7 percent, expect to change their present grading system to satisfactory/unsatisfactory or pass/fail grades. Three schools stipulated that the expected change would be from satisfactory/unsatisfactory or pass/fail grading to letter grades, and two schools anticipated a change from letter grades to numerical grading.

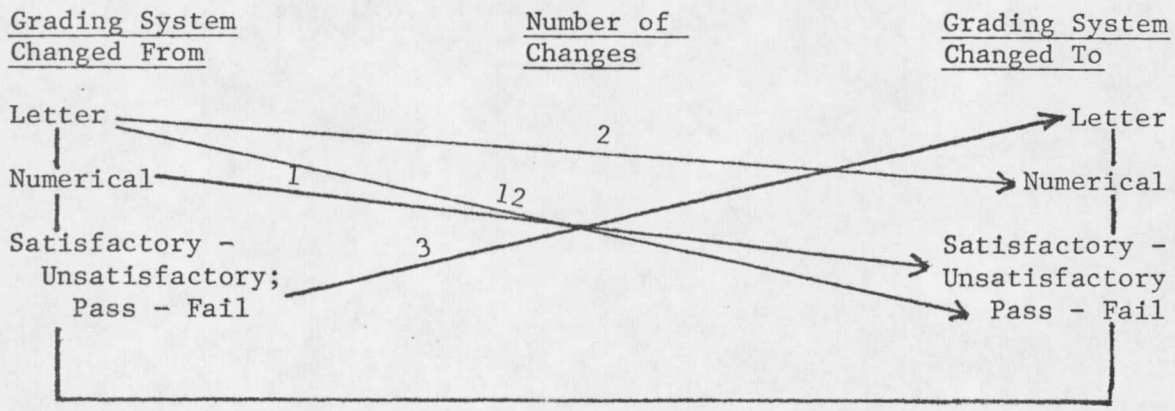

Figure 3. Anticipate Changes in Montana High School Grading Systems

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[a]Reference Question No. 3.

Table 4. Anticipated Changes in Montana High School Grading Systems

Grading systems	Number of respondents (AA-A-B-C)	Percent
No Change	98	56
Letter Grade	2	1
Numerical System	3	2
Satisfactory - Unsatisfactory; Pass - Fail	13	7
Omitted	59	34

Ten Class C schools expected to have the greatest number of changes in grading systems. Seven of these schools anticipated changing from letter grade to satisfactory/unsatisfactory or pass/fail grading, two schools from pass/fail grades to letter grades, and one school from numerical system to satisfactory/unsatisfactory or pass/fail grading.

Changes in Class B schools numbered five, indicating three schools changing from letter grades to the pass/fail system of grading, and one school each indicating a change from pass/fail grades to letter grades and letter grading to the numerical system.

Class AA high schools indicated that one school anticipated changing from the letter grading system to pass/fail grades, one school using number grades would change to pass/fail grading, and one school presently using letter grades would either change to numerical grades or to the pass/fail system of grading.

No high school in Class A anticipated a change in their grading system.

Question 4. What type of grading system is used by your department in grading physical education: (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.; (d) numerical system--1, 2, 3, etc.; (e) satisfactory - unsatisfactory; pass - fail; and (f) other (indicate).

Table 5, page 27, indicates the combined responses to Question 4 on departmental physical education grading. One hundred twenty-eight, or 73 percent, of the schools used letter grades for physical education.

Table 5. Montana High School Grading Systems in Physical Education

Grading systems	Number of respondents (AA-A-B-C)	Percent
Letter Grade	128	73
Numerical Grade	7	4
Satisfactory - Unsatisfactory; Pass - Fail	31	18
Other	5	3
Omitted	4	2

Thirty-one, or 17 percent, of the high schools used satisfactory/unsatisfactory or pass/fail grades in physical education. Four percent of the schools used grading systems not listed on the questionnaire. Other grading systems used in high schools include one school using individual student graphs which are reported on the report card as a letter grade. Two schools graded a student numerically, but changed the number grade to a letter grade on the report card.

Twenty-three schools used the letter grade in other subject areas, but used pass/fail grading in physical education. Two schools used letter grades for required physical education and satisfactory/unsatisfactory; pass/fail grades for elective physical education at the junior and senior year.

Table 6, page 28, indicates the responses to Question 4 by each

school classification. Class AA high schools use basically letter grades, with four schools employing pass/fail or satisfactory/unsatisfactory grading in physical education.

Table 6. Grading Systems in Montana High Schools by School Classification.

Grading systems	Number of Respondents							
	Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%
Letter Grade	14	74	14	78	34	65	66	77
Numerical Grade	1	5	0	0	3	6	3	3
Satisfactory - Unsatisfactory; Pass - Fail	4	21	1	5	11	21	15	17
Other	0	0	1	5	3	6	1	1
Omitted	0	0	2	11	1	1	1	1

Also indicated in Table 6, the majority of Class A schools used letter grades with just two schools using a different type of grading system.

Eleven Class B schools utilized the satisfactory/unsatisfactory or pass/fail grading system with thirty-four schools using the letter system for physical education grading.

Of the eighty-five Class C schools responding, sixty-six schools, or 77 percent, used letter grades, and fifteen schools, or

17 percent, used the pass/fail grading system. Three schools used the numerical system for grading and one school used a combination of numbers and letter grades for physical education.

Question 5. If there has been a change during the past ten years in the physical education grading system, what was the previous method used: (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.; (d) numerical system--1, 2, 3, etc.; (e) satisfactory - unsatisfactory; pass-fail; and (f) other (indicate).

Forty-three or 24 percent of Montana high schools have changed their grading systems in the past ten years. Figure 4, page 30, presents the changes in Class AA and A, and Figure 5, page 30, presents the changes in Class B, and Figure 6, page 31, changes in Class C schools.

Table 7, page 31, shows that eighty-nine schools, or 51 percent, had not changed their grading system in the past ten years. Sixteen schools had used the letter grade, but at the present time were grading students in physical education on the satisfactory/unsatisfactory or pass/fail grading system.

Of the two schools that had previously used letter grades, one school now used the numerical system, and one school was using a combination of the numerical and letter grading system. Of nineteen schools formerly using satisfactory/unsatisfactory or pass/fail grading, seventeen schools had changed their grading system to letter grades and two schools had changed to the numerical grading system. Other changes

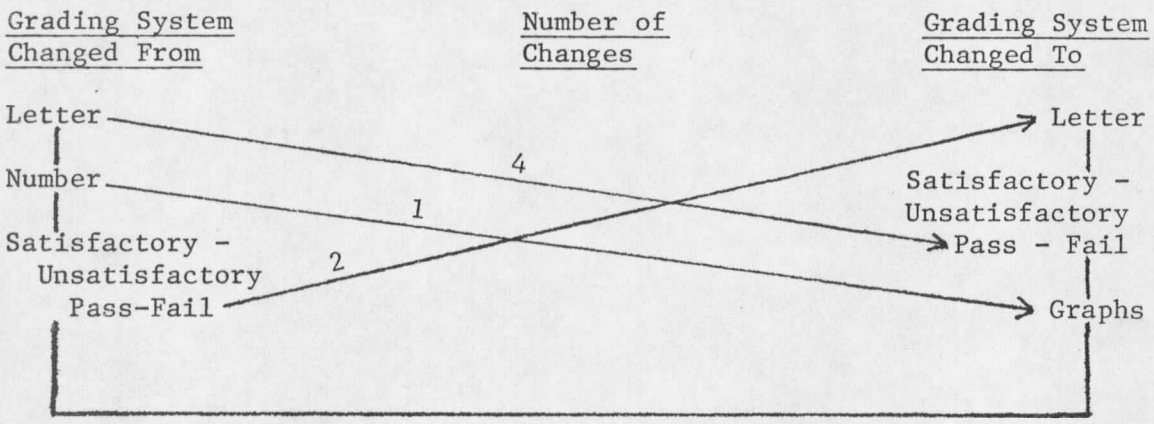

Figure 4. Changes in Class AA and Class A Grading Systems In the Past Ten Years

[a]Reference Question No. 5.

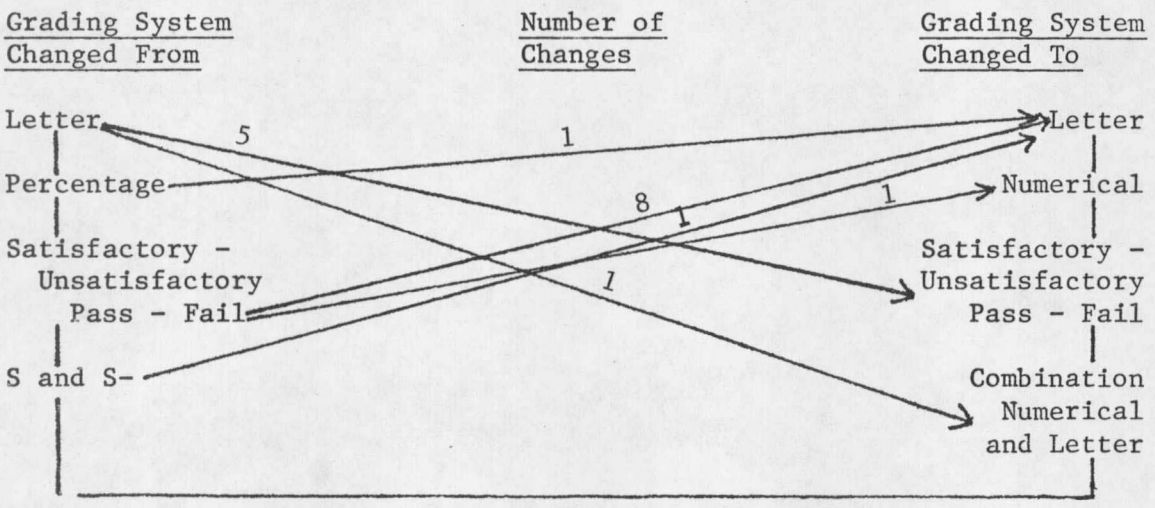

Figure 5. Changes in Class B Grading Systems in the Past Ten Years

[a]Reference Question No. 5.

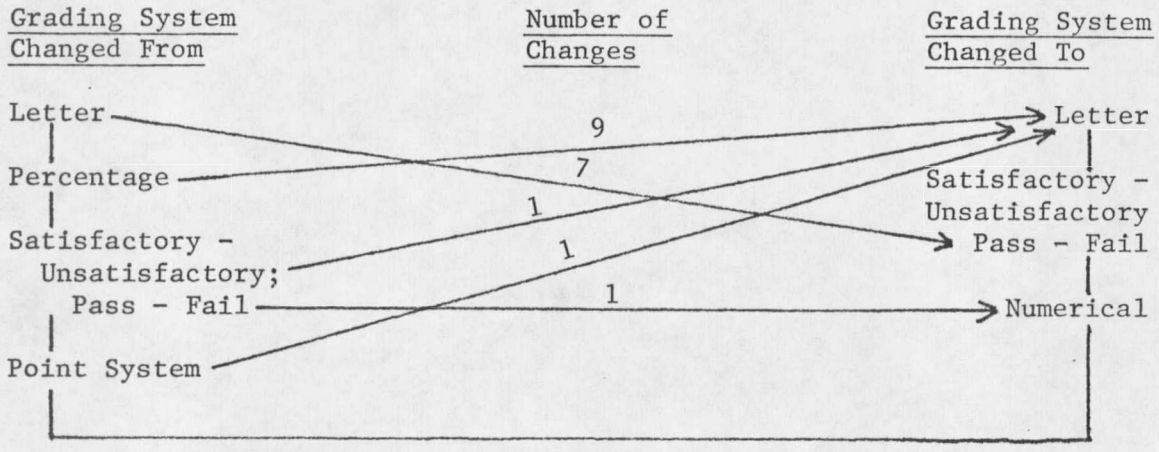

Figure 6. Changes in Class C Grading Systems in the Past Ten Years

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[a]Reference Question No. 5.

Table 7. Changes During the Past Ten Years in Physical Education Grading Systems

Grading systems	Number of respondents (AA-A-B-C)	Percent
No Change	89	51
Letter Grade	18	10
Numerical Grade	1	0
Satisfactory - Unsatisfactory; Pass - Fail	21	12
Other	3	2
Omitted	43	24

indicated were: (a) one school changed from numbers to student graphs and a letter grade; (b) two schools had changed from percent to letter grades; (c) one school had previously used pass/fail grading system but was not using number grades; (d) one school who had used the point system of grading had changed to letter grading; and (e) one school which had used S and S- currently was using the letter grade.

Question 6. If a change in the physical education grading system is anticipated in the near future, what system will likely be used: (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.; (d) numerical system--1, 2, 3, etc.; (e) satisfactory - unsatisfactory; pass - fail; and (f) other (indicate).

Table 8, page 33, illustrates that of the 166 high schools responding to Question 6, ninety-two preferred the grading systems they were presently using or indicated no change. The major change in grading practices in high schools was to the satisfactory/unsatisfactory or pass/fail grading with eleven Class C schools, ten Class B schools, four Class AA schools, and one Class A school indicating this.

Other changes were indicated only in Class B and C. Three schools in Class B and four schools in Class C indicated a change to the letter grade and one Class C school indicated a change to the number grade. Overall, thirty-four schools, or 18 percent, indicated an anticipated change in their grading system.

Table 8. Anticipated Grade Changes in Montana High Schools

Grading systems	Number of respondents (AA-A-B-C)	Percent
I Like the Grading System Already Being Used	3	2
No Change	89	51
Letter Grade	7	4
Numerical Grade	1	0
Satisfactory - Unsatisfactory; Pass - Fail	26	15
Omitted	49	28

Question 7. If you do not agree with the grading system currently being used for physical education classes, indicate your preference: (a) I like the grading system already being used; (b) no change; (c) letter grade--A, B, C, etc.; (d) numerical system--1, 2, 3, etc.; (e) satisfactory - unsatisfactory; pass - fail; and (f) other (indicate).

The respondents in Table 9, page 34, reported that sixty-eight schools, or 38 percent, preferred the grading system that they were currently using. Fifteen schools, or 8 percent, reported a preference for the letter grade over their present grading system. Of fifty schools, four preferred the number grade to evaluate students in physical education and forty liked the satisfactory/unsatisfactory or pass/fail.

Table 9. Physical Education Grade Preference

Grading systems	Number of respondents (AA-A-B-C)	Percent
I Like the Grading System Already Being Used	51	29
No Change	17	10
Letter Grade	15	9
Numerical Grade	3	2
Satisfactory - Unsatisfactory; Pass - Fail	40	23
Other	7	4
Omitted	42	24

Several schools reported other preferences in grading systems not listed on the questionnaire. Of these comments, three schools preferred pass/fail and a written evaluation on each student. One school indicated a preference for a written report evaluating students instead of a grade. One school preferred to have the physical education and health grade averaged together for one grade. One school chose A - Pass - Fail method of grading and one school preferred the non-graded system.

As indicated in Table 10, page 35, of the sixty-five, or 35 percent, of the schools which indicated a change in their present grading

Table 10. Physical Education Grade Preference by School Classification

Grading systems	Number of Respondents							
	Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%
I Like the Grading System Already Being Used	6	32	7	39	15	29	23	27
No Change	1	5	0	0	7	13	9	10
Letter Grade	3	16	1	5	5	10	6	7
Numerical Grade	0	0	1	5	0	0	2	2
Satisfactory-Unsatisfactory; Pass - Fail	4	21	2	11	14	27	20	23
Other	0	0	3	16	1	2	3	3
Omitted	5	26	4	22	10	19	23	27

system, thirty-seven of these schools were from Class B and Class C and their preference of grading system was pass/fail. One school from Class A and two schools from Class C preferred a change to the numerical grading system. Eleven schools from Class B and Class C stated that they preferred a change to the letter grading system.

Question 8. Are the following used in determining a grade in physical education: (a) both objective and subjective measurement; (b) subjective measurement only; (c) objective measurement only.

The data in Table 11, page 36, illustrates that 85 percent of

the high schools used both objective and subjective measurement in grading students in physical education. Three percent of the high schools used subjective measurement as their only basis of evaluation and 4 percent of the high schools used strictly objective measurement for grading.

Table 11. Subjective and Objective Measurement in Montana High Schools

Measurement	Number of respondents (AA-A-B-C)					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Objective and Subjective	149	85	19	11	7	4
Subjective (only)	6	3	163	93	6	3
Objective (only)	7	4	162	93	6	3

As Table 12, page 37, shows, 100 percent of the Class A schools use both objective and subjective measurement in grading students in physical education.

In Class AA schools, fourteen schools, or 79 percent, use both objective and subjective measurement. One Class AA school used subjective measurement only, and three schools used only objective measurement in grading.

Forty-four, or 85 percent, of the Class B schools used both

Table 12. Subjective and Objective Measurement by High School Classification

Measurement	Number of Respondents					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Class AA						
Objective and Subjective	14	74	0	0	0	0
Subjective (only)	0	5	18	100	0	0
Objective (only)	3	16	18	100	0	0
Class A						
Objective and Subjective	18	100	3	16	2	10
Subjective (only)	0	0	17	90	1	5
Objective (only)	0	0	15	79	1	5
Class B						
Objective and Subjective	44	85	6	12	2	3
Subjective (only)	3	6	47	90	2	4
Objective (only)	2	4	48	92	2	4
Class C						
Objective and Subjective	73	85	10	12	3	3
Subjective (only)	2	2	81	95	3	3
Objective (only)	2	2	81	95	3	3

objective and subjective measurement for evaluation. Three schools used solely subjective measurement and two schools used exclusively objective evaluation.

In Class C schools, 85 percent, or seventy-three schools, incorporated both subjective and objective measurement for grade evaluation. Strictly subjective measurement was the choice of two schools, and two schools chose objective measurement only for student grading in physical education.

Question 9. Is the physical education grade received included in scholastic honors as: (a) scholarships; (b) valedictorian; (c) scholastic socieities; (d) grade point average; (e) honor roll.

As indicated in Table 13, the majority of schools said "No" to the inclusion of physical education grades as a determining factor in any type of scholastic honors.

Table 13. Number of Schools That Do or Do Not Include the Grade for Physical Education Activity Classes in Scholastic Honors

Honors	Number of respondents (AA-A-B-C)					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Scholarships	28	16	139	79	8	5
Valedictorian	31	18	135	77	9	5
Scholastic Societies	23	13	142	81	10	6
Grade Point Average	47	27	121	69	7	4
Honor Roll	42	24	126	72	7	4

In an overview of all schools in Montana, physical education grades were used as a factor in determining the grade point average by forty-seven schools, honor roll by forty-two schools, valedictorian by thirty-one schools, scholarships by twenty-eight schools, and scholastic societies by twenty-three schools.

Table 14, page 40, illustrates that in Class AA schools four schools included physical education in determining the grade point average. Three schools included physical education grades in determining the honor roll and scholarships. Two schools applied physical education grades in selecting a valedictorian. One school said physical education grades were used in selecting students for honor socieities.

Eight Class A schools used physical education grades as a factor in grade point averages. Physical education grades were included in the honor roll of seven schools. Grades from physical education were included by five schools in scholarships, and by five schools in selecting a valedictorian. Four schools are currently using physical education grades in scholastic socieities.

Eighteen Class B schools utilized physical education grades in grade point averages. Fourteen schools indicated they used grades from physical education on the honor roll. Physical education grades were included in determining scholarships, valedictorian, and scholastic societies by seven, nine, and seven schools, respectively.

Table 14. School Classification Respondents That Do or Do Not Include the Grade for Physical Education Activity Classes in Scholastic Honors

Honors	Number of Respondents					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Class AA						
Scholarships	3	16	15	79	1	5
Valedictorian	2	10	15	79	2	10
Scholastic Societies	1	5	16	84	2	10
Grade Point Average	4	21	14	74	1	5
Honor Roll	3	16	14	74	2	10
Class A						
Scholarships	6	33	12	67	0	0
Valedictorian	5	28	13	72	0	0
Scholastic Societies	4	22	14	78	0	0
Grade Point Average	8	44	10	56	0	0
Honor Roll	7	39	11	61	0	0
Class B						
Scholarships	7	14	44	85	1	1
Valedictorian	9	18	42	81	1	1
Scholastic Societies	7	14	44	85	1	1
Grade Point Average	18	35	33	64	1	1
Honor Roll	14	27	37	72	1	1
Class C						
Scholarships	12	14	68	79	6	7
Valedictorian	15	17	65	76	6	7
Scholastic Societies	11	13	68	79	7	8
Grade Point Average	17	20	64	74	5	6
Honor Roll	18	21	64	74	4	5

Question 10. Indicate when required physical education classes may be taken in your high school: (a) freshman year; (b) sophomore year; (c) junior year; (d) senior year.

One hundred sixty-two schools, or 93 percent, of the high schools required students to enroll in physical education classes in their freshman year. Ninety-eight percent, or 172 schools, required a student to take physical education in their sophomore year. Thirty-three schools, or 19 percent, indicated that a student could take the physical education requirement in the junior year, and twenty-nine schools, or 17 percent, stipulated a student could fulfill the physical education requirement in the senior year.

The material in Table 15, page 42, depicts that ten Class AA schools required students to enroll in physical education classes during the freshman year. The nine high schools which omitted the question are three-year schools; in these cases, the students had taken ninth grade physical education in the junior high. Two schools indicated that a student could take the physical education requirement only in the freshman year. Seventeen schools indicated that required physical education was taken at the sophomore level, with six schools stipulating physical education could only be taken in the sophomore year. Three schools stated required physical education could be taken at either the sophomore, junior, or senior year.

Fourteen Class A schools indicated required physical education was to be taken in the freshman year. Three Class A schools that are

Table 15. Physical Education Requirement by School Classification

Level	Number of Respondents					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Class AA						
Freshman Year	10	53	0	0	9	47
Sophomore Year	17	89	2	11	0	0
Junior Year	3	16	16	84	0	0
Senior Year	3	16	16	84	0	0
Class A						
Freshman Year	14	78	0	0	4	22
Sophomore Year	17	94	0	0	1	6
Junior Year	2	11	15	83	1	6
Senior Year	2	11	15	83	1	6
Class B						
Freshman Year	52	100	0	0	0	0
Sophomore Year	52	100	0	0	0	0
Junior Year	7	13	45	87	0	0
Senior Year	6	12	46	88	0	0
Class C						
Freshman Year	86	100	0	0	0	0
Sophomore Year	86	100	0	0	0	0
Junior Year	21	24	65	76	0	0
Senior Year	18	21	67	78	1	1

three-year schools omitted this question. Seventeen schools indicated that physical education was required as a sophomore and two schools offered required physical education at the junior and senior level. Other comments not listed on the questionnaire stated that one school offered required physical education in all four years, and one school offered required physical education from sophomore through the senior year. One school allowed students to take required physical education at the junior or senior year if for some reason they had a conflict in the freshman or sophomore year. One school also allowed students to take the physical education requirement in the junior or senior year if the student failed the course during his freshman or sophomore year.

All Class B schools stated that required physical education could be taken in the freshman or sophomore year. Seven schools indicated that the physical education requirement could be satisfied in the junior year, and six schools gave the student an opportunity to fulfill the requirement in any of the four years. One school required four years of physical education, and one school stated that required physical education was offered in the first three years only.

Required physical education was also offered by all Class C schools in the freshman and sophomore years. Twenty-one schools indicated that required physical education could be taken at the junior year, while eighteen schools stated the requirement could be taken at any of the four levels. Three schools indicated the requirement could

be taken anytime from the freshman through the junior year.

Question 11. Indicate when elective physical education classes may be taken in your high school: (a) freshman year; (b) sophomore year; (c) junior year; (d) senior year; (e) not offered.

The responses to Question 11 indicate that no student could take physical education as an elective in their freshman year. Only two schools allowed physical education to be taken as an elective in the sophomore year. Table 16 indicates that 109 respondents, or 62 percent, did not offer physical education as an elective in their high schools. Sixty-two schools, or 35 percent, offered physical education as an option to students in the junior year. One additional school offered elective physical education at the senior year.

Table 16. Years that Students Can Enroll in Elective Physical Education in Montana High Schools

Level	Number of Respondents (AA-A-B-C)					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Freshman Year	0	0	63	36	112	64
Sophomore Year	2	1	62	35	111	63
Junior Year	62	35	2	1	111	63
Senior Year	63	36	1	0	111	63
Not Offered			109	62	66	38

Twenty-seven, or 31 percent, of the Class C schools; eighteen, or 35 percent, of the Class B schools; nine, or 47 percent, of Class AA; and eight, or 44 percent, of the Class A high schools offered elective physical education in the junior or senior year, as indicated in Table 17, page 46. Three instructors commented that there was a strong possibility of offering physical education as an elective next year.

Question 12. How long are each physical education class period (indicate full length of period): (a) 30 - 39 minutes; (b) 40 - 49 minutes; (c) 50 - 59 minutes; (d) 60 minutes; (e) other (indicate).

The time period that physical education activity classes are held in Montana High Schools is indicated in Table 18, page 47. Twenty-two schools, or 13 percent, reported that the physical education class continued for a maximum of sixty minutes and only four physical education departments held classes for less than forty minutes. Twelve schools, or 74 percent, held a physical education class for a time period of at least fifty-nine minutes and not less than forty. Other comments relating to Question 12, indicated that seven schools offered physical education for seventy minutes. Four schools indicated that morning and afternoon classes varied in length of activity periods with morning classes ranging from forty to forty-five minutes and afternoon classes from thirty to sixty minutes.

Eight schools had incorporated a modular schedule* within their

* Modular scheduling is a unit of time selected arbitrarily and school schedules are built in combinations and multiples of one or more

Table 17. Years That Students Can Enroll in Elective Physical Education by School Classification

Level	Number of Respondents					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Class AA						
Freshman Year	0	0	8	44	10	56
Sophomore Year	2	10	8	44	10	56
Junior Year	9	47	0	0	10	56
Senior Year	9	47	0	0	10	56
Not Offered			9	50	9	50
Class A						
Freshman Year	0	0	8	42	11	58
Sophomore Year	0	0	7	37	10	53
Junior Year	8	44	0	0	10	53
Senior Year	8	44	0	0	10	53
Not Offered			10	53	9	47
Class B						
Freshman Year	0	0	19	37	33	63
Sophomore Year	0	0	19	37	33	63
Junior Year	18	35	1	2	33	63
Senior Year	19	37	0	0	33	63
Not Offered			33	63	19	37
Class C						
Freshman Year	0	0	28	33	58	67
Sophomore Year	0	0	28	33	58	67
Junior Year	27	31	1	1	58	67
Senior Year	27	31	1	1	58	67
Not Offered			57	66	29	34

school system. One school had modulars of twenty minutes and required four mods or eight minutes daily. Of the schools reporting a modular schedule, the physical education activity period ranged from 225 minutes to 325 minutes per week.

Table. 18 Duration of Physical Education Class Periods in Montana High Schools

Activity periods	Number of respondents (AA-A-B-C)	Percent
30 - 39 minutes	4	2
40 - 49 minutes	50	29
50 - 59 minutes	79	45
60 minutes	22	13
Other	20	11

Table 19, page 48, shows by school classification the responses to Question 12. The majority of class time for physical education activity was indicated to be fifty to fifty-nine minutes. Physical education activity time varied the most in Class AA, with one school reporting thirty minutes daily, or 150 minutes a week, to one other school on a rotating schedule with 325 minutes a week.

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time modules for each subject. A school's modular schedule repeats itself weekly rather than daily.

Table 19. Duration of Physical Education Class Periods by School Classification

Activity periods	Number of Respondents							
	Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%
30 - 39 Minutes	1	5	0	0	0	0	3	3
40 - 49 Minutes	0	0	2	11	13	25	35	41
50 - 59 Minutes	12	63	12	67	27	52	28	33
60 Minutes	3	16	2	11	5	10	12	14
Other	3	16	2	11	7	13	8	9

Twelve schools, or 67 percent, of Class A had 50 - 59 minutes of physical activity. Twenty-seven, or 52 percent, of Class B schools also had 50 - 59 minutes for physical education activity classes. Physical education classes were held for 40 - 49 minutes in thirty-five, or 41 percent, of the Class C Schools.

Question 13. What is the total physical education requirement in your high school? (a) none; (b) one semester; (c) one year; (d) two years; (e) other (indicate).

A two year requirement was mandatory in 145, or 83 percent, of the high schools in Montana, as illustrated in Table 20, page 49. Twenty-two schools, or 13 percent, required one year of physical education. Several schools required a student to enroll in physical education other than the choices listed on the questionnaire. Of these

requirements, one Class C school and one Class A school required seven semesters of physical education. One Class AA school had a requirement of one year with twelve weeks of health. Four years of physical education were required by one Class B school and one Class C school. One Class C school's requirement in physical education was currently three years, but was changing to a two-year requirement next year. One Class B school had a requirement of a year and a half.

Table 20. Total Physical Education Requirements of Montana High Schools

Comments	Number of respondents (AA-A-B-C)	Percent
None	0	0
One Semester	0	0
One Year	22	13
Two Years	145	83
Other	7	4
Omitted	1	0

Table 21, page 40, reveals that 80, or 93 percent, of the Class C schools required a student to take two years of physical education. Two schools indicated a one-year requirement. Forty-seven, or 90 percent, of the Class B schools required two years of physical education, with three schools requiring one year. Sixty-seven percent, or twelve,

Class A schools required one year of physical education. Five Class A schools required one year of physical education. Of these five schools, three are three-year high schools. Six, or 32 percent, of the Class AA schools required two years. Twelve, or 63 percent, of the Class AA schools required one year. Nine of the schools requiring only one year are three-year high schools.

Table 21. Total Physical Education Requirements by School Classification

Comments	Number of respondents							
	Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%
None	0	0	0	0	0	0	0	0
One Semester	0	0	0	0	0	0	0	0
One Year	12	63	5	28	3	6	2	2
Two Years	6	32	12	67	47	90	80	93
Other	1	5	1	5	2	4	3	3
Omitted	0	0	0	0	0	0	1	1

Question 14. If a student is allowed a set number of absences before his grade is affected, indicate how many: (a) none; (b) one; (c) two; (d) three; (e) four; (f) other (indicate).

Forty-five schools, or 25 percent, reported that absences did not affect the grade of a student in physical education; and 23 percent stated that three absences made a difference in the physical education

grade. These figures are reported in Table 22. Two absences affected the grade of students in three schools, and four absences made a difference in the grade in eight schools.

Table 22. Number of Absences Allowed Before Grade is Affected in Montana High Schools

Number of absences	Number of respondents (AA-A-B-C)	Percent
None	45	25
One	3	2
Two	17	10
Three	40	23
Four	8	5
Other	45	25
Omitted	18	10

Forty-five schools, or 25 percent, checked the "other category and they are summarized by school classification as follows:

Class AA

1. School policy governed the effect of absences in four schools. In one school, the principal had a conference with the student after twelve absences. One school allowed ten absences per semester, and one school allowed fifteen. One school stated that if a student missed a set number of days she was expelled or required to take physical education over.

2. A student was allowed to make up any missed daily points in one school.

3. One school had a policy that over one-third of the total class periods had to be missed before the grade was affected.

4. Any excused absence affected the grade in one school.

Class A

1. One school indicated that absences were on the semester basis and more than twenty resulted in the student receiving no grade. Any amount missed less than twenty was dependent on the teacher's philosophy as to the effect on the student's grade in physical education.

2. One school required a student to repeat physical education if more than twenty days were missed during a semester.

3. One instructor indicated that physical education could not be made up if a student missed and otherwise grading depended on the situation.

4. One school indicated five or more absences affected the grade, whereas other instructors stipulated one-third of the class days could be missed before the grade was affected.

5. One teacher commented that the school's policy was "no set number, too many absences resulted in failure".

6. Over forty percent of the days missed resulted in a student failing in one school.

7. A student's grade was affected for skipping class once, but any number of excuses were accepted with a parent's note in one school.

Class B

1. Absences were governed by school policy in one school which stated that a student was given a failing grade for each unexcused absence, while one other school's policy was eighteen days per semester. One school had a policy that three absences resulted in the student being dropped from school.

2. One school indicated that time lost from absences could be made up.

3. Two schools indicated that absences were left up to the individual teacher.

4. One school indicated that each unexcused absence affected the quarter grade three percent.

5. One school indicated if the unexcused absence was for skipping, the student flunked physical education. However, excused absences were accepted.

6. In one school, a student was allowed two weeks, whereas one school allowed half of the total class days before a student's grade was affected.

7. One school gave a student an incomplete for a grade for excessive absences.

8. One school dropped a student's grade one letter grade for each unexcused absence.

Class C

1. One school indicated that all absences must be excused, and one school stated that illness and notes from home were the only excused absences accepted.

2. One school commented that each unexcused absence affected the student's grade.

3. Seven schools indicated that the effect of absences on physical education grades was left up to the discretion of the teacher and they had no set number.

4. Three schools reported that the student's reason for the excuse depended on whether or not the grade was affected.

5. One school allowed excused absences and no other.

6. One school indicated that absences extending over half a six-week period affected the student's grade.

7. One school indicated that three percent of a student's grade was affected for each unexcused absence; while one other school allowed two absences every six weeks.

8. One school commented that when absences exceeded twenty, the student was expelled from school.

Question 15. If other classes or activities can be substituted for physical education, please indicate: (a) marching band; (b) drill team; (c) cheerleading; (d) school athletics; (e) driver education; (f) other (indicate).

The figures in Table 23, page 55, illustrate that the majority of schools did not allow students to participate in other classes and activities as a substitute for physical education. Twenty-five schools said that school athletics was a substitute for physical education, while eight schools reported that drill team replaced the requirement for physical education. Four schools accepted both cheerleading and driver education as a physical education substitute, and two schools approved students taking marching band to be released from the physical education requirement.

Table 24, page 56, illustrates that of the eighteen Class C schools replying that courses could be substituted for physical education, sixteen indicated school athletics was acceptable. Other acceptable substitutes were drill team, cheerleading, and driver education. One school had scheduled girls' athletics during the last class period of the day which sufficed for their physical education requirement.

Table 23. Activities That Can be Substituted for Physical Education in Montana High Schools

Activities	Number of respondents (AA-A-B-C) Yes No.	Yes %	No No.	No %	Omitted No.	Omitted %
Marching Band	2	1	155	89	18	10
Drill Team	8	5	149	85	18	10
Cheerleading	4	2	152	87	19	11
School Athletics	25	14	132	75	18	10
Driver Education	4	2	149	85	22	13
Other	0	0	0	0	175	100

Seven schools in Class B released students from the physical education requirement for school athletics. In two schools, students could substitute driver education for the physical education requirement. Marching band, drill team, and cheerleading were also accepted as substitutes for physical education in Class B. One school stated that a student missed the physical education class for driver's training, but credit was not given through the physical education department. Because of flexible scheduling, one school was attempting to have drill team, cheerleading, and school athletics offered in addition to the regular physical education class as a mini-course.

In Class A, one school substituted school athletics and one

Table 24. Activities That Can Be Substituted for Physical Education by School Classification

Activities	Number of Respondents					
	Yes		No		Omitted	
	No.	%	No.	%	No.	%
Class AA						
Marching Band	1	5	18	95	0	0
Drill Team	5	26	14	74	0	0
Cheerleading	0	0	19	100	0	0
School Athletics	1	5	18	95	0	0
Driver Education	0	0	18	95	1	5
Other	1	5	0	0	18	94
Class A						
Marching Band	0	0	17	94	1	6
Drill Team	1	6	16	88	1	6
Cheerleading	0	0	17	94	1	6
School Athletics	1	6	16	88	1	6
Driver Education	0	0	17	94	1	6
Other	0	0	0	0	18	100
Class B						
Marching Band	1	2	44	85	7	13
Drill Team	1	2	44	85	7	13
Cheerleading	1	2	44	85	7	13
School Athletics	7	13	38	73	7	13
Driver Education	2	4	42	81	8	15
Other	0	0	0	0	52	100
Class C						
Marching Band	0	0	76	88	10	12
Drill Team	1	1	75	87	10	12
Cheerleading	3	3	72	84	11	13
School Athletics	16	18	60	70	10	12
Driver Education	2	2	72	84	12	14
Other	0	0	0	0	86	100

school drill team for the physical education requirement.

In Class AA, five schools allowed drill team as a substitute for physical education. A student participating in school athletics and marching band was exempt from physical education requirements in two different schools. One school commented that all the activities listed in Question 15 were extra-curricular activities and a student could receive from one quarter to one credit per year for participation in them. One other school allowed a student interested in gymnastics to enroll in the yearly gymnastics class instead of participating in regular physical education activity classes.

Question 16. Is the grade received from a substitute class (regarding Question 15) recorded under physical education: (a) yes; (b) no.

As illustrated in Table 25, thirty-seven schools allowed a substitute for physical education requirements. Of these, thirty-seven schools, twenty-three gave students physical education credit for the substitution class, and fourteen schools did not give credit to a substitution class.

Table 25. Number of Montana Physical Education Departments That Give Students a Grade for a Substitution Class.

Comments	Number of respondents (AA-A-B-C) Yes	No	Omitted
Montana High Schools	23	14	138
Total	37		

In Class AA, the two schools that allowed substitution classes gave credit for the substitution.

Of the Class A schools, one school did not give credit for a physical education substitution and five schools gave credit for the substitution.

The Class B schools indicated that four schools gave no credit for a physical education substitution. Three schools replied that credit was given for a substitution. One school which allowed a substitute for physical education did not indicate whether or not credit was given for the substitution.

Of the Class C school responses, thirteen schools gave a student credit for enrolling in a substitute physical education class. Five schools commented that they did not allow students to substitute for class credit.

Question 17. Do the men's and women's department both use the same grading system? (a) yes; (b) no.

Table 26, page 59, indicates that 152, or 87 percent, of the high schools in Montana use the same grading system for the men's and women's physical education departments. Twenty-two schools, or 12 percent, stated that the departments did not use the same grading systems.

Table 27, page 59, reveals that 89 percent of Class AA and Class A high schools, or sixteen and seventeen schools respectively, indicated that men's and women's departments used the same grading system.

Table 26. Number of Men's and Women's Physical Education Departments in Montana Using the same Grading Systems

Comments	Number of respondents (AA-A-B-C)	Percent
Yes	152	87
No	22	12
Omitted	1	1

Table 27. Number of Men's and Women's Physical Education Departments Using the Same Grading Systems by School Classification

Comments	Number of respondents	Percent
Class AA		
Yes	17	89
No	2	11
Class A		
Yes	16	89
No	2	11
Class B		
Yes	42	81
No	9	17
Class C		
Yes	77	90
No	9	10

Ninety percent of the Class C schools men's and women's departments were consistent in their grading policies.

Forty-two, or 81 percent, of the Class B schools indicated uniformity in grading between men's and women's physical education departments.

Question 18. Is credit in physical education required for graduation: (a) yes; (b) no.

Table 28, page 61, illustrates that 100 percent of the Class AA schools required a student to have physical education in order to graduate.

Seventeen, or 94 percent, of Class A schools indicated a physical education requirement be met by a student before graduation.

Fifty, or 96 percent, of the Class B schools required credit in physical education before a student may graduate.

It is a school policy of eighty-one, or 94 percent, of Class C schools to require students to take physical education before graduation.

Only five high schools throughout Montana do not require credit in physical education for graduation.

Question 19. Is credit given for physical education classes: (a) yes; (b) no.

Table 29, page 62, illustrates that only seven schools throughout Montana indicated that credit was not given for a student participa-

Table 28. School Classification of High Schools That Give Credit for Graduation in Physical Education

Comments	Number of respondents	Percent
Class AA		
Yes	19	100
No	0	0
Class A		
Yes	17	94
No	1	6
Class B		
Yes	50	96
No	1	2
Omitted	1	2
Class C		
Yes	81	94
No	3	3
Omitted	2	2

ting in physical education classes. Of the seven, one school was in the Class A division, and three schools each were from Class AA and Class C high schools. One hundred sixty-six, or 95 percent, of the high schools in Montana gave students credit for physical education.

Table 29. Montana High Schools That Give Credit for Physical Education Classes

Comments	Number of respondents (AA-A-B-C)	Percent
Yes	166	95
No	7	4
Omitted	2	1

Question 20. Is credit given for elective physical education classes: (a) yes; (b) no.

Table 30 shows that fifty-one, or 29 percent, of the high schools surveyed allowed credit to students taking elective physical education. In eleven, or 6 percent, of the schools, a student enrolled in an elective physical education class solely for his own benefit did not receive any additional credits.

Table 30. Montana High Schools That Give Credit for Elective Physical Education Classes

Comments	Number of respondents (AA-A-B-C)	Percent
Yes	51	29
No	11	6
Omitted	113	65

Nine Class AA high schools, as shown in Table 31, gave a student the opportunity to take elective physical education for credit, whereas in four schools a student did not earn any credits for elective physical education classes.

Table 31. High School Classification That Give Credit for Elective Physical Education

Comments	Number of respondents	Percent
Class AA		
Yes	9	47
No	0	0
Omitted or Not Offered	10	53
Class A		
Yes	7	39
No	1	5
Omitted or Not Offered	10	56
Class B		
Yes	15	29
No	4	8
Omitted	34	63
Class C		
Yes	20	23
No	6	7
Omitted	60	70

A student earned additional credits for elective physical education classes in fifteen, or 29 percent, of Class B schools.

Of the Class C schools responding yes or no, twenty-seven, or 31 percent, of the schools indicated giving elective physical education credit, whereas six schools, or 7 percent, did not give any physical education credits for electives. Class A schools indicated that in one school, or 5 percent, additional credits were not given for elective physical education. Seven schools in this class division gave credits for elective physical education.

Question 21. Is attendance a factor in determining grades: (a) yes; (b) no.

As illustrated in Table 32, the majority (75 percent) of the high school instructors in Montana indicated that attendance was a grading factor in physical education. However, attendance was not a grading factor in forty high schools.

Table 32. Number of Schools in Montana That Include Attendance in the Total Grade

Comment	Number of respondents (AA-A-B-C)	Percent
Yes	131	75
No	40	23
Omitted	4	2

Table 33 shows that fifteen Class AA instructors stated that attendance was a determining factor in a student's grade in physical education, with four instructors indicating no part of a student's grade was affected by attendance. One Class AA school stipulated that over ten excused absences per semester resulted in failure of a student in physical education. One instructor stated that his high school had no set policy and it depended on the situation as to whether or not the grade was affected by the absence.

Table 33. Attendance as Part of the Total Grade by School Classification

Comment	Number of respondents	Percent
Class AA		
Yes	15	79
No	4	21
Omitted	0	0
Class A		
Yes	10	56
No	6	33
Omitted	2	11
Class B		
Yes	41	79
No	10	19
Omitted	1	2
Class C		
Yes	65	76
No	20	23
Omitted	1	1

Ten, or 56 percent, of the Class A schools stated that attendance affected a student's grade in physical education. Attendance was not a grading factor in six schools. Instructors had the opportunity to determine whether or not absences would be a grading factor in one school.

Instructors in forty-one, or 79 percent, of the Class B schools commented that attendance was a grading factor. Ten Class B instructors indicated that attendance was not a determining factor for a grade in physical education.

Seventy-six percent, or sixty-five, Class C schools indicated that part of a student's grade depended on his class attendance. Twenty schools indicated that a student's attendance record in physical education class was not a grading factor.

Question 22. Do students have an opportunity to make up excused absences: (a) yes; (b) no.

Instructors responding from schools throughout Montana indicated that ninety-one, or 52 percent, allowed students to make up excused absences. Students were not allowed to make up excused absences in seventy-seven, or 44 percent, of the high schools.

Table 34, page 67, shows that ten Class A schools allowed students to make up excused absences, whereas seven schools indicated a student did not have an opportunity to make up his absence from school. One school stated that a student was permitted to make up only tests

and health.

Table 34. Departmental Policy in Relation to Excused Absences by School Classification

Comment	Number of respondents	Percent
Class AA		
Yes	10	53
No	8	42
Omitted	1	5
Class A		
Yes	10	56
No	7	39
Omitted	1	5
Class B		
Yes	29	56
No	22	42
Omitted	1	2
Class C		
Yes	42	49
No	40	47
Omitted	4	4

Forty-two, or 49 percent, of the Class C schools indicated they gave a student the opportunity for make up work due to absence. Forty schools do not permit make up work in physical education due to absenteeism.

Of the fifty-two Class B schools, twenty-nine, or 56 percent,

allowed make up work in physical education. Twenty-two schools did not give a student a chance to make up his absence from physical education classes.

Fifty-three percent, or ten, Class AA schools allowed the student the priviledge of making up work in physical education. Eight schools prohibited a student from making up work in physical education. Other comments from Class AA instructors were that there was no time or place for make up work, and make up work depended on the activity. One other teacher stated advanced physical education had an opportunity to do make up work, but required physical education students did not have the opportunity to do so.

Question 23. Do students have an opportunity to make up unexcused absences: (a) yes; (b) no.

Table 35 shows that the majority of schools, 160, or 91 percent, stipulated that students were not permitted to make up unexcused absences. Only seven schools indicated the possibility of making up an excused absence.

Table 35. Number of Montana High School Physical Education Departments That Allow Students to Make Up Unexcused Absences

Comments	Number of respondents	Percent
Yes	7	4
No	160	91
Omitted	8	5

Various schools expressed that "no make up assignment" was a school policy and thus, they could not allow make up work. One Class AA instructor stated it was up to the individual teacher as to whether make up work was allowed. One Class B school commented that it depended on the student and the situation as to whether make up assignments were given.

Question 24. Is there a definite departmental policy as to the extent student absences affect the grade: (a) yes; (b) no.

A definite departmental policy as to the extent absences affected a grade was expressed by fifty-five, or 31 percent, of the respondents to Question 24. One hundred eighteen, or 67 percent, of the high schools did not have a definite departmental policy concerning absences. Table 36 illustrates Question 24.

Table 36. Montana High Schools Departmental Policy Concerning Extent That Absences Affect Grade

Comment	Number of respondents	Percent
Yes	55	31
No	118	67
Omitted	2	1

Nine Class AA schools had a definite departmental policy concerning absences, whereas four Class A high schools had an absence

policy.

Twenty-five Class C schools had an absence policy, while seventeen Class B physical education departments had a set departmental policy.

Twenty-four out of the thirty-two Class AA and Class A division schools did not have a departmental policy. Ninety-four Class B and Class C division schools did not have a set policy.

Question 24. (Part B) If the answer to Question 24 is yes, are students aware of the policy: (a) yes; (b) no.

Of the fifty-four physical education departments having a set policy concerning absences, only one school stated that the students were not aware of the absence policy.

Question 25. How many times a week does each physical education activity class meet? (a) ninth grade - per week; (b) tenth grade - per week; (c) eleventh grade - per week; (d) twelfth grade - per week.

The number of days per week that instructors conduct physical education activity classes is reported in Table 37, page 71. As a whole, ninth grade students held classes twice a week in fifty-three, or 30 percent, of the high schools. Physical education three times a week was reported by thirty-seven, or 21 percent, of the schools. Thirteen, or 7 percent, of the schools reported ninth grade physical education as being held four times a week, whereas thirty-five, or 20 percent, of the schools indicated daily physical education. Twenty-three, or 13

percent, of the schools indicated that physical education was held five times every two weeks--three times one week, and two times the following week.

Table 37. Number of Days Per Week That Instructors Conduct Physical Education Activity Classes in Montana High Schools

Grade	Number of respondents (AA-A-B-C)									
	Two days		Three days		Four days		Five days		* Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Ninth Grade	53	30	37	21	13	7	35	20	23	13
Tenth Grade	53	30	39	22	14	8	37	21	30	17
Eleventh Grade	12	7	13	7	5	3	15	9	3	1
Twelfth Grade	12	7	12	7	5	2	15	9	2	1

* Other - Three times one week, and two days following week of physical education.

Fifty-three, or 30 percent, of the schools also indicated that sophomore physical education was held twice a week. Thirty, or 17 percent, of the schools stated sophomore physical education was held five days every two weeks. Thirty-nine schools had physical education three times a week, and four schools had four days of physical education. Thirty-seven schools reported having daily physical education at the sophomore level.

Physical education in the junior and senior year were approximately the same in the high schools responding. Daily physical education in the junior and senior year was reported by fifteen, or 9 percent, of the schools. Thirteen schools had three days of physical education per week at the junior level, and twelve schools at the senior level. Twelve schools had physical education for two days during both the junior and senior year of high school. Five schools required a student to have four days of physical education during their eleventh and twelfth grade. Three schools stated they had classes for five days every two weeks during the junior year and two schools reported this during the senior year. One hundred twenty-seven schools indicated not having students enrolled in physical education at the junior year, with 129 stating the same at the senior year.

The number of days Class A schools hold freshman and sophomore physical education classes ranged from two days per week to daily physical education. Most schools reported either five days of physical education or physical education five times every two weeks. Only four schools reported having physical education at the junior level. Two of these schools had daily physical education, while in two schools one had four days of classes and the other two days of physical education classes. Three schools indicated having physical education in the senior year. Two schools had daily physical education classes and the other school had four days.

Three Class AA schools reported having ninth grade physical education daily, and three schools indicated having physical education five times in two weeks. Physical education classes were held for two days and three days, respectively, in three separate schools. Required physical education classes at the sophomore level in Class AA were held daily in six schools. Five schools held physical education three days one week and two days the following week. Three days per week of physical education was reported by three schools, two days per week was reported by two schools, and two schools indicated four days for regular physical education classes.

Physical education in the junior and senior years of four Class AA schools was held either five days, four days, or two days per week.

Sixteen, or 31 percent, of the Class B schools had daily physical education classes in the sophomore year. Fifteen schools had physical education two days a week. Of the twenty-one other high schools commenting, ten schools reported that physical education classes were taught three times a week and nine schools indicated having three days one week and two days the following week of girls' physical education. Two schools reported having four days a week of physical education.

Sophomore physical education classes in Class B were similar to the freshman year. The only difference was that one less school had three days of physical education and four days of physical education was

Table 38. Number of Days Per Week That Instructors Conduct Physical Education Activity Classes

Number of days	Number of Respondents									
	Two days		Three days		Four days		Five days		* Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Ninth Grade										
Class AA	1	5	1	5	1	5	3	16	3	16
Class A	1	6	1	6	2	11	6	33	4	22
Class B	15	29	10	19	2	4	16	31	9	17
Class C	36	42	25	29	8	9	10	12	7	8
Tenth Grade										
Class AA	2	11	1	5	1	5	5	26	9	47
Class A	2	11	3	16	2	11	6	33	5	28
Class B	15	29	9	17	3	6	16	31	9	17
Class C	34	40	26	30	8	9	10	12	7	8
Eleventh Grade										
Class AA	1	5	2	10	1	5	6	32	1	5
Class A	1	5	0	0	1	5	2	11	0	0
Class B	2	4	4	8	2	4	6	12	1	1
Class C	8	9	7	8	1	1	1	1	1	1
Twelfth Grade										
Class AA	1	5	2	10	1	5	6	32	1	5
Class A	0	0	0	0	1	6	2	11	0	0
Class B	3	6	3	6	2	4	6	12	1	1
Class C	8	9	7	8	1	1	1	1	0	0

* Other - Indicated three times one week and two days for physical education classes

increased by one school. There was a marked decrease in physical education in Class B schools at the junior and senior year. Six schools had daily physical education at this level, and four schools indicated three days of physical education classes. Four days were indicated by two schools, and two schools held physical education classes twice weekly. One school utilized the five day per two-week period. The senior year was the same as the junior year with two exceptions. Three schools had physical education twice weekly and three schools had three days of physical education.

Thirty-six, or 42 percent, of Class C schools had adopted a policy of girls enrolling at the ninth grade level in physical education classes twice a week for one year. Twenty-five schools stated that physical education classes were taught three times a week, while eight other schools had physical education four times a week. The five day every two-week system was used by seven schools and ten schools had daily physical education.

Very little change was indicated at the sophomore level in Class C in regard to the number of days per week a student had physical education.

Eighteen schools offered physical education in the junior year in Class C, and seventeen in the senior year. Fifteen of these schools either had physical education classes twice or three times a week. Four days and five days were used by two schools. One school had

physical education five times every two weeks at the junior level.

> Question 26. Directions: Using the scale below, rank the following factors as to their importance that you use in determining a physical education grade: 1 - very important; 2 - quite important; 3 - important; 4 - some importance; 5 - little importance; 6 - none.

Each high school instructor had the opportunity of rating the thirteen factors on grading listed in Question 26 as to their importance in determining a grade on the basis of a scale one through six. A factor checked one indicated that it was very important in determining a grade with each succeeding number decreasing in importance with a mark of six indicating no importance.

Table 39, page 77, represents the factors in determining a grade in physical education as the 174 high schools responded. One hundred thirty-four, or 77 percent, indicated that participation was the most important factor in determining a grade. One hundred twenty-six, or 72 percent, rated effort very important in grading. Attitude was rated very important by 106 schools, or 61 percent. Ninety-six, or 55 percent, of the high schools ranked sportsmanship as very important to grading students. All other factors were chosen by less than fifty percent of the schools as being very important in student grading.

Sixty, or 34 percent, of the high schools indicated skills as being quite important in determining a student's grade. Attendance was chosen by fifty-two, or 30 percent, of the schools as being quite

Table 39. Factors Ranked As To Their Importance in Grading Physical Education Classes in Montana High Schools

Factors	Number of Respondents (AA-A-B-C)					
	Very important		Quite important		Important	
	No.	%	No.	%	No.	%
Ability	25	14	25	14	73	41
Attendance	46	26	52	30	44	25
Attitude	106	61	42	24	18	10
Dressing	51	29	45	26	44	25
Effort	126	72	33	19	10	6
Improvement	69	39	51	29	40	23
Knowledge Testing	19	11	44	25	61	35
Leadership	12	7	38	22	57	33
Participation	134	77	27	15	11	6
Physical Fitness	29	17	33	19	69	39
Showering	39	22	28	16	45	26
Skills	31	18	60	34	48	27
Sportsmanship	96	55	40	23	28	16

	Some importance		Little importance		No importance	
	No.	%	No.	%	No.	%
Ability	31	18	16	9	4	2
Attendance	13	7	11	6	5	3
Attitude	4	2	2	1	1	1
Dressing	24	14	7	4	2	1
Effort	3	1	0	0	1	1
Improvement	10	6	0	0	2	1
Knowledge Testing	24	14	8	4	18	10
Leadership	45	26	13	7	6	3
Participation	1	1	0	0	0	0
Physical Fitness	28	16	6	3	6	3
Showering	33	19	9	5	16	9
Skills	25	14	7	4	3	1
Sportsmanship	7	4	1	1	1	1

important with fifty-one schools marking improvement as quite important. Forty-five schools indicated dressing as quite important in a student's grade, with forty-four schools marking knowledge testing as quite important in grading. All thirteen factors were marked by at least twenty-five schools as being quite important as far as student grading.

Seventy-five, or 41 percent, of the high schools stipulated that ability was important in grading. Sixty-nine, or 39 percent, of the respondents indicated physical fitness as important, whereas fifty-seven schools indicated leadership as important in determining grades in physical education.

Forty-five, or 26 percent, of the teachers indicated leadership as some importance in grading physical education. Showering was indicated by thirty-three schools as some importance in grading students, and thirty-one instructors felt ability was of some importance in physical education grades.

Ability was also chosen by sixteen, or 9 percent, of the high schools as having little importance in student's grade. Thirteen schools indicated leadership of little importance in grading and eleven schools responded that attendance was of little importance in grading.

Eighteen, or 10 percent, of the instructors felt knowledge testing had no importance in determining physical education grades for students. Sixteen schools indicated showering was not a factor in grading physical education. Participation was the only factor not

chosen by at least one school as having no importance in student grades in physical education. However, none of the other factors were marked by more than six schools.

Other comments by some high school instructors relating to Question 26 indicated that in one school effort was given a separate grade. One school indicated that the emphasis of the grading factors listed would become more important as programs become more developed. Four schools indicated that cooperation among the students and with the teacher should be a grading factor, and emphasis of this factor ranked from very important to important. Other factors included skill test improvement as an important factor in grading; practical use of knowledge was indicated by one school as very important, and it was a school policy of one school to rate showering as important.

Table 40, page 80, relates to responses from Class AA schools in regard to Question 26. The top six factors ranked by number of responses as being most important are: effort and participation (twelve schools, or 63 percent); dressing (nine schools, or 47 percent); attitude (seven schools); and sportsmanship and knowledge testing (six schools).

The responses by Class AA high schools indicating the six factors as being quite important are: skills and improvement (eight schools); attitude (seven schools); and attendance, effort, and participation (five schools). All schools, with the exception of one,

Table 40. Factors Ranked as to Their Importance in Grading Physical Education Classes in Class AA

Factors	Number of Respondents Class AA					
	Very important		Quite important		Important	
	No.	%	No.	%	No.	%
Ability	3	16	4	21	7	37
Attendance	5	26	5	26	4	21
Attitude	7	37	7	37	2	11
Dressing	9	47	2	11	6	32
Effort	12	63	5	26	0	0
Improvement	2	11	8	42	4	21
Knowledge Testing	6	32	3	15	6	32
Leadership	0	0	3	15	8	42
Participation	12	63	5	26	1	5
Physical Fitness	0	0	1	5	8	42
Showering	0	0	4	21	5	26
Skills	5	26	8	42	3	15
Sportsmanship	6	32	4	21	2	11

	Some importance		Little importance		No importance	
	No.	%	No.	%	No.	%
Ability	4	21	0	0	1	5
Attendance	1	5	2	11	1	5
Attitude	1	5	1	5	0	0
Dressing	1	5	0	0	0	0
Effort	1	5	0	0	0	0
Improvement	3	15	0	0	0	0
Knowledge Testing	2	10	0	0	2	11
Leadership	4	21	2	11	1	5
Participation	0	0	0	0	0	0
Physical Fitness	6	32	0	0	2	11
Showering	5	26	1	5	3	15
Skills	2	11	0	0	1	5
Sportsmanship	5	26	1	5	0	0

ranked participation as either very important or quite important.

Factors being rated as important include: physical fitness and leadership (eight schools); ability (seven schools); dressing (six schools); and showering (five schools).

Responses to factors as having some importance were: physical fitness (six schools); showering and sportsmanship (five schools); leadership and ability (four schools); and improvement (three schools).

The only factors receiving a response of little importance in regard to grading were attendance and leadership (two schools) and sportsmanship, showering and attitude (one school).

Class AA schools indicated the following factors as having no importance in grading: showering (three schools); knowledge testing and physical fitness (two schools); and ability, attendance, leadership, and skills (one school).

Class A responses to Question 26 are indicated in Table 41, page 82. The six factors rated as very important in Class A are: participation and effort (sixteen schools, or 89 percent); improvement and dressing (ten schools); sportsmanship (nine schools); attitude (eight schools); and attendance (seven schools).

The factors rated as quite important are: improvement (six schools); physical fitness, attitude and knowledge testing (five schools); and attendance, dressing, and leadership (four schools).

Factors designated as important in grading physical education

Table 41. Factors Ranked as to Their Importance in Grading Physical Education Classes in Class A

	Number of Respondents Class A					
	Very important		Quite important		Important	
	No.	%	No.	%	No.	%
Ability	2	11	2	11	8	44
Attendance	7	39	4	22	2	11
Attitude	8	44	5	28	5	28
Dressing	10	56	4	22	2	11
Effort	16	89	2	11	0	0
Improvement	10	56	6	33	0	0
Knowledge Testing	3	17	5	28	7	39
Leadership	0	0	4	22	9	50
Participation	16	89	1	5	1	5
Physical Fitness	1	5	5	28	4	22
Showering	6	33	3	16	3	16
Skills	5	28	6	33	4	22
Sportsmanship	9	50	3	16	5	28

	Some importance		Little importance		No importance	
	No.	%	No.	%	No.	%
Ability	4	22	1	6	1	6
Attendance	1	6	1	6	3	16
Attitude	0	0	0	0	0	0
Dressing	2	11	0	0	0	0
Effort	0	0	0	0	0	0
Improvement	2	11	0	0	0	0
Knowledge Testing	2	11	0	0	1	5
Leadership	4	22	0	0	1	6
Participation	0	0	0	0	0	0
Physical Fitness	7	39	1	5	0	0
Showering	4	22	1	6	0	0
Skills	3	16	0	0	0	0
Sportsmanship	1	6	0	0	0	0

students were: leadership (nine schools); ability (eight schools); knowledge testing (seven schools); attitude and sportsmanship (five schools); and physical fitness and skills (four schools).

The majority of factors rated some importance are: physical fitness (seven schools); ability, leadership, and showering (four schools); and skills (three schools).

Only four factors--ability, attendance, physical fitness, and showering--were indicated as having little importance in determining a student's grade in physical education.

Three schools indicated attendance and ability as no importance in grading and one school indicated knowledge testing and leadership as having no importance in grading.

Table 42, page 84, represents Class B responses to Question 26. The leading factors concerning physical education grading considered by Class B schools as very important are: participation and effort (forty-three schools); attitude (thirty-four schools); sportsmanship (twenty-eight schools); and improvement (twenty-four schools).

The factors rated as quite important were: skills (nineteen schools); attendance (sixteen schools); improvement (fifteen schools); dressing and knowledge testing (fourteen schools); and attitude (twelve schools). Participation as in Class AA and A was also emphasized as either being very important, quite important, or important in Class B.

Factors deemed as important were the following: physical

Table 42. Factors Ranked as to Their Importance in Grading Physical Education Classes in Class B

Factors	Number of Respondents Class B					
	Very important		Quite important		Important	
	No.	%	No.	%	No.	%
Ability	10	19	10	19	19	37
Attendance	14	27	16	31	14	27
Attitude	34	65	12	23	3	6
Dressing	16	31	14	27	12	23
Effort	43	83	7	13	1	1
Improvement	24	46	15	29	11	21
Knowledge Testing	5	9	14	27	20	38
Leadership	4	8	13	25	15	29
Participation	43	83	6	11	3	6
Physical Fitness	13	25	8	15	21	40
Showering	9	17	10	19	12	23
Skills	9	17	19	37	18	35
Sportsmanship	28	54	11	21	11	21

	Some importance		Little importance		No importance	
	No.	%	No.	%	No.	%
Ability	9	17	4	8	0	0
Attendance	6	12	1	1	0	0
Attitude	2	4	1	1	0	0
Dressing	8	15	2	4	0	0
Effort	1	1	0	0	0	0
Improvement	2	4	0	0	0	0
Knowledge Testing	5	9	4	8	4	8
Leadership	11	21	5	9	2	4
Participation	0	0	0	0	0	0
Physical Fitness	6	11	4	8	0	0
Showering	16	31	1	1	4	8
Skills	5	9	0	0	1	1
Sportsmanship	1	1	0	0	1	1

fitness (twenty-one schools); knowledge testing (twenty schools); ability (nineteen schools); skills (eighteen schools); leadership (fifteen schools); and attendance (fourteen schools).

Those factors that physical education instructors felt were of some importance were: showering (sixteen schools); leadership (eleven schools); ability (nine schools); and attendance and physical fitness (six schools).

Physical education instructors in Class B felt the following were of little importance in grading students: leadership (five schools); ability, knowledge testing, and physical fitness (four schools); dressing (two schools); and attendance, attitude and showering (one school). All other factors were considered by physical education teachers to be of importance in grading.

Four schools felt knowledge testing and showering were of no importance in determining a grade, whereas two schools felt that leadership should not be considered in grading; and skills and sportsmanship were not considered by one school.

Those factors rated as very important in grading physical education classes as determined by Class C high schools are represented in Table 43, page 86. These factors are: participationg (sixty-three schools, or 73 percent); attitude (fifty-seven schools); effort (fifty-five schools); sportsmanship (sixty-two schools); improvement (thirty-three schools); and showering (twenty-four schools).

Table 43. Factors Ranked as to Their Importance in Grading Physical Education Classes in Class C

Factors	Number of Respondents Class C					
	Very important		Quite important		Important	
	No.	%	No.	%	No.	%
Ability	10	12	9	10	39	45
Attendance	20	23	27	31	24	28
Attitude	57	66	18	21	8	9
Dressing	16	19	25	29	24	28
Effort	55	64	19	22	9	10
Improvement	33	38	22	26	25	29
Knowledge Testing	5	6	22	26	28	33
Leadership	8	9	18	21	25	29
Participation	63	73	15	17	6	7
Physical Fitness	15	17	19	22	36	42
Showering	24	28	11	13	25	29
Skills	12	14	27	31	23	27
Sportsmanship	53	62	22	26	10	10
	Some importance		Little importance		No importance	
	No.	%	No.	%	No.	%
Ability	14	16	11	13	2	2
Attendance	5	6	7	8	1	1
Attitude	1	1	0	0	1	1
Dressing	13	15	5	6	2	2
Effort	1	1	0	0	1	1
Improvement	3	3	0	0	2	2
Knowledge Testing	15	17	4	4	11	13
Leadership	26	30	6	7	2	2
Participation	1	1	0	0	0	0
Physical Fitness	9	10	1	1	4	4
Showering	8	9	6	7	9	10
Skills	15	17	7	8	1	1
Sportsmanship	0	0	0	0	0	0

Grading factors stated as quite important in grading students are: attendance and skills (twenty-seven schools); dressing (twenty-five schools); and improvement, knowledge testing, and sportsmanship (twenty-two schools). Sportsmanship was rated by Class C schools as being very important, quite important, or important.

Important factors in grading in Class C are: ability (thirty-nine schools); physical fitness (thirty-six schools); knowledge testing (twenty-eight schools); improvement, leadership, and showering (twenty-five schools); and attendance and dressing (twenty-four schools).

Schools rated grading factors as some importance in the following way: leadership (twenty-six schools); knowledge testing and skills (fifteen schools); ability (fourteen schools); and dressing (thirteen schools).

Eleven schools rated knowledge testing as having no importance in Class C. Other factors rated as no importance are: showering (nine schools); physical fitness (four schools); and ability, dressing, improvement, and leadership (two schools). Participation and sportsmanship were the only two factors that a school did not indicate as having no importance in determining grades in physical education.

The thirteen grading factors in Question 26 are ranked by their median* value in Table 44, page 88.

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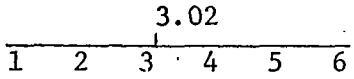
* The median represents a point on a scale where half of the scores fall above and half of the scores fall below that specific point.

One hundred seventy-four high schools rated the grading factors from very important to no importance and used a scale from 1 - 6 to do so. The median was computed on a scale of 1 - 6. For example: ability has a median of 3.02, and on the scale it would be illustrated as:



It also can be stated that fifty percent of the respondents gave ability a score above 3.02, and fifty percent of the respondents gave ability a score below 3.02. The score is also interpreted as fifty percent of the instructors indicated ability as important to very important in grading, and fifty percent indicated ability to be of no importance to important when determining a student's grade. Each factor can be analyzed in the same manner depending on where the median falls on the scale.

Table 44. Grading Factors Ranked by Median Values

Factors	All Montana high schools	Median values Class AA	Class A	Class B	Class C
Ability	3.02	2.71	2.81	2.68	2.99
Attendance	2.29	2.20	1.43	2.09	2.17
Attitude	1.37	1.71	1.31	1.19	1.17
Dressing	2.00	1.44	1.15	20.4	2.38
Effort	1.19	1.21	0.91	1.05	1.19
Improvement	1.85	2.31	1.15	1.48	1.73
Knowledge Testing	2.89	2.33	2.20	2.73	2.89
Leadership	3.15	3.19	2.78	2.93	2.58
Participation	1.15	1.21	0.91	1.05	1.10
Physical Fitness	2.86	3.44	2.63	2.62	2.61
Showering	2.94	3.40	1.67	2.86	2.66
Skills	2.43	1.94	1.75	2.26	2.46
Sportsmanship	1.41	2.13	1.22	1.34	1.22

In comparing the weighed mean of all schools throughout Montana, participation was considered the first most important factor in determining a grade in physical education. (All four school classifications indicated participation as being the most important factor.) Participation (value - 1.15) was followed by: effort (value - 1.19); attitude (value - 1.37); sportsmanship (value - 1.41); improvement (value - 1.85); and dressing (value - 2.21).

Class AA, A, and B schools indicated both participation and effort as the most important grading factor in physical education.

These two factors were followed in Class AA by dressing, attitude, skills, and attendance.

Class A schools ranked the grading factors after effort and participation by improvement, sportsmanship, attitude, and attendance.

Class B schools ranked the factors after effort and improvement by attitude, sportsmanship, improvement, and dressing.

After the ranking of participation in Class C schools, the factors were ranked as follows: attitude, effort, sportsmanship, improvement, and attendance.

Question 27. Directions: From the following list of factors, rank six according to their importance in determining a physical education grade using the scale 1 as most important; 2 as next imtant; through 6 as being least important.

The number of responses to each of the thirteen grading factors are listed in Table 45, page 90. The tabulated responses by popular

Table 45. Responses of Montana High Schools in Ranking the Six Most Important Grading Factors

Factors	Number of Respondents (AA-A-B-C)											
	Rank of 1		Rank of 2		Rank of 3		Rank of 4		Rank of 5		Rank of 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ability	15	9	3	1	7	4	9	5	9	5	11	6
Attendance	9	5	8	4	8	4	13	7	14	8	11	6
Attitude	47	27	21	12	21	12	20	11	6	3	10	6
Dressing	1	1	4	2	8	4	7	4	7	4	8	4
Effort	27	15	36	21	28	16	10	6	14	8	6	3
Improvement	5	3	15	9	13	7	27	15	23	13	23	13
Knowledge Testing	1	1	7	4	8	4	10	6	20	11	18	10
Leadership	1	1	2	1	4	2	2	1	5	3	6	3
Participation	32	18	32	18	36	21	19	11	13	7	4	2
Physical Fitness	6	3	5	3	4	2	7	4	5	3	11	6
Showering	1	0	1	0	0	0	3	1	10	5	17	9
Skills	5	3	9	5	6	3	8	4	12	7	8	4
Sportsmanship	5	3	9	5	10	5	20	11	16	9	20	11

choice of the 175 high schools indicate the following as the six most important grading factors: first - attitude (forty-seven schools); second - effort (thirty-six schools); third - participation (thirty-six schools); fourth - improvement (twenty-seven schools); fifth - improvement (twenty-three schools); and sixth - improvement (twenty-three schools).

Because some of the same factors were chosen in different rank order, a much truer picture of the six most important factors in determining a grade can be found in comparing the weighted mean* of the thirteen factors.

Table 46, page 92, compares the weighted means of the thirteen grading factors. The six most important factors as determined by the 175 high schools in establishing a physical education grade are as follows: first - participation (3.81); second - attitude (3.61); third - effort (3.18); fourth - improvement (2.06); fifth - sportsmanship (1.48); and sixth - attendance (1.33).

Class AA

Table 47, page 93, indicates the reponses by Class AA to the six most important grading factors in Question 27. According to popular

* The weighted mean was computed by including all responses to factors marked 1 - 6. A factor marked by an instructor as 1 was given a weight of 6; those marked with a 2 were weighted as 5; factors marked as 3 were weighted as 4, etc.

choice, the important grading factors are in order: first - ability; second - participation; third - participation; fourth - improvement; fifth - effort, knowledge testing, and participation; and sixth - attendance, attitude, effort, improvement, knowledge testing, and sportsmanship.

Table 46. Grading Factors Ranked by Weighted Mean Values

Factors	Weighted Values				
	All Montana high schools	Class AA	Class A	Class B	Class C
Ability	1.23	1.76	1.30	1.14	1.15
Attendance	1.33	1.00	1.69	1.57	1.19
Attitude	3.61	2.52	2.92	3.27	4.18
Dressing	0.66	1.23	1.00	0.48	0.57
Effort	3.18	3.00	3.38	3.44	3.43
Improvement	2.06	1.52	2.84	1.72	2.14
Knowledge Testing	1.05	2.17	1.00	1.17	0.73
Leadership	0.35	0.35	0.00	0.97	0.44
Participation	3.81	3.64	3.00	3.91	3.92
Physical Fitness	0.77	0.35	1.15	0.74	0.82
Showering	0.37	0.17	0.46	0.42	0.36
Skills	1.01	1.82	1.46	1.36	0.53
Sportsmanship	1.48	1.35	1.07	1.61	1.50

Table 46, page 92, compares the weighted means in Class AA of the six most important grading factors. They are: first - participation; second - effort; third - attitude; fourth - knowledge testing; fifth - skills; and sixth - ability.

Table 47. Responses of Class AA in Ranking the Six Most Important Grading Factors

Factors	Number of Respondents Class AA											
	Rank of 1		Rank of 2		Rank of 3		Rank of 4		Rank of 5		Rank of 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ability	4	21	0	0	0	0	1	5	1	5	1	5
Attendance	1	5	1	5	1	5	0	0	0	0	2	10
Attitude	3	16	1	5	1	5	4	21	1	5	2	10
Dressing	1	5	1	5	1	5	1	5	1	5	1	5
Effort	3	16	2	10	3	6	1	5	3	16	2	10
Improvement	0	0	0	0	1	5	6	31	1	5	2	10
Knowledge Testing	1	5	3	16	2	10	0	0	3	16	2	10
Leadership	0	0	0	0	1	5	0	0	1	5	0	0
Participation	1	5	6	32	5	26	0	0	3	16	0	0
Physical Fitness	1	5	0	0	0	0	0	0	0	0	0	0
Showering	0	0	0	0	0	0	0	0	1	5	1	5
Skills	1	5	3	16	1	5	1	5	1	5	1	5
Sportsmanship	1	5	0	0	1	5	3	16	1	5	2	10

Class A

Table 48, page 95, indicates by using similar comparison for Class A the popular choices of physical education instructors rated the following six factors as being most important to grading: first - effort; second - improvement; third - effort; fourth - participation; fifth - knowledge testing, participation, and skills; and sixth - improvement. No school in Class A indicated that leadership was considered as one of the six most important grading factors.

The comparison of grading factors by weighted mean in Class A are indicated in Table 46, page 92. They are as follows: first - effort; second - participation; third - attitude; fourth - improvement; fifth - attendance; and sixth - skills.

Class B

As indicated in Table 49, page 96, the Class B tabulated responses rated the following as the six most important grading factors: first - participation; second - effort; third - attitude and effort; fourth - sportsmanship; fifth - improvement and knowledge testing; and sixth - improvement.

The weighted mean in Class B as stated in Table 46, page 92, indicates the six most important grading factors to be: first - participation; second - effort; third - attitude; fourth - improvement; fifth - sportsmanship; and sixth - attendance.

Table 48. Responses of Class A in Ranking the Six Most Important Grading Factors

Factors	Number of Respondents Class A											
	Rank of 1		Rank of 2		Rank of 3		Rank of 4		Rank of 5		Rank of 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ability	2	11	0	0	1	6	0	0	0	0	1	6
Attendance	2	11	1	5	1	5	0	0	0	0	1	5
Attitude	2	11	2	11	1	5	3	16	1	6	1	6
Dressing	0	0	0	0	2	11	1	6	0	0	2	11
Effort	3	16	2	11	3	16	1	6	0	0	1	6
Improvement	1	6	3	16	2	11	1	6	0	0	5	28
Knowledge Testing	0	0	0	0	0	0	2	11	3	16	1	6
Leadership	0	0	0	0	0	0	0	0	0	0	0	0
Participation	2	11	1	6	1	6	4	22	3	16	0	0
Physical Fitness	1	5	1	5	1	5	0	0	0	0	0	0
Showering	0	0	0	0	0	0	1	5	1	5	1	5
Skills	0	0	2	11	0	0	1	6	3	16	0	0
Sportsmanship	0	0	1	5	1	5	0	0	2	11	1	5

Table 49. Responses of Class B in Ranking the Six Most Important Grading Factors

Factors	Number of Respondents Class B											
	Rank of 1		Rank of 2		Rank of 3		Rank of 4		Rank of 5		Rank of 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ability	4	8	1	1	3	6	3	6	2	4	0	0
Attendance	3	6	4	8	1	1	6	11	6	11	2	4
Attitude	12	23	5	9	10	19	4	8	0	0	5	9
Dressing	0	0	2	4	0	0	1	1	4	8	2	4
Effort	9	17	11	21	10	19	1	1	4	8	2	4
Improvement	1	1	5	9	3	6	5	9	7	13	9	17
Knowledge Testing	0	0	2	4	4	8	3	6	7	13	6	11
Leadership	0	0	0	0	1	1	2	4	1	1	2	4
Participation	14	27	8	15	8	15	6	11	5	9	0	0
Physical Fitness	1	1	3	6	1	1	1	1	1	1	5	9
Showering	0	0	1	1	0	0	2	4	2	4	5	9
Skills	2	4	3	6	2	4	5	9	5	9	4	8
Sportsmanship	2	4	2	4	4	8	8	15	4	8	6	11

Class C

In Table 50, page 98, Class C responses of physical education instructors held that the six important grading factors were: one - attitude; two - effort; three - participation; fourth - improvement; fifth - improvement; and sixth - sportsmanship.

The comparison of weighted mean in Table 46, page 92, indicated that the six most important grading factors were: first - attitude; second - participation; third - effort; fourth - improvement; fifth - sportsmanship; and sixth - attendance.

Table 51, page 99, represents a summary of Question 27 of the thirteen grading factors ranked by their weighted means in the 175 Montana High Schools, as well as by school classification.

Question 28. What percentage of the physical education grade is based on objective and subjective measurement: (a) objective measurement; (b) subjective measurement.

Table 52, page 101, shows the average of objective and subjective measurement used by an instructor in determining a grade in physical education. Comparison of all schools responding indicates that instructors used objective measurement 54.2 percent in grading and subjective measurement 45.8 percent in determining a grade.

Class AA instructors used objective measurement 59.2 percent of the time for grading. Subjective measurement is used 40.8 percent of the time in determining a student's grade.

Table 50. Responses of Class C in Ranking the Six Most Important Grading Factors

Factors	Number of Respondents Class C											
	Rank of 1		Rank of 2		Rank of 3		Rank of 4		Rank of 5		Rank of 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ability	5	6	2	2	3	3	5	6	6	7	9	10
Attendance	3	3	2	2	5	6	7	8	8	9	6	7
Attitude	30	35	13	15	9	10	9	10	4	5	2	2
Dressing	0	0	1	1	5	6	4	5	2	2	3	3
Effort	12	14	21	24	12	14	7	8	7	8	1	1
Improvement	3	3	7	8	7	8	15	17	15	17	7	8
Knowledge Test	0	0	2	2	2	2	5	6	7	8	9	10
Leadership	1	1	2	2	2	2	0	0	3	3	4	5
Participation	15	17	17	20	22	26	9	10	2	2	4	5
Physical Fitness	3	3	1	1	2	2	6	7	4	5	6	7
Showering	1	1	0	0	0	0	0	0	6	7	10	12
Skills	2	2	1	1	3	3	1	1	3	3	3	3
Sportsmanship	2	2	6	7	4	5	9	10	9	10	11	13

Table 51. Thirteen Grading Factors Ranked in Order of Their Weighted Mean

Weighted Mean				
All Montana high schools	Class AA	Class A	Class B	Class C
Participation	Participation	Effort	Participation	Attitude
Attitude	Effort	Participation	Effort	Participation
Effort	Attitude	Attitude	Attitude	Effort
Improvement	Knowledge Test	Improvement	Improvement	Improvement
Sportsmanship	Skills	Attendance	Sportsmanship	Sportsmanship
Attendance	Ability	Skills	Attendance	Attendance
Ability	Improvement	Ability	Skills	Ability
Knowledge Test	Sportsmanship	Physical Fitness	Knowledge Test	Physical Fitness
Skills	Dressing	Sportsmanship	Ability	Knowledge Test
Physical Fitness	Attendance	Knowledge Test	Leadership	Dressing
Dressing	Leadership	Dressing	Physical Fitness	Skills
Showering	Physical Fitness	Showering	Dressing	Leadership
Leadership	Showering	Leadership	Showering	Showering

Class A schools used objective measurement 63.8 percent in grading, which is the largest percent of the four school classifications using objective measurement. Subjective measurement is used by Class A schools 36.2 percent.

Objective measurement (49.8 percent) and subjective measurement (50.2 percent) are used almost equally in Class B schools.

Objective measurement is used by Class C schools 52.4 percent and subjective measurement 47.9 percent for grading.

Table 52. Percent of Objective and Subjective Measurement

Measurement	Percent of respondents				
	All Montana high schools	Class AA	Class A	Class B	Class C
Objective Measurement	54.2	59.2	63.8	49.8	52.4
Subjective Measurement	45.8	40.8	36.2	50.2	47.6
Number of Schools Responding	144	17	16	40	73

Question 29. What percent of the grade is based on each of the factors listed below: (a) physical aspect--skill tests, subjective evaluation, fitness tests; (b) knowledge aspect--rules, strategies, fundamentals, techniques, officiating, safety; (c) social aspect--sportsmanship, attitude, group participation, citizenship, showering, dressing.

Table 53 shows the arithmetic average or mean weight of each factor in determining the grade of a student in the areas of physical, knowledge, and social aspects. One hundred sixty-eight schools commented on this question. The social aspect constituted 40.70 percent of the total grade. Physical aspect rated second with an average weight of 34.5 percent. Knowledge aspect rated third with an average of 24.8 percent of the physical education grade. Health was not taken into consideration as part of this study, although in some schools, health involves one-quarter to one-half of the physical education grade.

Table 53. Aspects in Determining Grades in Physical Education

Aspect	Average percentage				
	Weight of all Montana high schools	Weight of Class AA	Weight of Class A	Weight of Class B	Weight of Class C
Physical	34.5	34.8	41.6	32.6	33.6
Knowledge	24.8	29.0	29.3	24.2	23.5
Social	40.7	36.2	29.1	43.2	42.9

As shown in Table 53 in Class AA, the social aspect constituted 36.2 percent of the total grade. The physical aspect was 34.8 percent of the grade, and the knowledge aspect represented 29.0 percent of a student's grade in physical education.

Class A schools rated physical aspect first with a percent of 41.6. The knowledge aspect (29.3 percent) and the social aspect (29.1 percent) compose the remainder of the grade.

In Class B schools, the social aspect constituted 43.2 percent of the total grade. The physical aspect was second with 32.6 percent. Third was knowledge aspect with 24.2 percent of the grade.

Of Class C schools, the social aspect was first with 42.9 percent of the total grade. The physical aspect (33.6 percent) and knowledge aspect (23.5 percent) made up the remaining 57.1 percent of the grade.

Question 30. To what extent does the set number of absences affect the student's grade.

The responses by instructors as to the set number of absences affecting a physical education grade ranged from none as indicated by seventeen schools, to ten to twenty absences in various schools as governed by school's policy.

Fourteen schools indicated they had very little problem with absences. Six schools stated their department had no set number of absences and it was up to the individual teacher as to how much the absences affected a grade.

Any number of excused absences were accepted in many schools without any effect on the physical education grade, but unexcused absences affected the grade immensely--one unexcused absence could lower the

grade one level or three unexcused absences resulted in a student failing.

Other comments in regard to unexcused absences included: (a) three to five unexcused absences lowered a grade one level--three unexcused absences was the most predominant cut-off point; (b) with three unexcused absences, a student is dropped from school; (c) unexcused absences made a difference between a plus and a minus in a grade; (d) two to three percent of the grade for each unexcused absence; and (e) student receives minus points per unexcused absence or an "F" or "0" for the day.

A number of schools indicated it depended on the reason for the absence and each absence was considered individually. In other cases, for absences due to medical reasons or cutting class, the instructor used her own discretion.

Other instructors commented that absences reflected attitude and that a student with a good attitude was absent very little. They felt it helped determine their participation grade, which was very important. Too many absences showed a lack of desire and could result in lowering a physical education grade a set number of points.

Other comments indicated that students could not be graded unless they participated in class. If a student missed tests, techniques, skills, or drills, it would affect their grade. A few instructors stated that if a student could make up the work from the absence, she

passed physical education; if she did not, the student received an incomplete or failing grade. (Other comments by schools classification are in Appendix G, page 146.

Question 31. Feel free to make any additional comments pertaining to grading that might be valuable to the study.

The major comment in response to Question 31 was that instructors found grading in physical education extremely difficult due to poor facilities, a large student class load, not having the student often enough in the class, freshman and sophomore students in the same class--thus making it difficult to have an adequate program as well as making grading difficult, and athletes in physical education classes are troublesome and they have a poor attitude. Many respondents indicated that the weighing of factors for determining a grade as well as whether to use subjective or objective measurement for criteria in obtaining a grade was very difficult.

Other comments are summarized as follows:

1. The student should be graded individually and not compared to the rest of the students.

2. If the administrators required physical education, then the student should receive a grade.

3. Administrators should hire teachers with a major or minor in the field of physical education and not have a teacher unprepared in the field teach physical education just because they had a free hour.

4. Some physical education teachers commented that their administration felt that all students should receive an "S" grade in physical education.

5. Grading in physical education should be similar to other areas, if a letter grade is received in other subject areas, students in physical education should also receive a letter grade.

6. Physical education should be required all four years, with emphasis in the last two years on carry-over and life-time sports.

7. Grades should count on the honor roll and scholastic averages, and health and physical education should not be included in the same grade.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to survey current grading practices in Montana High School girls' physical education classes. Specifically, the study attempted to identify: (1) criteria used in grading girls' physical education classes; (2) procedures followed in assigning grades in girls' physical education classes; (3) specific practices in grading girls' physical education classes in Montana high schools.

This study was delimited to schools holding membership in the 1970-71 Montana High School Association, one non-member school, and four schools who employed more than one girls' physical education instructor. It was further delimited to the responses of girls' physical education instructors in Montana high schools for the school year 1970-71.

A questionnaire designed and developed by the investigator was used to collect the data for this study. Participation in the study was 92 percent of the questionnaires sent to girls' physical education instructors. The data was then tabulated, totaled, and percentages were computed to the nearest whole percent for presentation in table form.

The questionnaire response, review of related literature, and

the author's background provided the basis for drawing conclusions and making recommendations for grading practices.

A summary of the findings follows:

Several grading systems are used throughout Montana, but the findings of this study revealed that the letter grade was the predominant method of grading used in Montana high schools. Of the 175 high schools surveyed, the majority of schools had not changed their method of grading in the past ten years. The changes were either to the letter grade or satisfactory/unsatisfactory or pass/fail grading system. The majority of Montana high schools did not anticipate a change in their method of grading in the near future. Even though the majority indicated the letter grade, the study indicated that at the present time, the changes will be to the satisfactory/unsatisfactory or pass/fail method of grading (Figure 3, page 25).

Montana high schools used a variety of grading practices in physical education. Findings from the investigation showed that the most common method of grading physical education classes at the high school level was the letter grade.

The study indicated that the majority (152 schools) of both men's and women's physical education departments graded the same. Nine departments in each Class B and Class C did not grade physical education students the same. Two schools each in Class AA and Class A did not have similar grading systems in the men's and women's physical education

departments.

Of those physical education departments who have changed grading systems in the past ten years, twenty-one have changed to the satisfactory/unsatisfactory or pass/fail method of grading and eighteen schools have changed to the letter grade (Figures 4 and 5, page 30). Class B and Class C schools have made the most changes with eighteen each.

A large percentage of schools preferred the grading systems they are presently using. It can be noted that the predominent grading system was the letter grade; however, twenty-six schools indicated an anticipated change to the satisfactory/unsatisfactory or pass/fail method of grading.

Sixty-eight instructors preferred the grading system they were presently using in physical education. Of those schools anticipating a change, the biggest change was to the pass/fail grading system. Twenty schools in Class C and fourteen schools in Class B anticipated this.

Forty high school instructors, however, preferred the satisfactory/unsatisfactory or pass/fail grading system to their present system of grading and fifteen schools preferred letter grades to their current grading system in physical education.

Of the scholastic honors including the physical education grade, the most frequent was the grade point average (forty-seven schools).

Forty-two schools included the physical education grade on the honor roll. Class A schools as a whole included physical education grades in scholastic honors more frequently than the other school class divisions.

All Class AA schools required a student to participate in physical education before graduation. One Class A and Class B school and three Class C schools do not require physical education participation before graduation.

The majority (83 percent) of schools required two years of physical education. Twelve schools were three-year high schools, therefore, they required only one year of physical education. Two schools required four years of physical education and one school required three years, but anticipated a change to two years next year.

Required physical education was taken in either the freshman (93 percent) or sophomore year (98 percent) in schools across Montana. A small percentage (less than 20) indicated that required physical education could be taken in the junior and senior years (Table 15, page 42). Physical education could also be taken in the junior or senior year if a student failed or had a conflict during the freshman or sophomore years in school.

Credit was given to students for physical education activity classes in the majority of schools. Only seven schools indicated not giving credit to students for taking required physical education. Of

these seven schools, three schools were in Class AA and C, and one school in Class A.

Elective physical education was not offered in 109 high schools (Table 16, page 44). Elective physical education was not offered in any school at the freshman level and only at two schools in the sophomore year. Sixty-two schools had elective physical education at the junior year and sixty-three schools at the senior year.

Credit for elective physical education was given to a student in fifty-one schools whereas elective physical education earned no credits in eleven schools.

A large percentage of the schools held physical education classes for fifty to fifty-nine minutes. Fifty-four schools held classes less than fifty minutes, and of these fifty only four schools held physical education classes less than forty minutes. Twenty-two schools held classes for sixty minutes. Seven schools held physical education classes for seventy minutes. The study indicated a slight trend to the rotating and modular scheduling in Montana. Another indication of the study was that afternoon and morning classes varied in length.

Fifty-three schools indicated holding physical education classes twice a week. Thirty-seven schools offered physical education three times a week with daily physical education classes reported by thirty-five schools. Twenty-three schools held five days of physical

education every two weeks and four days of physical education were held in thirteen schools. Of the Class AA schools, classes were held most often five times every two weeks or daily as indicated by three schools at the freshman level. Daily physical education classes were held most often in Class A at the freshman year. Class B schools most frequent response was either daily physical education or physical education twice weekly at the freshman year. Physical education classes occurring most often in Class C schools were held twice weekly.

Schools having required physical education at the sophomore year were almost identical to those at the freshman year. The major change was in Class AA where six additional schools offered physical education five times every two weeks.

Daily physical education was held most often in Class AA, A, and C schools at the junior year. Twice weekly physical education classes in Class C occurred most often in the junior year. Senior year physical education classes were held the same amount of times per week as at the junior year.

The majority (89 percent) of schools did not allow other activities to substitute for physical education. Eight schools or less allowed classes, such as marching band, drill team, cheerleading, and driver education to substitute for physical education. Schools permitting school athletics to substitute for physical education totalled twenty-five. Of the forty-seven schools allowing substitution classes,

twenty-three gave credit and fourteen schools did not give credit for the substitution. The majority of credit was given for school athletics. One school using a modular schedule indicated in the near future having substitute classes on a mini-schedule and a student could receive up to one credit for his participation.

Attendance was a grading factor in 131 schools. Forty schools (Table 32, page 64) indicated that a student's grade was not affected by attendance. School policy governed many absence policies, whereas in some other cases the absence policy was left up to the discretion of the individual teacher.

The extent absences affected a physical education grade as found in this study indicated anywhere from absences having no effect to the lowering of one letter grade for each absence. A few schools allowed the student to make up work missed, or write a paper where other schools felt that class time missed in physical education could not be made up.

One hundred eighteen schools, as found in this study, had no departmental policy governing absences, and absences were left up to the individual instructor as to the effect on the grade. Of the fifty-five schools indicating departmental policy concerning absences, only in one school were the students not aware of the school policy.

Ninety-one schools allowed students to make up excused absences. Approximately half the schools in each class division allowed the

student make up work for an excused absence. One school allowed elective physical education students a chance for make up work, but did not let students taking required physical education a chance to make up time missed due to absence.

Only seven schools allowed unexcused absences to be made up. Unexcused absences were governed by school policy as well as the individual teachers discretion as to make up assignments.

This study concluded that all four school class divisions indicated that participation and effort were very important as grading factors in physical education (Table 39, page 77).

Skills as a grading factor were indicated by the most responses as the factor being chosen as quite important in student's grades. Class AA and Class A respondents chose skill and improvement as quite important in grading. Class B schools indicated just skills and Class C schools indicated skills and attendance as the most popular choice for quite important factors in physical education grading.

Ability and physical fitness were the choices of grading factors as being important by the 175 high schools in Montana. Class AA schools chose leadership and physical fitness as important in grading. Leadership and ability were the important factors in grading of Class A schools. Class B and Class C schools also chose physical fitness and ability as important grading factors.

As a grading factor, leadership was chosen by all high schools

as having some importance in grading. Class AA schools indicated physical fitness followed closely by showering and sportsmanship as some importance in grading. Class A schools chose physical fitness as the most popular choice for some importance in determining a physical education grade. Showering was indicated in Class B and leadership by Class C schools as the choice for some importance in student grading.

Sixteen schools chose ability as having little importance in grading by the 175 high schools. Class AA indicated leadership and attendance. Class A stated ability, attendance, physical fitness, and showering as having little importance in grading. Class B schools stipulated leadership and Class C schools indicated ability as factors having little importance in student grading.

Knowledge testing and physical fitness had the largest number of responses indicating no importance in determining a grade as surveyed by all 175 high schools in Montana. Class AA also indicated knowledge testing and physical fitness while Class A indicated attendance as no importance in physical education grading. The most responses in Class B and Class C schools indicated knowledge testing as having no importance in grading.

In this survey by comparing the same thirteen grading factors by their median value (Table 44, page 88), the first six factors chosen by all 175 high schools based on a rating scale of very important to no importance are: participation, effort, attitude, sportsmanship,

improvement, and dressing.

Using the same comparison, Class AA choices by median value are: participation, effort, dressing, attitude, skills, and attendance.

Class A schools chose by median value the following: participation, effort, improvement, sportsmanship, attitude, and attendance.

Class B high schools chose the following six factors by median value: effort, participation, attitude, sportsmanship, improvement, and attendance.

Class C choices by median value indicated: participation, attitude, effort, sportsmanship, improvement, and attendance.

The thirteen grading factors revealed by this study as being the first six in importance in determining a grade as designated by weighted mean (Table 51, page 99) in the 175 high schools are: participation, attitude, effort, improvement, sportsmanship, and attendance.

Class AA respondents indicated the following factors using a weighted mean as the six most important grading factors: participation, effort, attitude, knowledge testing, skills, and ability.

Class A schools indicated by weighted mean: effort, participation, attitude, improvement, attendance, and skills.

Weighted mean of Class B schools indicated the following: participation, effort, attitude, improvement, sportsmanship, and attendance, as the six most important grading factors.

Weighted mean of Class C schools revealed that: participation,

effort, improvement, sportsmanship, and attendance are the six most important grading factors of the thirteen choices.

Both objective and subjective measurement was used by 149 schools in evaluating students. Six schools used strictly subjective measurement and seven schools used objective measurement only in evaluating a student.

Class AA used objective measurement 59.2 percent of the time in grading and subjective measurement 40.8 percent of the time.

The highest percent (63.8) was used by Class A schools for objective measurement in grading students. Class A schools used subjective measurement 36.2 percent of the time in grading.

Objective (49.8 percent) and subjective (50.2 percent) measurement were used almost equally in Class B to determine grades of students.

Class C schools used objective measurement 52.4 percent of the time in grading, and subjective measurement 47.6 percent in student grading.

Physical, knowledge, and social aspects were the basic grading factors used by physical education departments to evaluate students in physical education. The social aspect was rated higher than the other two items in Class AA, B, and C schools. Class A schools rated the physical aspect higher than either social or knowledge aspects.

Class AA high schools rated physical aspect second, but the

average was close to that of the social aspect. Class B and C schools also rated the physical aspect second, but had a wider spread between the averages. The knowledge aspect was rated in each class division as third.

Other information disclosed from the survey indicated that of the 175 high schools there were 116 female physical education instructors and fifty-six male instructors. Only in Class C were there more men than women teaching physical education.

Twenty-five percent of the respondents had one year of teaching experience in physical education, and 27 percent had from two to three years teaching experience in the field of physical education.

Forty-nine percent expressed that they had no administrative experience in physical education. Thirty-three instructors indicated having one to four year's administrative experience, and 12 percent indicated over five years of administrative experience in physical education.

Conclusions

1. The majority of the high schools in Montana use the letter grade to evaluate students.

2. One hundred eleven Montana high schools have not changed their grading procedures in the past ten years.

3. Most of the high schools anticipate no change in their method of grading; but of those high schools anticipating a change,

the tendency will be away from the letter grade to satisfactory/unsatisfactory or pass/fail grading system.

4. The letter grade was the predominent method of grading in physical education.

5. The satisfactory/unsatisfactory or pass/fail method of grading was the second most popular method of grading in Montana high schools and is used most frequently in Class AA, Class B, and Class C schools.

6. Of those high schools responding, the majority have not changed their physical education grading system during the past ten years.

7. Of the physical education departments responding, the majority anticipate no change in their present method of grading, but of those physical education departments anticipating a change, the tendency will be to the satisfactory/unsatisfactory or pass/fail method of grading.

8. Sixty-eight schools prefer the grading system they are presently using. Sixty-five schools prefer a change in their grading system.

9. The satisfactory/unsatisfactory or pass/fail method of grading is used most extensively in Class B and Class C schools, and these two class divisions favor the biggest change to letter grade.

10. The majority of schools do not include the grade for

physical education activity classes in scholastic honors.

11. The majority of the schools require students to enroll in physical education classes at the freshman and sophomore year.

12. Elective physical education was offered predominantly at the junior and senior level.

13. The majority of high schools held physical education classes for forty to fifty-nine minutes.

14. Students are required to enroll in physical education classes in all Montana high schools responding.

15. The majority of physical education departments do not allow substitute classes in physical education.

16. Of the forty-seven schools allowing substitute classes, twenty-three schools allow credit for the substitute, and fourteen schools do not allow any credit for the substitution class.

17. The majority of high schools in Montana require a student to participate in physical education before graduation.

18. The majority of high schools responding gave credit to students in physical education.

19. About half of the schools reporting gave students taking elective physical education credit.

20. The majority of men's and women's physical education departments have similar grading systems.

21. The majority of schools hold physical education classes

either two or three days per week.

22. The majority of physical education departments indicated that attendance was a grading factor.

23. Ninety-one schools allowed students the opportunity to make up excused absences.

24. A slight majority of physical education departments indicated make up work is not allowed for unexcused absences.

25. The majority of schools did not have a departmental policy concerning absences.

26. About half of the schools responding indicated that three or less absences did not affect the physical education grade of students.

27. In about half of the Montana high schools, excused or unexcused absences affected a student's grade.

28. The majority of schools with departmental absence policies made the student aware of these policies.

29. The majority of physical education departments use both objective and subjective measurement in evaluating physical education students.

30. Objective measurement was used more frequent than subjective measurement in all school class divisions, but Class B schools used subjective and objective measurement almost equally in grading students in physical education.

31. Although physical education instructors indicated using predominately objective measurement in determinig physical education grades, the six most important grading factors indicated by the same instructors are subjective measurements.

32. The thirteen grading factors are ranked according to class division responses, ranging from very important to no importance in determining a physical education grade.

Class AA

1. Effort } tie
2. Participation } tie
3. Dressing
4. Attitude
5. Skills
6. Sportsmanship
7. Attendance
8. Improvement
9. Knowledge Testing
10. Ability
11. Leadership
12. Showering
13. Physical Fitness

Class A

1. Effort } tie
2. Participation } tie
3. Improvement } tie
4. Dressing } tie
5. Sportsmanship
6. Attitude
7. Attendance
8. Showering
9. Skills
10. Knowledge Testing
11. Physical Fitness
12. Leadership
13. Ability

Class B

1. Effort } tie
2. Participation } tie
3. Attitude
4. Sportsmanship
5. Improvement
6. Dressing
7. Attendance
8. Skills
9. Physical Fitness
10. Ability
11. Knowledge Testing
12. Showering
13. Leadership

Class C

1. Participation
2. Attitude
3. Effort
4. Sportsmanship
5. Improvement
6. Attendance
7. Dressing
8. Skills
9. Leadership
10. Physical Fitness
11. Showering
12. Knowledge Testing
13. Ability

33. The six most important grading factors as determined by responses of girls' physical education instructors are as follows:

Class AA	Class A
1. Participation	1. Effort
2. Effort	2. Participation
3. Attitude	3. Attitude
4. Knowledge Testing	4. Improvement
5. Skills	5. Attendance
6. Ability	6. Skills

Class B	Class C
1. Participation	1. Attitude
2. Effort	2. Participation
3. Attitude	3. Effort
4. Improvement	4. Improvement
5. Sportsmanship	5. Sportsmanship
6. Attendance	6. Attendance

34. The basic factors included in the evaluation of students for grading purposes were the physical, the social, and knowledge aspects.

35. The majority of high schools in Montana graded on the social aspect.

36. Most physical education teachers were female, but over one-third were male. Class C schools had the majority of men teaching girls' physical education.

37. Fifty-two percent of the physical education teachers had three or less years teaching experience in physical education.

38. Forty-nine percent of the respondents indicated no admin-

istrative experience in the physical education field.

Recommendations

The author proposes the following recommendations:

1. A detailed study of techniques of grading different physical education activities or sports.

2. A more thorough study with concentration on just one high school class division.

3. A similar study in other states.

4. Teachers in girls' physical education analyze and reflect on how they are grading.

5. Teachers at the college level consider the data obtained from this study to use in physical education professional preparation classes.

6. Administrators should evaluate the physical education program, procedures, and practices within their school system.

7. The findings of this study should be used as justification to hire a physical education supervisor for the state of Montana in the Department of Public Instruction.

8. Administrators should hire qualified physical education instructors with either a major or minor in physical education to teach physical education activity classes.

9. Physical education teachers should be as objective and scientific as they can in assigning physical education class grades.

APPENDICES

APPENDIX A

QUESTIONNAIRE

CURRENT GRADING PRACTICES IN GIRLS' PHYSICAL EDUCATION AT THE HIGH SCHOOL LEVEL IN MONTANA

The background information called for in this section is essential to the analysis of the data to be collected. ALL INFORMATION WILL BE TREATED AS CONFIDENTIAL.

School - Class (AA-A-B-C) _____ Enrollment _____

Number of years teaching experience at the high school level:

One _____
2-3 _____
4-6 _____
7-9 _____
10 or more _____

Number of years administrative experience in physical education:
(Functioning with department head duties)

None _____
1-2 _____
3-4 _____
5-6 _____
Over 6 _____

Total number of years experience in the physical education field:

One _____
2-3 _____
4-6 _____
7-9 _____
10 or more _____

Male _____ Female _____

If you would like to receive a copy of the findings of this study, check the blank at the left.

_____

DIRECTIONS

If any question does not pertain to you or your high school, please leave it blank:

Example: What is the basic grading system used by your high school?

_____ (a) letter grade (A, B, C, etc.)
_____ (b) numerical system (1, 2, 3, etc.)
_____ (c) Satisfactory - unsatisfactory; pass - fail
_____ (d) other (indicate) _____

If the basic grading system used predominately in your high school is b, check b.

QUESTIONNAIRE

GRADING - GIRLS' PHYSICAL EDUCATION

Directions: Use the following criteria in answering question one through seven.

(a) I like the grading system already being used
(b) no change
(c) letter grade (A, B, C, etc.)
(d) numerical system (1, 2, 3, etc.)
(e) satisfactory - unsatisfactory; pass - fail
(f) other (indicate) _____

Questions one through three pertain to your high school; all other questions deal with physical education.

1. What is the basic grading system used by your high school?

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

2. If there has been a change in the high school grading system in the past ten years, indicate the previous system used.

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

3. If a change is anticipated in the high school grading system, indicate the system likely to be used.

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

4. What type of grading system is used by your department in grading physical education?

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

5. If there has been a change during the past ten years in the physical education grading system, what was the previous method used?

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

6. If change in the physical education grading system is anticipated in the near future, what system will likely be used?

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

7. If you do not agree with the grading system currently being used for physical education classes, indicate your preference.

(a) _____ (b) _____ (c) _____ (d) _____ (e) _____ (f) _____

8. Are the following used in determining a grade in physical education?

	Yes	No
(a) both objective and subjective measurement	_____	_____
(b) subjective measurement only	_____	_____
(c) objective measurement only	_____	_____

9. Is the physical education grade received included in scholastic honors as:

	Yes	No
(a) scholarships	_____	_____
(b) valedictorian	_____	_____
(c) scholastic societies	_____	_____
(d) grade point average	_____	_____
(e) honor roll	_____	_____

10. Indicate when <u>required</u> physical education classes may be taken in your high school.

	Yes	No
(a) freshman year	_____	_____
(b) sophomore year	_____	_____
(c) junior year	_____	_____
(d) senior year	_____	_____

11. Indicate when elective physical education classes may be taken in your high school.

		Yes	No
(a)	freshman year	_____	_____
(b)	sophomore year	_____	_____
(c)	junior year	_____	_____
(d)	senior year	_____	_____
(e)	not offered _____ check		

12. How long are each physical education class periods (indicate full length of period).

_____ (a) 30 - 39 minutes
_____ (b) 40 - 49 minutes
_____ (c) 50 - 59 minutes
_____ (d) 60 minutes
_____ (e) other (indicate) _____

13. What is the total physical education requirement in your high school?

_____ (a) none
_____ (b) one semester
_____ (c) one year
_____ (d) two years
_____ (e) other (indicate) _____

14. If a student is allowed a set number of absences before his grade is affected, indicate how many.

_____ (a) none
_____ (b) one
_____ (c) two
_____ (d) three
_____ (e) four
_____ (f) other (indicate) _____

15. If other classes or activities can be substituted for physical education, please indicate.

		Yes	No
(a)	marching band	_____	_____
(b)	drill team	_____	_____
(c)	cheerleading	_____	_____
(d)	school athletics	_____	_____
(e)	driver education	_____	_____
(f)	other (indicate) _____		

16. Is the grade received from a substitute class (regarding question 15) recorded under physical education?

_____ (a) yes _____ (b) no

17. Do the men's and women's department both use the same grading system?

_____ (a) yes _____ (b) no

18. Is the credit in physical education required for graduation?

_____ (a) yes _____ (b) no

19. Is credit given for physical education classes?

_____ (a) yes _____ (b) no

20. Is credit given for elective physical education classes?

_____ (a) yes _____ (b) no

21. Is attendance a factor in determining grades?

_____ (a) yes _____ (b) no

22. Do students have an opportunity to make up excused absences?

_____ (a) yes _____ (b) no

23. Do students have an opportunity to make up unexcused absences?

_____ (a) yes _____ (b) no

24. Is there a definite departmental policy as to the student absences effect on the grade?

a.

_____ (a) yes _____ (b) no

b.

If the answer to Question 24.a. is yes, are students aware of the policy?

_____ (a) yes _____ (b) no

25. How many times a week does each physical education activity class meet?

(a) ninth grade - _____ per week
(b) tenth grade - _____ per week
(c) eleventh grade - _____ per week
(d) twelfth grade - _____ per week

26. Directions: Using the scale below, rank the following factors as to their importance that you use in determining a physical education grade.

1 - very important 2 - quite important 3 - important
4 - some importance 5 - little importance 6 - none

(a) ability	_____	(h) leadership	_____
(b) attendance	_____	(i) participation	_____
(c) attitude	_____	(j) physical fitness	_____
(d) dressing	_____	(k) showering	_____
(e) effort	_____	(l) skills	_____
(f) improvement	_____	(m) sportsmanship	_____
(g) knowledge tests	_____	(n) other (indicate)	_____
		_____	_____

27. Directions: From the following list of factors, rank six according to their importance in determining a physical education grade using the scale 1 as most important, 2 as next important, through 6 as being least important.

(a) ability	_____	(h) leadership	_____
(b) attendance	_____	(i) participation	_____
(c) attitude	_____	(j) physical fitness	_____
(d) dressing	_____	(k) showering	_____
(e) effort	_____	(l) skills	_____
(f) improvement	_____	(m) sportsmanship	_____
(g) knowledge tests	_____	(n) other (indicate)	_____
		_____	_____

28. What percentage of the physical education grade is based on objective and subjective measurement?

	Percentage
(a) objective measurement	_____
(b) subjective measurement	_____

29. What percent of the grade is based on each of the factors listed below?

	Percentage
Physical Aspect (skill tests, subjective evaluation, fitness tests)	_____
Knowledge Aspect (rules, strategies, fundamentals, techniques, officiating, safety)	_____
Social Aspect (sportsmanship, attitude, group participation, citizenship, showering, dressing)	_____
Other _____	_____
_____	_____

30. To what extent does the set number of absences affect the student's grade?

_____

31. Feel free to make any additional comments pertaining to grading that might be valuable to the study.

APPENDIX B

Montana State University
Bozeman, Montana 59715 Tel. 406-587-3121

Department of Educational Services
Physical Education

January 26, 1971

Dear Girls' Physical Education Teacher:

As a graduate student in physical education at Montana State University, I am endeavoring to complete the collection of data for my thesis by questionnaire by the end of Winter Quarter. I have selected for my thesis study, "Current Grading Practices in Girls' Physical Education in Montana High Schools."

You have been selected as one of the teachers to participate in this survey. I can assure you that all information gathered from this questionnaire will be kept in strict confidence. No names or schools will be mentioned.

A pilot study has been conducted and a maximum of fifteen minutes of your time is all that will be needed to fill out the questionnaire. If you could possibly find time to do this in the next few days, it would enable me to meet my deadline. I would certainly appreciate receiving your questionnaire by February 15, 1971. A stamped, self-addressed envelope is enclosed for your convenience.

Thank you very much for your cooperation.

Sincerely yours,

Sandra Wood

Sandra Wood
Graduate Student
Physical Education

This thesis has been approved by the Physical Education Department at Montana State University. I would appreciate any assistance you can give Miss Wood.

Gary F. Evans

Dr. Gary F. Evans, Coordinator
Graduate Studies
Physical Education Department

Montana State University

Bozeman, Montana 59715 Tel. 406-587-3121

Department of Educational Services

APPENDIX C

February 19, 1971

Dear Girls' Physical Education Teacher:

On February 2, 1971, you were mailed a questionnaire entitled, "Current Grading Practices in Girls' Physical Education in Montana High Schools". As of yet, I have not received your return. This is a very busy time of the year and you probably set the questionnaire aside for completion at a later date.

The survey results have been excellent thus far and only a few remain unanswered. I have enclosed another physical education questionnaire and hope you can find the few minutes necessary to complete the form.

It is my hope that your questionnaire will soon be received as the information from your department will contribute much to the effectiveness and validity of the study, and the survey of Montana High Schools can be achieved.

Thank you for your time and consideration given this matter.

Sincerely yours,

Sandra Wood

Sandra Wood
Graduate Student
Physical Education

Gary F. Evans

Dr. Gary F. Evans, Coordinator
Graduate Studies
Physical Education Department

APPENDIX D

Montana State University
Bozeman, Montana 59715 Tel. 406-587-3121

Department of Educational Services

March 17, 1971

Dear Physical Education Instructor:

This is another effort to gain support for completion of the questionnaire--Grading in Girls' Physical Education in Montana High Schools.

Results have exceeded 85 percent, but your questionnaire has not been received. Your participation is important so that the survey will have encompassed the entire state of Montana.

Would you please complete and return the enclosed questionnaire.

Thank you for your consideration of this request.

Sincerely yours,

Sandara Wood
Graduate Student

Gary F. Evans
Dr. Gary F. Evans
Graduate Coordinator
Physical Education Department

APPENDIX E

CLASSIFICATION OF SCHOOLS

Non-Member School

Mount Ellis

Four Schools Receiving Two Letters

Helena
Billings Senior
Hardin
Laurel

Class AA

Anaconda
Bozeman
Butte Central
Butte
Helena
Hellgate (Missoula)
Kalispell
Sentinel (Missoula)
Billings Senior
Billings West
Great Falls
Great Falls Central
Havre
Lewistown
Livingston
C. M. Russell (Great Falls)

Class A

Anaconda Central
Columbia Falls
Deer Lodge
Dillon
Hamilton
Libby
Polson
Whitefish
Billings Central
Glasgow
Glendive
Hardin
Laurel
Miles City
Sidney
Wolf Point

Class B

Baker
Circle
Fairview
Nashua
Malta
Simms
Absarokee
Big Timber

Plentywood
Poplar
Scobey
Broadus
Ekalaka
Forsyth
Jordan
St. Labre Indian Mission
Terry
Wibaux
Browning
Choteau
Conrad
Cut Bank
Fairfield
Sunburst
Valier
Cascade
Chester
Chinook
Fort Benton
Big Sandy
Columbus
Huntley Project
Lodge Grass
Red Lodge
Belgrade
Boulder
Manhattan
Rosary (Bozeman)
Three Forks
Townsend
Whitehall
White Sulpher Springs
Darby
Seeley-Swan
St. Ignatius
Stevensville
Bigfork
Eureka
Plains
Ronan
Thompson Falls
Troy

Class C

Antelope
Flaxville
Lustre Bible Academy
Outlook
Westby
Bainville
Brockton
Culbertson
Frazer
Froid
Lambert
Richey
Savage
Dodson
Hinsdale
Hogeland
Saco
St. Paul's Mission
Turner
Whitewater
Shepherd
Grass Range
Hobson
Moore
St. Leo
Roy
Winifred
Winnett
Augusta
Belt
Brady
Centerville
Dutton
Geraldine
Geyser
Highwood
Power
Stanford
Box Elder
Gildford

Busby
Custer
Colstrip
Hysham
Melstone
Plevna
Rosebud
Broadview
Clyde Park
Gardiner
Rapelje
Reed Point
Ryegate
Belfry
Bridger
Edgar
Fromberg
Joliet
Park City
Roberts
Arlee
Dixon
Frenchtown
Hingham
Inverness
Joplin
Kremlin
Rudyard
Ennis
Harrison
Manhattan Christian
Sheridan
Twin Bridges
West Yellowstone
Willow Creek
Alberton
Drummond
Florence-Carlton
Philipsburg
Superior
Victor
Sacred Heart Academy
Charlo
Hot Springs
St. Regis

APPENDIX F

QUESTION 30 - BY SCHOOL CLASSIFICATION

Class AA

1. Unexcused absences lowers the grade and excused absences for more than 1/3 of the class days the grade is lowered.

2. Six absences or three F's is a failure.

3. Grade is dropped one level or amount necessary--absence or grade is mostly affected if student is unexcused which would be a zero. Generally, three zeros drops grade one level.

4. Three unexcused absences lowers the grade one grade level. This is from B to a C. (Two schools)

5. School policy 1/3 of grade for each absence per six weeks depending on whether excuse is legitimate or not.

6. It is school policy that after ten absences without a medical excuse for extended illness an F is given.

7. Subjective

8. There is no set number, but if the student misses tests, techniques, etc., naturally it will hurt her grade.

9. Excused or unexcused--whether or not possible to make up material; main office governs excuses. (Two schools)

10. None

11. After three, 15 points a miss.

12. Our absences are on an 80 per cent basis (school policy)--make up missed work; in physical education school says can not be made up.

13. Two weeks--I usually have them write a paper or unit.

14. Forty-five percent.

15. Two per cent of the grade for all unexcused absences.

Class A

1. If excuses none--except that they influence performance.

2. Three unexcused absences causes a student to fail.

3. No set number or very little depending on reason. (Two schools)

4. Three unexcused absences lowers their grade.

5. I use a point system which is tabulated at the end of the nine weeks. Usually four absences would not prevent a student from receiving an A grade. The numerical total is converted to a letter grade.

6. Lowers grade one level if gone nine out of eighteen meetings.

7. It depends on why the student was absent--some excuses are very valid and others have no validity.

8. An excused absence such as illness or family trip with parental note, that has been accepted at the main office is accepted as excused. If for some flimsy excuse such as "I forgot I had physical education today" or "I forgot part of my uniform or all of it", or "I'm sick but still well enough to goof around--headache," they are excused twice and then the grade goes down one letter grade. If they look ill, will excuse them. Suspension is unexcused and receives an F.

9. Must repeat the class if miss over twenty per semester or cuts; and the student can not make up his work.

10. Minus four points for each absence after five.

11. If a student is unexcused, she receives a zero for each day she was absent. School policy that we accept excused absences. A student can be absent for two weeks, but if she can make the work up, they pass. You are dealing in hot water if you question the parents constantly.

12. Over one-third absences means an F for the course.

13. Lowers the grade one level.

14. None--If I were to have problem with excessive absences, I would have the girls make up the time they missed. If they did not do

this, they would receive an incomplete or failing grade.

15. If a student has too many absences, they don't have time to practice. When a student is not in class to hear the directions, it doesn't give them a chance to learn or develop skills or game knowledge.

16. A's and B's are out. If the student does well while there, a C. Best girl gets an A and the rest are graded down from the best standard set.

Class B

1. Student is allowed seven absences per six weeks excused or unexcused.

2. To the extent that it can make the difference between a plus or minus in a grade.

3. If they miss three times in six weeks, they flunk. We've had an attendance problem, and this helps in curtailing it.

4. All excuses must be medical otherwise they are deducted points.

5. Usually affects about ten per cent who cut class or don't dress out habitually. Higher for girls than for boys.

6. If they skip class, this has a great affect--otherwise not too much.

7. Each unexcused absence drops grade one letter grade. Excused 5-10 times depending on circumstances and health of individual.

8. If a student receives three unexcused absences, he is dropped from school.

9. If excused, they make up what they miss, if unexcused they lose points given for the day.

10. One letter grade for each absence per six week grading period.

11. Three unexcused absences drops 1 full grade (three schools)--one unexcused absence drops 1 full grade (one school); ten unexcused absences equals an F (one school); three unexcused absences an F (one school); four unexcused absences an F (one school).

12. Anytime they are absent, it affects the grade.

13. Three absences drop the grade one third; each absence after two, the grade is dropped one half of a grade.

14. Depending on number of absences--I have little problem with people being absent.

15. None unless unexcused.

16. No general policy--excused make up--unexcused F for the day.

17. An incomplete is given if she has missed over half of the sessions.

18. Eighteen days per semester equals an F.

19. Greatly---at 10 points per class period--unless excused for prolonged illness the course must be repeated.

20. Prolonged "unexcused" absence can result in a failing grade.

21. None (Two schools).

22. Three excused absences per six weeks before it counts against the grade. I use a point system, and credit points for helping with equipment, scoring, officiating, leading exercises, etc.

23. Depends on reason--excused absences if not numerous don't affect students.

24. Actually and truthfully very little.

25. If absent over half of classes they fail, unless the student has a major medical problem. (Two schools)

26. Each unexcused absence minus three points.

27. For every unexcused absence, three percent is deducted from student's grade.

28. Never had much trouble depending on how long and why (Three schools)

29. No set number

30. Considered individually--reason for absence is taken into consideration.

31. It helps determine their participation grade which is most important.

32. Absences often reflect attitude--one absence is excused, any absences thereafter requires a doctor's excuse. It has been my experience that barring serious physical handicaps, the student with good attitude and effort is absent very little. I do require attendance even if the student cannot participate in the activities, and they are responsible for knowledge tests.

Class C

1. School policy is 15 percent of classes missed--unexcused failure--they have a system that keeps this from happening.

2. Little if they are excused; very little--but not to pupil's knowledge (six schools).

3. Not much if excused and usually are.

4. None other than the practice she would miss during her absence (two schools).

5. None (ten schools).

6. A student may have four excused--then two points for each time after that is deducted from their grade. Same comment by one other school only student is allowed two absences before the deduction.

7. Absences are not accepted except on excuse from the school office.

8. We don't have this problem. I don't even consider absences in the student's grade. I don't find that absences are any problem because if they are in school they come to class, there is nothing else for them to do.

9. Drop one letter grade after three unexcused absences (four schools); or no problem with excused absences--two unexcused absences grade is dropped one letter grade (five schools); four unexcused absences (one school).

10. One third of a grade for three unexcused or excused absences.

11. No set number (two schools).

12. None unless they miss nearly the entire six weeks.

13. Each absence lowers grade one point.

14. After three absences they are dropped from the roll.

15. I place more emphasis on unexcused clothes cuts when person is present than on excused absences. Certain number of unexcused clothes cuts results in failure so you could say at that point it is 100 percent determinant.

16. Quite a bit.

17. Fifty percent excused or unexcused absences equals an incomplete grade.

18. Depends on the reason (three schools); usually two absences means a drop (one school).

19. Absence equals a U or extensive absences and other delinquent or uncooperative behavior in class is a U fifty percent of the time.

20. Only unexcused absences affect grades--due to great distance students travel, they are often absent because of weather, etc. (two schools).

21. Depends if they are excused or simply do not dress. If they don't dress out having either forgot their clothes or dirty suit, I cut the grade one full point.

22. Too many absences shows lack of desire and will result in lowering grade 10 points depending on how many absences. Haven't had that trouble in five years, everyone enjoys physical education.

23. Ten percent of the grade.

24. Student allowed three absences.

25. Absences included under social aspect and no set standards are set.

26. No problem (three schools).

27. Receives an F grade for each absence.

28. Excused absences none--unexcused or non-participation down one grade after each time.

29. Great extent--can't be graded unless they participate--letter grade is usually dropped.

30. Three percent each time they miss, also depends on whether they are excused or unexcused.

31. I feel that if they miss without an excuse that they don't want to come, so I dock their grade if they do it very often.

32. Just take into consideration if it is a major amount of time, it affects their grade.

33. Excessive absences lowers grade.

34. Depends on the reason and number, I will drop a grade one grade point.

35. Unexcused absences lowers grade one grade.

36. Four absences results in failure.

Table A. Number of Years Teaching Experience at High School Level

Years	Number of Respondents--(AA-A-B-C)									
	All Montana high schools		Class AA		Class A		Class B		Class B	
	No.	%	No.	%	No.	%	No.	%	No.	%
One	44	25	4	21	5	28	15	29	20	23
Two--Three	54	31	7	37	4	22	19	37	24	28
Four--Six	34	19	2	11	2	11	10	19	20	23
Seven--Nine	22	13	4	21	1	6	4	7	13	15
Ten or More	20	11	2	10	6	33	4	7	8	9
Total	174		19		18		51		85	

Omitted -- 1

Table B. Number of Years Administrative Experience in Physical Education

Years	Number of Respondents--(AA-A-B-C)									
	All Montana high schools		Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%	No.	%
None	86	49	11	58	9	50	25	48	41	48
One--Two	35	20	2	10	2	11	17	33	14	16
Three--Four	22	13	2	10	4	22	6	12	10	12
Five--Six	8	5	2	10	0	0	0	0	6	7
Over Six	13	7	1	5	2	11	1	2	9	10
Total	164		18		17		49		80	

Omitted--11

Table C. Number of Years Teaching Experience in Physical Education

Years	Number of Respondents--(AA-A-B-C)									
	All Montana high schools		Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%	No.	%
One	43	25	4	21	4	22	17	33	18	21
Two--Three	48	27	3	16	3	17	19	37	23	27
Four--Six	38	22	5	26	4	22	7	13	22	26
Seven--Nine	20	11	3	16	2	11	5	10	10	12
Ten or More	23	13	4	21	5	28	3	6	11	13
Total	172		19		18		51		84	
Omitted--3										

Table D. Physical Education Instructors--Male or Female

Comment	Number of Respondents--(AA-A-B-C)									
	All Montana high schools		Class AA		Class A		Class B		Class C	
	No.	%	No.	%	No.	%	No.	%	No.	%
Male	56	32	1	5	1	6	8	15	46	53
Female	116	66	18	95	17	94	43	83	38	44
Total	172		19		18		51		84	
Omitted--3										

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LITERATURE CITED

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