



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
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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 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.

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Date

July 30, 1971

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

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in

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Approved:

George Shroyer
Head, Major Department

Gary F. Evans
Chairman, Examining Committee

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
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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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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 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, determine 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 all 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	<u>4%</u>
	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	<u>25%</u>
	100%
game performance	40%
Knowledge of rules, techniques, strategy, etc.	25%
Citizenship (character and attitude)	10%
Attendance	10%
Physical fitness test	<u>15%</u>
	100%

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

<u>Grading Factors</u>	<u>Weight</u>	<u>Percentage</u>
Sports Skill	3	50
Fitness	2	20
Knowledge	2	20
Concomitants	1	<u>10</u>
		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 sixty-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.

