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A PROPOSED GRADING METHOD FOR PHYSICAL EDUCATION

FOR BEECHER CITY JUNIOR HIGH SCHOOL

(TITLE)

BY

THURLO ROBERT DAUGHERTY

**PLAN B PAPER**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION

AND PREPARED IN COURSE  
ADVANCED ADMINISTRATION OF PHYSICAL  
EDUCATION IN SCHOOLS

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1966

YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

16 May 1966  
DATE

  
ADVISER

16 May 1966  
DATE

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## CHAPTER I

### INTRODUCTION

Assigning grades in physical education is a difficult task because of the nature of the subject matter being taught and evaluated. In physical education, many of the activities and skills must be subjected to the teacher's judgement and evaluated accordingly. Since physical education is required by most schools, these classes often have a greater number of students in each class than in other subjects in the curriculum. Due to the large number of students to evaluate, assigning grades becomes a more difficult task than in other subjects. Because of the larger number of students in physical education classes, the method of assigning grades can be complex and time consuming. The Beecher City Junior High, at this time, does not have a standard method of awarding grades in physical education. Thus, grades at the Beecher City Junior High tend to be awarded in a haphazard manner.

### PURPOSE

The major purpose of this paper is to establish a criteria for awarding grades to students in physical education at Beecher City Junior High School. A secondary purpose is to point out how grades in physical education can

be utilized by the teacher and administration at Beecher City Junior High School.

#### NEED

Grades in physical education should be awarded according to accepted educational practices. However, at Beecher City Junior High School, this is not always fully accomplished. Therefore, in light of the results of this paper, a new insight into the purpose of grades and a method of awarding them based on educational methods might be obtained and pursued at Beecher City Junior High.

#### SOURCE OF DATA

The information, concerning the purposes and methods of grading in physical education, was obtained from books written by various physical educators and from the writer's personal knowledge of the grading aspect of physical education. The information on methods of grading in physical education was obtained by consulting books in the field of physical education.

#### LIMITATIONS

This paper is limited in that it includes only physical education for boys at the Beecher City Junior High School.

CHAPTER II  
PURPOSE OF GRADES

The use of marks or grades in physical education may serve many purposes. Among these are: motivation, measurement of accomplishment of objectives, a record of one's academic achievement throughout school life, credit for graduation, conveyance to student and parents of one's achievement in relation to other class members, the student's improvement, purpose of determining honor students, and tradition. Voltmer and Esslinger say that most educators are of the opinion that testing and measuring are worthwhile if they serve no other purpose than that of creating a greater interest in the activity program.<sup>1</sup> This greater interest often affects the student's grade. One in education must not overlook the importance of motivation in relation to learning the activity or subject being taught.

Grades are an acceptable method of measuring one's progress toward accomplishment of specific and general objectives as determined by the instructor of the class. Thus, the student and the instructor know to what degree these objectives are being attained. In the field of

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<sup>1</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc.), 1949, p. 401.

physical education, the tests lend themselves especially well to this end.

The grades which one received throughout his formal schooling should be recorded and kept on file. If this is properly done, these grades can be used to measure or indicate his achievement throughout his formal education. In some instances where state laws make it mandatory, grades are necessary for graduation credit. LaPorte says:

Increasingly it is being recognized that physical education credit should be required for graduation from a given school level on the same basis as other academic subjects; hence, definite arrangements should be made for proper grading in all activity courses, based on appropriate tests and followed by the recording of proper credit on a student's card.<sup>2</sup>

Possibly one of the most important reasons for the awarding of grades, from the student's and parents' point of view, is that they convey the achievements of the student in relation to other members of the class. In our present society, both the student and the parents feel this information is very important. In some schools, the grade one receives in physical education is used with those received in other courses to determine those students whose names will be placed on an honor roll for a specified period of time. Some educators object when the grade received in physical education is considered with the other grades.

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<sup>2</sup>William Ralph LaPorte, The Physical Education Curriculum (Los Angeles: College Book Store, 1955) p. 51.

They object to determining honor students on the basis that physical ability has very little or no relationship with mental ability. Physical educators do not share this belief.

Tradition has an effect upon our current educational views and likewise an effect upon giving grades. The tradition of assigning grades in school is consistent with our culture; individuals like to receive some tangible recognition for attainment.<sup>3</sup>

The Beecher City Junior High School uses grades in physical education in these ways: to determine who shall pass or fail, motivation, measurement of accomplishment of objectives, measurement of the student's improvement, as part of each student's cumulative record, to ascertain whose name shall be placed on the honor roll, and who shall be denied certain privileges such as extra-curricular participation which includes sports, cheerleading, membership in student council, and clubs such as science and math.

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<sup>3</sup>Lynn W. McCraw, "Principles and Practices for Assigning Grades in Physical Education", Journal of Health, Physical Education and Recreation, XXXV (February, 1964), p. 25.



CHAPTER III  
REVIEW OF LITERATURE

The need for grades or a method of reporting student progress is accepted among most educators. Therefore, grades should be given in physical education as long as it is in the curriculum. The authors in the field of physical education offer many views on grading. The views of some of them are set forth here. Harold Barrows states that while it is necessary to adhere to certain criteria and principles in grading, there is no standardized method or technique, and there probably should not be any. One of the essential principles of any grading system is that the teacher be able to justify the grades which he has given.<sup>1</sup>

Clifford Boyd, Professor in the College of Physical Education and Health, Florida University, believes that a grading system must be workable and simple so that the teacher does not become a slave to a complicated recording system. On the other hand, some teachers are guilty of choosing what appears to be an easy, yet wholly invalid, method of assigning grades. They use such factors as

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<sup>1</sup>Harold M. Barrow and Rosemary McGee, A Practical Approach to Measurement in Physical Education (Philadelphia: Lea and Febiger, 1964), p. 447.

attendance, proper uniform, and a test either alone or in a combination. Such factors do not have much relationship with the basic objectives of physical education.<sup>2</sup>

Most educators agree that grades should be awarded on an educational basis, but Karl Bookwalter relates that, more frequently than one might suspect, pupil's grades in physical education have been arrived at and recorded the night before they were to be issued. These, in all probability, were based upon attendance and the instructor's ability to remember the pupil's behavior in class. These marks, based upon opinion or prejudice, could only by a miracle be reliable, valid, or objective.<sup>3</sup>

The instructor is not entirely responsible for the common practices of marking in physical education. This is true because the school administration, in many cases, is unfamiliar with the real concept of physical education, and, unknowingly, forces upon the physical education teacher a marking system that is impractical and, frequently, educationally unsound. In the first place, physical education is not a course in English or spelling, but rather a program made up of many courses; thus, it follows that, if the physical education teacher is expected to mark in a manner

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<sup>2</sup>Clifford A. Boyd, "A Philosophy of Assigning Grades in Physical Education," The Physical Educator, XIV (May, 1957), p. 65.

<sup>3</sup>Karl Bookwalter, "Marking In Physical Education", Journal of Health and Physical Education, VII (January, 1936), p. 17.

similar to the English or history teacher, the students should receive a mark for each activity or course. The report card does not allow space for such marking, and if one did comply with this practice, marking would become a tremendous burden due to the large number of students in classes each week. The regulations imposed by the school administrator often result in a very slipshod method of marking, which is far too common in physical education.<sup>4</sup>

Leslie Irwin, Professor of Health and Physical Education at Boston University, says most recommendations concerning credits, marks, and grades in physical education suggest that these grades be given equal recognition with other subjects in the curriculum, and that, as long as grades are awarded in any subject, they should be awarded in physical education.<sup>5</sup>

Most of the authors indicate that this grade should be more meaningful than an S or U, or pass or fail, mark in physical education. The letter grades, A, B, C, D, F, seem to be the most prevalent method of reporting the student's progress.

Dr. William Hughes, late Director of Health, Physical Education, and Recreation at Temple University, and Dr. Esther French, Director of Health and Physical Education for Women

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<sup>4</sup>Donald K. Mathews, Measurement in Physical Education (Philadelphia: W. B. Saunders Company, 1963), p. 314.

<sup>5</sup>Leslie W. Irwin, The Curriculum in Health and Physical Education (Dubuque: William C. Brown Company, Inc., 1960), p. 333.

at the University of Michigan, relate that the basis for determining the grade should be in relation to the importance of the objectives. This will change from unit to unit within the program. While it is desirable that a proportion of the mark be based on objective measures of skills and knowledge acquired, one should not limit the entire mark to things that lend themselves to evaluation by objective tests. The mark should represent progress that the student has made toward all of the objectives. The student's ability to take responsibility, his attitude in terms of sportsmanship and cooperation, and his leadership ability can be evaluated subjectively if based on careful consideration.<sup>6</sup>

Edward Voltmer of Drake University and Arthur Esslinger of Springfield College in their book, The Organization and Administration of Physical Education, claim the grade should be given on an educational basis. In other words, the student who most nearly attains the predetermined goals should receive the best grade. These objectives can be grouped under the three major aspects of education and, hence, of physical education: mental, social, and physical. Since physical education is education by means of the physical rather than the education of the physical, grades should not be based on physical skill alone but on the mental and social aspects of education as well. The basis

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<sup>6</sup>William Leonard Hughes and Esther French, The Administration of Physical Education (New York: A. S. Barnes and Company, Inc., 1954), p. 89.

upon which grades are awarded reflects the Instructor's real objectives of physical education class work. If he grades largely on behavior, then the attainment of discipline is the major objective, or if he grades on strength, then the attainment of strength is his major objective. Likewise, if he grades on skill, the attainment of skill is the major objective. If he grades on the various social, mental, and physical aspects combined, then he is pursuing well-rounded objectives of physical education. It is useless to claim one set of objectives and to operate on the basis of another. It is only reasonable to grade upon the basis of what is taught in the physical education class.<sup>7</sup>

Charles Bucher, Coordinator of Physical Education in the School of Education at New York University, states that when grades are given, they should be based on the achievement of objectives, that is, the degree to which the student has achieved the desired outcomes. At the outset of the course, these objectives should be made clear to the students so that the desired direction will be known. In physical education, the physical, mental, emotional, and social objectives would all be kept in mind. Some subjective judgements, as well as objective ones, must be made in determining the attainment of the desired objectives.<sup>8</sup>

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<sup>7</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crafts, Inc., 1949), pp. 291-292.

<sup>8</sup>Charles A. Bucher, Administration of School Health and Physical Education Programs (Saint Louis: The C. V. Mosby Company, 1958), p. 345.

Charles Cewell, Department of Physical Education for Men at Purdue University, and Hilda Schwehn, Department of Physical Education for Women at Purdue University, list the following criteria for a grading system:

1. The system for reporting and appraising student progress should be informative, carry specific suggestions for improvement, and serve as an incentive for greater effort on the part of the student.
2. It should reflect development in the direction of several important educational outcomes and not merely academic progress or sports skills.
3. It should tell not only what the student has done to the subject matter, but what the subject matter has done to the student.
4. It should represent clear-cut objectives to pupils, teachers, and parents so that students may learn more of permanent value through their activities because the objectives are clear, and they know that progress toward their objectives is being evaluated.<sup>9</sup>

They also say that unless these criteria can be applied to a high degree, perhaps it would be better to give no grades at all in physical education except for compulsory attendance and attitudes. The reason for this is the possible psychological damage in an area of education that is potentially the most humanizing area of all.<sup>10</sup>

Harold Barrows and Rosemary McGee give these as criteria for grading:

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<sup>9</sup>Charles Cowell and Hilda M. Schwehn, Modern Principles and Methods in Secondary School Physical Education (Boston: Allyn, and Bacon, Inc., 1964), p. 330.

<sup>10</sup>Ibid.

1. Relation to Objectives

Grades must be determined in relation to the objectives established for a certain grade and activity. A student's grade should then indicate his degree of proficiency in the established objectives.

2. Validity

The grades efficiently and truthfully measure the qualities or factors which they are intended to measure. They should honestly represent the achievement for which they are a symbol. Validity can never be as high as is desired in grading.

3. Reliability

The system must report accurately and consistently whatever it is intended to report.

4. Objectivity

Grades should have some degree of objectivity. Objective tests should be used whenever they are available, but when they are not, subjective methods must be used to measure a particular factor.

5. Understandability

Grades must be easily interpreted by the teacher to the students and parents. The students must understand how the grading system operates and the basis on which the grade is given.

6. Measurable Factors

These factors are generally grouped into three areas: physical, mental, and social. Under the physical area, skill in activities, fitness, motor ability, posture and game performance are used for grading purposes. In the mental area, the grade should be based on knowledges and understandings, pertaining to rules, performance, strategy, techniques, and history of the

activities. This grade should be based on written tests. In the social area, the student's grade should be based on an evaluation of social behavior in the physical education environment. The grade should consist of a subjective evaluation of such factors as attitude, sportsmanship, cooperation, citizenship, leadership, and sociability. Often other items such as effort, improvement, attendance, showers, uniform and punctuality have been used. These seem questionable as important grading factors.

#### 7. Weights

Since all factors in grading are not of equal importance, the instructor must assign weights to these measurable elements according to their relative importance. There is no common agreement as to how the three areas of physical, mental, and social are weighted, but for reasons of logic, the physical grade is usually weighted heaviest and the social grade lightest. For reasons of administrative economy, however, the physical grade might be fifty per cent and the mental and social grades twenty-five per cent each. Other arrangements are: physical 50%, mental 30%, social 20%; physical 40%, mental 35%, social 25%; and physical 50%, mental 40%, social 10%.<sup>11</sup>

There are some factors that are often considered important in awarding a grade in physical education that are not educationally sound. One of these is the factor of attendance at classes. Bookwalter feels that attendance is important, it should count toward the final grade, and that one could fail physical education for unexcused absence. It is felt that the student should be graded upon academic achievement rather than attendance. He contends that

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<sup>11</sup>Barrow and McGee, loc. cit., p. 439-443.



attendance is more vital in physical education than other so called academic classes because physical education is primarily an activity subject. He goes on to relate that a social situation missed can never be recalled nor the organic development missed today made up by a double dose tomorrow, However debatable the validity of attendance may be, he still says it should be used as a basis for grading.<sup>12</sup>

On the otherhand, Barrow and McGee find that physical education instructors now tend to place attendance in with other social factors. If this is done, they feel it should not have much emphasis. They say attendance could be viewed as an administrative problem having no connection with the objectives of physical education and, as such, have no direct influence on the student's grade.<sup>13</sup>

Two other aspects of grading in physical education that are being challenged at present are improvement and effort. In the academic field, the grade is given on the basis of status at a particular time in the objectives of the course. If physical education is to be accepted in the academic family, then its grades must be reports of measures of status. Improvement is considered as a part of status, but the grade should be based on status and not on the degree of gain. Improvement is very difficult to evaluate. Effort is another of the most frequently mentioned factors in grading. The basic idea behind using effort as a

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<sup>12</sup>Bookwalter, loc. cit., p. 18.

<sup>13</sup>Barrow and McGee, loc. cit., p. 442.

factor in grading is that it serves to motivate students to greater effort. It is similar to improvement and is also difficult to evaluate. In the early stages of learning, it is easy to identify the effort being put forth by the learner, but as he becomes more skilled, he can accomplish more with less effort.<sup>14</sup>

Grades which represent hygiene, showers, and uniform are held by many to be inconsistent with modern philosophy and should be eliminated. These factors should be emphasized, but they should not become major factors in the grade. Offenders should be punished but not by lowering the physical education grade.<sup>15</sup>

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<sup>14</sup>Barrow and McGee, loc. cit., p. 442.

<sup>15</sup>Ibid., p. 440.

CHAPTER IV  
SUGGESTED GRADING PLANS OF LEADERS  
IN PHYSICAL EDUCATION

A variety of marking systems have been devised. It is the responsibility of the physical educator to set up a practical and valid method of evaluation which will meet local needs and appraise achievement on the basis of educational objectives. Each item for grading may be selected and weighted according to the discrimination of the individual instructor. Four general factors which should be included are: potential ability, achievement, attitudes, and knowledge. The acquisition of knowledge concerning rules, strategy, safety procedures, fundamental skills and general information lends itself to objective tests compiled to fit the needs of the locality. Since the development of social traits is usually considered one of the objectives of physical education, an evaluation of attitude should be included in the physical education grade. Attitude is usually expressed in behavior and is probably the most difficult to evaluate. Some items that indicate social adjustment are teamwork, good sportsmanship, fair play, responsibility, initiative, concern for others, and a desire for cleanliness.<sup>1</sup>

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<sup>1</sup>Mary J. Moriarty, "How Shall We Grade Them?", Journal of the American Association for Health-Physical Education-Recreation, XXV (January 1954), p. 27.

William LaPorte, in his book The Physical Education Curriculum, says,

It is recommended that grades be based on the four major items, allowing about twenty-five per cent for each: (1) performance skills, (2) knowledge of rules, general performance, and strategy, (3) social attitudes including cooperativeness, sportsmanship, leadership, etc., (4) posture and bearing. In some cases it may seem desirable to include other items such as effort, improvement, regularity of attendance, taking showers, costume, etc., but preferably these should be considered as part of item (3) above or as a separate citizen grade.<sup>2</sup>

Below is the proposed plan for grading by Lynn McCraw from his article published in the Journal of Health, Physical Education and Recreation.

COMPONENTS	WEIGHTINGS	INSTRUMENT
Attitude (in terms of) punctuality suiting out participation	5-25%	Attendance Other records Teacher observation
Skill (in terms of) form in execution of skill standard of performance application in game situation	20-35%	Objective tests Teacher observation Student evaluation
Physical fitness (with emphasis on) muscular strength and endurance cardi-vascular-respiratory endurance agility flexibility power	20-35%	Objective tests Teacher observation

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<sup>2</sup>William Ralph LaPorte, The Physical Education Curriculum, (Los Angeles: College Book Store, 1955), p. 51.

Knowledge and appreciation of skills strategy rules history and terms	5-25%	Written tests Teacher observa- tion
Behavior (in terms of) social conduct health and safety practices	5-25%	Teacher observa- tion Student evalua- tion <sup>3</sup>

Voltmer and Esslinger have submitted a method for grading class games.

BASIS OF AWARDING GRADES	%	%	%	%
1. Attainment in physical aspects	50	45	40	?
2. Attainment in social aspects	30	35	35	?
3. Attainment in mental aspects	20	20	25	? <sup>4</sup>

"The actual percentage of the final grade contributed by each aspect of the work will vary according to the individual instructor's philosophy."<sup>5</sup>

Bucher says that the system for reporting grades should conform to the system generally used by the school as a whole. The following is his basis for a grade:

Achievement of physical skill and activity	50%
Specific health and social qualities	30%

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<sup>3</sup>Lynn W. McCraw, "Principles and Practices for Assigning Grades in Physical Education", Journal of Health, Physical Education and Recreation. XXV (February, 1964), p. 25.

<sup>4</sup>Edward F. Voltmer and Arthur A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, Inc., 1949), p. 292.

<sup>5</sup>Ibid.

Knowledge of rules and techniques 20%<sup>6</sup>

One possible grading scheme suggested by Charles Cowell and Hilda Schwehn that permits the weighting of different items is as follows:

FACTORS	WEIGHTING
1. Knowledge of rules, strategy technique	1
2. Performance--demonstrated skills	2
3. Attitudes (cooperativeness, sportsmanship, regularity, neatness, leadership)	1
4. Posture and interest in improving physique	1

ILLUSTRATION OF USAGE (Student Joe Doaks)

Excellent----A--5    Good----B--4    Fair----C--3  
 Poor----D--2                      Fail----F--1

A . . . 5	B . . . 4	C . . . 3	D . . . 2	F . . . 1
A- . . . 4.7	B- . . . 3.7	C- . . . 2.7	D- . . . 1.7	
B+ . . . 4.3	C+ . . . 3.3	D+ . . . 2.3	F+ . . . 1.3	

FACTOR	GRADE	TOTAL
1.	2.7	2.7
2.	4.3(x2)	8.6
3.	4.0	4.0
4.	4.0	4.0
		<u>19.3</u> 5

Final grade 3.8 or B-<sup>7</sup>

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<sup>6</sup>Charles A. Bucher, Administration of School Health and Physical Education Programs (St. Louis: The C. F. Mosby Company, 1958), p. 346.

<sup>7</sup>Charles C. Cowell and Hilda M. Schwehn, Modern Principles and Methods in Secondary School Physical Education (Boston: Allyn and Bacon, Inc., 1964), p. 118.

If plus and minus grades are not used in the school as final grades, the teacher may use the fractions for special merit or demerit in the direction of one of the four letter grades.<sup>8</sup>

Bookwalter offers this method for grading objective tests on knowledge, performance in stunts, and decathlon tests. If based on a normal distribution curve, the upper seven per cent of the group or class would receive an A, the next twenty-four per cent a B, the next thirty-eight per cent a C, the next twenty-four per cent a D, and the lowest seven per cent an E or F.<sup>9</sup>

The following system of grading uses four general factors as a basis of the final grade. These factors are potential ability, achievement, attitude, and knowledge. The letter grades A, B, C, D, and F are used with numerical values of 5, 4, 3, 2, and 1. The four factors are weighted as follows: achievement - 3, potential ability - 2, knowledge - 2, and attitude - 1. This example shows the grade awarded to a student in each of the four areas with their weightings and final grade.

FACTOR	WEIGHTING	GRADE	POINTS
Achievement	3	B(5)	15
Potential ability	2	B(4)	8
Knowledge	2	C(3)	6
Attitude (social)	<u>1</u>	B(4)	<u>4</u>
	8	TOTAL	33

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<sup>8</sup>Ibid.

<sup>9</sup>Karl Bookwalter, "Marking in Physical Education," Journal of Health and Physical Education, VII (January 1936) p. 19.

When the total score of thirty-three is divided by the total weights of eight, a score of approximately four is obtained. According to the numerical value of each letter grade, one finds that the final grade is B.<sup>10</sup>

Unfortunately, one of the most common ways of grading in physical education is pass or fail or commonly expressed as S for satisfactory and U for unsatisfactory. When this method is used, practically everyone gets a passing mark, thus degrading the whole process. This grade is often based on such weak items as proper uniform and attendance. One acceptable method of grading pupils is to use numerical grades, such as 5, 4, 3, 2 and 1, to represent whole letter grades of A, B, C, D, E or F. Using this, letter grades can be assigned to certain physical education items or areas. These areas can be weighted by the instructor to indicate greater importance than other areas of study. For example, physical fitness might be weighted four points, motor skills three points, social efficiency two points, intramural participation, and uniform and appearance one point each. When a student is marked in each of these areas from A to E or F, that is, from 5 to 1 points, the results are multiplied by the weighting figure, 4, 3, 2, or 1, to produce a final score or grade as follows:

GRADING ITEM	WEIGHT	FACTOR MARK	POINT
Physical fitness	4	A (5)	20
Motor Skills	3	B (4)	12



Social efficiency	2	B (4)	8
Intramural participation	1	C (3)	3
Body mechanics and appearance	1	B (4)	<u>4</u>
TOTAL SCORE OR GRADE SCORE			47

To convert the raw score of 47 into a single percentage, one might divide it by the best possible score, which is 55 points, and multiply it by 100. The result is 85 per cent. If necessary, this grade can be changed to a letter grade by setting up categories:

- A is the highest 5-10 per cent
- B is the next highest 20-30 per cent
- C is the middle 35-45 per cent
- D is the next lowest 20-30 per cent
- E or F is the lowest 5-10 per cent

It should be pointed out that in the final analysis, grading levels or categories are somewhat arbitrary. Where the "pass" line is drawn depends upon the individual teacher and local circumstances.<sup>11</sup>

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<sup>11</sup>Carl E. Willgoose, Evaluation in Health Education and Physical Education (New York: McGraw-Hill Book Company, Inc., 1961), pp. 337-338.

CHAPTER V  
A PROPOSED GRADING METHOD FOR  
BEECHER CITY JUNIOR HIGH SCHOOL

Based on the writer's perusal of the literature, a grading method should be based on three objectives of physical education, namely physical, mental, and social growth of the individual. Physical education activities contribute to the physical growth of the individual by exercising the muscles through team and individual games. Growth in physical skill can be measured by skill tests and subjective evaluation as the individual participates in the activities in the physical education program. Mental growth of the individual can be obtained through written tests based on knowledge and understanding of terms, rules, etiquette, and strategy of the games offered in the physical education program. Social growth can be measured by a subjective evaluation of such things as attitude, sportsmanship, cooperation, and participation.

Each of these factors must be weighted according to the philosophy of the instructor, aims, and objectives of the physical education program and needs of the local community. The writer believes that many activities, with emphasis on fundamental skill in these activities, are necessary at the junior high school level; therefore, the

greatest weight should be placed on this factor. Knowledge of rules, terms, and etiquette of these activities are necessary for successful participation in these activities, and so this should receive the next greatest weight. Social growth, being based solely on subjective evaluation, should receive the least weight. Such factors as attendance, proper uniform, effort and improvement should not be reflected in the grade one receives in physical education.

The Beecher City Junior High School uses the letters A, B, C, D, E for reporting the student's progress to parents. These letters also have the following numerical values:

A . . 12	B-. . 8	D+. . 4
A-. . 11	C+. . 7	D . . 3
B+. . 10	C . . 6	D-. . 2
B . . 9	C-. . 5	E . . 1

The following factors are used and weighted as follows: physical skill 3, knowledge 2, social (attitude) 1. For example, John Doe's grade would be arrived at in the manner described below.

FACTOR	WEIGHT	EXAMPLE	TOTAL POINTS
Physical skill	3	10 = B+ x 3	30
Knowledge	2	7 = C+ x 2	14
Social (Attitude)	1	9 = B	<u>9</u>
		TOTAL	53

The total of 53 would be divided by 6 giving a score of 9 or B. This grade would be recorded on the report to John Doe's parents for physical education. John's attendance might be recorded on this report, but this would come from a source other than the physical education teacher, usually from the school administrators office. If John is absent from physical education class for any length of time, it will be reflected by how well he did on skill and written tests on the activity being taught while he was absent unless he is very proficient in this activity, such as a varsity basketball player in a unit on basketball.

Effort and improvement are very difficult to evaluate, and the importance of them as grading factors is dubious. Being dressed in the proper uniform, when required, is important, and when one is not properly dressed or the uniform is not clean, he should be penalized, but not by lowering his grade. For example, at Beecher City Junior High School if one does not have a uniform or it is not clean, he is required to write a report on a topic chosen by the instructor concerning a sport. This report is to be turned in the next day, and the student participates in the day's activity on a limited basis.

If the method of assigning grades indicated here would be used by the Beecher City Junior High School, the physical education teacher could justify his grades on an educational basis to the students, parents, and the administration. Often this is difficult if the teacher does not have a sound basis for assigning grades.

CHAPTER VI  
SUMMARY AND CONCLUSIONS

Marks or grades serve many purposes in the educational system. Among these are: motivating interest in the subject at hand, measuring the accomplishment of objectives, a record of one's academic achievement, conveyance to students and parents of one's achievement in relation to members of the class, credit for graduation, and tradition. The Beecher City Junior High School uses grades or marks as motivation, as part of each student's cumulative record, to ascertain whose name shall be placed on the honor roll, and to determine who shall be denied certain privileges such as extra curricular participation.

It is necessary to have a grading method or plan to use in assigning grades in physical education. This method or plan should be based on educational principles. The grade should reflect the student's proficiency in the established objectives for the activity. The grade should be based on objective tests whenever possible, and these grades should be easy to understand and interpret by both parents and students.

There are some factors that are considered important in awarding grades in physical education that some authors feel are not educationally sound. These are: attendance,

proper uniform, effort, and improvement. The factors of attendance and wearing of a proper uniform should be stressed by the instructor but not reflected in the grade one receives. Effort and improvement are very difficult to discern on an individual basis, and hence, they are difficult to evaluate either objectively or subjectively, but they cannot be ignored.

A grading plan must be constructed to meet the needs of the locality and administrative policies of the school. Therefore, each grading plan will be different to meet these needs. This is probably the best method since each locality and school administrator takes different views on awarding grades and their significance.

The grading plan proposed for the Beecher City Junior High School is based on three factors: physical skill, knowledge, and social or attitude. The physical skill is weighted heaviest at 3, knowledge 2, and social 1. By using these factors and weightings, the instructor could assign letter grades to the students based on the school's grading system. If this plan is used, the physical education teacher can justify his grades to parents, students, and the administrator.

In light of the writer's findings, one can conclude the following things about grades and grading methods:

1. Including attendance, proper uniform, effort, and improvement as factors affecting the grade one receives in

physical education is no longer consistent with present philosophies.

2. There is no standardized method of assigning grades in physical education.
3. Grading methods in physical education should be based on the needs of one's locality and administrative policies.

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## VITA

The writer was born at Columbia City, Indiana, on September 18, 1933. He attended grade school at Metcalf, Illinois, and Fort Wayne, Indiana. He attended Fort Wayne Central High School. Upon graduation in 1951, he enlisted in the United States Air Force and served until 1955. In September, 1955, the writer enrolled at Eastern Illinois University, and he graduated in June of 1959, receiving the degree of Bachelor of Science in Education with a major in Physical Education and minors in Health Education, Driver Education, and Social Science. From 1959-1961, the writer taught physical education, health, American history, and driver education and coached baseball, basketball, and track at the East Lynn High School at East Lynn, Illinois. During the 1961-1962 school year, the writer taught math, American history, spelling and physical education, and coached flag football, basketball, and track at the Philo Grade School at Philo, Illinois. Since September, 1962, the writer has taught language arts, American history, and physical education, and coached baseball, basketball, and track at the Beecher City Junior High School at Beecher City, Illinois. He is returning for the 1965-1966 school year in the same capacity.