Evaluation and Grading
- Evaluation is making a judgment about the quality of performance.
- Evaluation is more than grading.
- Evaluation should take place even if grades are not to be assigned.
- Grading is an essential part of the educational system.

Grading
- Professional responsibility of teacher.
- Most teachers are required to assign grades.
- Essential to develop a good grading system.
- Assign grades with:
  - skill
  - accuracy
  - fairness
**Uses for Grades**

- Motivation and guidance
- Communication to students and parents about progress
- Evaluate effectiveness of teaching methods

**Attributes on which students should be graded:**

- No specific set of attributes is “right” for every situation.

**Judge Each Attribute by 3 Criteria:**

- Is it a major objective of the your program and defensible as an important educational outcome?
- Do all students have identical opportunities to demonstrate their ability relative to the attribute?
- Can the attribute be measured so scores are reliable and the interpretations are valid?

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Major Objective</th>
<th>Identical Opportunity</th>
<th>Valid and Reliable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dressing Out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sportsmanship</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Issues

- Teachers communicate their values in their grading procedures.
- Grading procedures should be explained at the beginning of the unit.
- Grades should be based on a sufficient amount of evidence.

Grades should not depend on:

- Semester in which course is taken.
- Instructor (if several instructors teach the course).
- Other students in the course.

Methods of Assigning Grades

- No single method is best for all situations or all teachers.
- Natural Breaks
- Teacher’s Standard
- Rank Order
- Norms

Natural Breaks

- A norm-referenced approach
- Procedures:
  - Rank order scores
  - Look for natural breaks (gaps)
  - Label each break a cut-off point for a letter grade
- Poorest method
  - Lacks consistency
  - Each student’s grade is dependent on other students in the same class
**Teacher's Standard**

- Grades are based on teacher's perception
- **Advantages:**
  - consistency
  - a student's grade does not depend on other students in that class
- **Disadvantage:**
  - the standard is usually developed without analysis of data and may be unrealistic

**Rank Order**

- Norm-referenced method
- Teacher decides:
  - what letter grades will be assigned
  - what percentage of class will receive each letter grade
  - scores are rank ordered
  - grades are assigned
- **Disadvantages:**
  - a student's grade is dependent upon other students in the class
  - inconsistent from semester to semester

**Norms**

- Performance standards are based on analysis of data from a large number of people.
- **Advantages:**
  - students in that class because norms were developed on students not in that class
  - consistency from class to class because same norms would be used with each class

**Sources:**
- national
- state
- local
- Local norms are developed by teachers by combining scores of students from several years.
- Local norms may be fairest because they are developed on students most similar to the group they will be used with.
Types of Norms

- Percentile rank norms
- Letter-grade norms

Percentile Rank Norms

- Indicate how a student’s performance ranks relative to peers.
- Should not be added or averaged (they are ordinal data).

Letter-grade Norms

- Used for grading.
- Teacher determines the test scores that correspond with each letter grade.
- Letter grade norms can be developed using various methods
  - Rank order
  - Teacher’s standard
  - Norms
  - Normal curve

Normal Curve

Procedures for grading using normal curve:

Step 1: Decide on percentage of students to receive each letter grade.
Step 2: Determine cut-offs for letter grades based on normal curve (z-scores).
Step 3: Find point value at each cut-off
  \[ X = s(z) + \text{mean} \]
Step 4: Assign grades using cut-offs.
A key issue is where the mean and standard deviation come from. The mean and SD should come from norms (e.g., data from previous classes).

Advantages:
- consistency
- a student’s grade does not depend on other students in that class

At end of a grading period final grades must be assigned.

Common methods:
- Sum of Letter Grades
- Point Systems

Scores on each test are translated to letter grades. Letter grades are translated into points. Sum of the points is used to assign grade.

Example:
50% written test
30% 1.5 mile run
20% sit-up test

John B+ written (9 x .50) = 4.5
C run (5 x .30) = 1.5
A sit-ups (11 x .20) = 2.2
8.2 = B in course
**Sum of Letter Grades**

- **Disadvantage:**
  - No allowance for regression effect (tendency for people who score very high or low on one test to score closer to mean on another measure)
- If no allowance is made for regression effect, then few final grades will be high or low.
- One way to allow for regression effect is to use a lower standard when assigning final grade.

**Point Systems**

- **Construction of Point System:**
  - Choose total number of points
  - Allot points to various activities
  - Develop standards for each activity

**Sample Point System**

<table>
<thead>
<tr>
<th>I. Soccer</th>
<th>30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. kicking accuracy</td>
<td>10 points</td>
</tr>
<tr>
<td>2. dribbling</td>
<td>10 points</td>
</tr>
<tr>
<td>3. wall volley</td>
<td>10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Knowledge Test</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 questions</td>
<td>1 point each</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Subjective</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor’s assessment of participation.</td>
<td></td>
</tr>
</tbody>
</table>

**Program Evaluation**

- Performance of participants in the program offer a valid index of success of the program.
- Program effectiveness can be judged with both formative and summative evaluation procedures.
Data for Program Evaluation

- Can come from:
  - testing
  - record keeping
- Need to think ahead about the data that will be needed for program evaluation.

Assignments for Week #12

- MW HPS 410 Mon 11/2 Quiz over Lec. #6
- TR HPS 410 Tues 11/2 Quiz over Lec. #6

- Both a 1 page, doublespaced, 12 point Times font. Your philosophy on your scoring/grading system that you will be implementing when you start your career. Due email to jschmal@nmhu.edu by High Noon Fri., 11/7/14.