

'Adopting Letter Grading System at Secondary School Level'

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Abstract

The ongoing measures and techniques adopted in our schools and educational set up suffer from many drawbacks and limitations. A number of measures have been adopted for bringing improvement in the evaluation system, specially the grading system. To measure of effectiveness of the grading system and willingness of the teachers to adopte this system was analysed in this study. A survey was done and data was collected from the teachers of Meerut City in Uttar Pradesh. The data was interpreted statistically and inferences were generated as per the data. Majority of the teachers are in favour of adopting letter grading system at secondary school.

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Introduction

Effective controlling of the teaching-learning demands effective measures of evaluation. It needs to be sufficiently reliable, valid, objective, comprehensive, diagnostic, formative, summative and practicable. The ongoing measures and techniques adopted in our schools and educational set up suffer from many of the drawbacks, and limitations. A number of measures have now been coming up for bringing improvement in the evaluation system; the significant ones are mentioned adopting the grading system. The study will be conduct on grading to provide the best evaluation system for student which develops the learning habit in new generation.

Objectives of the Study

1. To substantiate the fact that letter grading at secondary level is logical choice over the prevalent numerical assessment of students.
2. To explore the essential aspects of successful teaching i.e. to explore the possibilities of regular checking on students' learning rather than the term end examination.
3. To evolve out the most comprehensive paradigm of student's evaluation technique.

Research Questions

1. What are the reactions of teachers towards grading?
2. Do they prefer the proposed 'grading system' over the traditional system of numerical marking?

Hypothesis

There is no significant difference in the existing examination system (subjective evaluation of awarding marks) and the proposed continuous and comprehensive evaluation (objective Grading System).

Population

The population for this study comprised the male and female teachers of secondary schools in Meerut City. The population in the present study is near about two thousand.

Sample

Heaving studied the population and its structure; it was found that all the secondary school's teachers of Meerut City could not be brought under study due to paucity of time and resources. Collection of data on such a large population, its analysis and preparing report on that was not possible. Hence, it was decided to draw a representative sample from the larger population. Hence it was decided that out of the two thousand teaches, seventy two Teachers selected for the study. The sample was random. Its composition was as follow: (i) secondary male teachers (ii) secondary female teachers.

Statistical Tools Used

For the purpose of the study 'empirical questionnaire has been taken for data collection.

Description of the Tool: The questionnaire consists of 25 questions with two options for each Yes, No. Questions on general information as well as specific information were included.

Statistical Techniques Applied

Chi square (2) test was used to analysis and interpret the data. The formula for Chi square (2) is stated as follows:

$$\chi^2 = \sum \frac{(f_0 - f_e)^2}{f_e}$$

Analysis & Interpretation

The 2 test has been used for the response data given in the below table:

The Table of Data Analysis on the basis of used Questionnaire

Questions No.	Giving Responses		Chi-Square Values
	Yes	No	
1.	11	61	33.84**
2.	15	57	23.34**
3.	52	20	13.34**
4.	47	25	6.06*
5.	16	56	21.12**
6.	20	52	13.34**
7.	17	55	19.00**
8.	58	14	25.68**
9.	11	61	33.34**
10.	48	24	7.34**

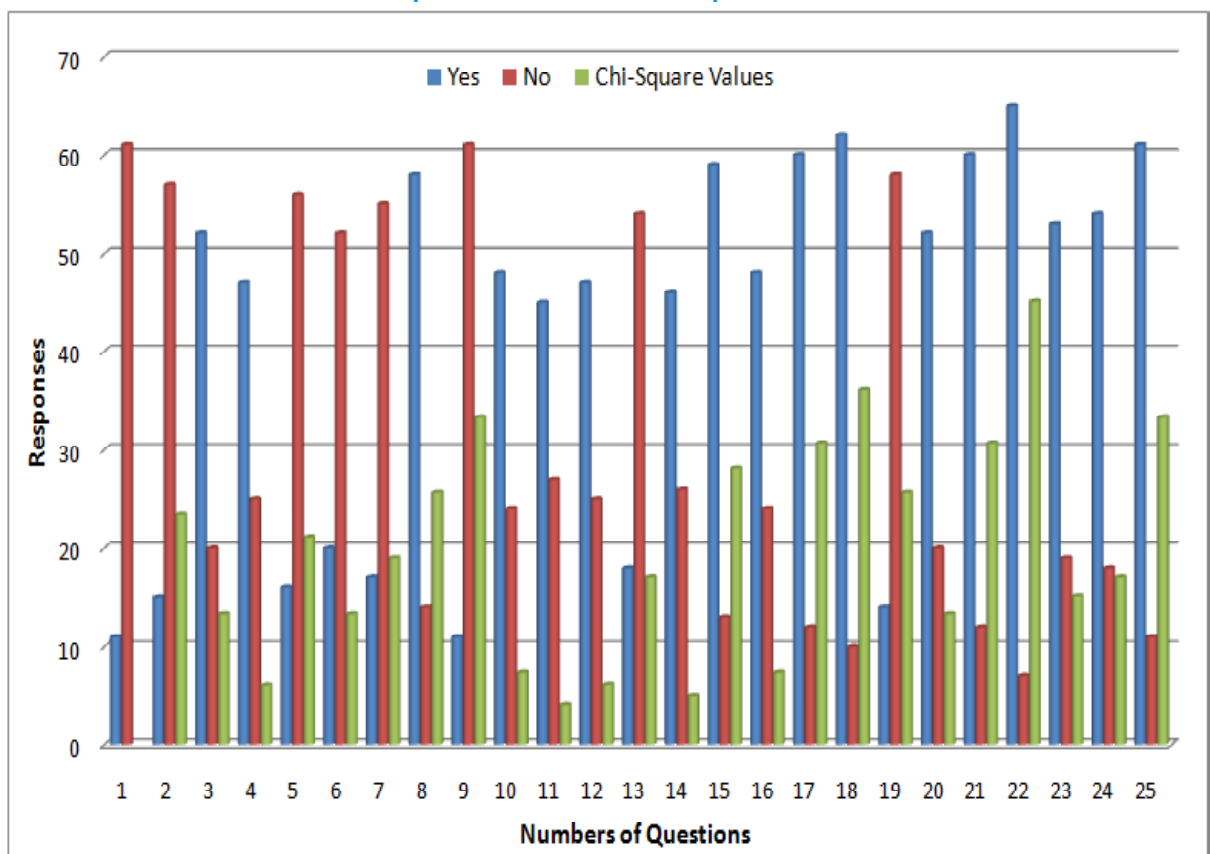
11.	45	27	4.014*
12.	47	25	6.12*
13.	18	54	17.012**
14.	46	26	5.012*
15.	59	13	28.12**
16.	48	24	7.34**
17.	60	12	30.68**
18.	62	10	36.12**
19.	14	58	25.68**
20.	52	20	13.34**
21.	60	12	30.68**
22.	65	7	45.12**
23.	53	19	15.12**
24.	54	18	17.012**
25.	61	11	33.34**

* Significant at .05Level ** Significant at .01 Level

RESULTS ANALYSIS:

1. The questions No. 1 indicate that most of teachers are satisfied with the present grading evaluation system.
2. The table indicates the questions No. 2 shows that three-hour written examination system is not adopted measurement of performance/learning.
3. The questions No. 3 indicate that the traditional written examination system at 10+2 level is the

Graphical Presentation of Chi-Square Values



cause of stress for students.

4. The questions No. 4 is indicate that prevalent exam system creates undue stress and strain amongst the learners.
5. The questions No. 5 indicate that grading system dose not produce nothing and mediocres.
6. The questions No. 6 indicate that proposed the grading system brings the sprit of competitions among the students.
7. The questions No. 7 indicate that the student pass-out with the grading system are able to stand-out in the highly competitive examinations.
8. The questions No. 8 indicate the teacher are satisfied with the present grading system.
9. The questions No. 9 indicate most of the teachers are not threshold of present era with adopting letter grading system.
10. The question No. 10 indicate most of the teachers are satisfied with the objectivity in evaluation on part of the teacher in grading system.
11. The questions No. 11 indicate that 5-point scale is batter than 3-point scale.
12. The questions No. 12 is indicate that low grade achiever will faced difficulties in future.
13. The questions No. 13 is indicate that there cannot be consistency, totally objective and accurate method of evaluation of the student's qualities and learning capability by grading system.
14. The questions No. 14 is indicate that letter grading more appealing rather that numerical grading at .05 level but not at .01 level
15. The questions No. 15 is indicate that grading system based on primarily on achievement.
16. The questions No. 16 is indicate that High grade achiever will be highly successful.
17. The questions No. 17 is indicate that there is a direct relationship among aptitude, intelligence and school achievement to students learning needs in grading system.
18. The questions No. 18 is indicate that the category in grading are based on normal probability curve (NPC).
19. The questions No. 19 is indicate that grading and reporting are not essential to instructional process.
20. The questions No. 20 is indicate that grades have some value as rewards but no value as punishment.

21. The questions No. 21 is indicate that grading and reporting are always be done in reference with the learning criteria not the curve.
22. The questions No. 22 is indicate that the grading serve as a feedback rather that judgment on the student.
23. The questions No. 23 is indicate that grading must be at multiple levels.
24. The questions No. 24 is indicate that product criteria based evaluation is always used in conjunction with process criteria and progress criteria to present holistic growth of the study.
25. The questions No. 25 is indicate that regular checking on student's learning is an essential aspect of successful teaching learning.

CONCLUSIONS:

On the basis of above results, most of the teachers are not satisfied with the present marking evaluation system but opt the grading system evaluation. The results show that three-hour written examination system is not an appropriate measure of performance/learning of the learner. The prevalent examination system creates stress and strain among the learners. Subjectivity on the part of evaluator can be removed to a major extent by adopting the grading system. The grading must be at multiple level and evaluation to be continuous and comprehensive, i.e., regular checking on student's learning is an essential aspect of successful teaching rather than end term examination.

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