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PRESENT PRACTICES IN GRADING BOYS'
PHYSICAL EDUCATION IN SECONDARY
SCHOOLS OF MINNESOTA, NORTH
DAKOTA AND SOUTH DAKOTA

by

Wayne E. Sinning

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts

August 1956

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PRESENT PRACTICES IN GRADING BOYS' PHYSICAL EDUCATION
IN SECONDARY SCHOOLS IN MINNESOTA,
NORTH DAKOTA AND SOUTH DAKOTA

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor

Head of the Major Department

ACKNOWLEDGEMENTS

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RKS

TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION.....	1
Statement of the Problem.....	2
II SIGNIFICANT RESEARCH AND WRITINGS.....	3
Related Research.....	3
Related Writings.....	4
Purpose of Grading.....	4
Basis for Grading.....	5
Suggested Methods.....	6
III COLLECTING THE DATA.....	9
Development of the Questionnaire.....	9
Selection of the Sample.....	10
Method of Analysis of the Returns.....	12
IV ANALYSIS OF REPLIES.....	14
Questionnaires Returned.....	14
Credit and Extent of Program.....	16
Reporting the Physical Education Grade.....	21
Factors Considered in Grading.....	28
Opinions of Physical Education Instructors and School Administrators on Policies Affecting Grading in Physical Education.....	40
V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	45
Summary.....	45
Conclusions.....	46
Recommendations.....	47
LITERATURE CITED.....	48
APPENDICES.....	50

LIST OF TABLES

TABLE		PAGE
I	Selection of the Sample.....	11
II	The Number of Schools Selected for Sampling.....	14
III	Questionnaires Returned by Physical Education Instructors.....	15
IV	Questionnaires Returned by School Administrators.....	16
V	The Number of Schools That Required Physical Education at Each Grade Level.....	17
VI	Policies of Schools in Minnesota, North Dakota, and South Dakota on Allowing Credit for Physical Education in Grades Seven through Twelve.....	19
VII	Amount of Credit Given for Physical Education by Schools from all Groups.....	20
VIII	Types of Grades Reported for Physical Education.....	22
IX	The Number of Schools Reporting the Same or Different Type Grade for Physical Education as Compared to that Given for Academic Subjects.....	24
X	Emphasis Accorded Various Factors in Grading (All Schools).....	30
XI	Emphasis Accorded Various Factors in Grading (Minnesota, North Dakota, South Dakota).....	31
XII	Emphasis Accorded Various Factors in Grading (Groups I, II, III).....	32
XIII	Highest, Lowest and Most Frequent Emphasis Accorded Various Factors in Grading (All Schools).....	36
XIV	Extent of Use of Standardized Tests in Physical Education Programs (145 Schools).....	37
XV	Methods of Determination of Pupils Grade (149 Schools)	39
XVI	Opinions of Physical Education Instructors on Policies Affecting Grading in Physical Education.....	40
XVII	Opinions of School Administrators on Policies Affecting Grading in Physical Education.....	42

LIST OF FIGURES

FIGURE		PAGE
1	The Per cent of the Total Number of Schools Reporting that used a Letter Grade of A,B,C,D,E, or F for Physical Education.....	23
2	A Physical Education Record Card Used by the Public Schools of Mobridge, South Dakota.....	26
3	A Physical Education Report Card Used in Grades Seven through Nine used by the Brookings Public School.....	27
4	A Physical Education Report Card Used by Faribault Public Schools, Faribault, Minnesota.....	29
5	The Number of Respondents using Various Stated Factors in Determination of the Pupil's Grade in Physical Education.....	34
6	The Emphasis placed on Various Stated Grading Factors by Physical Education Instructors.....	35
7	Extent of the Use of Standardized Tests for Grading and other Purposes in all Schools Examined Employing these Tests.....	38
8	The Per cent of Physical Education Instructors and School Administrators in favor of Certain Policies that Affect Grading in Physical Education.....	43

CHAPTER I

INTRODUCTION

Grading throughout the schools is definitely a problem. Although there is a trend away from the traditional grade, it is still with us and appears to be for some time. There is a need to express the results of evaluation in some manner but at this time no substitute which satisfies all educators has been found. This expression of the results of evaluation, or grade, is necessary for administrative use as a basis for advancement, a report of progress to the parents, for official school records and as an instrument in the guidance of the student.

Grading is probably more of a problem in physical education than in most other areas of the curriculum. The relative newness of the field, causing few standard procedures to be available, and the intrinsic nature of a physical activity that makes objectivity difficult at the best and impossible at times contribute greatly to this.

Very little research has been done on grading in physical education. Most of the work on the subject is composed of methods and suggestions which authors have developed through their own experience. Very little has been done to determine the needs of the instructor in the classroom situation and to adopt procedures to these needs.

These needs arise from many different forces at work affecting the methods the instructor uses. Some of these forces are present procedures, the status and credit given to physical education in the individual schools and the present philosophy of the instructors and

school administrators. This study shall attempt to find and examine them.

STATEMENT OF THE PROBLEM

The problem, then, is to study the methods used in grading boys' physical education in the high school. The problem is studied by examining four aspects which show present methods and policies affecting them. These are:

1. the school requirements in physical education and the credit given to them;
2. the type of grade given for physical education and its similarity to that given for academic courses;
3. specific factors used by physical education instructors in determining the grade;
4. a survey of the opinions of the administrators and physical education instructors regarding credit and grading in physical education.

CHAPTER II

SIGNIFICANT RESEARCH AND WRITINGS

Since research on grading in physical education is limited, the literature will be discussed in two parts; the first part will deal with research done prior to this time and the second part will pertain to the writings of leaders in physical education on the subject of grading.

RELATED RESEARCH

Halleaday¹ made a study of marking practices employed in some college and university physical education activity courses. He used a questionnaire to which 110 schools replied. The areas studied were the methods of reporting physical education grades, the weight given to various factors used in determining the grade, the types of examinations employed, and whether the grade was of a relative or an absolute nature. He found that there was, " ... an amazing degree of variation, confusion, and contradiction in regard to theory and practice in marking physical education activities." No two institutions studied followed the same procedure in determining the student's grade.

Shaw and Rogers² studied the status of required physical education programs in universities and colleges through the study of credit granted and the prestige given to that credit. They found that 64

¹ D.W. Halleaday, "Marking in College Physical Education Activities," Research Quarterly, IXX (October, 1948). 178-184

² John H. Shaw and Millard R. Rogers, "The Status of Required Physical Education in Colleges and Universities of the United States," Research Quarterly, XVII (March, 1946). 16-19

per cent of the schools studied granted full credit, five per cent gave some credit, and 24 per cent gave no credit at all. This is an indication of the weight placed on the grade in physical education and would probably affect the type of grade or the manner in which the grade was given.

RELATED WRITINGS

Although there has been very little research done on grading in physical education many authors have written articles suggesting methods. A review of the pertinent parts of their writings is appropriate here to give greater clarity and meaning to the study. On examination, the related writings fall into three categories and will be discussed in that manner here. These categories are;

1. the purpose of grading;
2. the basis for grading;
3. suggested methods for determining the pupil's grade.

PURPOSE OF GRADING

Coxens and Neilson³ call attention to the fact that grades are a traditional practice in the school and are usually used for the purposes of rewarding and motivating the students, as basis for recommendation to other institutions, and as a means of satisfying the demands of parents who expect some definite report on their children's progress.

In an article in the May, 1951 issue of the Journal of Health, Physical Education, and Recreation, the idea was expressed that

³ Frederick H. Coxens and N.P. Neilson, "Marking in Physical Education," Journal of Health and Physical Education, V (December, 1934), 21.

evaluation of progress should be for the following purposes:⁴

- '(1) To determine pupil status in relationship to basic physical education objectives.
- (2) To identify students with fundamental needs related to physical education.
- (3) To determine individual pupil progress toward the objectives of the program.
- (4) To measure the values and outcomes of the total physical education program.'

BASIS FOR GRADING

Bovard, Cozens and Hagan⁵ state that the final mark given in physical education should be based on the degree to which major physical education objectives have been realized. The grade would then include measures of skill, measure of knowledge of rules and strategy, evaluation of the part physical education activities play in the student's social development, and evaluation of any other objectives specific to the course of instruction.

Cowell⁶ believes evaluation should help the student see more clearly his values, goals, and purposes. Often grading becomes an end in itself and does not involve necessary purposes, values, and techniques. He believes that, "... the reports to the parents should be in harmony with what the school considers educationally important."

⁴ Anonymous, "Evaluation of Progress," Journal of Health, Physical Education and Recreation, XXII (May, 1951), 17.

⁵ John F. Bovard, Frederick W. Cozens and E. Patricia Hagan, Tests and Measurements in Physical Education, p. 7.

⁶ Charles C. Cowell, "Evaluation Versus Measurement in Physical Education," Journal of Health, Physical Education and Recreation, XII (November, 1941) 449-501 and 535.

SUGGESTED METHODS

The methods suggested by various authors all seem to have one common goal which is to make the physical education grade more objective. This is definitely a problem and its solution would lessen most of the problems encountered in assigning the grade.

McCormick⁷, in a review of the grading procedures used at the University of Wyoming, considers three objective and two subjective factors. The objective factors are an initial mid-term physical achievement test; a term-end retest of physical achievement; and a written examination based on assignments and posted materials on sports, the objectives of physical education, and what physical fitness is and how it is maintained. The subjective factors are a mid-term instructor's rating in sportsmanship, the performance of skills offered in the instruction-participation activity program, and a similar term-end rating. These instructor's ratings are standardized as much as possible. The final grade is given as a percentage.

Bookwalter⁸ sets up factors that may be considered in grading pupils. These factors are weighted by a point system and are:

- (1) attendance, (2) skill in the decathlon and stunt tests, (3) towel fee, uniform and lock requirements, (4) hygiene inspections, (5) posture tests, (6) new type tests on rules, and (7) a teacher's

⁷ H.J. McCormick, "A Grading Procedure for the Physical Activity Program," Journal of Health, Physical Education and Recreation, XVIII (December, 1947) 716-717 and 742.

⁸ Earl Webster Bookwalter, "Marking in Physical Education," Journal of Health and Physical Education, VII (January, 1936) 16-19 and 61.

estimate of citizenship factors. Points are awarded for the completion of each factor by a predetermined ratio. The totals are then used to determine the grade by the application of a curve.

Okatavec⁹ discusses the assignment of grades through the use of activity testing for achievement. The achievement may be expressed in one of two ways to be objective. These are: (1) by showing the relationship of a single performance to either age, grade, weight, height, or some other factor in the form of quotients, or, (2) by giving a numerical score to the record made by the student according to its percentile ranking or deviation in a defined group. The author also mentions the use of the instructor's judgement in determining the grade but does not discuss it as it is entirely subjective in nature.

Larson and Yocum¹⁰ advocate the use of tests in the determination of pupil grades also. The tests suggested are ones on fundamental motor skills, physical education knowledge, and individual adjustment.

McCloy¹¹ suggests that it would probably be better to assign the grade in physical education by comparing what the student achieves with his capabilities rather than solely on the basis of what he actually does achieve and to adjust the grade accordingly.

This review of significant literature has shown that very little research has been done on grading in physical education and that the leaders in the field have a varied opinion as to the proper methods. Although objectivity in grading has been suggested through

⁹ Frank L. Oktavec, "Grading Student Achievement in Physical Education Activities," Research Quarterly, II (March 1931) 91-103.

¹⁰ Leonard A. Larson and Rachael Dunaven Yocum, Measurement and Evaluation in Physical Health and Recreation Education, pp. 201, 225, 241.

¹¹ Charles H. McCloy, Tests and Measurements in Health and Physical Education, p. 200.

the use of physical achievement and skill tests, this hardly seems the complete answer as many of the goals of physical education cannot be evaluated in this manner. It is evident that no final conclusions regarding grading methods can be made at this time.

CHAPTER III

COLLECTING THE DATA

The descriptive method of research was used in this problem. A broad survey was considered the most effective way to acquire the desired information. A questionnaire was constructed and mailed. The data included was taken from the questionnaires returned within the first six weeks after mailing.

DEVELOPMENT OF THE QUESTIONNAIRE

A questionnaire was developed after the literature in Chapter II and the broad objectives of physical education were reviewed. The research examined four factors that would show grading methods and forces affecting them. These four factors are as follows:

1. credit and extent of program;
2. grade report;
3. factors considered in grading;
4. opinion sample.

Letters of transmittal were sent first to the individuals asked to participate in a pilot study and then to the physical education instructors and administrators who would be asked to take part in the final survey. (Appendix A,B,C)

A pilot study was conducted among the staff members of the Physical Education Department at South Dakota State College and selected high school physical education instructors and administrators. This

study was used to determine clarity of the items and coverage of the material. After examination of the pilot study returns, the original questionnaire (Appendix D) was revised and put into its final form. (Appendix E).

Several steps were taken to stimulate response. A letter of sponsorship (Appendix F) was written by Mr. R.B. Frost, Director of Physical Education and Athletics at South Dakota State College, who was advisor to the study. A promise of a summary of the results was made to the respondents who desired one. A self addressed and stamped envelope was included. Two weeks after the original mailing a follow-up card was sent to those who had not replied. (Appendix G)

SELECTION OF THE SAMPLE

The questionnaire was sent to administrators and physical education instructors in Minnesota, North Dakota, and South Dakota. The administrators were included because it was felt that they were possibly better acquainted with the granting of credit for physical education by their school and that their opinions on grading would influence the school's present and future policy. They were asked to answer sections I and IV only.

The 100 schools with the largest enrollment in North Dakota and in South Dakota were selected from the school directories of the respective states. Examination revealed that the schools from these two states were of comparable size but that because Minnesota had more schools of larger enrollment some matching was necessary.

To match the Minnesota sample with that of the other two states, the schools of North Dakota and South Dakota were first placed in size groups and the percentage of the total sample of both states that each group contained determined as is shown in Table I.

TABLE I
SELECTION OF THE SAMPLE

Group Size	Number No. Dak. Schools	Number So. Dak. Schools	Total N.D.-S.D. Schools	Per cent Total Sample N.D.-S.D.	Number Minn. Schools	Number Minn. Schools Selected
80-99	22	15	37	18.5	18	18
100-119	13	20	33	16.5	12	12
120-139	12	16	28	14.0	18	17
140-159	16	9	25	12.5	29	12
160-179	13	4	17	8.5	23	8
180-199	4	6	10	5.0	25	5
200-219	4	2	6	3.0	17	2
220-239	2	4	6	3.0	22	3
240-259	2	3	5	2.5	16	3
260-279	2	4	6	3.0	17	3
280-289		2	2	1.0	9	1
310-319	1		1	.5	8	1
330-339		1	1	.5	6	1
350-359	1	2	3	1.5	4	1
370-389	1	2	3	1.5	12	2
400-409		1	1	.5	2	1
440-459		1	1	.5	1	1
478-490	1	2	3	1.5	5	1
537-547	1		1	.5	3	1
582-611	2		2	1.0	2	1
710-720		2	2	1.0	1	1
890-900		1	1	.5	2	1
1000-1100	2	1	3	1.5	4	1
1200-1300		1	1	.5	6	1
1400-1500	1		1	.5	1	1
2200-2300		1	1	.5	2	1

The Minnesota School Directory was examined for schools with enrollments that fell within the ranges designated previously for the groups selected from North Dakota and South Dakota. The Minnesota

schools were then selected at random from each group so that the percentage of the total Minnesota sample that fell within the group would closely approximate the percentage of the total sample in the respective group for North Dakota and South Dakota combined. This final selection within each Minnesota group was made through drawing by a person not connected with the study. The final sample contained 100 schools from Minnesota, 100 schools from North Dakota and 100 schools from South Dakota totaling 300 for the entire study.

A questionnaire was sent to an administrator and a physical education instructor from each school in the sample making a sum of 600. In cases where the name of the principal was available the questionnaire was sent to him, otherwise it was sent to the superintendent. This was done because it was felt that the principal would in most cases be more familiar with the physical education program. This would be especially so in the larger systems that included more than one school.

The mailing list for the physical education instructors in Minnesota was secured from the State Supervisor of Health, Physical Education, Safety, and Recreation. Since no similar listing were available for North Dakota and South Dakota the questionnaires to physical education instructors were routed through the school administrator selected for the study.

METHOD OF ANALYSIS OF THE RETURNS

The schools were divided into three groups for analysis. These groups and the school enrollments they represent are as follows:

Group I	80 to 169 enrollment
Group II	170 to 320 enrollment
Group III	over 320 enrollment

The groups were selected arbitrarily with regard to school size and not to the number of schools each group contained. Group I contains the smallest schools, Group II those of medium size, and Group III those of largest size.

The data was studied by frequencies and percentages. The study has not been organized to show relationships but more to show existing conditions and practices.

To summarize, the following procedures were carried out in collecting the data:

1. a questionnaire was constructed and steps taken to stimulate response;
2. a combination controlled, matched, and random sample was taken;
3. the returns were analyzed through frequencies and percentages in an attempt to determine characteristic trends. This was done by employing three approaches:
 - (a) examination of all the schools.
 - (b) examination of the schools divided according to size group.
 - (c) examination of the schools divided according to state.

CHAPTER IV

ANALYSIS OF REPLIES

The analysis of replies contains five sections. These sections are:

1. questionnaire returns;
2. credit and extent of program;
3. methods of reporting the physical education grade;
4. factors considered in determining the grade;
5. opinions of physical education instructors and school administrators on school policies regarding credit and grading for physical education.

In most instances, the information gained from the replies is considered from three aspects. Analysis was made to determine any observable trend of practices that might be characteristic of a state, a size group, or of all schools.

QUESTIONNAIRES RETURNED

Table II shows the number of schools contained in the groups selected within each state.

TABLE II

THE NUMBER OF SCHOOLS SELECTED FOR SAMPLING

State	Group I	Group II	Group III
Minnesota	59	26	15
North Dakota	63	28	9
South Dakota	60	25	15
Totals	182	79	39

Group I, consisting of schools with enrollments from 80 to 169 students, is the largest being represented by 182 schools. The second in size is Group II with 79. This Group contains schools of enrollments varying from 170 to 320 students. The smallest sample is from Group III having only 39 schools representing enrollments of over 320 people.

One hundred schools were selected from each state. Questionnaires were sent to a physical education instructor and an administrator in each of these schools making a total of 600 questionnaires for the study. Table III shows the number of these reported by physical education instructors.

TABLE III
QUESTIONNAIRES RETURNED BY PHYSICAL EDUCATION INSTRUCTORS

State	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
Minnesota	36	61.01	17	80.76	13	90
North Dakota	31	49.2	18	64.28	5	55.55
South Dakota	32	53.33	18	72.0	11	73.33
Totals		54.39	53	67.08	29	74.35

Of the 300 questionnaires sent to physical education instructors 60.33 per cent were returned. With the exception of Group III in North Dakota, which returned 55.55 per cent, the larger schools always furnished the higher percentage of returns.

In all Groups, North Dakota gave the lowest response while Minnesota gave the highest. The higher return from Minnesota is attributed to the use of a list of the instructors' names and addresses obtained from the Supervisor of Health, Physical Education, Safety, and

Recreation in the State Department of Education.

Table IV shows the number and per cent of questionnaires returned by the school administrators.

TABLE IV
QUESTIONNAIRES RETURNED BY SCHOOL ADMINISTRATORS

State	Group I		Group II		Group III	
	No.	%	No.	%	No.	%
Minnesota	35	59.32	21	80.76	9	60.0
North Dakota	28	44.44	18	64.28	9	100.0
South Dakota	38	63.33	22	68.00	14	23.33
Totals	101	55.49	61	77.21	32	82.05

Of the 300 questionnaires sent to school administrators 194 or 64.66 per cent responded. With the exception of Minnesota's Group III the larger schools gave the higher returns. The South Dakota response was highest except for Group III of North Dakota which returned 100 per cent.

Of the 600 questionnaires mailed, 375 (62.5 per cent) were returned. In North Dakota and South Dakota the report from the administrators was larger while in Minnesota the report from Physical Education instructors was larger.

CREDIT AND EXTENT OF PROGRAM

Policies of the schools concerning credit for physical education would likely have some effect on the grading methods employed. In schools where no credit was granted, or where the credit did not receive the same status given to other courses in the curriculum, there would

probably be very little need for accurate, objective grading except to let the student know what he has achieved.

This section of the questionnaire (Section I) was tabulated by combining the answers from physical education instructors and administrators. Of the schools selected for sampling, 234 (78 per cent) are represented. This includes 83 from Minnesota, 66 from North Dakota, and 85 from South Dakota.

Table V shows the number of schools that made physical education mandatory in each grade level.

TABLE V
THE NUMBER OF SCHOOLS THAT REQUIRED PHYSICAL
EDUCATION AT EACH GRADE LEVEL

	Number Studied	Grade Level					
		7	8	9	10	11	12
Group I	97	75	78	92	89	37	37
Group II	60	49	52	59	56	23	21
Group III	34	25	26	29	27	12	9
Totals	191	149	156	180	172	72	67

Since both Minnesota and North Dakota have a state regulation requiring a certain amount of physical education, all the schools responding from these states are represented. In South Dakota, without such a regulation, only 42 (49.4 per cent) of the schools required physical education.

Minnesota requires that all students enrolled in grades seven through ten participate in physical education¹² two periods a week.

¹² Department of Education, Minnesota, Manual of Standards for Health and Physical Education, p. 24.

North Dakota requires that all high school students be enrolled in physical education activities a minimum of two days a week. One unit of credit is required for graduation.^{13,14}

Participation in physical education was most frequently made obligatory in grades nine and ten. This came about because of the Minnesota requirement in these grades and because it was the most common policy of the South Dakota schools that required physical education. With few exceptions, the schools requiring physical education in grades eleven and twelve were North Dakota schools. This may be reflected back to the state requirement in that the course is required by the state at all grade levels.

In Table VI showing the number of schools using certain policies on the allowance of credit for physical education, the effect of the state requirement may be noted. In North Dakota, where the requirement is stated in terms of credit, only two schools gave a negative response to allowing credit for physical education. In Minnesota, where the requirement is stated in terms of years, only 26.5 per cent gave credit.

¹³ Department of Public Instruction, North Dakota, Health Education in Secondary Schools, p. 1.

¹⁴ Richard K. Klein, Director of Secondary Education, North Dakota, Personal Correspondence, April 26, 1956.

TABLE VI

POLICIES OF SCHOOLS IN MINNESOTA, NORTH DAKOTA, AND
SOUTH DAKOTA ON ALLOWING CREDIT FOR PHYSICAL
EDUCATION IN GRADES SEVEN THROUGH TWELVE

	Number Studied	Number Giving Credit	Credit of Lab. Value	Count Toward Honors	Count Toward Graduation
Minnesota					
Group I	48	8	5	1	3
Group II	25	5	4	1	3
Group III	10	4	2	3	3
North Dakota					
Group I	38	35	9	1	30
Group II	21	19	5	3	19
Group III	9	9	3	1	6
South Dakota*					
Group I	46	18	3	1	11
Group II	24	12	5	1	10
Group III	15	10	8	1	10
Totals	234	120	43	13	25

* The number of schools studied in South Dakota includes those that do not require physical education. Three of these have an elective program and give credit for that. The total number requiring physical education was 42.

Two Minnesota schools had a health course combined with the physical education program. In these cases, a full credit was given for a year's work in the ninth grade. The second year of required physical education was participated in without receiving credit in any form.

Forty-three (35.8 per cent) of the schools that allowed credit considered it of a value equal to that given to a laboratory academic course. Those who did not follow this policy were not asked whether they considered it more or less than equal. However, it was included

here because it is a suggested method of determining amount.

Only 10.8 per cent of the 120 schools which gave credit for physical education took it into consideration when granting honors determined by grades. Two of the schools following this practice did not count the credit towards graduation.

Of the 120 schools which gave credit in physical education 95 (79 per cent) counted it towards graduation. This was 49.7 per cent of the total number of schools requiring physical education. Of the number of schools within each state that gave credit, 52.8 per cent of those in South Dakota, 85.9 per cent of those in North Dakota, and 55.5 per cent of those in Minnesota counted it towards graduation. The high percentage of North Dakota schools that followed this policy reflects the nature of the requirement as one unit is required for graduation. A few schools from South Dakota and Minnesota indicated they counted the credit towards graduation only when it was necessary to give a student enough total credits to graduate.

There was some variation in the amount of credit given. This is shown in Table VII.

TABLE VII

AMOUNT OF CREDIT GIVEN FOR PHYSICAL EDUCATION
BY SCHOOLS FROM ALL GROUPS

	Amount of Credit Given Per Year						
	1	2/3	2/5	3/5	1/2	1/4	1/3
Minnesota	2	1	1		1	4	1
North Dakota			1		4	53	
South Dakota			1	1	6	22	1
Totals	2	1	3	1	11	79	2

Of the 120 schools that gave credit for physical education, 99 reported the amount. With the exception of Minnesota schools, allowing one-fourth credit each year was the most common practice. One-half credit was second in frequency.

The high number of North Dakota schools that gave one-fourth credit may possibly be attributed to the wording of the state requirement which calls for one unit in physical education to graduate. The state allows one-fourth credit each year for participation two times a week.

In general, these schools showed inconsistent policies regarding the allowance of credit for physical education. However, a state requirement for physical education seems to have a standardizing effect on these policies if the requirement is stated in terms of credit rather than in terms of a specific number of years. This is indicated by studying the responses of North Dakota and Minnesota schools in relation to the regulations of these states.

South Dakota shows the policies of schools where no state requirements are in effect. Of the 42 schools requiring physical education 37 gave credit for it with 31 of these counting that credit towards graduation. Those schools in South Dakota that did require physical education evidently gave more status to the credit allowed than the schools in Minnesota did.

REPORTING THE PHYSICAL EDUCATION GRADE

Table VIII shows the various types of grades used to report physical education evaluations to parents and for official school

records by 155 schools.

TABLE VIII
TYPES OF GRADES REPORTED FOR PHYSICAL EDUCATION

	Group I	Group II	Group III	Totals
A, B, C, D, E or F	44	36	22	102
Pass or Fail	15	5		20
Credit	10	2	1	13
Satisfactory-Unsatisfactory	6	4	1	11
Inferior, Average, Superior	2	1		3
Percentage	1	1	1	3
Satisfactory +, Satisfactory, Unsatisfactory		1		1
Outstanding, Satisfactory, Improvement Needed			1	1
Satisfactory, Unsatisfactory, Outstanding	1			1

A letter grade of A, B, C, D, E or F was most frequently employed. This method was used by 65.7 per cent of those reporting. Pass or Fail, and Satisfactory or Unsatisfactory, were the next most common methods. Others were negligible.

When considered from the viewpoint of the percentage of the total within the group, the larger schools more commonly used a letter grade than did the smaller ones. In Group III, 84.6 per cent of the total reporting used a letter grade while 72 per cent of Group II and 55.6 per cent of Group I did so.

Figure 1 (page 23) shows the per cent of schools responding within each state that used this method of reporting grades. Minnesota schools followed the practice of giving a letter grade most often with 76.9 per cent of the schools indicating it. In South Dakota, 62.1 per cent of the schools requiring physical education used a letter grade while in North Dakota 54.7 per cent did so.

PERCENT OF SCHOOLS USING LETTER GRADE

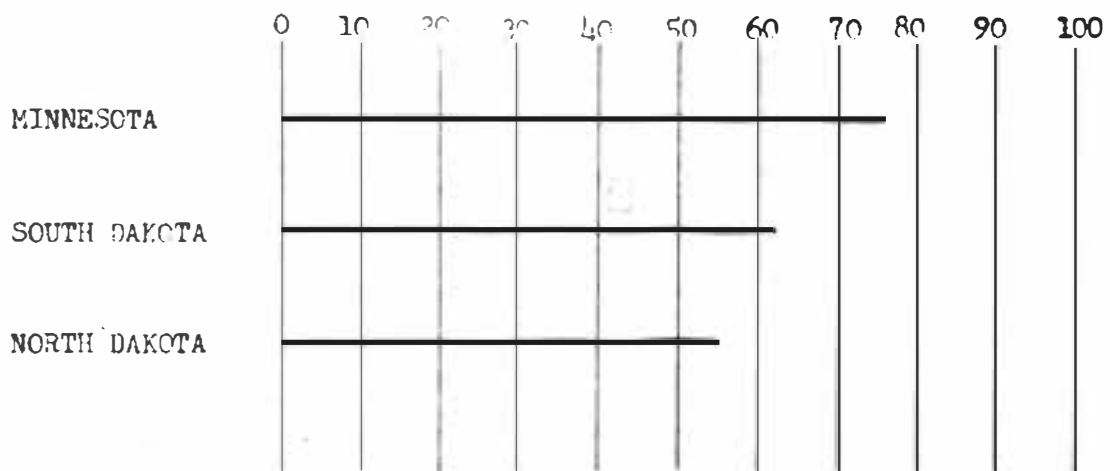


Figure 1. The percent of the total number of schools reporting that used a letter grade of A, B, C, D, E or F for physical education.

Schools that used the same type of grade for physical education as for academic courses totaled 100 (64.9 per cent). This is almost the same as the number that gave a letter grade. The totals for each Group are indicated in Table IX.

TABLE IX

THE NUMBER OF SCHOOLS REPORTING THE SAME OR DIFFERENT TYPE GRADE FOR PHYSICAL EDUCATION AS COMPARED TO THAT GIVEN FOR ACADEMIC SUBJECTS

	Group I	Group II	Group III	Totals
Report Same Type Grade for Physical Education	41	35	24	100
Report Different Type Grade for Physical Education	36	15	3	54

Of those responding from each state, 75 per cent of the Minnesota schools, 57.8 per cent of the South Dakota schools, and 56.8 per cent of the North Dakota schools used the same type grade for physical education as that used for academic courses. When this is related back to the schools giving credit for graduation for physical education some inconsistency is seen. It was noted previously that in Minnesota only 55.5 per cent of the schools counted the credit towards graduation while 85.9 per cent of those in North Dakota followed this policy. South Dakota showed a trend similar to North Dakota in that 83.7 per cent counted physical education credit toward graduation while a lower percentage gave the same type grade as that given for academic courses. Some of this difference may be due to the greater number of schools represented in the discussion on credit but an almost complete reversal is inexplicable except in terms of inconsistent policies.

Three schools included cards constructed specifically for use in reporting or recording the physical education grade. The first of these is a permanent record card for physical efficiency test ratings used by the public high school in Mobridge, South Dakota. This is illustrated in figure 2 (page 26).

This card covers one full year of participation in the physical education program. The physical efficiency test used consists of the standing broad jump, the vertical jump, pull ups, push ups, sit ups, and burpees. Space is given for a record of the initial test score at the beginning of the year and the score at the end of each six week period. This provides an excellent means of recording year long improvement. The area provided for notes is used to indicate pertinent factors such as diseases and significant points in the medical history of the student.

This card is included to show what an individual school can do for permanent records. The card is in mimeographed form and on relatively inexpensive paper. A more elaborate form containing space for health records, participation in intramurals, and other pertinent data would not be too difficult to construct.

Figure 3 (page 27) illustrates a card used by the public high school in Brookings, South Dakota. This is still in an experimental form on a trial basis.

The card is sent to the parents at semester's end in addition to the regular report. The student is required to gain a minimum of 1000 points in physical education for graduation. These are earned at a rate of 250 points each semester. If the minimum standards are not

PERMANENT RECORD
Physical Efficiency Test Ratings

Student _____ Grade _____ Age _____

	Beg.		1st		2nd		3rd		4th		5th		6th		Fin.	
	No.	Gr.	No.	Gr.	No.	Gr.	No.	Gr.	No.	Gr.	No.	Gr.	No.	Gr.	No.	Gr.
S. B.																
Vert.																
Pull U.																
Push U.																
Sit U.																
Bur (30)																
Rope Cl.																

NOTES:

Figure 2. A physical education record card used by the public schools at Mobridge, South Dakota. (Reprinted by permission of the Superintendent of the schools, Mobridge, South Dakota.)

Name _____

PHYSICAL EDUCATION REPORT CARD

First Semester	Second Semester
Skills <input type="checkbox"/>	Skills <input type="checkbox"/>
Knowledge of Rules <input type="checkbox"/>	Knowledge of Rules <input type="checkbox"/>
Sportsmanship _____ _____ _____	Sportsmanship _____ _____ _____
Health Habits <input type="checkbox"/>	Health Habits <input type="checkbox"/>
Height _____	Height _____
Weight _____	Weight _____
(overweight - underweight - o.k.)	(overweight - underweight - o.k.)
Teacher _____	Teacher _____
Parent's Signature _____	Parent's Signature _____

Figure 3. A physical education report card used in grades seven through nine used by the Brookings Public Schools. (Reprinted by permission of the Junior High School Principal, Brookings, South Dakota.)

not the course must be repeated.

Figure 4 (page 29) is a similar card used by the Junior-Senior high school at Faribault, Minnesota. This card is constructed to show the grade for health education as well as physical education. At present, it is undergoing revision combining the items of class routine and class work. The newer form was not yet available.¹⁵

To determine the final grade, physical skills comprise 50 per cent of the total, while written tests and a combination of class routine and class work each contribute 25 per cent. Participation in the physical education program is given one-fourth credit.

FACTORS CONSIDERED IN GRADING

Table X shows how often certain grading factors were given different percentages of the total grade in the determination of grades by physical education instructors.

This table contains only those respondents who designated a definite percentage for each factor. Some indicated the use of them, but not what stress was given so they are not included here. One-hundred ten of the 143 schools having physical education are represented.

Attitude was the most frequently used factor and was also given the most emphasis. Ninety-nine of the instructors used it and the average stress was 21 per cent of the total grade. Attendance was second in this respect.

¹⁵ C. Willard Cross, Superintendent of Schools, Faribault, Minnesota, Personal Correspondence, April 19, 1956.

FARIBAULT JUNIOR-SENIOR HIGH SCHOOL

PHYSICAL EDUCATION

REPORT CARD 195--- - 5---

Name

Adviser

To the Parent:

This report is made to assist you and the student in understanding his achievement in physical education. The following scale is used:

- A Outstanding
- B Above average
- C Average
- D Below average
- F Failure

We are interested in having each student do the best work he can. Parents are urged to evaluate this report in terms of achievement and ability, and not in terms of achievement alone.

If parents desire conferences concerning this report, the teacher will be available after 3:15 p.m. on the days when school is in session.

Appointments should be made through the principal's office, telephone 4-7842.

L. M. Ellingson, Principal

Report made by

Teacher

Area Considered in Grading	1st Semester	2nd Semester
PHYSICAL SKILLS: Grade based on skills tests and use of skills in participation.		
WRITTEN TESTS: Grade based on tests over rules and theory of play in various activities.		
CLASS ROUTINE: Grade based on conformity to such class routine as proper uniform, cleanliness of uniform, showering regularly, punctuality, etc.		
CLASS WORK: Grade based on display of such characteristics as leadership, effort toward improvement, cooperation, responsibility, sportsmanship, etc.		
HEALTH EDUCATION: (Grades 7-9 only): Grade based on the student's work in the health education classes with emphasis placed on the improvement in attitude toward and the formation of proper health habits.		
SEMESTER GRADE		

Figure 4. A physical education report card used by Faribault Public Schools, Faribault, Minnesota. (Reprinted with permission of the Superintendent of schools, Faribault, Minnesota.)

TABLE X
EMPHASIS ACCORDED VARIOUS FACTORS IN GRADING
(ALL SCHOOLS)

	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%	55%	60%	Over or %	Avg %	Number Using
Attendance	13	27	6	10	17	2	6	5	17%							86
Attitude	6	21	12	18	20	10	7	5	21%							99
Health	16	36	5	14	6	1	3		11%							81
Acquiring Physical Skills	17	29	8	14	10		4		11%							82
Knowledge	18	16	1	4	6				5%							45
Standardized Tests	12	10	1	1	2	1	1		3%							28
Administrative Requirements	16	23	4	3					5%							46
Fundamental Abilities	18	23	9	7	3	2			7%							62
Instructor's Judgement	18	25	4	12	7	2	3		10%							71
Instructor Skill Tests	12	12	6	7	3	1	2		5%							43
Citizenship Factors	15	33	8	12	6	1	1		8%							76

Health, acquiring physical skills, instructor's judgement of achievement, and citizenship factors were given practically equal emphasis. Knowledge of fundamentals and rules, scores on standardized tests, administrative requirements, improvement in fundamental abilities, and scores on instructor devised skill test had comparatively small emphasis.

No single factor was considered by all the instructor. There were no two instructors that used identical methods in determining grades. The use of these factors was quite inconsistent.

In Table XI (page 31) a similar analysis of these factors is given for each state examined. The North Dakota schools had a higher average emphasis on attendance than that determined for all schools. Attitude was second. Other factors were given approximately the same emphasis as that given for all schools examined.

TABLE XI

EMPHASIS ACCORDED VARIOUS FACTORS IN GRADING
(MINNESOTA, NORTH DAKOTA, SOUTH DAKOTA)

	1% to 5%	6% to 10%	11% to 15%	16% to 20%	21% to 30%	31% to 40%	41% to 50%	Over 50%	Avg. %	Number Using
Minnesota										
Attendance	8	9	3	4	10				10%	34
Attitude	4	8	5	9	13	4	3	2	22%	48
Health	8	19	2	6	3	1	2		11%	41
Physical Skills	8	13	3	8	7		3		13%	42
Knowledge	11	11		2	5				6%	29
Standardized Tests	7	5	1	1	2	1			4%	17
Administrative Requirements	7	14	2						4%	23
Fundamental Abilities	9	11	4	3	3	1			7%	31
Instructor's Judgement	8	13	3	5	4	1	1		10%	35
Instructor Skill Tests	7	4	2		1		1		3%	15
Citizenship	9	17	3	6	3	1			10%	39
North Dakota										
Attendance	1	10	2	3	6	2	3	3	24%	30
Attitude	1	6	4	5	8	4	1		19%	29
Health	4	10	1	5	3				10%	10
Physical Skills	8	9		2	2		1		9%	22
Knowledge	3	3		2					3%	8
Standardized Tests	2	3							3%	5
Administrative Requirements	5	4	1	3					4%	13
Fundamental Abilities	5	6	2	2					5%	15
Instructor's Judgement	6	7	1	4	2		1		9%	21
Instructor Skill Tests	2	3	2	2	2	1	1		7%	13
Citizenship	6	13	2	2	2		1		10%	26
South Dakota										
Attendance	4	8	1	3	1		3	2	21%	22
Attitude	1	8	4	4	2	2	2	1	22%	24
Health	4	7	2	3			1		10%	17
Physical Skills	2	8	5	4					10%	19
Knowledge	3	3	1		1				4%	8
Standardized Tests	3	2							2%	5
Administrative Requirements	2	5	2						3%	9
Fundamental Abilities	4	6	3	2		1			9%	16
Instructor's Judgement	4	5		3	1	1		1	11%	15
Instructor Skill Tests	3	5	2	3					6%	13
Citizenship	6	3	3	4	1				9%	17

TABLE XII
EMPHASIS ACCORDED VARIOUS FACTORS IN GRADING
(GROUPS I, II, III)

	1% to 5%	6% to 10%	11% to 15%	16% to 20%	21% to 30%	31% to 40%	41% to 50%	Over 50%	Avg. Number % Using	
Group I:										
Attendance	6	14	3	5	8	1	3	3	18%	43
Attitude	2	15	5	6	13	2	3	2	20%	48
Health	8	16	2	6	3		2		10%	37
Physical Skills	6	13	3	8	4		3		10%	36
Knowledge	8	8		2	4				8%	22
Standardized Tests	8	5		1	1				3%	15
Administrative Requirements	7	13	2	2					4%	24
Fundamental Abilities	9	13	3	5	2	1			7%	33
Instructor's Judgement	9	10	3	5	2	1	1	1	9%	32
Instructor Skill Tests	7	5	2	3		1	1	1	8%	19
Citizenship	11	19	4	5	2		1		9%	42
Group II:										
Attendance	4	8	2	2	4	1	2	2	19%	25
Attitude	3	4	5	6	8	7	1	1	24%	35
Health	6	13	1	5	2	1	1		13%	29
Physical Skills	10	10	2	5	2		1		11%	30
Knowledge	8	5							2%	14
Standardized Tests	4	2							1%	6
Administrative Requirements	7	8	1						7%	16
Fundamental Abilities	9	8	2	1	1	1			7%	22
Instructor's Judgement	8	9		5	4		1		11%	27
Instructor Skill Tests	5	2	2	1	1				3%	11
Citizenship	8	13	3	5	3	1			11%	33
Group III:										
Attendance	5	5	1	1	2		1		10%	15
Attitude	1	3	3	6	2	1	2		20%	18
Health	2	7	2	3	1				10%	15
Physical Skills	2	7	3	1	3		1		14%	17
Knowledge	1	3	1	2	2				8%	9
Standardized Tests		3	1		1	1			6%	6
Administrative Requirements		2	2	1					3%	5
Fundamental Abilities		2	4	1					5%	7
Instructor's Judgement	1	6	1	2	1	1			9%	12
Instructor Skill Tests		5	2	1	2		1		10%	11
Citizenship	2	2	1	3	1				7%	9

In Minnesota, less stress was placed on attendance while attitude received almost the same amount as the average for all the schools. Here again other factors remained much the same.

There is little difference in the amount of stress placed on factors by schools of North Dakota, South Dakota, and Minnesota. In North Dakota and South Dakota attitude and attendance are the two leading factors while in Minnesota they are attitude and acquiring physical skills. Except for the lower average per cent given to attendance in Minnesota no definite characteristic pattern can be shown for any individual state.

In Table XII (page 32) the same method is employed to examine the schools within each Group. In all Groups, the average per cent of the total grade for each factor is very much the same as that determined for the study as a whole. The one exception here is the much lower percentage given to attendance by Group III, but attitude is still the leading factor. There is very little variation from one school size to the next.

Table XIII (page 36) shows the highest, lowest, and most frequent percentages of the total grade given to the factors.

The number using each of the factors (shown also in figure 5 page 34) includes those that did not indicate a definite per cent for the number that employed the factor in grading rather than for the study as a whole. A comparison of these per cents is shown in figure 6, (page 35).

NUMBER USING VARIOUS GRADING FACTORS

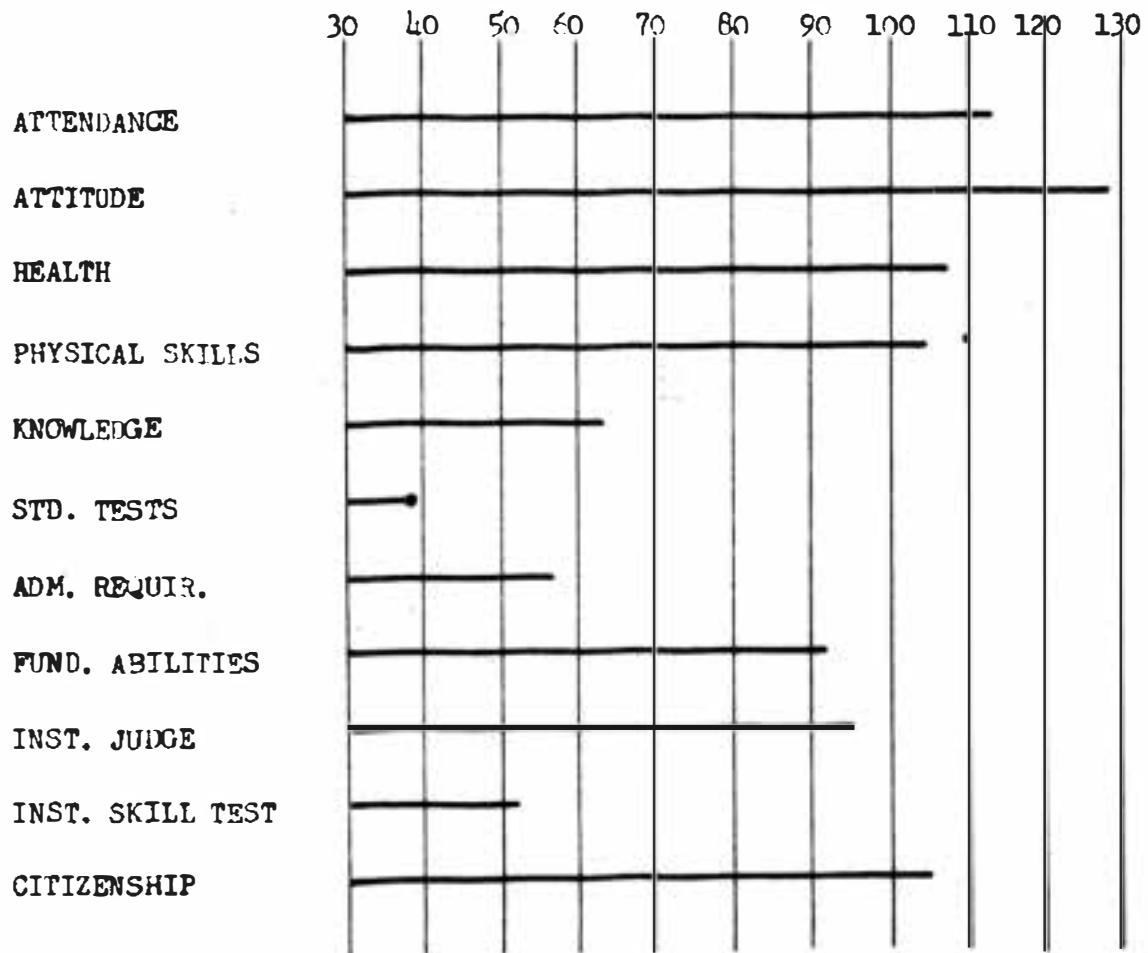
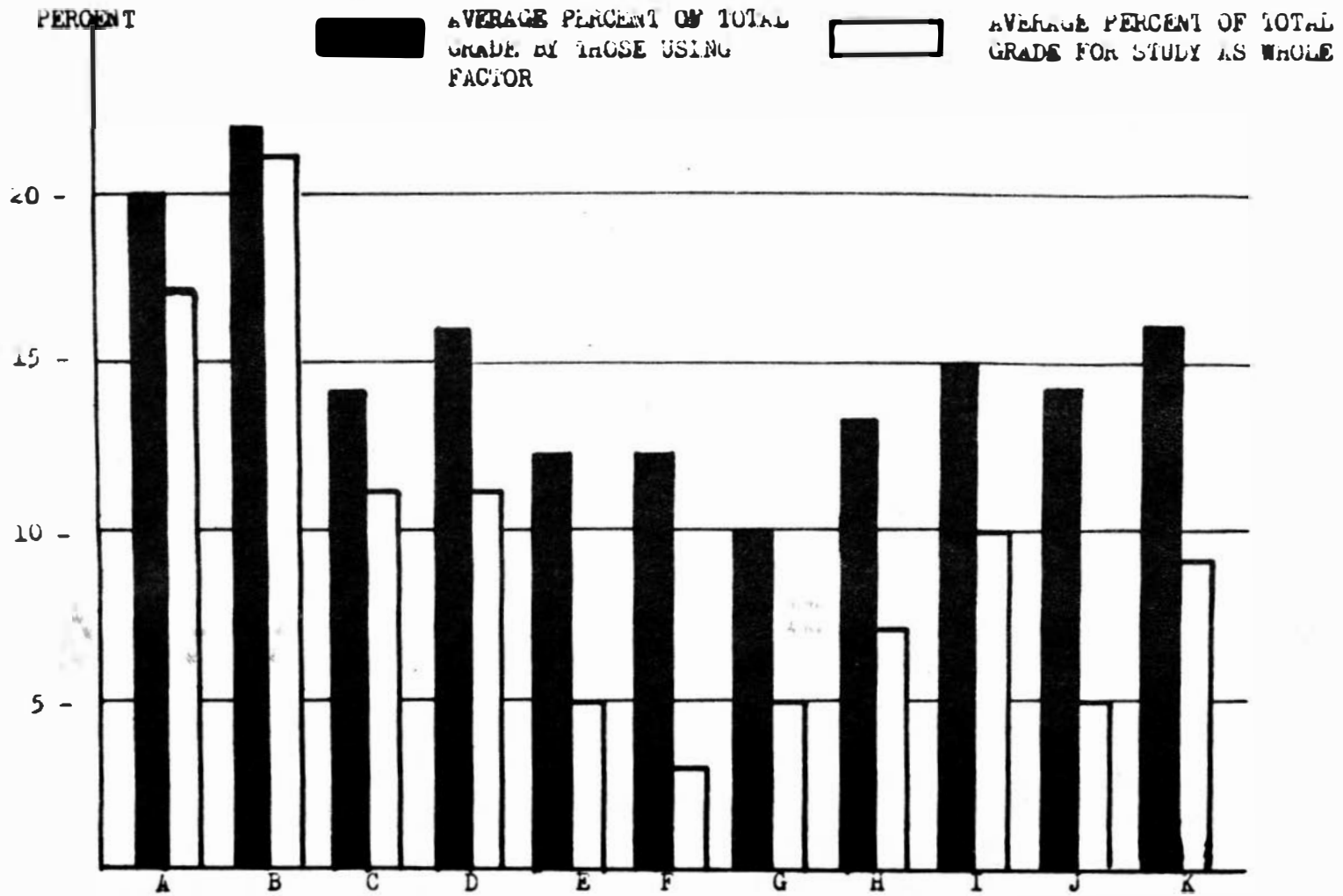


Figure 5. The number of respondents using various stated factors in determination of the pupil's grade in physical education.



- A. - Attendance
- B. - Attitude
- C. - Health
- D. - Acquiring Physical Skills
- E. - Knowledge
- F. - Standardized Tests
- G. - Administrative Requirements
- H. - Fundamental Abilities
- I. - Instructors Judgement
- J. - Instructor Skill Tests
- K. - Citizenship factors

Figure 6. The emphasis placed on various stated grading factors by physical education instructors.

TABLE XIII

HIGHEST, LOWEST, AND MOST FREQUENT EMPHASIS ACCORDED
VARIOUS FACTORS IN GRADING
(ALL SCHOOLS)

	Number Using	Avg. % By Users	% Used Most		Highest %		Lowest %	
			%	No.	%	No.	%	No.
Attendance	112	20%	10%	24	100%	1	5%	13
Attitude	127	22%	10%	15	75%	2	5%	6
Health	106	14%	10%	38	50%	3	3%	1
Acquiring Physical Skills	103	16%	10%	25	50%	2	5%	17
Knowledge	61	12%	5%	15	30%	2	5%	15
Standardized Tests	38	12%	5%	11	50%	1	5%	10
Administrative Require- ments	55	10%	10%	24	20%	3	1%	1
Fundamental Abilities	90	13%	10%	18	40%	2	2.5%	2
Instructor's Judgement	93	15%	10%	27	50%	2	2.5%	3
Instructor Skill Tests	51	14%	5%	10	50%	2	4%	1
Citizenship Factors	103	16%	10%	29	50%	1	2.5%	1

Attitude and attendance were most frequently used and had the highest average per cent. Scores on standardized tests and instructor devised skill tests were used the least.

Knowledge of fundamentals and rules was employed 61 times but had the lowest average per cent of the total grade indicating that a smaller amount of emphasis was given to the factor when comparing it with some of the factors used less often. Administrative requirements held a similar position.

The fact that a high emphasis is infrequently given to any one factor indicates many factors rather than few are generally employed when determining the grade for physical education. Only one schools used a single factor and that was attendance.

Table XIV shows the extent of use of standardised tests by 145

schools. Standardized tests of achievement and of agility were the ones most frequently used. Posture was the least. Fifty-six (39 per cent) used no standardized tests at all.

Figure 7 (page 38) compares the extent of use of standardized physical education tests for grading or other purposes. The other purpose would include such things as classification, measuring pupil capacities, or diagnosis.

TABLE XIV

EXTENT OF USE OF STANDARDIZED TESTS IN PHYSICAL EDUCATION PROGRAMS (145 SCHOOLS)

	Purposes For Which Tests are Used						Total Used
	GROUP I	GROUP II		GROUP III			
	0*	0	0	0	0	0	
Strength	4	9	3	4	3	4	27
Power	8	13	3	9	5	3	41
Motor Educability	6	11	5	14	8	4	48
Agility	15	12	8	12	9	4	60
Special Abilities	15	16	7	8	7	2	54
Achievement	16	10	13	8	8	5	60
Posture	12	3	1	5		1	22
Track and Field	9	12	7	6	6	6	46
Physical Fitness	9	6	5	4	6	5	35
Schools Not Using Tests							
		Group I	32				
		Group II	18				
		Group III	6				
		Total	56				

0* - number of times standardized tests used for grading

0 - number of times standardized tests used for purposes other than grading

Tests of achievement, agility, and physical fitness were the only ones used more for grading than for other purposes. When the standardized tests were used they were usually employed for purposes other than grading.

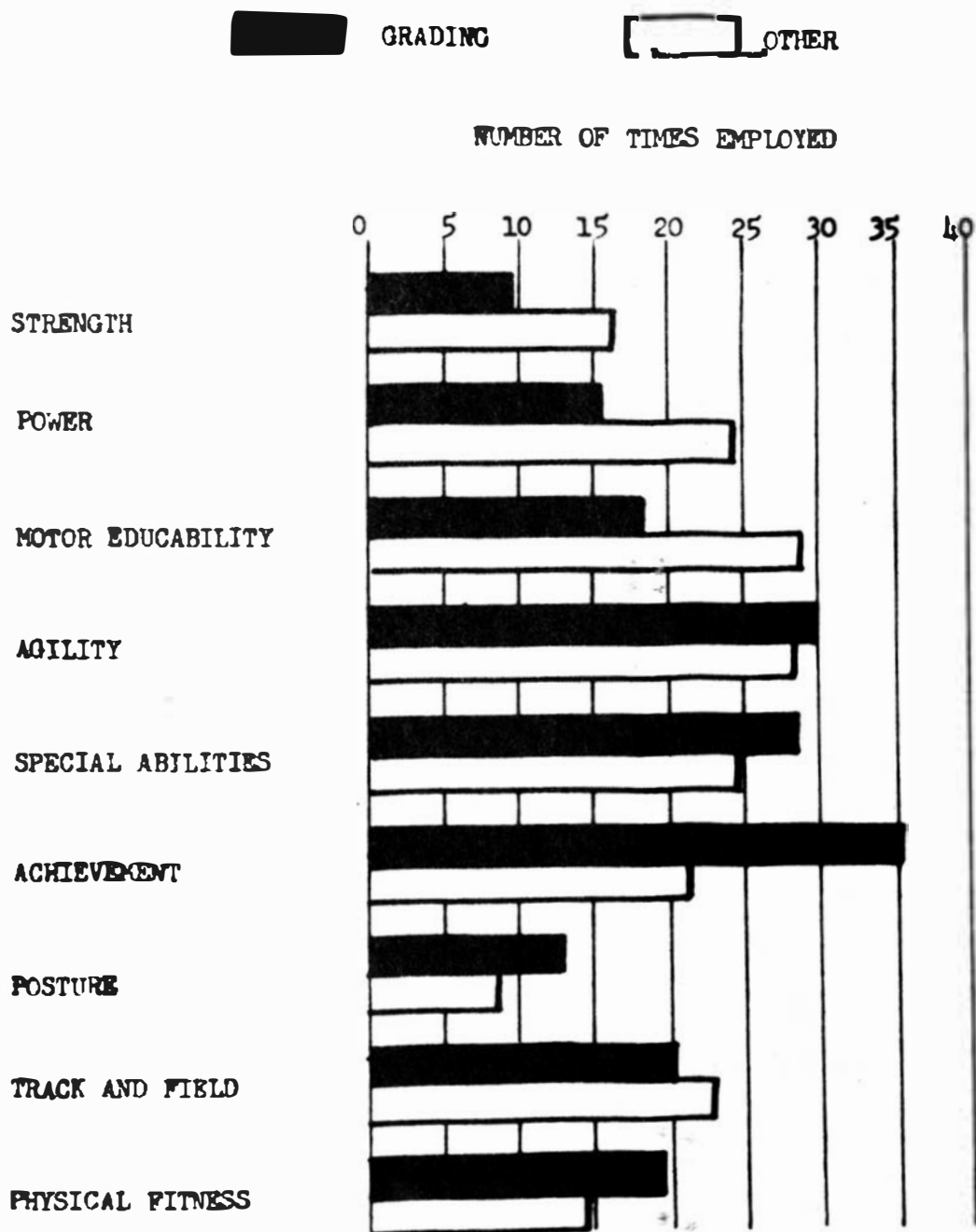


Figure 7. Extent of the use of standardized tests for grading and other purposes in all schools examined employing these tests. (149 schools)

Table XV shows how the pupil's grade is determined by physical education instructors in the schools examined.

TABLE XV

METHODS OF DETERMINATION OF PUPIL'S GRADE (149 SCHOOLS)

	GROUP I	GROUP II	GROUP III	Total
A. Actual Achievement compared to ability	44	29	12	85
B. Curve	16	17	8	41
C. Combination A and B	5		4	9

Sixty-two per cent of the instructors responding assigned the grade by comparing the actual achievement to the student's ability as determined by the instructor's judgment or scores on standardized skill test. Only 30 per cent used a strict curve with the remainder using a combination of the two.

Much inconsistency is noted in that there is no definite method indicated for determining the grade by schools of any state, group, or from school to school. Attitude and attendance are the two most frequently used factors and also receive the most emphasis in regard to the per cent of the total grade given them. Standardized tests are not used extensively. Those who employ them seldom do so to determine the grade. Most instructors base the grade on the ability of the student.

It should be noted that many of the grading factors are similar for scores on standardized tests, scores on instructor devised skill tests, and instructor's judgment of achievement are all means of measuring physical skills. Also, in some cases attendance might be

considered a part of attitude. This would indicate that physical education instructors do not differ greatly on what to grade but on how to arrive at the grade.

OPINIONS OF PHYSICAL EDUCATION INSTRUCTORS AND
SCHOOL ADMINISTRATORS ON POLICIES AFFECTING
GRADING IN PHYSICAL EDUCATION

Table XVI contains the responses of physical education instructors regarding policies of a school that would affect grading and the methods employed.

TABLE XVI

OPINIONS OF PHYSICAL EDUCATION INSTRUCTORS ON POLICIES
AFFECTING GRADING IN PHYSICAL EDUCATION

	Group I		Group II		Group III		Total	
	F*	DF	F	DF	F	DF	F	DF
Require Physical Education	88	2	53		27		168	2
Count Physical Education Credit toward Graduation	70	18	46	6	24	3	140	27
Make Physical Education Credit Equal to that for a Laboratory Academic Course	54	36	35	15	20	8	109	59
Give grade for Physical Education	75	15	45	8	25	2	145	25
Grade should be the same type as academic	53	33	32	21	21	6	106	60

F - Favor the stated policy

DF - do not favor the stated policy

In all instances physical education instructors favored the stated policies more often. The smallest positive response was for using the

same type of grade for physical education as that used for academic courses. An almost identical response was given for making physical education credit equal to that given for an academic laboratory course.

All but two of the physical education instructors replying were in favor of requiring physical education. Some of those in favor believed that the requirement should be in effect only when sufficient facilities are available. The lack of facilities was also a reason given by many Group I South Dakota schools for not having physical education in the curriculum.

Giving a grade for physical education and counting physical education credit towards graduation had almost the same number of supporters. One instructor believed a failing grade should be given only for poor attendance and not for any of the other factors used in grading.

Table XVII shows the responses of school administrators to the same list of school policies.

All policies except giving credit for physical education equal to that for a laboratory academic course were more frequently favored than disfavored. However, many of the administrators qualified positive answers to these items.

Here again, some favored restricting a physical education requirement to only those schools with available facilities. Four administrators believed the requirement should extend through grade ten only. A few favored a combination health and physical education program rather than a straight physical education requirement.

TABLE XVII

OPINIONS OF SCHOOL ADMINISTRATORS ON POLICIES AFFECTING
GRADING IN PHYSICAL EDUCATION

	Group I		Group II		Group III		Totals	
	F ^o	DF	F	DF	F	DF	F	DF
Required Physical Education	86	10	51	4	24	2	161	16
Count Physical Education Credit toward Graduation	60	38	43	12	21	5	124	55
Make Physical Education Credit Equal to that for Laboratory Academic course	41	57	24	29	20	7	85	93
Give Grade for Physical Education	72	22	44	9	20	7	136	38
Grade Should be the Same Type as Academic	46	47	33	21	17	8	96	76

F^o - Favor stated policy

DF - Do not favor stated policy

Several of those in favor of counting physical education credit toward graduation believed the number of credits required for graduation should be increased. Others favored this policy only when physical education was combined with a classroom course in health. Two respondents believed that if physical education was made compulsory it would not be necessary to allow credit for it.

In figure 8 (page 43) the responses of physical education instructors are compared with the responses of the school administrators as to whether or not they favored certain policies regarding physical education. In all instances, a larger per cent of the physical education

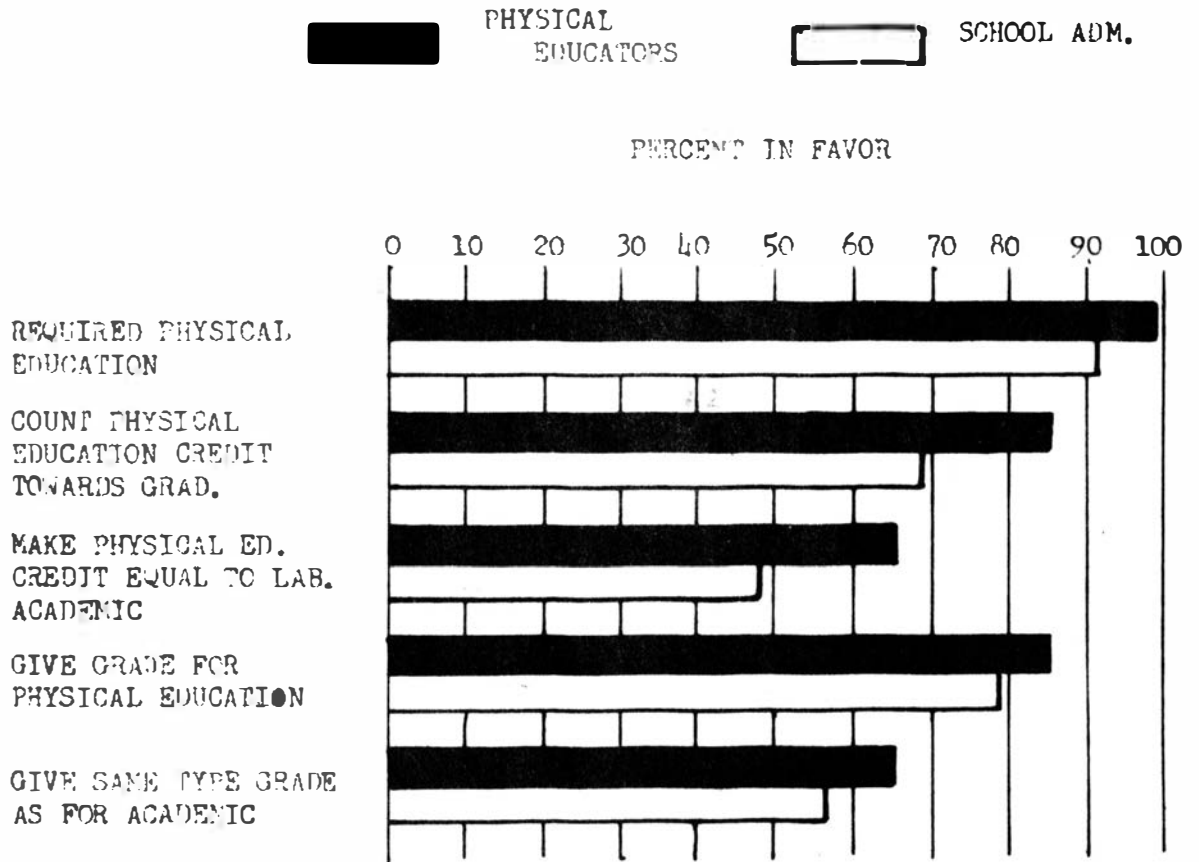


Figure 8. The percent of Physical Education Instructors and School Administrators in favor of certain policies that affect grading in physical education.

instructors was in favor of the stated policies than were the school administrators. The policy which was favored by the fewest physical education instructors was giving the same type of grade for physical education as that given for academic courses while the one meeting with least favor among school administrators was giving credit equal to that given for a laboratory academic course. With the exception of making physical education credit equal to that given for a laboratory academic course, all stated policies were favored by a majority in both groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

A study of the methods used in grading in boys' physical education was carried out by the descriptive method of research through a survey of schools in North Dakota, South Dakota, and Minnesota. Four aspects showing methods and forces affecting them were examined. These aspects were credit and extent of program, the type of grade reported for physical education, definite factors considered in grading, and opinions of school administrators and physical education instructors on policies affecting grading.

Policies of the schools on credit were generally inconsistent. State requirements such as those in North Dakota and Minnesota seemed to have a standardising effect on the schools within these states.

The letter grade was the type most frequently used by all schools. Most schools reported the same type of grade for physical education as that given for academic courses.

Attitude and attendance were the most frequently used factors in determining the grade in physical education. There was a tendency to use many factors rather than a few when assigning the grade. Objective tests of skill were used the least.

The vast majority of physical education instructors and school administrators favored requiring physical education and grading in it.

Although school administrators were slightly less in favor of the stated policies than were physical education instructors, the overall opinion of both groups was generally in harmony.

CONCLUSIONS

Analyzing the data it seems that the following conclusions can reasonably be drawn:

1. Generally speaking, the policies concerning grading and methods of grading are quite inconsistent in the schools.
2. State regulations regarding physical education are shown to have a definite bearing on the policies with regard to giving credit in physical education.
3. The vast majority of school administrators and physical education instructors who served as respondents in this study favored both requiring physical education and giving grades for it.
4. The letter grade was employed by a large majority of the schools in reporting the physical education grade.
5. A large majority of the schools used the same type grade in reporting physical education as that used for academic courses.
6. Physical education instructors consider many factors rather than few in grading.
7. Attendance and attitude were the two items used most frequently in grading students in the schools studied.
8. Actual tests of skill seem to be used the least in giving grades in physical education.

RECOMMENDATIONS

In view of the preceding conclusions the following recommendations are made:

1. There is a great need for more use of objective tests to show both achievement and improvement in skills as a basis for grading in physical education.
2. There is a need for further study in the areas of benefits gained from state regulations and from the giving of grades in physical education.
3. Teacher training institutions should emphasize more the tests which are presently available for evaluating achievement and improvement.
4. There is a need for standardization amongst schools of Minnesota, North Dakota, and South Dakota with regard to the problem of grading in physical education.
5. More fundamental research is needed to help determine the method of grading which would be most ideal in the area of physical education.

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PERSONAL CORRESPONDENCE

Cross, C. Willard, Superintendent of Schools, Faribault, Minnesota;
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Klein, Richard K., Director of Secondary Education, North Dakota;
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APPENDICES

APPENDIX A

Department of
Physical Education
South Dakota College
College
Brookings, South Dakota

This is a pre-draft to a survey I am conducting on methods employed in grading boy's physical education in the secondary school. You have been selected as one of fifteen who are asked to make comments and suggestions on the questionnaire before it is put into its final form.

The final questionnaire will be sent out the latter part of January or the first part of February. It will include schools in Minnesota, North Dakota, and South Dakota. The 100 schools with the largest enrollment will be sampled in both North Dakota and South Dakota. The 100 schools of comparable size will be selected from Minnesota. The principal and physical education teacher from each school will receive a copy of the questionnaire. The proposed letter of transmittal is included to give you an overall picture of problems involved in grading in physical education and to further explain the purpose of the study.

Any comments that you wish to make on the study will be appreciated. These may be made on back of the last sheet of the questionnaire. If any of the questions are difficult to understand, or if you think they need to be restated, you are asked to make a comment to that effect in the margin beside that question. It would also be appreciated if you would give the approximate time it took you to complete the questionnaire in the space provided at its end.

You will be sent a copy of the results of the study at its completion. Thank you for your cooperation.

Sincerely yours,

Wayne E. Sinning
Graduate Assistant
South Dakota State College

APPENDIX O

Department of
Physical Education
South Dakota State
College
Brookings, South Dakota

Dear School Administrator,

I am conducting a study of the methods used in grading boy's physical education in the high school. This study includes schools in Minnesota, North Dakota and South Dakota.

Many of the problems in physical education grading arise from school policy. Should a grade be given for physical education? If so, should it be the same type as that given for academic courses? Should credit be given for physical education? How much? The way these questions are answered affects the grading methods used by the physical education teacher.

Much has been written as desirable grading methods and allowance of credit in physical education but very little research has been done. It is the hope of this author that some basis for direction in this area will arise from this study. You, as a school administrator, are very influential in shaping the school policies from which some of these problems in grading arise. Your present policies and ideas have much to do with future trends.

You are asked to answer SECTION I AND IV of the questionnaire. These sections concern present school practices and your opinion. They should take no more than ten minutes of your time. The entire questionnaire is included if you are interested in the problems that are more specific to the physical education teacher.

A self-addressed and stamped envelope is included for your convenience. Assurance is given that information on your questionnaire will remain confidential. If you desire, you will be sent a summary of the study of it at its completion.

This study is being conducted under the sponsorship of the Physical Education Department at South Dakota State College. Please answer at your earliest possible convenience. Thank you for your cooperation.

Sincerely yours,

Wayne E. Sinning
Graduate Assistant
South Dakota State College

APPENDIX B

Department of
Physical Education
South Dakota State
College
Brookings, South Dakota

Dear Physical Education Instructor,

I am conducting a study of the methods used in grading boy's physical education in the high school. This study includes schools in Minnesota, North Dakota, and South Dakota.

Grading in physical education is definitely a problem. How should we let previous training in physical education affect the grade? To what extent can we use standardized tests in grading? Do we need more standardized tests in physical education? How can we make grades more objective? Should we use the same type of grade in physical education as in academic courses?

All these and many more are very real problems in physical education, probably more so than in academic courses due to the relative newness of the field. There has been extensive research into testing but very little work on a research nature done on grading. It is the hope of this author that some basis for direction in grading methods can be gained from this study. Because this study is actually an inventory of grading methods your co-operation is needed as you are the one familiar with these problems.

The questionnaire should take no more than fifteen minutes of your time. A self-addressed and stamped envelope is included for your convenience. You are assured that the information on your questionnaire will remain confidential. If you desire, you will be sent a summary of the study at its completion.

This study is being conducted under the sponsorship of the Physical Education Department at South Dakota State College. Please answer at your earliest possible convenience. Thank you for your co-operation.

Sincerely yours,

Wayne Sinning
Graduate Assistant
South Dakota State College

APPENDIX D

A study of the methods used in grading boy's physical education in the secondary school. Conducted under the sponsorship of the Physical Education Department at South Dakota State College by Wayne Sinning

SECTION I.

Please place a check mark beside the appropriate answer or place the answer in the space provided. If the question does not apply to your school please leave the space blank.

1. Do you have required physical education in your school? Yes___ No___
2. If your answer to question one is yes, please place a check mark in the blank beside the grades where this requirement is in effect. Nine___ Ten___ Eleven___ Twelve___
3. If you do not require physical education do you offer an elective program? Yes___ No___
4. If your answer to question three is yes, please place a check mark beside the grades where this elective program is offered. Nine___ Ten___ Eleven___ Twelve___
5. Do you grant credit in physical education equal to that given for the same number of hours in academic subjects. Yes___ No___
6. Do you grant partial credit for physical education? (Less credit than that given for an academic course of equal time) Yes___ No___
7. If your answer to question six is yes, how much credit is given? (in fraction)___
8. Is credit in physical education counted toward granting honors such as honor roll, valedictorian, salutarian? Yes___ No___
9. Is the credit in physical education counted toward the total number of credits required for graduation? Yes___ No___

SECTION II.

1. Please place a check mark beside the type of grade that is reported for physical education to parents and for official school records.
 - ___ a. Passing or Failing
 - ___ b. Inferior, Average, or Superior
 - ___ c. Five Divisions (A, B, C, D, E or F.)
 - ___ d. A percentage (Ex. 100%, 90%, 80%, etc.)
 - ___ e. A total number of points gained in class during the grading period. (Ex.-Give an allotted number of points for achieving each phase of the program and reporting the total number of points gained during the grading period.)

APPENDIX D (cont.)
SECTION II (cont.)

- _____f. Class ranking (Number designating the students position in the class.)
- _____g. "Credit", with no distinction of quality of work or relative class standing.

2. Do you report the same type of grade for physical education as you do for academic courses? Yes___ No___
3. Do you report a relative or an absolute grade for physical education? (Relative grade in that the student's grade is determined by comparing what he achieves with what he is capable of achieving or absolute in that the student is graded for what he actually achieves.)
Relative___ Absolute___

SECTION III.

1. Please place a check mark in column A for factors you use in determining grades and express the relative weighting given these factors in per cent in column B. (Explanatory examples are given in the parenthesis. These are not complete lists of the factors.)

	A	B (% weight)
a. Attendance	---	---
b. Attitude (Willingness to learn, puts forth full effort, etc.)	---	---
c. Health and health habits (Clean uniform, good posture, appears to have adequate sleep and proper nutrition, etc.)	---	---
d. Degree to which physical skills are acquired. (Improvement at end of unit over beginning of unit.)	---	---
e. Knowledge of fundamentals and rules. (Exhibited while in activity and in paper and pencil tests)	---	---
f. Scores on standardized tests. (Brace test, Athletic Badge tests, General Motor Capacity, etc.)	---	---
g. Meeting of administrative requirements. (Towel fee, necessary uniforms, etc.)	---	---
h. Improvement in fundamental physical abilities. (Strength, agility, speed, etc.)	---	---
i. Achievement in activities as estimated by instructors judgement.	---	---
j. Scores on skill tests devised by instructor.	---	---

2. Listed below are various types of tests. Please place a check mark in column A if the tests are used for grading. If the tests are used for purposes other than grading please place a check mark in column B. If the tests are not used in your program please leave the spaces blank.

**APPENDIX D (cont.)
SECTION III (cont.)**

	A (Grading)	(B (Other)
a. Strength tests (Roger's Strength Test, etc.)	—	—
b. Tests of power (Sargent Jump, etc.)	—	—
c. Tests of Motor educability (Brace Test, etc.)	—	—
d. Tests of agility (Burpee, sidestepping, ories- cross, zig-zag run, etc.)	—	—
e. Tests of special abilities (Balance, rhythm, co-ordination, reaction time, accuracy, etc.)	—	—
f. Achievement tests (Basketball, soccer, speedball, handball, golf, etc.)	—	—
g. Posture tests. (Bancroft, Crompton, etc.)	—	—
h. Track and Field tests. (Athletic Badge tests, obstacle races, etc.)	—	—

SECTION IV.

This is composed of questions to find your opinion on various phases of grading and credit in physical education. Your opinion rather than the policy of the school which you represent is desired. Please place a check mark in the appropriate blank provided for your answer.

1. Do you believe physical education should be a required subject in the secondary school? Yes ___ No ___
2. Do you believe credit in physical education should be counted toward the total number of credits required for graduation? Yes ___ No ___
3. Do you believe credit equal to that given for academic subjects should be given for an equal number of hours in physical education? Yes ___ No ___
4. Do you believe a grade should be given for physical education? Yes ___ No ___
5. Do you believe the same type of grade should be given for physical education as is given for academic subjects? Yes ___ No ___

Date _____ School _____

City _____ State _____

Signature _____

Thank you for your co-operation.

Time _____

APPENDIX B

A study of methods used in grading boy's physical education in the high school. Conducted under the sponsorship of the Physical Education Department at South Dakota State College by Wayne Sinning.

NOTE: Any remarks you wish to make may be made in the space provided at the end of the questionnaire.

SECTION I

Credit and Extent of Program

Please place a check mark beside the appropriate answer or place the answer in the space provided.

1. Do you have required physical education in your schools? Yes__ No__
2. If your answer to question one is yes, please place a check mark in the blank beside the grades where this requirement is in effect. Seven__ Eight__ Nine__ Ten__ Eleven__ Twelve__
3. If you do not require physical education do you offer an elective program? Yes__ No__
4. If your answer to question three is yes, please place a check mark beside the grades where this elective program is offered. Seven__ Eight__ Nine__ Ten__ Eleven__ Twelve__
5. Do you offer a combined required and elective program? Yes__ No__
6. Do you grant credit in physical education? Yes__ No__
7. Is this credit in physical education equal to that given for the same number of hours in academic subjects? (Consider physical education a laboratory course involving no preparation.) Yes__ No__
8. If you grant credit in physical education, and your answer to question seven is no, how much credit is given? (In fraction)___
9. Are physical education grades counted towards the granting of honors? (Example: honor roll, valedictorian, salutatorian) Yes__ No__
10. If you grant credit in physical education, is it counted toward the total number of credits required for graduation? Yes__ No__

SECTION II

Grade Report

1. Please place a check mark beside the type of grade that is REPORTED for physical education to parents and for OFFICIAL SCHOOL RECORDS.

- a. Passing or Failing.
 b. Inferior, Average, Superior
 c. Five Divisions (A, B, C, D, E or F)
 d. A total number of points gained in class during the grading period. (Example: give an allotted number of points for achieving each phase of the program and reporting the total number of points gained during the grading period.)
 e. Class ranking (a number designating the student's position in the class.)
 f. "Credit", with no distinction of quality of work or relative class standing.
 g. A percentage (Example: 100%, 90%, 80%, etc.)
 h. Other _____

2. If you use any forms especially adapted for grading or reporting the grade in physical education their enclosure would be appreciated.
3. Do you report the same type of grade for physical education as you do for academic courses?

Yes ___ No ___

4. Is the grade that you report based on:
- A. The students actual achievement compared to standardized tests or instructor's judgement.
- B. The student's achievement compared to the achievement of the other's in the class through employment of a curve.

A ___ B ___

SECTION III

Factors Considered in Grading

1. Please place a check mark in column A for factors you use in determining grades and express the relative weighting given these factors in per cent in column B. (Explanatory examples are given in the parenthesis. These are not complete lists of the factors.)

	A	B
	(% weight)	
a. Attendance	—	—
b. Attitude (Willingness to learn, puts forth full effort etc.)	—	—
c. Health and health habits (Clean uniform, good posture, appears to have had adequate sleep and proper nutrition, etc.)	—	—
d. Degree to which physical skills are acquired. (Improvement at end of unit over beginning of unit).	—	—
e. Knowledge of fundamentals and rules. (Exhibited while in activity and in paper and pencil tests.)	—	—
f. Scores on standardized tests. (Brace Tests, Athletic Badge Tests, General Motor Capacity, etc.)	—	—

- | | | |
|--|---|---|
| g. Meeting of administrative requirements. (Towel fee, necessary uniform, etc.) | — | — |
| h. Improvement in fundamental physical abilities. (Strength, agility, speed, etc.) | — | — |
| i. Achievement in activities as estimated by instructors judgement. | — | — |
| j. Scores on skill tests devised by instructor. | — | — |
| k. Citizenship factors. (Sportsmanship, democratic traits, social attitudes, etc.) | — | — |
| l. Other _____ | — | — |

2. Listed below are various types of tests. Please place a check mark in column A if the tests are used for grading. If the tests are used, but for purposes other than grading please place a check mark in column B. If the tests are not used in your program please leave the spaces blank.

	A	B
	(grading)	(Other)
a. Strength tests (Roger's Strength Test, etc.)	—	—
b. Tests of power (Sargent Jump, etc.)	—	—
c. Tests of motor educability (Brace Test, etc.)	—	—
d. Tests of agility (Burpee, sidestepping, criss-cross, zig-zag run, etc.)	—	—
e. Tests of special abilities (Balance, rhythm, co-ordination, reaction time, accuracy, etc.)	—	—
f. Achievement tests (Basketball, soccer, speedball, handball, golf, etc.)	—	—
g. Posture tests. (Pancroft, Crampton, etc.)	—	—
h. Track and Field tests. (Athletic Badge Tests, obstacle races, etc.)	—	—
i. Other _____	—	—

SECTION IV Opinion Sample

This section is composed of questions to find your opinion on various phases of grading and credit in physical education. Your opinion rather than the policy of the school which you represent is desired. Please place a check mark in the appropriate blank provided for your answer.

1. Do you believe physical education should be required subject in the high school? Yes__ No__
2. Do you believe credit in physical education should be counted toward the total number of credits required for graduation? Yes___ No___
3. Do you believe credit equal to that given for academic subjects should given for an equal number of hours in physical education? (Considering physical education a laboratory course in which no preparation is required.) Yes__ No__

4. Do you believe a grade should be given for physical education?
Yes__ No__

5. Do you believe the same type of grade should be given for physical
education as is given for academic subjects?
Yes__ No__

Remarks:

Do you want a summarized copy of the results of the study when it is
completed?

Yes__ No__

Date_____ School_____

City_____ State_____

Signature_____

Position_____

Thank you

SOUTH DAKOTA STATE COLLEGE

61

OF AGRICULTURE AND MECHANIC ARTS

COLLEGE STATION

BROOKINGS, SOUTH DAKOTA

APPENDIX F

DIVISION OF SCIENCE AND APPLIED ARTS

DEPARTMENT OF PHYSICAL EDUCATION

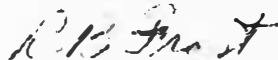
Dear Educator:

Whether we are working with physical education specifically or with education more generally, there is one problem that is causing considerable concern at the present time. That problem is the matter of grading in physical education courses.

One of our graduate students, Wayne Sinning, is attempting to help solve this problem and is writing a thesis on this topic. We are very happy to sponsor this project as we feel it is very definitely worth while.

Your cooperation in answering the questionnaire will be greatly appreciated.

Sincerely,



R. B. Frost
Athletic Director

RBf:veg

Appendix 9.

Followup Card.

Dear Sir:

I am sending you this card to serve as a reminder of the questionnaire sent to you the week of February 13 on grading in boys' physical education. Although returns to this time have been very gratifying, being between 50 and 60 percent, as large a sample as possible is desired to make the study more complete and to give it more significance for future use. If you have misplaced the original questionnaire I will be glad to send you another. If the questionnaire has been returned recently please disregard this notice.

Thank you,

Wayne E. Sinning
Physical Ed. Dept.
South Dakota State College
Brookings, South Dakota