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Effective process of implementation of Grading System in Secondary State Board Schools

Abstract

This article deals with the necessity of grading the students and the diagrammatic presentation of Effective Process of Grading system. It provides guidelines regarding effective implementation of Grades. Guidelines are given for students, teachers, parents, higher authorities regarding allotment of Grades. It also provides suggestions for higher authorities in relation to grading standards, suggestions for promotion and retention.

Introduction

The State Boards decision in introducing Continuous and Comprehensive Evaluation system (CCE) is based on the premise that grades cause less trauma than marks. The system enhances teacher student interaction and reduce stress and fear of failure. The system of grading is being implemented replacing multiple marking system by converting marks into appropriate final grades. School marks and progress report

helpful to students, parents and school personnel's and teachers. The directives functions that the progress reports are expected to serve makes it difficult to find a universally satisfactory Reporting method.

It is sure that grading system is mainly implemented to 'lessen the examination load' and make the teachers more accountable both for teaching and testing. The system of education cannot be strengthened without eliciting the co-operation of Teachers and Parents. The understanding regarding the necessity and implementation of the grading system is of prime importance. Certain important issues of Grading system like stress, quality accessibility, prevention of dropouts and failures, streamlining of education, educational attainment and the work culture were studied to know the effectiveness of the system.

In the long run for building the quality education, rigorous analysis and understanding of grading system needs to be taken up as a priority basis by the policy

makers so as to enable its proper implantation and the guidelines given below will surely prove beneficial.

Necessity of Grading the Students :

It is very essential to understand first of all the necessity of grading the students : Student performance is a function of ability and effort. Effort is determined by motivation , which is significantly driven by the incentive structure of the educational setting. Since grades are a signal about a student's ability and learned knowledge, grades are incentives that motivate students

The primary purpose of grading is education giving students accurate signals about the quality of their work helps them to calibrate to do their best work. Grading helps to convey the achievements of our students to the external public who may admit them to graduate and professional schools, award fellowships to them and employ them (as many as take up jobs after SSC).

Grading enables to identify students who are not thriving in their program of study and who require special assistance, or may need to change direction or take some time away from the University, in order to make further academic progress.

Grading, properly done, is an

educational tool that assists students in evaluating what they have learnt, how well they have learnt it and where they need to invest additional effort. Grading done without careful calibration and discrimination is, if nothing else, uninformative and therefore not useful; at worst, it actively discourages students from rising to the challenge to do their best work.

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Students are entitled to a fair and reasonable assessment of the work they have done; there should be some correlation between performance and reward. It does students no favor to grade them in a way that fails adequately to differentiate routinely good from really outstanding performance. We need to do a better job of distinguishing the excellent from the competent and of holding students accountable for negligence, weak and unacceptable performance

The effective process of grading system can be understood with the help of following figure

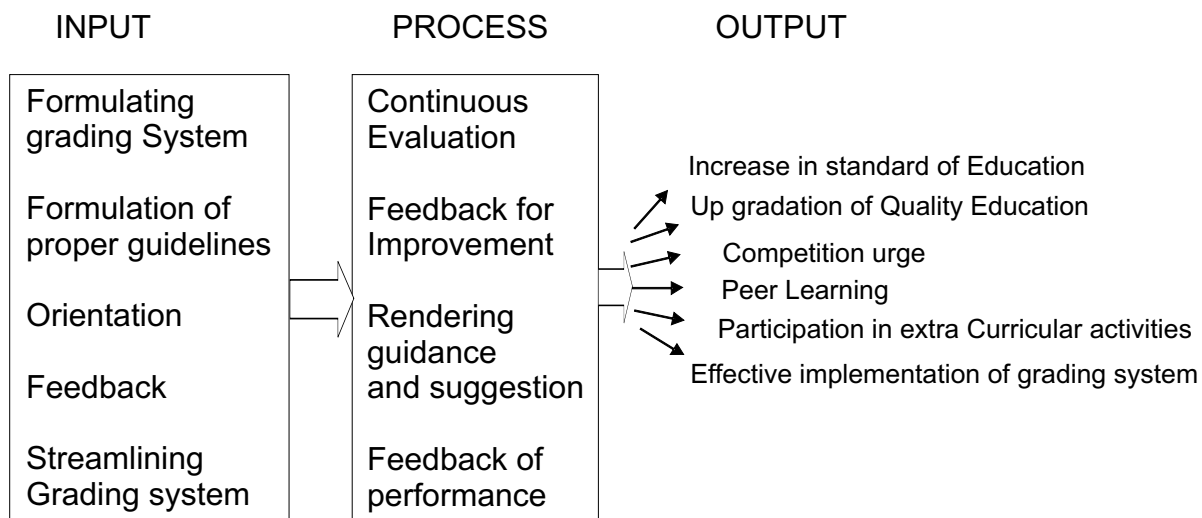


Fig - 1 Effective process of Grading system

Guidelines Regarding Effective Implementation of Grades:

Guidelines for **Teachers** while allotting grades :

Grading is an extremely complex task. Grades do not exist in a vacuum, but are part of the instructional process and serve as a feedback loop between instructor and student. It follows, then, that grading policy should be consistent with the learning objectives for course. If you have responsibility for planning the course, including devising exams, quizzes or assignments, you will have to keep the connection between your grading policy

and your learning objectives firmly in mind.

It is particularly important to discuss grading standards and policies with the Head of the Institution before you begin your grading duty.

1. Familiarize yourself with your departments' grading norms and policy.
2. Whether or not you are ultimately responsible for assigning course grades, students will ask you about grading policy and criteria. In order to be prepared for such enquiries, ask yourself first whether your grading strategy is based on an independent judgment of each student's

achievement of course goals (mastery based or criterion referenced grading), or whether the grade will be based on student's performance related to other students in the class (norm-referenced grading).

3. Set very clear measurable goals / objectives against which to evaluate student's performance.

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4. Determine how best to measure individual achievement for each of the goals.

5. Grading is easier and less likely to be contested if you have been making the evaluation criteria for individual assignment clear from the beginning. Handing out the standards at the beginning of the quarter will not necessarily be sufficient to clarify things for the student. Be prepared to repeat the information several times for reinforcement out loud, on the board, in handouts and most importantly, integrated into each discussion of assignment and results. Ideally, your grading criteria should be implicit in everything you say in class; the ways you define and analyze problems and present evidence should model the very process you want to see in student's work.

6. Be consistent and equitable.

7. Make sure students know what types of questions will be asked, what type of evidences they will be expected to present, or what procedures they will be expected to follow. Whenever possible, hand out sample questions ahead of time.

8. Make sure students understand why they are being tested on certain materials what is being measured, how it is being measured and what the test has to do with course objectives. Are students being asked to recall information, recognize patterns or analogies, draw inferences, make connections, originate a thesis or what?

9. When students ask to have a grade changed, or contest an answer, don't act hastily. Avoid spot judgments. Prepare a response and a rationale, if necessary, talk with the course supervisor or coordinator about it.

Guideline for **Parents** regarding allotment of Grades:

Positive parent involvement has a significant impact on student achievement, student school attendance, and the central role of the school in student's lives. Finding a good school for your child is only the initial step. Reaping the benefits of this school requires participation , with constant

and continuous involvement. When your child enters a school, it represents a commitment on the part of both you and the child and gives a vote of confidence to the school that you believe it will do its best. Hence it is importance for the teachers to :

1. Participate with the school in establishing its organizational goals.
2. Actively participate in developing the schools policy on discipline, grading, attendance, testing, promotions and retention.
3. Visit with teachers and administrators at the school on regular basis.
4. Inquire as to what happened at school on any given day and help children clarify concerns
5. Inquire about homework assignments, provide a place and time for students to complete their work and offer assistance to students as needed.
6. Speak well of the school
7. Take stock periodically to determine if they, their children, and the school are together in their plans for their child's future
8. Recognize that children spend only a portion of the day at school and that much more of their time is spent at home; therefore much can and should be done at home to increase their child's learning.
9. Join a school organization if at all

possible

10. Listen to their children

Guidelines to Teachers and Higher Authorities:

Individual faculty members should have independency to grade the student, and in lity of a student's did, measured principally in relation to the faculty member's expectations for the specific assignment, the course, or the independent project. Whether the assessment is absolute that is, in relation only to those expectations or whether it is also relative (measured relation to the performance of other students in the course) is a matter for the individual faculty member to determine. We must stress performance or achievement rather than effort because we must understand grades are meant to signify what the student actually accomplished, not how hard the student tried or how much the student improved or how much the student could be expected to achieve given previous preparation or disciplinary background.

Teachers should be allowed to accompany grades with evaluative critical comments so as to enable students to understand the strengths and limitations of their work and also give them guidance about ways of improving their performance. Teacher's should be strongly

exhorted to recognize adequate or acceptable work with grades in the C range and to use D's and F's as appropriate to denote weak to very poor performance.

Suggestion for higher authorities in relation to grading standards :

1. Grading should be determined by decision of various subject teacher's, taking into account the ranges, size, and level of work done for projects, assignment, etc
2. Set common standards for awarding grades.
3. In orientation of teachers inform them of the average grade to be given in a subject. These norms can be seen as guides rather mandates, but many Teaching faculties may find them useful during the first year.
4. Extending the balancing of individual prerogatives and the common good to grading will be a natural extensive of the way we do our academic business as a faculty.
5. Committee should take it by conviction. If we really mean to make a difference in learning process we should take a bigger rather than a smaller step in this direction
6. Distribute a model grading patterns to educators so as to provide some guidance about approaches that could work.

Care should be taken that student names do not appear on the work, only numbers assigned. Anonymity allows the faculty to be more objective and the students have fewer opportunities to pressure their teachers into awarding inflated grades.

Suggestions for promotion and retention

1. The promotion or retention of students should be based on what is best for each student within laws, regulations and policies.
2. Consideration should be given to the students' current level of achievement and the potential for successful work at the next grade level.
3. Guidelines for grading and promotion shall emphasize the attainment of passing grade in each subject or course of study.
4. The curriculum guide should define the goals and objectives for each student.
5. In order for a student to receive a passing grade in any subject area, the student must demonstrate successful completion of minimum standards.

These suggestions are meant to help in effectively implementing the new learning / evaluation strategy in SSC Board. Hope these will help teachers and other educational planners to conduct evaluation activities with ease. These

suggestions are expected to help them in :
Providing greater clarity to evaluation processes,
Elucidate the stages of continuous evaluation
Consolidate identical indicators used in evaluation tools
Consolidate the number of indicators by making necessary changes so as to help the marking of the results of the evaluation.
Helps to address complaints of the pupils.
All those who are connected with education will be able to resolve the problems they come across in grading the students.

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