

THE EFFECTS ON STUDENT ACHIEVEMENT OF USING HOMEWORK AND
TEST SCORES FOR DETERMINING GRADES

by 7214

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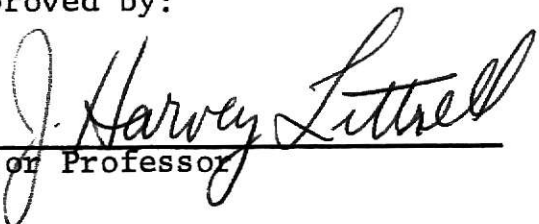
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Chapter 1

INTRODUCTION

During the past decade, education has experienced many changes. These changes are brought about as our nation discovers new things, thus demanding that schools educate people to fulfill the needs of our nation. The student of today needs to learn where and how he may obtain facts rather than to learn all of the facts that are set before him. This causes the teacher to change his role from teaching facts to teaching the student how to apply the knowledge that he has learned to his life.

Within the rapidly changing curriculum of the secondary school are found many structures that are not traditional in nature. Team-teaching, continuous progress, individualized instruction, independent study, and the non-graded plan are only a few of the non-traditional structures that are emerging in education today. But with an instructional organization, there is the problem of evaluating the abilities and achievements of the student.

There is widespread and increasing vocal unrest across the nation regarding student achievement, but the furor has

been directed mainly at the traditional grading system.¹

Typically, the teacher will average a few scores of test and homework papers, and then make his evaluation.

This study was designed to determine the effects of using homework and/or test scores in determining student grades on student achievement in mathematics.

The study was conducted at South Junior High School, Salina, Kansas, during a seven-week period at the end of the school year. The sample consisted of four classes of eighth grade mathematics students. These classes had been taught by the author for the entire year. All classes studied the same two units from their textbook. The first unit lasted four weeks and the second unit three weeks.

The composition of two of the classes had been the same throughout the entire school year. The composition of the other two was the result of a reorganization at the beginning of the second semester.

The author was part of a team-teaching section consisting of English, history, and mathematics. At the beginning of the second semester, the teachers of this team regrouped the students. This was done because the teachers felt that there was a group of twenty-five students needing remedial work

¹Wesley J. Dale, "Concerning Grading and Other Forms of Student Evaluation" (A talk presented during a panel on Grading and Other Evaluations of Student Achievement during the Ninth Annual Meeting of the Council of Graduate Schools in the United States, December 4-6, 1969, Washington, D.C.)

in these subjects. The regrouping was made on the basis of their first semester grades for these subjects. The top two classes of this regrouping were used in this study.

The first class (class A) had both homework and test scores used to determine their grades for a unit. The second class (class B) had only test scores used to determine their unit grades. This class had homework, but it was not used in determining the unit grade. The third class (class C) had only homework used to determine their unit grades, although they took tests. The fourth class (class D) did homework and took tests, but neither were used to determine their unit grades. Their grades were determined by agreement in a teacher-student conference.

Each class was given a pre-test over the unit just prior to beginning the unit. After studying the unit, they were given a post-test. The post-tests were used to measure student achievement.