

# What should Teachers be for the Appropriate Grading

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## Background

Sanagi (2016a) has clarified the teacher's view on a balance of pupil's effort and educational provision in grading in Japan. The results indicated that teachers tended to assess and grade their pupils with scores that had showed how well pupils had performed both in their efforts and achievements. On the contrary, teachers hardly considered what they provided reasonable accommodations for their pupils and how they taught pupils effectively. Needless to say, teachers who have the responsibilities for pupils with special educational needs should consider the balance between performance by pupils and resources by teachers. For effective promotion of inclusive education in practice, we should also consider that how teachers have images in inclusive education. In this study, the author has discussed teacher's attitudes towards the grading for pupils with special educational needs from the perspective of their image on inclusive education. We can set some of questions as below:

How do teachers make a grading their pupils with special educational needs? Do teachers think the balance of individual and environmental factors in grading? What images do teachers have about inclusive education? What relationships between the images of inclusive education and the grading pupils with special educational needs are there?

The author would clarify the teachers' view towards the grading pupils whether they consider the balanced factors, or not in the context of the their image on inclusive education.

## Method

### Participants

• 123 mainstream school teachers (Japanese) who have joined a series of seminars to have a special teacher license.

### Data collection

• Using two kinds of questionnaires for the analysis :

- 1) Eleven items for a conjoint analysis was consisted of 11 items (the selected items from Sanagi(2016a))
  - each item consisted of combined 4 factors
- 2) Nine items for an analysis of the images on inclusive education (the selected items from Sanagi(2015b))
- 3) Data collection had conducted in August 2015.

### Procedure

#### 1) Conjoint Analysis

Using a questionnaire for evaluating teacher's attitudes in grading their pupils, the data were collected. Each question items have consisted of four elements combination as below:

Factor	Level 1	Level 2	Level 3
<b>Factor 1 (Pupil's Effort)</b>	make a good effort	not make an effort	
<b>Factor 2 (Pupil's Achievement)</b>	higher performed than others	as level on others	lower performed than others
<b>Factor 3 (Teacher's Skills)</b>	well skilled teacher	no skilled teacher	
<b>Factor 4 (Reasonable Accommodation)</b>	provide enough accommodations	partially provide accommodations	not provided accommodations

For example, each item was shown like as "pupils made a good effort" & "pupils got higher performed than others" & "the teacher was a well skilled" & "teacher provide enough reasonable accommodations for pupils." Then, teachers answered for the items like as "I would make a good grading that pupil."

Teachers answered eleven combinations that were produced by conjoint analysis program.

#### 2) Factor Analysis

Using nine items from sanagi(2015a) for a questionnaire on teacher's attitudes towards inclusive education, the data were collected. Each item consisted of paired adjectives as Table 2.

#### 3) Cluster Analysis

A cluster analysis conducted for the data both item scores of conjoint analysis and scores of adjective items. The participants were divided into two groups.

## Result

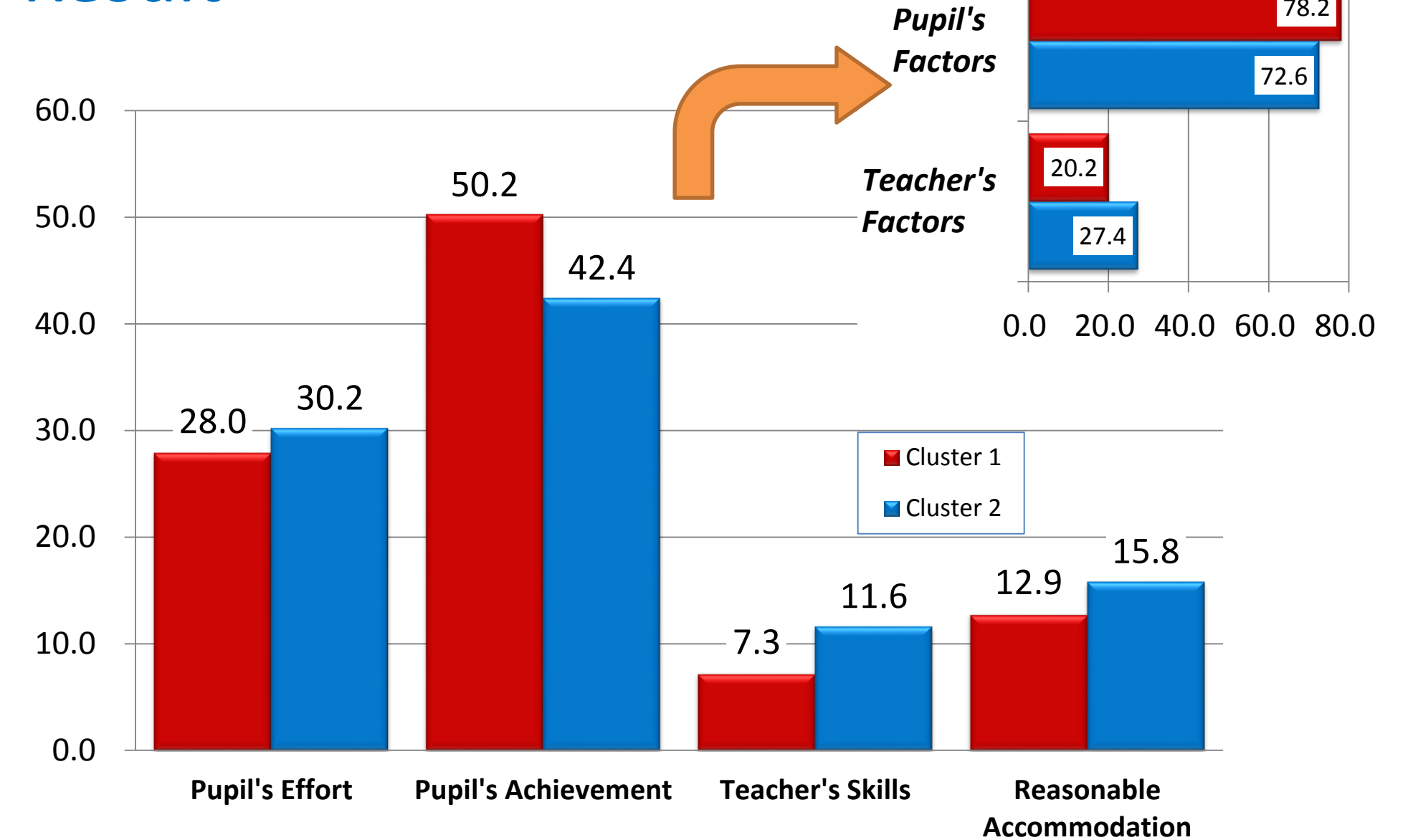


Figure 1 Average Relative Importance (Cluster 1 & 2)

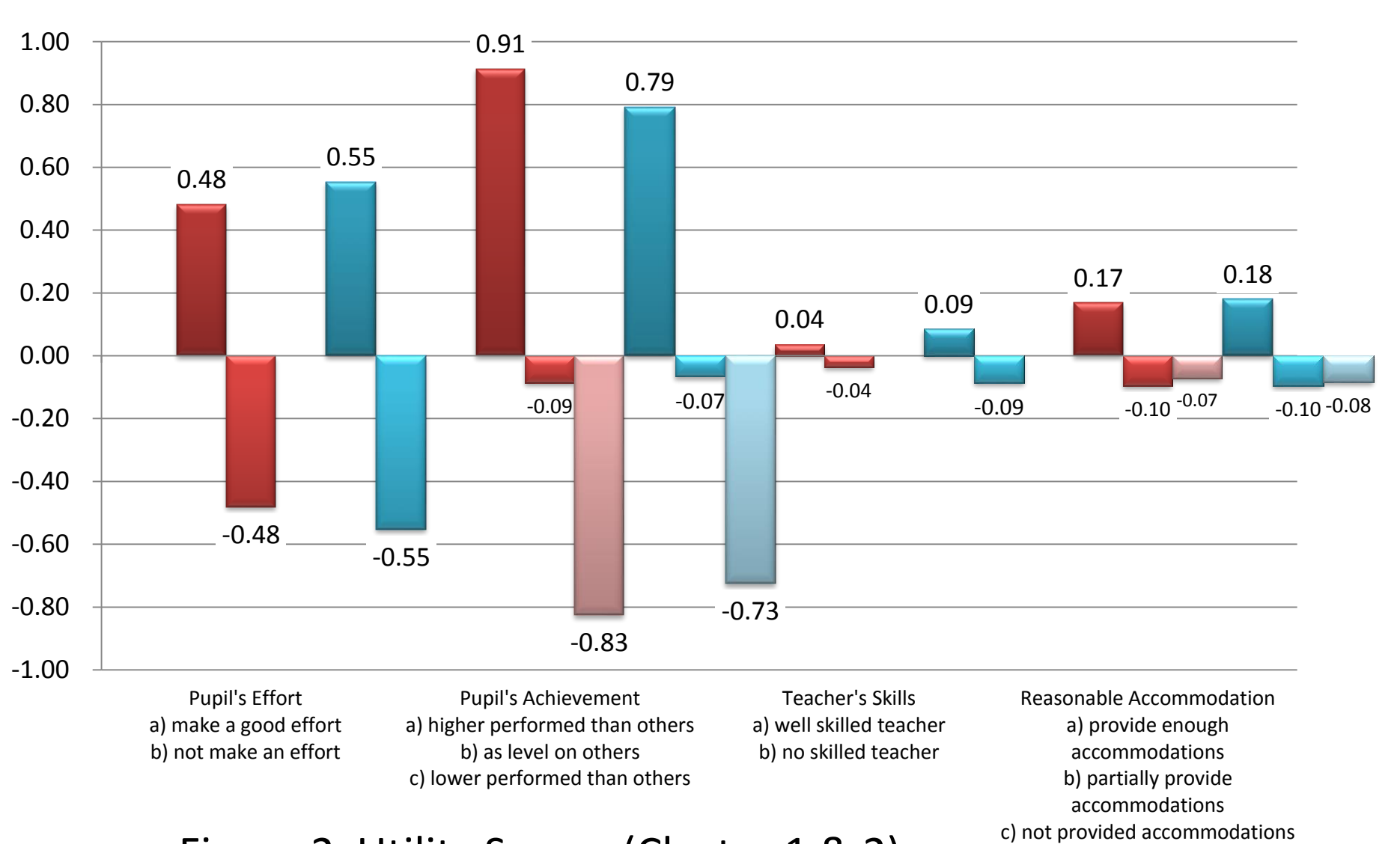


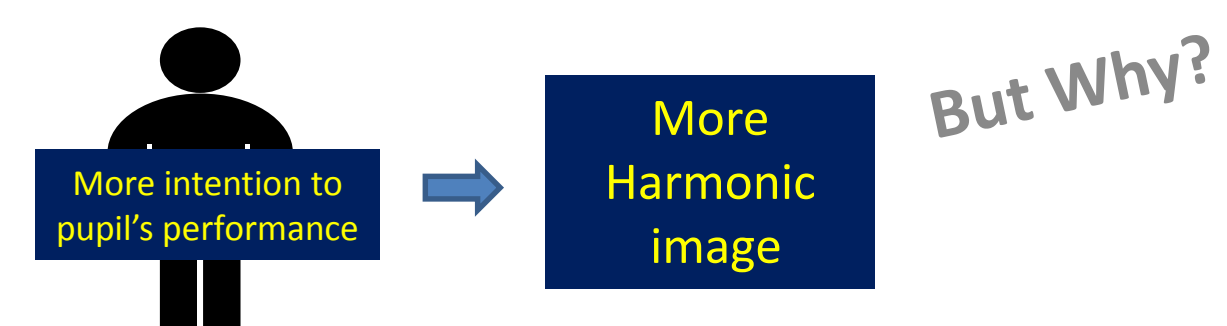
Figure 2 Utility Scores (Cluster 1 & 2)

Cluster 1 teachers seemed to grade their pupils by "pupil's factor" than cluster 2 teachers. It is a remarkable that cluster 1 teachers make a high grading for their pupils when they have performed a good achievement while there is little room for considering whether enough teacher's own skills or not. It seemed that cluster 2 teachers have made the grading in more considering the pupil's effort and teacher's skills as well than cluster 1 teachers.

Table 2 T-test of clusters about images of inclusive education

		Cluster	N	Mean	Std.Dv.	t	df	sig. (2-tailed)	Effect Size (r)
Factor 1 Balanced Accordance	Harmonic - Nonharmonic	1	69	4.58	0.55	8.41	80.20	0.000	0.69
		2	54	3.35	0.95				
	Cooperative - Uncooperative	1	69	4.75	0.50	9.06	90.90	0.000	0.69
		2	54	3.72	0.71				
Factor 2 Familiarity	Equal - Unequal	1	69	4.78	0.48	8.41	72.70	0.000	0.70
		2	54	3.56	0.98				
	Cheerful - Dismal	1	69	3.46	0.68	2.50	116.91	0.014	0.23
		2	54	3.17	0.64				
Factor 3 Sensitivity	Intimate - Standoffish	1	69	3.65	0.87	3.24	121.00	0.002	0.28
		2	54	3.15	0.83				
	Sprightly - Tired	1	69	3.72	0.78	3.93	120.85	0.000	0.34
		2	54	3.22	0.63				
Factor 3 Sensitivity	Keen - Dull	1	69	3.43	0.85	3.81	114.31	0.000	0.34
		2	54	2.96	0.51				
	Careful - Careless	1	69	3.97	0.86	6.27	120.99	0.000	0.50
		2	54	3.11	0.66				
	Sensitive - Insensitive	1	69	3.83	0.80	3.91	121.00	0.000	0.34
		2	54	3.30	0.66				

Table 2 shows that cluster 1 teachers have rated higher than cluster 2 teachers in all items about images on inclusive education, especially in factor 1 items (Balanced accordance).



## Discussion

### What should we think?

Interestingly, teachers who had more harmonic images of inclusive education had the intention to pupil's performance in the grading. What should we think the findings? That is probably because those teachers have had a belief that one of the most important things in schools is that pupils should make all possible endeavors both in academic and social matters throughout whole school life even though in inclusive policy. Although many teachers would provide special teaching methods and materials, in the grading, they also call for pupils' exertion unconsciously in the case of pupils with special needs as well. This kind of attitudes may cause assimilation of pupils with special needs into the mainstream instead of including the diversity of special needs in the school system. That may derive from teacher's misunderstanding of inclusive education images.