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Psychology

# THE ACADEMIC PERFORMANCE RATING SCALE FOR TEACHER AND SCHOOL COUNSELOR

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**ABSTRACT**

In the Academic Performance Rating Scale (APRS) a large sample of urban elementary school students from Delhi NCR were selected for the study. This tool was developed for teachers to assess the students and identify the academic areas in which they lack in their academic skills this is shown in Part-A of the test. Part-B of the test helps to identify the characteristics of children with special needs (I.D, L.D, Autism, and A.D.H.D.). This test helps teachers and counselors to closely monitor skill development and associated treatment.

Both the sub scales (Part-A&B) were found to be internally consistent to possess adequate test- retest reliability and to share variance with criterion measures of children academic achievement through weekly classroom academic performance and behavior test. The total scores of APRS was found capable to identify category of disability and level of retardation.

**KEYWORDS :**

## INTRODUCTION
**This test evaluate the disability area and academic area on the basis of symptoms and characteristics and the problem in reading, writing, reasoning, arithmetic, recall and retention among elementary children (6-11 yrs)**

This is a criterion reference test (CRT) . Main objective of this test is is to determine where the examinee stands with respect to very tightly defined educational objectives.

Rating is a term applied to expression of opinion or judgment regarding some situation,object or character.Opionion are usually expressed on a scale of values. Rating techniques are devices by which such judgments may be quantified.("Bare and other")

A rating scale is a device by which the opinion concerning a trait can be systematized.

A rating scale is a method by which we systematize the expression of opinion concerning a trait .The rating is done by parents, teachers ,a board of interviewers and judges and by the self as well .These rating scale gives an idea of the personality of an individual .Rating scale resemble checklists but are used when finer discrimination are used when finer discrimination are required .Rating scale provides an indication.

### Aspect of rating scale:
• Simple Category
• Semantic Differential
• Multiple Response
• Numerical
• Logical

The purpose of this test is to detect the various academic problem in children of this age group i.e. (6-11 yrs). During the play school these academic problems can't be traced because these symptoms can not be distinguished because there are childhood characteristics which are same among the children of play groups i.e 2+ plus tell the age of 4 years.

According to the survey done in India, it has been found that there is 5 to 15 %, difficulty in education in both urban and rural area. No such tools are available in India. So that such problems can be easily traceable. There can be number of reasons for difficulty. In education like Intellectual Deficiency( ID), Learning Difficulty (LD), Autistic , Attention Deficit Hyperactive Disorder(ADHD), Slow learner, and Below Average .

Some Children suffer from only academic problem such as reading, spelling, and arithmetic. It has been found that 20-30% suffers academic difficulty during their elementary school. The cause for this difficulty is not easily recognizable by the parent as well as by teachers due to which the dropout percentage of students is high from the school. In India there are 29% of students dropouts from school due to various academic problems. There are higher chances that these dropout students might indulge in theft, drug addiction, antisocial behavior, juvenile delinquency, child labour as there is no proper guidance and knowledge provided to these children.

In order to stop their dropout among elementary school children, teachers and parents should be made aware about the various causes of the academic failure. Academic performance rating scale is a helpful tool which can easily detect the causes for the academic failure.

This is a verbal and performance test. This test has been divided into two parts i.e. Part A and Part B.

Part A is developed on the basis of age( Normal Children) and part B is developed on the symptoms and characteristics( Special Children).

### Part A has four subtests.
A1 – Above Average (110-120)
A2 – Average (90-110)
A3- Below average (80-90)
A4- Borderline (70-80)

### Part B
B1- Learning Disability (LD)
B2-Attention Deficit Hyperactive Disorder (ADHD)
B3-Autism Spectrum Disorder (ASD)
B4-Intellectual Deficiency/ Mental Retardation (ID/MR)

There are direct assessments methods, teacher judgments of students achievements have been found to be quite accurate in identifying children in need of academic support services (Gresham, Reschly & Carey 1987; Hoge, 1983). For example, Gresham and colleagues (1987) collected brief ratings from teachers regarding the academic status of a large sample of school going children.

### METHOD
The sample consisted of 600 students form class 1st to 6th and 100 children with special needs were taken from special schools from Delhi NCR consisting of both male and female. The age range was 6-11 years for normal students and the age

range for special needs children was 6-18 years and data was collected individually.

## 6. Scoring key and norms part A

Part A- Assessment for individual. Through this test we can determine the MA (Mental Age) of the children. To determine the I. Q of the individual the use the formula I.Q = MA/CAx100. According to the psychological test if a child is able to complete the required activities if his /her age group is called Mental Age. CA (Chronological Age) is the age by birth. According to APRS one can find out the M .A.

Part -A-  Assessment for normal children whose age is 6 -11 years Part A consists of 12 questions and each question has 5 items and each item is of 6 days and each is equivalent to one month .For example: Age 6 years class 1, item no-3

### Definition
a)  Cap- 6 days
b)  Ball-6 days
c)  Book-6days
d)  TV-6days
e)  Computer-6days
Total – 30 days = 1 month.

Suppose the child is able to complete all the 5 sub items so the score will be 1 month i.e. equal to 30 days. If the child is able to complete only 4 sub items, his score will be 4x6 = 24 days. If the child is able to complete the 3 sub items than his score will be 3x6 = 18 days. If the child is able to complete all the items of the age related than his MA age will be of age related only. For example, suppose a child has completed all the items of 6 years or class 1 than his MA age will be 6 years and CA will be 6 years. So IQ will be 6 divided by 6 multiplied by 100.

If the child of 6 years completes only 10 items correctly out of 12 items than his MA will be 5 years 10 months. If the child of age 8 years completed only 2 items correctly and 3 sub items i.e. each item= 1 month, so 2 items x 1 month=2 month. Each sub item is equal to 6 days. So 6 days x 3 sub items=18 days. Total score will be 2 months 18 days so MA age will be 7 years 9 month 12 days.

For Example, if a child gets a score of 1-5, he has mild level. If a child gets a score of 6-10, he has moderate level. If get a score of 11-15, then he has severe level. And get a score of 16-20 then it is profound level.

1.  If the child is of 7 yrs and solves the question of 8 years. M.A is 8 yrs. His IQ MA/CA x 100 = 114 (Above Average)
2.  If the child is able to solve all the questions than his M .A would be 7 yrs. is Average I .Q=7/7x100 = 100 (Average).
3.  We will present him with questions of 6 years age. If he is able to solve all the questions of 6 yrs age than his M .A will be 6 yrs. IQ =6/7x100 = 85. The child is below average.
4.  If the child is of 7 yrs and solve the questions of 5 yrs. It means his/her mental Age is 5 yrs. His/ her IQ = MA/CA x100= 5/7x100= =71 (Borderline Category)

## Part B:
Part B is divided into 2 subtest A1 and A2. Each subtest consists of 20 questions. These questions are based on the symptoms, characteristics & behavior. In part B we demonstrate with special needs children. We have categorized then subtest according to the severity level on different subtest i.e.

Sco   re 1-5- Mild Level
Score 6-10-Moderate Level
Score 11-15- Severe Level
Score 16-20 profound level

The scoring pattern for Part B will be for getting the response

"no" to the question it will be marked 1 and for "yes" it will be marked 0.But in Part A the scoring pattern will be opposite. For every correct response 1 will be given and for incorrect response 0 will be given.

### Scoring part B
**Part B-I**
In A1 No=1, Yes=0
In A2 Yes=1, No=0
**Part B-II**
In A1 No=1, Yes=0
In A2 yes=1, No=0
**Part B-III**
 In A1 No=1, Yes=0
In A2 yes=1, No=0
**Part B-IV**
 In A1 No=1, Yes=0
In A2 Yes=1, No=0
•   Note- Add the scores of A1 and A2 to get the total scores.

## DATA ANALYSIS
The students were randomly selected(from each class for re-testing, 10 days after they had initially tested in order to obtain test-retest data. The magnitudes of the resulting coefficients are as seen in the table below.

**Table: Test-retest Reliability Coefficients**
N=40      (in each class)

| Class | Score® |
|---|---|
| Class I | 0.99 |
| Class II | 0.98 |
| Class III | 0.97 |
| Class IV | 0.96 |
| Class V | 0.58 |
| Class VI | 0.59 |

Criterion group validity was established by taking a sample of 10 students who have been taken from a given class and tested with the content one class lower. For each class from 1-6 the exercise was carried out. The correlations of the scores obtained for class 1 is .78, class 2 is .87, class 3 is .76, class 4 is .74, class 5 is .79 and class 6 is .77 showing that the test is valid for the respective data.

## DISCUSSION AND CONCLUSION
The APRS is a brief teacher questionnaire that provides reliable and valid information quality of students' academic performance and behavioral issues conduct in educational situations.

As the tool is devised for use by primary school teachers, the manual is written in a very simple language and minimum required statistical properties are described in easily understandable language.

On referring to the project protocol, the proposed objectives are found to be met. The Development of a schedule for assessing children to find out their class equivalence in academic performance in India.

To know the causes of academic failure and to provide the guidance to those children as well as to the parents and teachers.

Validation of the tool thus developed for use in Indian condition.

Presenting the tool developed to assess the class equivalence. Developing a manual for the tool for use by teachers who would administer the schedule.

On the whole, the project was carried out without major

hurdles. However testing children in all the schools towards the end of the academic year was difficult due to the committed programmes of the school such as examinations

### Advantage of APRS.

1. Can identify the problem in children in early stage.
2. Teacher can identify immediately & can work according to that with children.
3. Parents can be guided about the problem of the child.
4. Positive attitude of the parents can be developed towards their child.
5. Early acceptance by the parents about the difficulty in their child.
6. Categorization can be easily made i.e. LD, ASD, ADHD and MR/ID.
7. According to the categorization the child can be referred for the professional help.
8. Early intervention can be given to the child.
9. Good rapport can be developed among the parents & the teachers.
10. This test can find out intelligence ability i.e. AV, below A.
11. Easily administered also not a time consuming test.
12. Can be easily scored.
13. Administered by the teachers, counselors and psychologists.
14. This test can be applied to the children with special needs and individual.

APRS has been proven to be more successful and reliable in the education system of India

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