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Prediction of Junior Required English Grades Using Expectancy Tables at Central High School, Clifton, Illinois

Richard Lee Longfellow

Eastern Illinois University

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PREDICTION OF JUNIOR REQUIRED ENGLISH GRADES USING
EXPECTANCY TABLES AT CENTRAL HIGH SCHOOL, CLIFTON, ILLINOIS
(TITLE)

BY

RICHARD LEE LONGFELLOW
=

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1981
YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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ABSTRACT

Longfellow, Richard L., Prediction of Junior Required English Grades Using Expectancy Tables at Central High School, Clifton, Illinois.

Eastern Illinois University, Charleston, Illinois, November, 1981.

Committee: Dr. Paul Overton, Chairman

Dr. William Crane

Dr. Pat Barnhart

Problem:

At Central High School in Clifton, Illinois, students are required to take one of three Junior English classes in order to graduate. These classes are: American Fiction, American Literature Survey, and Modern American Literature. Many times, students would ask their counselor "What are my chances of passing the three different Required Junior English classes?". The counselors would only be able to give a personal opinion that was based on Sophomore English grades and not a substantiated answer.

The problem had two parts. The first part was to determine if a relationship existed between Sophomore English grades and Junior Required English grades. If the relationship existed, then to predict the chances of receiving a particular grade in the three different Required Junior English classes.

Methods:

Grades for the first semester Sophomore English classes and the Junior Required English classes were taken from the transcripts for each

student from the Classes of 1977, 1978 and 1979 of Central High School. Expectancy Tables were then compiled for each combination of Sophomore English grades and Junior Required English grades for each of the Classes of 1977, 1978 and 1979 and the Composite of the three classes. A Chi Square was then computed for each Expectancy Table. A 5% level of significance was used to determine if a relationship existed between Sophomore English grades and Junior Required English grades.

General Conclusions:

1. Only between English IIA grades and American Literature Survey was a 5% level of significance relationship found to exist for all three classes and the composite.

2. If only the Composite was used, a relationship existed at a 1% level of significance between English IIA grades and American Literature Survey grades, English IIA grades and Modern American Literature grades, English IIB grades and Modern American Literature grades and English IIB grades and American Fiction grades.

Recommendations:

1. That the study be continued, updated every three years, missing Class of 1978 grades be found and recorded, and possible expansion to include prediction of ACT scores, SAT scores or college grades.

2. That the Composite Expectancy Tables for the class combinations listed above in General Conclusions be used by counselors at Central High School in answering their students question "What are my chances of passing the three different Required Junior English classes?".

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	VI
LIST OF TABLES	VII
Chapter	
1. INTRODUCTION	1
Background Information	1
The Statement of the Problem	2
The Sub Problem	3
The Limitations	3
Definition of Terms	3
METHODS OF PROCEDURE	5
Description of the Population	5
Source of Data	5
Treatment of Data	6
Hypothesis	8
2. REVIEW OF RELATED LITERATURE	10
Introduction	10
Selection of English Courses at Central High School	10
Prediction of Grades at University Level	11
Prediction of Grades in Individual University Classes	14
Expectancy Tables	16

3. RESULTS	18
- Comparison of Sophomore English IIA Grades and Junior American Literature Survey Grades	21
Comparison of Sophomore English IIA Grades and ; Junior Modern American Literature Grades	25
Comparison of Sophomore English IIA Grades and Junior American Fiction Grades	29
Comparison of Sophomore English IIB Grades and Junior American Literature Survey Grades	33
Comparison of Sophomore English IIB Grades and Junior Modern American Literature Grades	42
Comparison of Sophomore English IIB Grades and Junior American Fiction Grades	46
4. CONCLUSIONS AND RECOMMENDATIONS	53
CONCLUSIONS	53
H ₁	53
H ₂	53
H ₃	54
H ₄	54
H ₅	55
H ₆	56
General Conclusions	56
RECOMMENDATIONS	57
BIBLIOGRAPHY	60

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LIST OF TABLES

Table	Page
1. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1977	22
2. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1978	23
3. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1979	24
4. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Composite of the Classes of 1977, 1978, and 1979	26
5. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Class of 1977	27
6. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Class of 1978	28
7. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Class of 1979	30
8. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Composite of the Classes of 1977, 1978, and 1979	31
9. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Class of 1977	32
10. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Class of 1978	34

11.	Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Class of 1979	35
12.	Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Composite of the Classes of 1977, 1978, and 1979	36
13.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Class of 1977	37
14.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Class of 1978	39
15.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Class of 1979	40
16.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Composite of the Classes of 1977, 1978, and 1979	41
17.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Class of 1977	43
18.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Class of 1978	44
19.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Class of 1979	45
20.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Composite of the Classes of 1977, 1978, and 1979	47
21.	Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Class of 1977	48

Table	Page
22. Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Class of 1978	49
23. Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Class of 1979	51
24. Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Composite of the Classes of 1977, 1978, and 1979	52
25. Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Composite of the Classes of 1977, 1978, and 1979 -- Duplicate of Table 4	59

Chapter 1

INTRODUCTION

Background Information

There have been many studies done on the prediction of grades. The Current Index to Journals in Education (CIJE) from 1969 through 1977 lists one hundred and seventeen articles on Grade Prediction. The Educational Resources Information Center (ERIC) file has one hundred and fifty articles relating to Grade Prediction from 1969 through 1977.

While most of these studies have dealt with predicting Grade Point Average (GPA) in college, Goldman and Slaughter found that GPA prediction is not as good as prediction of individual class grades.¹ Erkut found that the best predictor of future achievement was by far past achievement.² Black found that grades in high school were the best single indicators of grades in college.³ Forshay found in using variables which included the Scholastic Aptitude Test (SAT), previous GPA and advisors judgment in a stepwise multiple regression that the High

¹Ray Goldman and Robert Slaughter, "Why College Grade Point average is Difficult to Predict," Journal of Educational Psychology, 68 (1976), p. 9.

²Sumru Erkut, "Sex Differences in Attribution of Achievement and Actual Achievement," (Presented at Annual Convention of the American Psychological Association, San Francisco, California, August 26-30, 1977), p. 13.

³Hubert P. Black, The Efficiency of the American College Testing Program and High School Grades for Predicting the Achievement of Chesapeake College Students, U.S., Educational Resources Information Center, ERIC Document ED 029 626, January, 1969, p. 28.

School Grade Point Average (HSGPA) was by far the most dominant variable in the equation.⁴ McDowell found a significant positive relationship between success in Rhetoric 1101 (a college freshmen English course at the University of Minnesota) and high school English grades, high school percentile rank, high school grade point averages and scores on the verbal portions of the Preliminary Scholastic Aptitude Test.⁵ The best predictor was found to be high school English grades with a correlation coefficient of .44.⁶ Angoff found that high school grade averages had a median validity coefficient of .32 and were only slightly less valid than the verbal portion of the Scholastic Aptitude Test with a median validity coefficient of .35 in prediction of freshmen college English grades.⁷

What is proposed is instead of predicting college grades to predict high school English grades.

The Statement of the Problem

This research proposed to see if a relationship existed between Sophomore English grades and grades in Junior English classes at Central High School in Clifton, Illinois.

⁵Earl McDowell and Arthur E. Walzer, Exemption, Predictive Validity, and Rhetoric 1101 and Rhetoric 1102, U.S., Educational Resources Information Center, ERIC Document ED 153 217, 1976, p. 7.

⁶IBID, p. 14.

⁷William H. Angoff, The College Board Admissions Testing Program: A Technical Report on Research and Development Activities Relating to the Scholastic Aptitude Test and Achievement Tests (College Entrance Examination Board: Princeton, 1971), p. 139.

The Sub-problems

The first sub-problem was to see if expectancy tables based on English IIA grades and grades in required Junior English classes vary significantly from year to year for the 1977, 1978, and 1979 graduates of Central High School.

The second sub-problem was to see if expectancy tables based on English IIB grades and grades in required Junior English classes vary significantly from year to year for the 1977, 1978, and 1979 graduates of Central High School.

The Limitations

The study was to be limited to students who graduated from Central High School in Clifton, Illinois during the years 1977, 1978, and 1979.

Students who transferred into the Central school system after the first semester of their Sophomore year were not to be included in this study.

The study was to be limited to Sophomore English IIA and IIB grades and grades in Modern American Literature, American Literature Survey and American Fiction.

The study included the Class of 1978 for only first semester Junior English classes taken.

This study applied only to the selection of Junior required English classes taken at Central High School, Clifton, Illinois.

Definition of Terms

Junior Required English - All Juniors must enroll for one semester in one of the following English courses if they took English IIA or IIB

as a Sophomore: American Literature Survey, Modern American Literature, or American Fiction. This is a graduation requirement.

English IIA - This is a college prep class. In the class nine weeks are spent on speech doing informative, demonstrative, and persuasive speeches and a simplified oral interpretation speech. Two plays are read, Julius Caesar and The Miracle Worker. Two full length novels, A Separate Peace and A Tale of Two Cities, are read. Also several short stories, poems, and non-fiction selections are read. Proponents place emphasis on both written and oral communication. Grammar is handled only incidentally as the need arises. Vocabulary study is done throughout the year. Book reports and reviews are required each nine week period.

English IIB - In this class, nine weeks are spent on speech doing informative, demonstrative and bodily action speeches. Nine weeks are spent on grammar review covering such areas as subject-verb agreement, correct pronoun usage, and correct use of verbs. Several short stories, poems, and non-fiction selections are read with frequent writing assignments. Two plays, Julius Caesar and The Miracle Worker are read. One full length novel, A Separate Peace, is read. Book reports are required each nine week period.

American Fiction - This course covers the development of fiction in America from Irving and Poe to the most modern fiction writers. The proponents' objective for the course is to acquaint the students with as many different contemporary authors as possible. Proponents use three paperbacks with the expectation of the student learning to appreciate what he has read. Proponents use modern concepts of treatment of subject and author's approach with the expectation of better preparing the student to recognize many of the problems of contemporary society and hopefully help them to react properly to similar situations in their own lives. Finally, one or two novels are read. This is not a college prep course and was recommended for the undecided student by the proponents.

American Literature Survey - This course covered the literature of America from the colonial days to the twentieth century. Proponents felt that it was a good parallel to early American history. The proponents felt that the most important areas of concern were the development of the short story by Irving, Hawthorne, and Poe. However, the literature of the Civil War and the new concepts of such authors as Walt Whitman, Mark Twain, Jack London, and Bret Harte are included. The course included vocabulary drills, composition, and outside reading for reports. Recommended for the college bound student by the proponents.

Modern American Literature - This class includes as much of the various genres of the twentieth century as possible. Modern fiction, non-fiction, poetry, and drama were studied. The proponents placed emphasis on developing standards of evaluating everything that students read, watched on television, or saw in a movie. The proponents aimed to make the student more observant and more discriminating in the choice

of material in their daily life such as why is a writing acceptable or unacceptable. Proponents also included some vocabulary study, composition, and outside reading for book reports. Proponents recommended this course for the college bound student.

Expectancy Table - Grid on which is tallied the performance of individuals on their Sophomore English IIA or IIB grades and the grade they received in American Literature Survey, Modern American Literature, or American Fiction.

METHODS OF PROCEDURE

Description of the Population

The population was the students of Central High School of Central Community Unit District #4, which is located a mile and a half north of Clifton, Illinois. The school district is composed of over 400 square miles. The families in the area work mostly in agriculture or agricultural related occupations.

The school building itself was composed of a high school building and a junior high building, which are connected by a corridor. The student body that was used for the study consisted of the graduated classes of 1977 of 120 students, of 1978 of 119 students, and of 1979 of 116 students. The entire student body was composed of approximately five percent black and ninety-five percent white students.

Sources of Data

The grades used for this study were taken from the transcripts on file at the Central High School for the 1977, 1978, and 1979 graduates. Only the sex of the student, Sophomore English grades and Junior English grades in American Literature Survey, Modern American Literature and American Fiction were taken from the transcripts. This information was placed on paper with appropriate columns at the top to indicate sex, Sophomore English grades and Junior English grades.

The letter M was used to indicate males and the letter F was used to indicate females in the Sex column.

In the column under the heading Sophomore English Grades, the letters IIA were placed for all students who took English IIA and IIB letters were placed for all students who took English IIB. They were followed by a slash mark (/) and the grade recorded for the first semester followed to the right of the slash mark.

In the column under the heading Junior English Grades, the letters ALS were written for American Literature Survey; for Modern American Literature, the letters MAL were written; and for American Fiction, the letters AF were used. The letters were followed by a slash mark (/) and the grade recorded for that class followed to the right of the slash mark.

Treatment of Data

The information described in the previous section was transferred to Expectancy Tables. This was accomplished as explained for Table 1 in the following paragraphs.

For the class of 1977, a grid was made of seven rows by seven columns. Boxes formed by the grid will be referred to as cells from now on. The aforementioned grid was made with the paper turned sideways. In the upper left hand cell, a diagonal was placed from the upper left hand corner to the lower right hand corner. In this example, English IIA grades and American Literature Survey grades were compared. IIA was placed in the lower left section and ALSG was placed in the upper right hand section of the upper left hand cell.

Going down, the rows were labeled E, D, C, B, A, and Total (Total is explained shortly.) to indicate letter grades received in

English IIA. Going across the top cells are the following labels: E, D, C, B, A, and Total to indicate letter grades recorded in American Literature Survey.

Five spaces down from the top of the paper above the grid, the words "Table 1" were centered. Two spaces below were found the words "Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1977." This process was also used for comparison of English IIA grades and Modern American Literature grades, English IIA grades and American Fiction grades, English IIB grades and American Literature Survey grades, English IIB grades and Modern American Literature grades, and English IIB grades and American Fiction grades for each of the following: Class of 1977, Class of 1978, Class of 1979, and the Composite of the Classes of 1977, 1978, and 1979.

The paper with the transferred information is searched until under the Sophomore English column an A/ was found and the Junior English Grade column on that same line has the letters ALS. Once this combination was found, the grade following A/ was looked for under the IIA section of the Expectancy Table. Then, proceed across the row until the column representing the grade recorded for ALS is located. A short vertical line was placed in the upper left hand corner of the cell and a check mark is placed next to the ALS grade for the student just recorded. A line is added each time someone else had the same grade recorded. The fifth person that had the same recorded grade was indicated by a diagonal across the preceding four lines.

When all the students who took American Literature Survey and English IIA from the Class of 1977 had been recorded, each cell was

tallied up. That number was recorded in each cell. Next the total for each row and column was figured and recorded in the total column or row. Then each series of rows and columns were added up. The totals should have been the same or a check of all entries had to be made. After it checked out, the next table was made.

Once the information was placed on Expectancy Tables for the three classes in this study, 1977, 1978, and 1979, a composite was made for each of the possible combinations. Now a new table was made which only had the arabic numerals on it for each table made. After all the information was on Expectancy Tables, the researcher tried to determine if there were any significant differences between the tables. Finally, the results would be written.

Hypothesis

H₁: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978, and 1979 and the Composite for English IIA grades and American Literature Survey grades.

H₂: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978, and 1979 and the Composite for English IIA grades and Modern American Literature Survey.

H₃: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978, and 1979 and the Composite for English IIA grades and American Fiction grades.

H₄: here are no significant differences between the Expectancy Tables for the Classes of 1977, 1978, and 1979 and the Composite for English IIB grades and American Literature Survey grades.

H_5 : There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978, and 1979 and the Composite for English IIB grades and Modern American Literature grades.

H_6 : There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978, and 1979 and the Composite for English IIB grades and American Fiction grades.

Chapter 2

REVIEW OF THE RELATED LITERATURE

Introduction

On the college level many studies have been done that attempt to predict success at the university in general and success in particular subjects. College admission officers have used the American College Test (ACT) or Scholastic Aptitude Test (SAT) along with the High School Class Rank (HSCR) or High School Grade Point Average (HSGPA) to determine selection of students for admission to their college that have the best chance of success.⁸

In a study by Norris and Cochran, the introduction told of students at Illinois State University and other universities who seek information to help them predict their chances of success in the different programs of study offered by the particular university that they are attending. They also mentioned the particular colleges concern for high failure and dropout rate when the students make choices of programs of study or courses without any predictive information.⁹

Selection of English Courses at Central High School

At Central High School, the student has a choice of three Junior

⁸Winton Manning and others, Selective Admissions in Higher Education (San Francisco: Jossey Bass Publishers, 1977), pp. 80-81.

⁹Lila Norris and Donald Cochran, "The SIGI Prediction System: Predicting College Grades With and Without Tests," Measurement and Evaluation in Guidance, 10 (1977), p. 134.

level English courses to meet their requirement for graduation if they took English IIA or English IIB as a Sophomore. Early in February, the Sophomores were given curriculum guides and started pre-registration for the Junior year. Once the information was given out, Sophomores started going to the counselor's office seeking information on their chances of passing the three courses from which they had to choose. There had not been any guides to aid the student or counselor in this decision. When the choice made led to a passing grade that was acceptable to the student and the parents of the student, everyone was happy. When this was not true, the counselor was in for a hard time from the student and the parent for helping the student make an incorrect choice. Sometimes the complaint was not because of an unsatisfactory grade, but because the student had not taken a college prep English course. Without having information to inform the student or the parent of the chances of success in the college prep course, the counselor could not give a good answer.

Prediction of Grades at the University Level

While Central High School Counselors did not have any studies done on the prediction of success, several universities had. Indiana University by means of a report by Dalton had taken a look at the decline in the predictive validity of SAT and High School Achievement.¹⁰ Larson and Scontrino did an eight year study for a small West Coast University on the consistency of high school GPA and the SAT-Verbal (SAT-V)

¹⁰Starret Dalton, "A Decline in the Predictive Validity of the SAT and High School Achievement," Educational and Psychological Measurement, 36 (Summer, 1976), pp. 445-448.

and the SAT-Mathematics (SAT-M) portions of the SAT as predictors of college performances.¹¹

Of the factors used in prediction of grades, the results of a study by Lehrer and Hieronymus showed that the inclusion of academic achievement motivation, educational expectations and biographical factors add to the prediction accuracy beyond a measure of intellectual functioning alone.¹² Goodman and Widauski found that a large portion of GPA variance comes from unmeasured personal factors (e.g., diligence, conformity, motivation, artistic ability, or writing skill).¹³ Brookover stated that "The correlation between a combination of high school grade-point average and scholastic aptitude test score and college grades is usually about .55." He went on to say that the addition of nonintellective predictors only slightly increased the correlation by approximately .05. This was due to the idea that nonintellective criteria are closely related to the intellective ones.¹⁴

¹¹James Larson and M. P. Scontrino, "The Consistency of High School Grade Point Average and of the Verbal and Mathematical Portions of the Scholastic Aptitude Test of the College Entrance Examination Board, As Predictors of College Performance: An Eight Year Study," Educational and Psychological Measurement, 36 (Summer, 1976), p. 440.

¹²Barry E. Lehrer and Albert N. Hieronymus, "Predicting Achievement Using Intellectual, Academic-Motivational and Selected Non-Intellectual Factors," Journal of Experimental Education, 45 (1977), p. 50.

¹³Roy Goodman and Mel Widauski, "A Within Subjects Technique for Comparing College Grading Standards Implications in the Validity of the Evaluation of College Achievement," Educational and Psychological Measurement, 36 (Summer, 1976), p. 383.

¹⁴Wilbur B. Brookover and others, The College Student (New York: The Center for Applied Research in Education, Inc., 1965), p. 51.

In studies reported by Goodman and Widauski, the ACT Handbook, Forshay, Goldman and Slaughter and Angoff, it was found that SAT or ACT scores and high school grade point averages were among the most valid predictors of college grade point averages.¹⁵

Passons found in his study that the High School Recommending Grade Average (A's and B's in academic courses) yielded highest validity for first semester GPA, but SAT and ACT test scores were slightly higher for predicting grades in individual courses.¹⁶ He did not compare High School English grades with college English grades, so it may have been that this would have given higher validity than the SAT and ACT scores as was found by Illo.¹⁷

McDonald and Gawkoski found the HSGPA had a stronger predictive validity than either the SAT-V or the SAT-M and was significant at the 1% level for the students used as a sample for their study.¹⁸ Black

¹⁵Goodman, op. cit., p. 383; American College Testing Program, "The ACT Assessment Counselor's Handbook," (1978), p. 3; Wellesby R. Forshay and others, "A Multivariate Analysis of Academic Advising: Case Study of Research in an Instructional Development Setting," (Paper presented at the Annual Meeting of the Association for Educational Communication and Technology, Miami, Florida, April 25-29, 1977), p. 11; Ray Goldman and Robert Slaughter, "Why College Grade Point Average is Difficult to Predict," Journal of Educational Psychology, 68 (1976), p. 9; William H. Angoff, The College Board Admissions Testing Program: A Technical Report on Research and Development Activities Relating to the Scholastic Aptitude Test and Achievement Tests (New Jersey: College Entrance Examination Board, 1971), p. 139.

¹⁶William Passons, "Predictive Validities of the ACT, SAT, and High School Grades for First Semester GPA and Freshmen Courses," Educational and Psychological Measurement, 27 (1967), pp. 1143-1144.

¹⁷John Illo, "From Senior to Freshmen: A Study of Performance in English Composition in High School and College," Research in the Teaching of English, 10 (Fall, 1976), pp. 127-136.

¹⁸Rita McDonald and Roman Gawkoski, "Predictive Value of SAT Scores and High School Achievement for Success in a College Honors Program," Educational and Psychological Measurement, 39 (1979), p. 412.

found that the HSGPA was more predictive than the ACT test scores.¹⁹ Forshay found HSGPA to be by far the most dominant variable in a step-wise multiple regression for the prediction of grades using eight variables which included SAT, previous GPA and advisor judgment.²⁰ HSGPA was found to be a better predictor of college GPA than the SAT-M and SAT-V in studies by Chissom and Lanier, Michael and Jones, and Franz, Davis and Garcia.²¹ Even the College Entrance Examination Board which gives the SAT and the American College Testing Program which gives the ACT have admitted that HSGPA was a better predictor of college GPA than their respective test, but they do state that the combining of HSGPA and the respective test does give a much better prediction than the HSGPA by itself.²²

Prediction of Grades in Individual University Classes

Goodman and Slaughter found a higher validity in predicting grades in individual classes than in predicting GPA when using HSGPA and

¹⁹Hubert P. Black, The Efficiency of the American College Testing Program and High School Grades for Predicting the Achievement of Chesapeake College Students, U.S., Educational Resources Information Center, ERIC Document ED 029 626, January, 1969, p. 28.

²⁰Forshay, op. cit., p. 9.

²¹Brad S. Chissom and Doris Lanier, "Prediction of First Quarter Freshmen GPA Using SAT Scores and High School Grades," Educational and Psychological Measurements, 35 (1975), pp. 461-463; see also W. B. Michael and R. Jones, "Stability of Predictive Validities of High School Grades and of Scores on the Scholastic Aptitude Test of the College Entrance Examination Board for Liberal Arts Students," Educational and Psychological Measurements, 23 (1963), pp. 375-378; see also G. Franz, J. A. Davis and D. Garcia, "Prediction of Grades from Preadmissions Indices in Georgia Tax Supported Colleges," Educational and Psychological Measurements, 23 (1963), pp. 375-378.

²²American College Testing Program, op. cit., p. 3; see also Angoff, op. cit., p. 139.

SAT test scores.²³ Erkut found that the best predictor for future achievement by far was the past achievement. In the results of his study, the Spring GPA was best predicted by the fall GPA.²⁴ Previous grades appeared to be better predictors of future grades than did test scores according to Ryan and French.²⁵ It was determined by Illo that the last high school grade in a given subject correlated best with the first college grade in that subject.²⁶ Angoff found in his study that high school grades at .31 validity was only slightly less valid than the SAT's .35 in prediction of college English grades and that the HSGPA was more valid for overall GPA for college freshmen than the SAT Scores.²⁷

While Norris and Cochran found that the self reported High School English grades by students were the best predictors of the college English grades, they went on to say self estimates will succeed only when there is no reason for deception.²⁸ McDowell and Walzer found a significant positive relationship between success in Rhetoric 1101 (a University of Minnesota Freshman English course) and High School

²³Goldman, op. cit., pp. 9-14

²⁴Sumru Erkut, "Sex Differences in Attribution of Achievement and Actual Achievement," (Presented at Annual Convention of the American Psychological Association, San Francisco, California, August 26-30, 1977), p. 13.

²⁵James Ryan and James French, "Long Term Grade Prediction for Intelligence and Achievement Tests in Schools of Differing Socio Economic Levels," Educational and Psychological Measurement, 36 (1976), pp. 553-559.

²⁶Illo, op. cit., pp. 127-136.

²⁷Angoff, op. cit., p. 139.

²⁸Norris, op. cit., p. 138.

English grades with a correlation coefficient of .44.²⁹

- So what better way to predict Junior English grades than by using Sophomore English grades? Only one argument was presented against this idea in my studies of related research. That argument was according to Goldman and Slaughter that there were different grading standards for grades received from different schools and teachers for the same course.³⁰ This study does not have that problem to contend with as all the classes were taught at Central High School. Also, each of the classes (English IIB, English IIA, American Literature Survey, Modern American Literature, and American Fiction) was taught by an individual teacher.

Expectancy Table

In a study by Sycamore, it was explained that the main purpose of an Expectancy Table, no matter if it was for mid-term to final, aptitude to success, or qualifications to enter, was prediction.³¹ Perrin and Whitney talked of similar uses of expectancy tables.³² So from these expectancy tables, predictions of Junior Required English grades at Central High School would be made from students who had taken English IIA or IIB and completed the Junior Required English course as the stu-

²⁹Earl McDowell and Arthur E. Walzer, Exemption, Predictive Validity, and Rhetoric 1101 and Rhetoric 1102, U.S., Educational Resources Information Center, ERIC Document ED 153 217, 1976, p. 14.

³⁰Goldman, op. cit., p. 9.

³¹James Sycamore, "The Expectancy Table: A Tool for Midterm Conferences," The School Counselor, (January, 1978), pp. 203-205.

³²David Perrin and Douglas Whitney, "Methods for Smoothing Expectancy Tables Applied to the Prediction of Success in College," Journal of Educational Measurement, 13 (1976), pp. 223-231.

dent wishing the predictions desired to take. Making predictions based upon past performance in a similar subject area was advocated by Erkut, Ryan and French, Illo, and Sycamore.³³

Even more valuable than an Expectancy Table's use in grade prediction is its use in simplifying the explanation of how to arrive at a student's predicted grade. Instead of going through a long detailed explanation, the researcher, counselor, teacher of English or whoever was working with the student would simply show the student the expectancy table. The student could then become actively involved in the prediction process as advocated by Norris and Cochran.³⁴ So by the use of Expectancy Tables, it would appear that a high school student at Central High School would be better able to answer the question, "What are my chances of passing the different Required Junior English classes at Central High School?" (in Clifton, Illinois).

Whether this is possible or not will depend upon the results and conclusions covered in the next two sections as a relationship must exist between the Sophomore English grades and the Junior Required English grades.

³³Erkut, op. cit., p. 13; see also Ryan, op. cit., p. 557; see also Illo, op. cit., pp. 127-136; see also Sycamore, op. cit., p. 205.

³⁴Norris, op. cit., p. 139.

Chapter 3

RESULTS

To be included in the results, a student had to be a graduate of Central High School, Clifton, Illinois, and to take either English IIA or English IIB as a Sophomore and either American Literature Survey, Modern American Literature, or American Fiction as a Junior.

Of the 120 students of the Class of 1977, only 92 met the requirements to be included in the results. Of the 119 students in the Class of 1978, only 45 were included in the results. The reason for the low number being included from the Class of 1978 was that grades were not available for the second semester of their Junior year when data was collected on them. Of the 116 students of the Class of 1979, only 100 met the requirements to be included in the results.

For each of the Classes of 1977, 1978 and 1979 and for the Composite of all three classes, a table was made for all students who met the requirements to indicate a comparison of English IIA grades and American Literature Survey grades, a comparison of English IIA grades and Modern American Literature grades, a comparison of English IIA grades and American Fiction grades, a comparison of English IIB grades and American Literature Survey grades, a comparison of English IIB grades and Modern American Literature grades, and a comparison of English IIB grades and American Fiction grades.

In order to determine if a relationship exists between the Sophomore English grades and Junior Required English grades, a Chi Square Test was used. The Chi Square Test is a test that should be used when

you have frequency data that compares the effects of two variables and there are more than two groups on either of the two variables. The two variables in this study are the Sophomore English grades and the Junior Required English grades. The grades are the letter grades E, D, C, B, and A so there are more than two groups for each of the variables.

To determine the Chi Square for each table the following formula

was used:
$$\chi^2 = \sum_{i=1}^{25} \frac{(O_i - E_i)^2}{E_i} = \frac{(O_1 - E_1)^2}{E_1} + \frac{(O_2 - E_2)^2}{E_2} + \dots +$$

where χ^2 = the Chi Square value

O = the observed frequency for a particular cell of the table which is the entry recorded in each individual cell.

E = the expected frequency for a cell which is determined by multiplying the total of the row to which the cell belongs by the total of the column to which it belongs and then dividing by the grand total.

$$\sum_{i=1}^{25} \frac{(O_i - E_i)^2}{E_i}$$
 = the sum of the quotients of square of the difference between the observed frequency and expected frequency for each cell and the expected frequency for that cell.

In using Chi Square, the number of degrees of freedom needs to be determined also. The degrees of freedom will always be the product of the number of rows minus 1 and the number of columns minus 1 for each table. Any row(s) or column(s) that contained all zero's were not counted as a row or column in determining the degrees of freedom or used in determining the Chi Square value.

Small Chi Square values support the null hypothesis while large values of Chi Square lead to a rejection of the null hypothesis.

By simply using the tables and computing the observed and expected frequencies for each cell, one could see if differences exist. However, to determine if the differences can be attributed to chance or that the null hypothesis is to be rejected or accepted, a level of

significance of the Chi Square value needs to be set. In this study, a 5% level of significance was used. This means that the Chi Square value would be reached by chance 5% of the time and that 95% of the time indicated that a relationship would exist between the appropriate Sophomore English grade and the appropriate Junior Required English grade. The value of Chi Square at a 5% level of significance for a particular number of degrees of freedom must be gotten from a Chi Square Table contained in any statistical book. In order to reject the null hypothesis the Chi Square value of a Table in this study must be greater than the 5% level of confidence Chi Square value found in a Chi Square Table.³⁵

The Chi Square test works only if there are a minimum of two rows and two columns containing a number greater than one. The information collected in this study after being placed on tables and excluding rows or columns containing all zeros was fed into a computer on Eastern Illinois University's campus. The corresponding Chi Square values and degrees of freedom for each table were printed out by the computer.

The results of the computer computations are included on the tables contained in the next six sections. The Chi Square value for the appropriate degree of freedom for each table at the 5% level of significance was found in the Modern Elementary Statistics book and was also included on each table.³⁶

³⁵James Bruning and B. L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1968), pp. 197, 198, 207-213; see also John E. Freund, Modern Elementary Statistics (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960), pp. 272-281.

³⁶Freund, op. cit., p. 386.

Comparison of Sophomore English IIA Grades and Junior
American Literature Survey Grades

Table 1 is a table of twenty-five students who took English IIA and American Literature Survey from the Class of 1977. The Chi Square value of Table 1 was found to be 15.756 with 4 degrees of freedom. A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 13.277. This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Class of 1977.

Table 2 is a table of twelve students who took English IIA and American Literature Survey from the Class of 1978. The Chi Square value of Table 2 was found to be 22.9286 with 12 degrees of freedom. A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 26.217. This indicated at a 5% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Class of 1978.

Table 3 is a table of seventeen students who took English IIA and American Literature Survey from the Class of 1979. The Chi Square value of Table 3 was found to be 34.125 with 6 degrees of freedom. A Chi Square value at a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 16.812. This indicated at a 1% level of significance that a relationship appeared to

Table 1

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1977

ALSG	E	D	C	B	A	TOTAL
IIAG						
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	0	0	7	1	0	8
B	0	0	5	7	0	12
A	0	0	0	3	2	5
TOTAL	0	0	12	11	2	25

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 1 was found to be 15.756 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 13.277.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Class of 1977.

Table 2

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1978

ALSG	E	D	C	B	A	TOTAL
IIAG						
E	0	0	0	0	0	0
D	0	1	1	0	0	2
D	1	0	1	0	0	2
B	0	0	6	1	0	7
A	0	0	0	0	1	1
TOTAL	1	1	8	1	1	12

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 2 was found to be 22.928 with 12 degrees of freedom.

A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 26.217

This indicated at a 5% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Class of 1978.

Table 3

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1978

IIAG \ ALSG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	3	0	0	0	3
C	0	0	5	0	0	5
B	0	0	10	0	0	10
A	0	0	1	2	0	3
TOTAL	0	3	16	2	0	21

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 3 was found to be 34.000 with 6 degrees of freedom.

A Chi Square value at a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 16.812.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Class of 1979.

Table 3

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Class of 1978

ALSG	E	D	C	B	A	TOTAL
IIAG						
E	0	0	0	0	0	0
D	0	3	0	0	0	3
C	0	0	5	0	0	5
B	0	0	10	0	0	10
A	0	0	1	2	0	3
TOTAL	0	3	16	2	0	21

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 3 was found to be 34.000 with 6 degrees of freedom.

A Chi Square value at a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 16.812.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Class of 1979.

exist between English IIA Grades and American Literature Survey Grades for the Class of 1979.

Table 4 is a table of fifty-four students who took English IIA and American Literature Survey from the Classes of 1977, 1978 and 1979. The Chi Square value of Table 4 was found to be 75.0362 with 12 degrees of freedom. A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 26.217. This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Composite of the Classes of 1977, 1978 and 1979.

Comparison of Sophomore English IIA Grades and Junior Modern American Literature Grades

Table 5 is a table of twenty-seven students who took English IIA and Modern American Literature from the Class of 1977. The Chi Square value of Table 5 was found to be 28.4976 with 12 degrees of freedom. A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 26.217. This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and Modern American Literature Grades for the Class of 1977.

Table 6 is a table of the Class of 1978, but since no student took both English IIA and Modern American Literature there was no Chi Square value determined. The reason for this is that Modern American Literature was taken during the second semester and the grades were not

Table 4

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Composite of the Classes of 1977, 1978 and 1979

IIAG	ALSG	E	D	C	B	A	TOTAL
E		0	0	0	0	0	0
D		0	4	1	0	0	5
C		1	0	12	1	0	14
B		0	0	19	8	0	27
A		0	0	0	5	3	8
TOTAL		1	4	32	14	3	54

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 4 was found to be 75.0362 with 12 degrees of freedom.

A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 26.217.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Composite of the Classes of 1977, 1978 and 1979.

Table 5

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Class of 1977

IIAG \ MALG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	1	1	1	0	0	3
C	0	1	3	5	0	9
B	0	0	2	8	1	11
A	0	0	0	1	3	4
TOTAL	1	2	6	14	4	27

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 5 was found to be 28.4976 with 12 degrees of freedom.

A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 26.217.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and Modern American Literature Grades for the Class of 1977.

Table 6

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Class of 1978

IIAG	MALG	E	D	C	B	A	TOTAL
E		0	0	0	0	0	0
D		0	0	0	0	0	0
C		0	0	0	0	0	0
B		0	0	0	0	0	0
A		0	0	0	0	0	0
TOTAL		0	0	0	0	0	0

E, D, C, B and A = recorded letter grades

A Chi Square value was not determined for English IIA Grades and Modern American Literature Grades for the Class of 1978 as they only took Modern American Literature during the second semester of their Junior year. The grades from the second semester for the Class of 1978 was not available when data was collected.

Therefore, no decision on the existence of a relationship between the English IIA Grades and Modern American Literature Grades for the Class of 1978 could be made at this time.

available when the data was collected for the Class of 1978. No decision on the existence of a relationship between English IIA Grades and Modern American Literature Grades for the Class of 1978 could be made at this time.

Table 7 is a table of twenty-one students who took English IIA and Modern American Literature from the Class of 1979. The Chi Square value of Table 7 was found to be 11.0875 with 8 degrees of freedom. A Chi Square value at a 5% level of significance with 8 degrees of freedom was given as 15.507 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIA Grades and Modern American Literature Grades for the Class of 1979.

Table 8 is a table of forty-eight students who took English IIA and Modern American Literature from the Classes of 1977, 1978 and 1979. The Chi Square value of Table 8 was found to be 37.7249 with 12 degrees of freedom. A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 26.217. This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and Modern American Literature Grades for the Composite of the Classes of 1977, 1978 and 1979.

Comparison of Sophomore English IIA Grades and Junior American Fiction Grades

Table 9 is a table of two students who took English IIA and American Fiction from the Class of 1977. No Chi Square value could be determined for this table as it did not have the minimum of two rows and two columns containing a number greater than zero. No decision on the

Table 7

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Class of 1979

IIAG \ MALG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	1	1	0	0	2
C	1	3	7	1	0	12
B	0	0	2	4	1	7
A	0	0	0	0	0	0
TOTAL	1	4	10	5	1	21

E, C, C, B and A = recorded letter grades

The Chi Square value of Table 7 was found to be 11.0875 with 8 degrees of freedom.

A Chi Square value at a 5% level of significance with 8 degrees of freedom was given as 15.507 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIA Grades and Modern American Literature Grades for the Class of 1979.

Table 8

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior Modern American Literature Grades (MALG) for the Composite of the Classes of 1977, 1978 and 1979

IIAG	MALG	E	D	C	B	A	TOTAL
E		0	0	0	0	0	0
D		1	2	2	0	0	5
C		1	4	10	5	0	20
B		0	0	4	12	2	18
A		0	0	0	3	4	7
TOTAL		2	6	16	20	6	50

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 8 was found to be 37.4249 with 12 degrees of freedom.

A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 26.217.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and Modern American Literature Grades for the Composite of the Classes of 1977, 1978 and 1979.

NOTE: The Class of 1978 was not included in this part of the study as data for the second semester of their Junior year was not available. The Class of 1978 took Modern American Literature during the second semester of their Junior year.

Table 9

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Class of 1977

IIAG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	2	0	0	0	2
C	0	0	0	0	0	0
B	0	0	0	0	0	0
A	0	0	0	0	0	0
TOTAL	0	2	0	0	0	2

E, D, C, B and A = recorded letter grades

No Chi Square value could be determined for Table 9 as it did not have the minimum of two rows and two columns containing a number greater than zero.

No decision on the existence of a relationship between English IIA Grades and American Fiction Grades for the Class of 1977 could be made at this time.

existence of a relationship between English IIA Grades and American Fiction Grades for the Class of 1977 could be made at this time.

Table 10 is a table of one student who took English IIA and American Fiction from the Class of 1978. No Chi Square value could be determined for this table as it did not have the minimum of two rows and two columns containing a number greater than zero. No decision on the existence of a relationship between English IIA Grades and American Fiction Grades for the Class of 1978 could be made at this time.

Table 11 is a table of seven students who took English IIA and American Fiction from the Class of 1979. The Chi Square value of Table 11 was found to be 3.325 with 2 degrees of freedom. A Chi Square value at a 5% level of significance with 2 degrees of freedom was given as 5.991 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIA Grades and American Fiction Grades for the Class of 1979.

Table 12 is a table of ten students who took English IIA and American Fiction from the Classes of 1977, 1978 and 1979. The Chi Square value of Table 12 was found to be 7.00 with 4 degrees of freedom. A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIA Grades and American Fiction Grades for the Composite of the Classes of 1977, 1978 and 1979.

Comparison of Sophomore English IIB Grades and Junior American Literature Survey Grades

Table 13 is a table of seven students who took English IIB and American Literature Survey from the Class of 1977. No Chi Square value

Table 10

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Class of 1978

IIAG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	0	1	0	0	1
C	0	0	0	0	0	0
B	0	0	0	0	0	0
A	0	0	0	0	0	0
TOTAL	0	0	1	0	0	1

E, D, C, B and A = recorded letter grades

No Chi Square value could be determined for Table 10 as it did not have the minimum of two rows and two columns containing a number greater than zero.

No decision on the existence of a relationship between English IIA Grades and American Fiction Grades for the Class of 1978 could be made at this time.

Table 11

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Class of 1979

IIAG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	0	2	0	0	2
C	0	0	3	1	0	4
B	0	0	0	1	0	1
A	0	0	0	0	0	0
TOTAL	0	0	5	2	0	7

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 11 was found to be 3.325 with 2 degrees of freedom.

A Chi Square value at a 5% level of significance with 2 degrees of freedom was given as 5.991 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIA Grades and American Fiction for the Class of 1979.

Table 12

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Fiction Grades (AFG) for the Composite of the Classes of 1977, 1978 and 1979

IIAG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	2	3	0	0	5
C	0	0	3	1	0	4
B	0	0	0	1	0	1
A	0	0	0	0	0	0
TOTAL	0	2	6	2	0	10

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 12 was found to be 7.000 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIA Grades and American Fiction Grades for the Composite of the Classes of 1977, 1978 and 1979.

Table 13

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Class of 1977

IIBG \ ALSG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	0	0	0	0	0	0
B	0	5	2	0	0	7
A	0	0	0	0	0	0
TOTAL	0	5	2	0	0	7

E, D, C, B and A = recorded letter grades

No Chi Square value could be determined for Table 13 as it did not have the minimum of two rows and two columns containing a number greater than zero.

No decision on the existence of a relationship between English IIB Grades and American Literature Survey Grades for the Class of 1977 could be made at this time.

could be determined for this table as it did not have the minimum of two rows and two columns containing a number greater than zero. No decision on the existence of a relationship between English IIB Grades and American Literature Survey Grades for the Class of 1977 could be made at this time.

Table 14 is a table of seven students who took English IIB and American Literature Survey from the Class of 1978. The Chi Square value of Table 14 was found to be 4.8125 with 4 degrees of freedom. A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIB Grades and American Literature Survey Grades for the Class of 1978.

Table 15 is a table of four students who took English IIB and American Literature Survey from the Class of 1979. No Chi Square value could be determined for this table as it did not have the minimum of two rows and two columns containing a number greater than zero. No decision on the existence of a relationship between English IIB Grades and American Literature Survey Grades for the Class of 1979 could be made at this time.

Table 16 is a table of eighteen students who took English IIB and American Literature Survey from the Classes of 1977, 1978 and 1979. The Chi Square value of Table 16 was found to be 4.546 with 4 degrees of freedom. A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIB Grades and American Literature Survey Grades for the Composite of the Classes of 1977, 1978 and 1979.

Table 14

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Class of 1978

IIBG \ ALSG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	0	3	1	0	0	4
B	0	1	0	1	0	2
A	0	0	0	1	0	1
TOTAL	0	4	1	2	0	7

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 14 was found to be 4.8125 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 91488 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIB Grades and American Literature Survey Grades for the Class of 1978.

Table 15

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Class of 1979

IIBG \ ALSG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	0	0	1	0	0	1
B	0	0	2	0	0	2
A	0	0	1	0	0	1
TOTAL	0	0	4	0	0	4

E, D, C, B and A = recorded letter grades

No Chi Square value could be determined for Table 15 as it did not have the minimum of two rows and two columns containing a number greater than zero.

No decision on the existence of a relationship between English IIB Grades and American Literature Survey Grades for the Class of 1979 could be made at this time.

Table 16

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Literature Survey Grades (ALSG) for the Composite of the Classes of 1977, 1978 and 1979.

IIBG \ ALSG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	0	3	2	0	0	5
B	0	6	4	1	0	11
A	0	0	1	1	0	2
TOTAL	0	9	7	2	0	18

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 16 was found to be 4.546 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIB Grades and American Literature Survey Grades for the Composite of the Classes of 1977, 1978 and 1979.

Comparison of Sophomore English IIB Grades and
Junior Modern American Literature Grades

Table 17 is a table of seventeen students who took English IIB and Modern American Literature from the Class of 1977. The Chi Square value of Table 17 was found to be 12.542 with 4 degrees of freedom. A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. Also found were a Chi Square value for a 2% level of significance which was 11.668 and a Chi Square value for a 1% level of significance which was 13.277. This indicated at a 2% level of significance that a relationship appeared to exist between English IIB Grades and Modern American Literature Grades for the Class of 1977.

Table 18 is a table of the Class of 1978, but since no student took both English IIB and Modern American Literature there was no Chi Square value determined. The reason for this is that Modern American Literature was taken during the second semester and the grades were not available when the data was collected for the Class of 1978. No decision on the existence of a relationship between English IIB Grades and Modern American Literature Grades for the Class of 1978 could be made at this time.

Table 19 is a table of twenty-five students who took English IIB and Modern American Literature from the Class of 1979. The Chi Square value of Table 19 was found to be 7.424 with 6 degrees of freedom. A Chi Square value for a 5% level of significance with 6 degrees of freedom was given as 12.502 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIB Grades and Modern American Literature Grades for the Class of 1979.

Table 17

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Class of 1977

IIBG \ MALG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	3	0	0	0	0	3
C	2	3	0	0	0	5
B	0	6	3	0	0	9
A	0	0	0	0	0	0
TOTAL	5	9	3	0	0	17

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 17 was found to be 12.542 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics.

For a 2% level of significance, a Chi Square value was given as 11.668.

For a 1% level of significance, a Chi Square value was given as 13.277.

This indicated at a 2% level of significance that a relationship appeared to exist between English IIB Grades and Modern American Literature Grades for the Class of 1977.

Table 18

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Class of 1978

IIBG	MALG					TOTAL
	E	D	C	B	A	
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	0	0	0	0	0	0
B	0	0	0	0	0	0
A	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

E, D, C, B and A = recorded letter grades

A Chi Square value was not determined for English IIB Grades and Modern American Literature Grades for the Class of 1978 as they only took Modern American Literature during the second semester of their Junior year. The grades from the second semester for the Class of 1978 were not available when data was collected.

Therefore, no decision on the existence of a relationship between the English IIB Grades and Modern American Literature Grades for the Class of 1978 could be made at this time.

Table 19

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Class of 1979

IIBG	MALG					TOTAL
	E	D	C	B	A	
E	0	0	0	0	0	0
D	0	0	0	0	0	0
C	3	6	3	0	0	12
B	0	4	7	1	0	12
A	0	0	1	0	0	1
TOTAL	3	10	11	1	0	25

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 19 was found to be 7.424 with 6 degrees of freedom.

A Chi Square value at a 5% level of significance with 6 degrees of freedom was given as 12.502 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIB Grades and Modern American Literature Grades for the Class of 1979.

Table 20 is a table of forty-two students who took English IIB and Modern American Literature from the Classes of 1977, 1978 and 1979. The Chi Square value of Table 20 was found to be 23.403 with 9 degrees of freedom. A Chi Square value for a 5% level of significance with 9 degrees of freedom was given as 16.919 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 21.666. This indicated at a 1% level of significance that a relationship appeared to exist between English IIB Grades and Modern American Literature Grades for the Composite of the Classes of 1977, 1978 and 1979.

Comparison of Sophomore English IIB Grades and Junior American Fiction Grades

Table 21 is a table of fourteen students who took English IIB and American Fiction from the Class of 1977. The Chi Square value of Table 21 was found to be 4.742 with 4 degrees of freedom. A Chi Square value for a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIB Grades and American Fiction Grades for the Class of 1977.

Table 22 is a table of fifteen students who took English IIB and American Fiction from the Class of 1978. The Chi Square value of Table 22 was found to be 9.072 with 4 degrees of freedom. A Chi Square value for a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics. This indicated that no relationship appeared to exist between English IIB Grades and American Fiction Grades for the Class of 1978.

Table 20

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior Modern American Literature Grades (MALG) for the Composite of the Classes of 1977, 1978 and 1979

IIBG \ MALG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	3	0	0	0	0	3
C	5	9	3	0	0	17
B	0	10	10	1	0	21
A	0	0	1	0	0	1
TOTAL	8	19	14	1	0	42

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 20 was found to be 23.4034 with 9 degrees of freedom.

A Chi Square value at a 5% level of significance with 9 degrees of freedom was given as 16.919 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 21.666.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIB Grades and Modern American Literature Grades for the Composite of the Classes of 1977, 1978 and 1979.

NOTE: The Class of 1978 was not included in this part of the study as data for the second semester of their Junior year was not available. The Class of 1978 took Modern American Literature during the second semester of their Junior year.

Table 21

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Class of 1977

IIBG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	1	4	0	0	0	5
C	1	2	4	0	0	7
B	0	1	1	0	0	2
A	0	0	0	0	0	0
TOTAL	2	7	5	0	0	14

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 21 was found to be 4.742 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIB Grades and American Fiction Grades for the Class of 1977.

Table 22

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Class of 1978

IIBG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	5	3	0	0	0	8
C	1	1	4	0	0	6
B	0	0	1	0	0	1
A	0	0	0	0	0	0
TOTAL	6	4	5	0	0	15

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 22 was found to be 9.072 with 4 degrees of freedom.

A Chi Square value at a 5% level of significance with 4 degrees of freedom was given as 9.488 in Modern Elementary Statistics.

This indicated that no relationship appeared to exist between English IIB Grades and American Fiction Grades for the Class of 1978.

Table 23 is a table of twenty-six students who took English IIB and American Fiction from the Class of 1979. The Chi Square value of Table 23 was found to be 15.484 with 6 degrees of freedom. A Chi Square value for a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics. Also found were a Chi Square value for a 2% level of significance which was 15.033 and a Chi Square value for a 1% level of significance which was 16.812. This indicated at a 2% level of significance that a relationship appeared to exist between English IIB Grades and American Fiction Grades for the Class of 1979.

Table 24 is a table of fifty-five students who took English IIB and American Fiction from the Classes of 1977, 1978 and 1979. The Chi Square value of Table 24 was found to be 28.726 with 6 degrees of freedom. A Chi Square value for a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics. Also found was a Chi Square value for a 1% level of significance which was 16.812. This indicated at a 1% level of significance that a relationship appeared to exist between English IIB Grades and American Fiction Grades for the Composite of the Classes of 1977, 1978 and 1979.

Table 23

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Class of 1979

IIBG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	5	4	2	0	0	11
C	1	2	8	0	0	11
B	0	0	3	1	0	4
A	0	0	0	0	0	0
TOTAL	6	6	13	1	0	26

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 23 was found to be 15.484 with 6 degrees of freedom.

A Chi Square value at a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics.

For a 2% level of significance, a Chi Square value was given as 15.033.

For a 1% level of significance, a Chi Square value was given as 16.812.

This indicated at a 2% level of significance that a relationship appeared to exist between English IIB Grades and American Fiction Grades for the Class of 1979.

Table 24

Comparison of First Semester Sophomore English IIB Grades (IIBG) and Junior American Fiction Grades (AFG) for the Composite of the Classes of 1977, 1978 and 1979

IIBG \ AFG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	11	11	2	0	0	24
C	3	5	16	0	0	24
B	0	1	5	1	0	7
A	0	0	0	0	0	0
TOTAL	14	17	23	1	0	55

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 24 was found to be 28.726 with 6 degrees of freedom.

A Chi Square value at a 5% level of significance with 6 degrees of freedom was given as 12.592 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 16.812

This indicated at a 1% level of significance that a relationship appeared to exist between English IIB Grades and American Fiction Grades for the Composite of the Classes of 1977, 1978 and 1979.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Assuming that all data were collected, recorded, analyzed and reported correctly, the following conclusions were reached.

H₁

The first hypothesis: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite for English IIA Grades and American Literature Survey Grades.

The Chi Square Test showed that a relationship did exist at the 1% level for the Class of 1977, Class of 1979 and the Composite. The Class of 1978's Chi Square score showed that a relationship existed at the 5% level. So there was no significant difference between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite.

H₂

The second hypothesis: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite for English IIA Grades and Modern American Literature Grades.

As Previously stated, the Class of 1978 was not included in this part of the study as data for the Class of 1978 was only available for

the first semester of their Junior year. Modern American Literature was not taught to the Class of 1978 until the second semester of their Junior year.

The Chi Square Test showed that a relationship did exist at the 1% level for both the Class of 1977 and the Composite. The Class of 1979 showed that no relationship existed between English IIA Grades and Modern American Literature Grades. No conclusive statement could be made in regards to the second hypothesis.

H₃

The third hypothesis: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite for English IIA Grades and American Fiction Grades.

No table was made for the Class of 1977 as only two took American Fiction and English IIA. They both received D's in both classes. No table was made for the Class of 1978 as only one student took American Fiction. The student received a D in English IIA and a C in American Fiction. Both the Class of 1979 and the Composite had a Chi Square value which said to accept the idea that no relationship existed between English IIA Grades and American Fiction Grades.

So with only two Chi Square values being made, one would need to accept the hypothesis and the idea that no relationship existed between English IIA Grades and American Fiction Grades.

H₄

The fourth hypothesis: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite for English IIB Grades and American Literature Survey Grades.

No table was made for the Class of 1977. All seven students who took English IIB received a B with five receiving a D in American Literature Survey and two a C. A table was not made for the Class of 1979. All four students who took English IIB received a C in American Literature and one got a C in English IIB, two a B and one an A. Both the Class of 1978 and the Composite had a Chi Square value which said to accept the idea that no relationship existed between English IIB Grades and American Literature Survey Grades.

So with only two Chi Square values being made, one would need to accept the hypothesis and the idea that no relationship existed between English IIB Grades and American Literature Survey Grades.

H₅

The fifth hypothesis: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite for English IIB Grades and Modern American Literature Grades.

As previously stated, the Class of 1978 was not included in this part of the study as data for the Class of 1978 was only available for the first semester of their Junior year. Modern American Literature was not taught to the Class of 1978 until the second semester.

The Class of 1977 had a Chi Square value which said that a relationship existed between English IIB Grades and Modern American Literature Grades at a 2% level of significance. The Composite had a Chi Square value which said the relationship existed at a 1% level of significance. The Class of 1979, however, had a Chi Square value which said

that no relationship existed between the English IIB Grades and Modern American Literature Grades.

No conclusive statement could be made in regards to the fifth hypothesis.

H₆

The sixth hypothesis: There are no significant differences between the Expectancy Tables for the Classes of 1977, 1978 and 1979 and the Composite for English IIB Grades and American Fiction Grades.

The Chi Square value for the Class of 1977 indicated that no relationship existed between English IIB Grades and American Fiction Grades. The Chi Square value for the Class of 1978 also indicated that no relationship existed, but it was much weaker in its rejection of the relationship. The Chi Square value for the Class of 1979 indicated that a relationship existed at a 2% level of significance. The Composite had a Chi Square value which indicated that a relationship existed at a 1% level of significance.

So there are wide differences between the Classes and the Composite and hence the sixth hypothesis must be rejected. No conclusive statement can be made about the relationship between English IIB Grades and American Fiction Grades.

General Conclusions

1. Only one relationship seems to exist between Sophomore English Grades and Junior Required English Grades. This relationship existed between English IIA Grades and American Literature Survey Grades and was significant at least at a 5% level of significance for all three classes and the Composite.

2. Using only the Compostie tables and Chi Square values would indicate that relationships existed at a 1% level of significance between English IIA Grades and American Literature Survey Grades, between English IIA Grades and Modern American Literature Grades, between English IIB Grades and Modern American Literature Grades, and between English IIB Grades and American Fiction Grades.

RECOMMENDATIONS

While the tables used in this study could be helpful to students at Central High School in making wiser decisions in the selection of Junior Required English courses, there are many factors that go into the grades recorded and the student needs to be made aware of them.

It is recommended that the study should be continued with each class at Central High School. In continuing this study, if any variance from the results of this study would be found for three consecutive years or more, it is recommended that the results found in this study be dropped. It should also cause an update of this paper to be written.

It is further recommended that the Class of 1978 grades for the second semester of Junior Required English courses be located and used in revision of this study.

It is recommended that the Composite Expectancy Tables used in this study for English IIA Grades and American Literature Survey Grades (Table 4), English IIA Grades and Modern American Literature Grades (Table 8), English IIB Grades and Modern American Literature Grades (Table 20), and English IIB Grades and American Fiction Grades (Table 24) be used by counselors at Central High School in answering their students question, "What are my chances of passing the three different Required Junior English classes."

This can be done by using the following format. As an example, let us suppose a student would like to know what their chances were of getting a C in American Literature Survey. Let us further suppose this student received a C in English IIA. Now referring to Table 4 which has been duplicated on the next page for your convenience.

You would take the grade received in English IIA (C) and go across until you reach the desired grade column, a C in American Literature Survey in this example. The number in that column is 12. You would divide by the number in the total column for the IIAG row of C which is 14. You would then receive a percent which is 85.7% in this example. The counselor could show the student this and say you have an 85.7% chance of receiving a C. This could be used for Modern American Literature also and the student would see in which course he/she seemed to have the best chance of receiving the best grade or grade wanted.

By use of tables similar to the ones used in this study, the counselors at Central High School and other schools would be able to help their students make better course selections. A final recommendation is that similar types of study be made on predicting ACT scores, SAT scores or college grades.

Table 25

Comparison of First Semester Sophomore English IIA Grades (IIAG) and Junior American Literature Survey Grades (ALSG) for the Composite of the Classes of 1977, 1978 and 1979 -- Duplicate of Table 4

IIAG \ ALSG	E	D	C	B	A	TOTAL
E	0	0	0	0	0	0
D	0	4	1	0	0	5
C	1	0	12	1	0	14
B	0	0	19	8	0	27
A	0	0	0	5	3	8
TOTAL	1	4	32	14	3	54

E, D, C, B and A = recorded letter grades

The Chi Square value of Table 4 was found to be 75.0362 with 12 degrees of freedom.

A Chi Square value at a 5% level of significance with 12 degrees of freedom was given as 21.026 in Modern Elementary Statistics.

For a 1% level of significance, a Chi Square value was given as 26.217.

This indicated at a 1% level of significance that a relationship appeared to exist between English IIA Grades and American Literature Survey Grades for the Composite of the Classes of 1977, 1978 and 1979.

NOTE: THIS IS A DUPLICATE OF TABLE 4 LOCATED ON PAGE 26.

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