

2.4.5 Rating Scales

In this technique presence or absence or a behaviour or trait in a person is rated in terms of quantity and quality. You might be rating your students' performance, handwriting, habits and many other aspects in your day-to-day teaching. For example, Ashok has done better than Meena in Mathematics but Meena scored the highest in Hindi. Ram is taller than Shyam but Shyam is taller than Nitesh. The word 'rate' means judging somebody or estimating the value of something. The guidance worker, who has observed the individual in many situations, gives his/her judgments. In a rating scheme each student is judged on the same general traits and judgments are expressed in the form of a scale on which are marked 'very poor – poor – average – good – very good'. For contrast and convenience these ratings are shown graphically on profiles.

A rating scale is a selected list of 'words, phrases, sentences, paragraphs, following which an observer records a value or rating based on some objective scale of values'. It is a special kind of checklist in which the items or characteristics checked are rated quantitatively or qualitatively according to the degree of presence or absence of a trait, the degree or perfection of a skill or the degree of completion of a task.

In a rating scale, the characteristics are rated according to given number of points. The points are in terms of grades or numbers. For example, meeting strangers may present a serious problem to one individual and no problem at all to another. Between these two extremes, the seriousness of the problem may differ from one individual to another. The ratings may be qualitative or quantitative. For example, seriousness of the problem may be rated as below:

Qualitative Rating	Quantitative Rating	Grading
Never a problem	0	E
Seldom a problem	1	D
Occasionally a problem	2	C
Fairly serious problem	3	B
Serious problem	4	A

Characteristic situations in which rating scales are used given below. These are the situations when no other technique gives reliable and valid measurements of the individual's characteristics seeking educational or vocational guidance.

- 1) Areas which cannot be objectively measured.

- 2) Rating scales are used to supplement the information collected by standardized psychological tests. For example, a test of achievement is administered to a class of students. The test results can be verified with the help of ratings the class teacher has given to them.
- 3) In situations when the guidance worker wants to collect information about many things and many students in a short-time, teacher's ratings could be obtained.
- 4) In situations when the construction of standardized tools for studying the individual require special expertise, money and time, information can be obtained through rating scales which are relatively easy to prepare.
- 5) In guidance and counselling when self-analysis and self-evaluation by the client is needed. Self-rating scale provides useful information for self-analysis which leads to better self-understanding.

Limitations of Rating Scales

- 1) Rating scale is an observational technique and has its limitations like other observational techniques. Unless the guidance worker understands clearly the purpose of rating, the data obtained from ratings are not dependable.
- 2) Rating scales require necessary expertise and understanding on the part of the observers and any one is not suited for this job.
- 3) Ratings by some raters are too low while by others they are too high. With proper care this shortcoming can be removed

Types of Rating Scales: Some of the frequently used rating scales include: (a) descriptive, (b) graphic, (c) forced choice, (d) the paired comparison, and (e) rank order.

a) Descriptive Rating Scales: These are used to assess a personality trait, an attitude or behaviour of a person. The following is an example of a descriptive rating scale to assess the behaviour of an individual. In the first column you have a number of phrases describing varying degrees of helpfulness arranged in order which may be descending or ascending.

	Always	Usually	Occasionally	Never
i) Helpful to others	----	----	----	----
ii) Does what he is asked	----	----	----	----
iii) Likes to try new things	----	----	----	----
iv) Likes to go on trips	----	----	----	----

The above is an example of a rating scale for systematic appraisal of real life behaviour. The observer selects the phrase that applies or comes closer to describing the trait under consideration.

b) Graphic Rating Scale: In a graphic rating scale an attempt is made to characterize degrees of a trait by brief description. The line showing the presence of a trait in an individual is divided into 3, 5 or 7 points.

An example of graphic rating scale is given below which measures persistence of effort.

1	2	3	4	5
Gives up at the slightest difficulty	Leaves after making some trials inspite of difficulties	Tries to do everything possible and then gives up	Keeps trying inspite of repeated failures	Never leaves, persists till the goal is achieved

The teacher places a mark at a point which describes the trait possessed. A check mark may be placed in between if necessary.

c) The Choice Method: Forced choice rating scale forces the rater to choose between two alternatives such as True or False. The two alternatives appear to be similar, nevertheless only one statement reflects the presence or absence of the trait. The rater is forced to make a choice. A number of such statements are given and the rater has to choose only one of the two from each pair.

When the rater chooses A or B, his/her exact opinion is sought.

d) The Paired Comparison Rating Scale: These scales use as points of reference certain typical students known by those being rated and then a comparison is made. An example follows: Students Shashi, Prabha and Roshan are typical students. The first is highly cooperative, the second is average, the third never cooperates with others. The trait measured is the degree of cooperation.

Never cooperates
like Roshan

Cooperates
like Prabha

Always ready to
cooperate like Shashi

e) Rank Order Method: In this method a group of students are ranked according to a certain trait by as many teachers separately as who teach them. Then an average rank is obtained for each student.

HOME WORK (ASSIGNMENT) FOR B.Ed. STUDENTS OF A.N.D.
COLLEGE SHAHPUR PATORY

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the block.
- 1) List any three limitations of a rating scale.
-
.....
.....
.....
- 2) List the different types of rating scales. Describe any one of them in brief.

.....
.....
.....