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## STUDENTS GRADING: ASPECTS AND BEHAVIOURS OF PHYSICAL EDUCATION TEACHERS

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**Abstract** According to Argyris (1992) when persons asked for a concrete subject, they answered in a different way from the way they apply in their practice. The aim of this study is to present a method, with which students and teachers of physical education are able to check the consistency between their words and practices concerning students' grading. Graduates of physical education (n = 194) evaluated the contribution of the following factors in students grading: effort, behaviour and motor performance. Then, they took part in a hypothetical scenario where they adopted the role of a physical education teacher and marked the students of a class. The results showed discrepancy between the views of the graduates and the behaviour they adopted in the scenario. Specifically, 58% of the graduates reported that they grade based on effort, and only 15% reported grading based on performance. However, according to their behaviour in the scenario, it was showed that 2/3 (66%) of the graduates, graded based on performance and only 10% graded based on effort. The scenario that was applied in this study could be a useful tool for students and physical education teachers, in order to realise their personal grading strategies.

**Key words:** grading scenario, grading factors.

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