

A COMPARATIVE STUDY OF TRENDS IN REPORTING PUPILS'
SCHOOL PROGRESS AS EVIDENCED BY RECOMMENDATIONS
OF EDUCATORS AND AS DESCRIBED BY FIFTY-SIX
ADULTS ENGAGED IN THE TEACHING
PROFESSION

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THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Dallas, Texas

August, 1946

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CHAPTER I

INTRODUCTION

The Problem

The problem of this study is to evaluate methods of reporting pupils' school progress to parents and to discover trends in reporting which are revealed in educational literature and school practice. This phase of the public schools' activities probably has received as great emphasis as any other aspect of educational development in the recent scientific movement in education.

Practically all educators agree that one of the most important things for a teacher to know is how to judge or evaluate his methods and materials in terms of pupil progress. Most educators also say that it is equally important for the teacher to be able to check on pupil activities and to determine the growth and progress made in attitudes, habits, skills, and knowledge at certain intervals or periods. However, only recently has much been said about how to inform parents about the child's progress.

Purpose of the Investigation

The inquiry into the problem and practices of reporting pupils' school progress to parents was undertaken for

the purpose of determining the recommendations of certain educators in regard to the problem, and of determining the current trends according to fifty-six classroom teachers, superintendents, and others who are enrolled as college students during the 1946 summer session of North Texas State Teachers College. In addition, a comparison of data on the two preceding purposes seemed desirable.

Specifically stated, the purpose of the present problem is three-fold; first, to analyze methods of reporting which have been recommended by leading educators of today; second, to discover prevailing trends and practices of reporting, as described by fifty-six people engaged in the teaching profession who attended the last six-weeks' session of summer school at North Texas State Teachers College in 1946; and third, to compare methods recommended by educators with the current practices described by the college students.

Sources of Information

Information on the present problem was secured from both primary and secondary sources. Data on recommendations of educators regarding the most effective means of reporting the child's progress in school to parents were secured from books, periodicals, courses of study, and bulletins.

A description of current practices and policies was

revealed by questionnaires answered by fifty-six students who are engaged in the teaching profession. A copy of this questionnaire is included in this study as Appendix A. Final comparisons and deductions were made by the writer after an analysis was made of available information on the subject.

Method of Procedure and Treatment of Data

The writer's first step in the study was an examination of printed material on the problem which served as a foundation. The second step was the formulation of a questionnaire on current methods of reporting to be answered by people in the teaching profession who were students in the North Texas State Teachers College during the summer of 1946. A copy of the questionnaire is included as Appendix A in this thesis. The third step was an analysis of the information received on the questionnaires. The fourth step was a comparison of the recommendations made by educators and the prevailing practices described in the questionnaires. The fifth and final step consisted of formulating a summary and conclusions.

Background of the Problem

Report cards served as the most common means of communication between the school and the home for many years. They ordinarily consisted of a record of the pupil's

attendance and his academic achievement, as subjectively determined by the teacher. Recently educators have recognized the ineffectiveness and injustice of this traditional mode of reporting. Many new methods have been devised to supplement those already in existence, and in some cases to supplant them altogether.

Significance of the Study

If the function of the school is to produce desirable changes in the behavior of the children who form its membership, and if the parents and the school must cooperate in order to attain this purpose, then it seems imperative that the parents must have a clear and a deep understanding of the child's progress in school. Much of such information necessarily comes through written reports from the teacher, because parents are not in the classroom enough to visualize completely the program or the progress. It is necessary, then, that parents receive meaningful reports in order that they may do their part in guiding the boys and girls in the activities which comprise the educative process.

Today, most of us who are engaged in teaching believe that the education of a child is concerned with the discovery of the most satisfying adjustments of the individual to people and to conditions with which he may come in contact. We are concerned not only with helping pupils to understand, control, and effect changes in the outside world

which promote the general welfare, but also we are concerned with aiding the child to bring about changes in human nature which result in desired adjustments. Such a program calls for close relationship of the teacher and the parents. The school cannot promote, expand, or enrich the pupils' happiness and development to a maximum degree without the help or encouragement of the home. They must supplement and reinforce each other.

It is incumbent upon the teacher and the parents to cooperate in determining whether the pupil's educational experience has been effective, and if it has not, to determine what should be done. Such procedure can be carried on only when both teachers and parents are aware of the child's status and are willing to work together for effecting the desired results. The communication that most often keeps the home and the school working together is the report from the teacher which informs parents of their child's progress.

Since the modern trend in dealing with children is to regard them as individuals rather than as integral members of a class and to provide an environment that will meet their individual needs, the problem of how home and school can be integrated for the realization of this purpose is of vital significance. Such integration involves the problem of effectively reporting the child's school progress.

The writer, therefore, concludes that the problem of the present study is of significance to both parents and teachers.

~~CHAPTER II~~

TRENDS IN REPORTING THE CHILD'S SCHOOL PROGRESS TO
PARENTS AS EVIDENCED BY RECOMMENDATIONS FROM
EDUCATORS, TEACHERS, AND OTHERS ENGAGED
IN SCHOOL WORK

The Function of Grading and of
Reporting Grades

Reporting is not a new phase of education or even of civilization. Tests and measurements of some kind or another have always played a prominent role in human history, and the use of various testing devices was found among the earliest records in the Bible. These have no direct reference to education, but they do show the historical development of measurement and testing.¹

For many years, report cards have been the common agents or means by which a child's parents are notified of his progress in school. The progress, either accurately or inaccurately measured, is generally reported periodically in order to meet the demands of parents and of society. Traditional school reports have been issued for the purpose of transmitting to parents two separate and distinct types of school progress. One type consists of

¹C. C. Ross, Measurement in Today's Schools, p. 32.

data on scholastic achievement, generally measured in mathematical terms. Such items as daily attendance, number of times tardy, grades on various subjects, and the status of the child's conduct are generally included. The second type of formal grading which has been used within the last few years consists of reporting the progress of a pupil in the social virtues. Such personality traits as cooperation, obedience, initiative, courtesy, and citizenship are generally included.

Formal grading is supposed to record in symbols the teacher's estimation of an exact measurement of a pupil's knowledge and of his progress in his school activities. Traditional report cards carried information which indicated the progress of each school child in comparison with some accepted pattern or some standard of measurement. In some instances, it was a comparison of the child with the average child in his group. Sometimes it was a comparison of his knowledge of certain subject matter with goals set up by the state for his particular grade level. In other instances, it was a comparison of the child's scholastic achievement with the average for his chronological age group. In other instances, it was a comparison of his present achievements with his former achievements.

Many educators have recently concluded that grades and marks, as they have been used in most schools, are in direct opposition to the theory that learning should take

place through the child's desire and as a fulfillment of his needs. They have also concluded that there are not accurate ways of measuring a child's courtesy, self-control, initiative, and other social characteristics.

Practical accuracy in marking should be possible in a subject like spelling, but in socialized materials a term mark may be a mere guess. . . . It is incongruous to grade children on such attributes as honesty and initiative. We accept such statements as "Blessed are the pure in heart," but who would have the temerity to indicate 75 per cent pure?²

According to Greene, Jorgensen, and Gerberich, teachers' marks serve the following four functions:

1. They provide the basis for the school's record of the educational history.
2. They furnish the teacher with a record of the pupil's achievement and progress.
3. They reveal to the pupil the school's evaluation of his effort and accomplishment.
4. They furnish to the parent reasonably accurate information concerning the pupil's achievement.³

As far as school administration is concerned, marks or grades generally afford the basis for determination of promotions, scholastic honors, and school classification. Marks provide, on the other hand, a working basis for group distinction in assignments and requirements as made by the classroom teacher. Marks should give accurate information concerning the amount and the kind of work done. Greene, Jorgensen, and Gerberich suggest that:

²Charles M. Reinoehl and Fred C. Ayer, Classroom Administration and Pupil Adjustment, p. 290.

³Harry A. Green, Albert N. Jorgensen, and J. Raymond Gerberich, Measurement and Evaluation in the Elementary School, p. 592.

The real severity of this burden is better appreciated when one recalls the implications of the experimental evidence on the reliability of teachers' marks, and then, in the face of these disturbing facts, realizes the seriousness with which these marks are taken by the pupil, by the parents, and even by the school itself.⁴

The problem of grading pupils, assigning marks, and reporting school progress to parents looms large in the school's influence on the growth and development of the child, and is a delicate link in the relation of the school and the home. Brueckner says that:

The behavior of the individual is conditioned both by the consciously directed learning experiences provided by the schools and by the almost wholly undirected, often uncoordinated, influences of such informal educative agencies of the community as the church, recreational facilities, civil authorities, business, the home, the press, and many others.⁵

As the realization of the importance of teacher-pupil-parent-society relationships has increased, the emphasis on satisfactory methods of reporting has been enlarged proportionately.

Today most educators agree that the traditional type of school marks, including the letter-grade or percentage-grade system of marking and reporting, does not perform its assumed functions.⁶ An analysis of these functions reveals

⁴Ibid.

⁵Leo J. Brueckner and others, The Changing Elementary School, p. 3.

⁶William L. Wrinkle, "The Story of a Secondary-School Experiment in Marking and Reporting," Educational Administration and Supervision, XXIII (October, 1937), 482.

that they can be classed in three categories: administrative, motivating and disciplinary, and informational. For administrative functions, marks indicated whether a student had passed or failed. For motivating and disciplinary functions, marks were used to stimulate students. Those who appeared to work hard and learn much were rewarded with high marks. Other pupils who seemed to be uninterested and indifferent were punished with low marks. For informational functions, marks were used to inform students and parents how the teacher personally felt about the child's achievement, progress, or failure in school work.

Since the practice of passing and failing pupils is generally conceded to be an inadequate basis for grade placement, school marks have failed to perform their assumed administrative function. Since it is generally conceded that the pupil should realize value in what he is doing and should not be prompted to action through fear of penalty or the desire for reward, school marks have failed to perform their assumed motivating and disciplinary function. Since time and experience have proved the inadequacy of traditional types of marking for conveying information of school progress to the parents, it is to be concluded that this system has failed to provide an intelligent solution to the problem.

Wrinkle declared that

the chief aim in reporting is to avoid invidious comparisons, harmful misunderstandings, and useless

work on the part of both teachers and parents, and to report only items of information which will serve a constructive educational and social purpose.⁷

Again he said that

The aim in measuring, observing, and recording information about the abilities, achievements, interests, habits, and attitudes of students is to secure as accurate and comprehensive cumulative reports as possible, so that both teachers and students may be most advantageously guided in their cooperative task of promoting and seeking appropriate self-education.⁸

He also declared that "the form of the report is not of fundamental significance. A blank sheet of paper in the hands of an intelligent teacher is perhaps the best form for use in reporting."⁹

The problem of finding the most helpful way of describing the child's activities and accomplishments is involved in reporting. It is not enough to describe the behavior of a child. Teachers and parents must know what factors produced that behavior. It is not enough for the teacher to report that a child is failing in some subject. If the report shows that the child is not achieving what he should, what can the parent do? His recourse generally is to scold or force the child to spend more time on the subject at home. What benefits are derived, if the main factor responsible for the low achievement was that the child saw no value in what he was studying? An analysis

⁷Ibid., p. 500.

⁸Ibid.

⁹Ibid., p. 486.

of these questions and their answers leads to the conclusion that a good report card is not one which is clearly written and mailed or sent out promptly, but one which does something to help the child.¹⁰

The Traditional Report Card

For many years school marks have been used for two purposes. In the first place, as stated previously, they furnished data for purposes of promotion and school record; and in the second place, they gave the parent some indication of the child's achievement in school work. In most instances grades were designated by numbers, ranging from zero to one hundred, or by letters, such as A, B, C, D, and F.

The percentage method of reporting is probably the oldest in use. Many parents seemed to desire this type of grading because they felt that they could understand the significance of a grade in figures.

The injustice and inaccuracy of the percentage markings have been attacked by parents and teachers alike, within recent years. As an example, Hildreth has made the following criticism:

Who can say what the difference between a grade of 79 and a grade of 81 represents? What is the meaning of a passing mark of seventy and all the gradations above that mark which the teacher allots to

¹⁰Fenton, Norman, and Worcester, An Introduction to Educational Measurements, p. 142.

the pupils? Marks expressed in terms of figures can never give more than a rough estimate of the ranks of the pupils, no matter how refined they may be.¹¹

The percentage method of grading has been abandoned in many schools because in the marking and evaluating of grades, teachers often allowed factors outside of pupil effort and achievement and ability to influence their mark. The like or dislike of the child, the parents' status in the community, and various other conditions exerted too much influence on the child's grade.

Many schools adopted the letter method of reporting pupil achievements to parents in an attempt to reduce the inaccuracy of the percentage method. The letters A, B, C, D, and F were generally used in this system. An A represented the highest grade and a D represented the lowest passing grade. Often the letter F was used to indicate that the pupil was failing in certain subjects.

In some schools, a child's grades depend upon how much subject-matter requirement he completes and how much supplementary work he does. As an example, for a grade of A the child is required to master certain fundamental requirements in a given subject, and he is also expected to complete certain defined supplementary work. This system of grading places the grade as the goal of the child. That is the thing he is inspired to work for rather than his

¹¹Gertrude H. Hildreth, Psychological Service for School Problems, p. 203.

personal satisfaction of doing a task well. When the grade is sent to the parent, an indication is given about the quantity of work done, but the parent cannot tell the quality of work which was done in order to receive such a mark.

The subjectivity which was present in the percentage system was at once evidenced in the letter system. In the use of both systems each child is compared with the highest ranking child in the class. It is assumed that the child, when he fails to achieve the maximum, is either obstinate or lazy, because in these systems of marking each child is assumed to be capable of making 100 per cent or A. These systems do not take into consideration individual differences. They do not help parents to understand that all children are not equal in intelligence, and that all are not capable of doing the same quality and quantity of work. In addition, these two systems compare the child with the group rather than with his own previous record. To the child of superior ability, a high grade is obtained with very little effort generally. To the pupil of low ability, his failing marks are very discouraging. Sometimes the result is the development of an inferiority complex because the child is given little or no credit for his efforts. Rogers condemned such traditional reports as unscientific, misleading, and undesirable.¹²

¹²Frederick Rand Rogers, "The Case for the Elimination of the Traditional Card," Education, December, ~~1912~~, pp. 234-239.

Morrisett reported a study in which a list of forty items was submitted to parents in a junior high school.¹³ They were instructed to check the items in which they were most interested and about which they would like to know more. An analysis of the answers showed that the item "What parents can do to promote pupil accomplishment" ranked as number one. Other items checked by the parents indicated that they desired more information regarding educational and vocational guidance. Ross says that this report is one indication of the weakness of the traditional report card.¹⁴ He declares that even if the information supplied to parents could be said to be accurate, it is of such a general nature as to be of little help in either diagnosis or guidance.

Leonard and his collaborators expressed the opinion of many modern educators regarding the formal grading and reporting in the following statements:

In order to give a clear and well rounded evaluation to the child's home, the old type of report card with a percentage or a numerical or letter grade for each subject of study is entirely insufficient. It fails to analyze the child's difficulties in the field considered, and it omits many extremely important aspects in his adjustment.¹⁵

¹³L. N. Morrisett, "Interpreting the School to the Public," Clearing House, VII (April, ~~1973~~), 480-485.

¹⁴Ross, op. cit., p. 567. 1974

¹⁵Edith W. Leonard, Lillian E. Miles, and Van der Kar, The Child at Home and School, p. 420.

The Change from Traditional Reports

~~Worlton~~ Worlton made reports on his analysis of 628 cards used in 515 city school systems.¹⁶ He found that 46.03 per cent of the schools used letter ratings (A, B, C, D, and E); 24.60 per cent used descriptive terms such as "excellent," "good," "poor," and "failure"; 15.08 per cent used numbers such as 100, 90, 80, and 70; 3.18 per cent used descriptive expressions such as "average," "above average," and "below average." With the advent of modern educational philosophy and the accompanying scientific movement, it soon became apparent that radical improvements in grading and reporting pupil progress were imperative. Educators, school administrators, and classroom teachers united their efforts. Greene's following program for eliminating many of the unsatisfactory features of the traditional methods is an example of the trend of thought:

1. Discard the practice of marking pupils in percentages.
2. Each mark assigned to a pupil should be a symbol designed to indicate his power to do.
3. Each teacher should give objective examinations or quizzes frequently throughout the term, and the scores from these tests should afford the major basis for his marks.
4. Require teachers to prepare in advance for each six-weeks' period carefully worded statements of the objectives of each subject for that period.

¹⁶J. T. Worlton, "Shall We Eliminate the Comparative Marking System for the Report Card?" Elementary School Journal, ~~XXXIII~~ (November, 1932), 176-177.

November, 1969,

5. Work prepared for daily assignments should be treated as a requirement of the course, but marks assigned should be determined by numerous brief objective quizzes or tests over the work assigned.
6. Notebook and laboratory work should be treated as a requirement of the course, and credit should be deducted or withheld for work which is unsatisfactory or incomplete.
7. Assign marks on accomplishment or performance rather than on indefinite subjective factors such as effort, attitude, ability, etc.
8. Final marks summarizing all of the quiz and test scores for the course can be obtained quite readily by assigning point values to each letter mark, computing the actual average for each pupil, and then assigning the final class marks on the basis of these averages.¹⁷

The process of revising the marking system was slow, gradual, experimental, and often confusing in many schools. Superintendents and teachers began to realize the need for more reliable means than the old type of report card for reporting pupil progress, yet no one knew what media should or could be used. As a result, many experiments were made. Among them, the following types of grading and reporting were most widely tried: rank, percentile, double marking, grade scores, profiles, and descriptive words.

Rank method of reporting. -- As an experiment, some schools have used the rank method of reporting. This method shows how the pupil stands in relation to other children in his group. The child who receives a mark of 1 is informed that he made the highest grade in the group, while the child

¹⁷ Greene et al., op. cit., pp. 592-596.

who makes 25 knows his grade is the lowest. Attention has been called to the injustice of teachers' ranks in groups which are not properly classified and not homogeneous as regards capacity and level of achievement. Report-card marks which indicate the child's school progress in comparison with that of other pupils in the room do not interpret to parents the use that the child has been making of his time and ability. They do indicate, however, certain classification problems with which the school is confronted.

The percentile method. -- In the percentile method of grading, the class is generally divided into three groups. Fifty per cent of the children are considered to be average; twenty-five per cent are considered to be below average; and the remaining twenty-five per cent are considered to be above average. In this system of grading one-fourth of each class can be retained every year. If this should happen, in a period of several years the class would soon be composed of children outside their social and chronological age groups. The slow pupils who had been retained would be forced to compete with the superior children who had been promoted. It is easy to see that adjustments would be impossible.

The percentile and rank methods of reporting school progress to parents are very similar. They are both based

upon the comparison of the child to other children in his group. The percentile score defines 100 per cent as the highest mark and 1 per cent as the lowest mark. The objection to this system is that it is very discouraging to a child of low intelligence to receive always a mark in the lower bracket. He receives no reward for making an effort and he receives nothing but discouragement when he compares his grade with that of a superior child.

The double-marking method. -- O'Dell described a double-marking system for reporting school progress to parents.¹⁸ Each mark consists of two symbols. The first indicates absolute achievement, while the second indicates achievements relative to capacity. For instance, the letters E, G, A, P, and F indicate that the pupil's subject matter was excellent, good, average, poor, or failing. The figures 1, 2, 3, 4, and 5 in combination with the letters indicate the teacher's estimate of the amount of effort which the child put forth in each of the subjects. As an example, a grade of F-5 would mean that the child was failing, in comparison with the work the other children were doing in the group, and that he seemed to be putting forth little or no effort.

The grade-score method. -- McCall described a report which indicated the child's ability in each subject-matter

¹⁸C. W. O'Dell, Traditional Examinations and New Type Tests, pp. 125-127.

field in terms of grade scores interpreted in descriptive words. As an example the following interpretation is given:

<u>Grade Score Mark</u>	<u>Interpretation</u>
7.0 and above.....	Very superior
6.5 to 6.9.....	Superior
5.5 to 6.4.....	Satisfactory
5.0 to 5.4.....	Fair
Below 5.0.....	Unsatisfactory ¹⁹

The profile method. -- Finstenbach described a profile-type report card which was used for reporting vocational trends in the elementary schools of Buffalo, New York. The card listed only arts and crafts and was designed to help students and parents visualize for specific trades the aptitudes of the pupils. One point was given for low, two points for medium, and three points for high in estimating the final mark.²⁰ The method was an effort toward elimination of figures and letters in grading, yet it embodied the same type of subjectivity.

Descriptive-words method. -- In an effort to overcome the inaccuracy of both the percentage and the letter methods of reporting grades, some schools have used such descriptive terms as "excellent," "good," "average," "poor," and

¹⁹William A. McCall, Measurement, a Revision of How to Measure, p. 445.

²⁰F. C. Finstenbach, "Profile-Type Rating Card," Industrial Arts and Industrial Education, ~~XXX (1936)~~, 214.

"failure." In some instances the initials E, G, A, P, and F have been used. Sometimes they were given the plus or minus sign in order to add a little encouragement. At the University of Wyoming, the demonstration school reported the use of four marks in grading subject-matter achievements and the habits and attitudes of the child. The following explanation was given the marks:

E means Excellent.
 I means Improving.
 Black Check means Can Improve.²¹
 Red Check means Unsatisfactory.²¹

In the Primary School at Oil City, Pennsylvania, the report sent to parents included information on personality traits, habits, and attitudes. In addition, information on the child's reading habits was included. Data included such descriptive terms as "shows interest in reading," "understands what he reads," "works out new words," and "reads well orally." The following code to the marking system was included on the card:

S -- Satisfactory progress.
 U -- Unsatisfactory progress.
 SI -- Satisfactory, improving.
 SP -- Satisfactory, declining.
 UI -- Unsatisfactory, improving.²²
 UP -- Unsatisfactory, declining.²²

²¹Mildred A. Dawson, "Improving Report Cards," School and Society, ~~(1918)~~ p 716.

²²Vaughn R. De Long, "Primary Promotions by Reading Levels," Elementary School Journal, ~~(XVIII (1918))~~, 670.

12
The Need for New-type Methods of Reporting
School Progress to Parents

Russel says that

In spite of the fact that there is widespread dissatisfaction with the present systems and standards for the grading of school pupils, there is nevertheless just as widespread appreciation of the need for some system and for some standard."²³

The universal movement to place emphasis upon individual differences in child development rather than upon the accumulation of knowledge in various subject-matter fields has resulted in a change from the traditional report card to informal grading systems.

Administrators, teachers, and parents have been reluctant to discard the old familiar methods of reporting progress on the traditional report card.

The cause for the change in the method of reporting has been attributed to two main factors. First, scientific ways of measuring achievements have been introduced as being superior to the teacher's judgment. Advanced knowledge of child development has brought dissatisfaction and has resulted in the change in method of reporting child growth; second, the emphasis on individual needs and differences has offered the teacher more opportunities to note different aspects of behavior, learning, and social

²³ Charles Russel, Rating School Pupils.

relationships.²⁴

Symonds suggested that there is a widespread tendency today for teachers to mark many of the factors besides academic achievement on the report card to parents.²⁵ These tendencies verify the change of emphasis from the development of subject matter to the development of the child as a whole.

Many factors about John are much more important than an "average of B in arithmetic." There is the fact that he stayed after school to help the teacher clean out some cupboards. There is a fact that he is the best baseball pitcher in his grade. . . . There is the fact that he got into a fight to avenge a smaller boy who was being taunted about his nationality, the same as John's. There is the fact that he enjoyed a Victrola rendition of the Pilgrim's Chorus intensely, and was surprised to find that he liked music so well.²⁵

A better understanding by the parent of the purpose, program, accomplishment, and needs of the school and of his child and other children who are attending the school is a professional opportunity and obligation, if we consider the curriculum as a "process of living."²⁶ The purpose of reporting pupil progress is to effect a maximum cooperation between the community's two most important institutions, the home and the school. Recently the problem has been devoted to the abolition of the traditional report

²⁴Katherine Casanova, "Modern Trends in Reporting to Parents," Records and Reports, Bulletin of the Association for Childhood Education, 1942, p. 12.

²⁵p. M. Symonds, "Marks and Examinations as Factors in Personality Adjustment," National Elementary Principal, XV (July, 1956), 355-363.

²⁶William H. Kilpatrick, Remaking the Curriculum, p. 46.

card and to the establishment of a new type of report. The movement has gathered momentum within the past few years. It accompanied the changing trend of thought along philosophic and psychological lines and has become a vital part of the progressive education movement.

Today the classroom teacher in most instances has come to realize that there are two different types of educational outcomes. There are the objective outcomes which include skills and items of information. Then there are these subjective outcomes such as attitudes, appreciations, and interests. Both the objective and the subjective outcomes should be considered if we accept the thesis that

the curriculum is conceived as the sum of all the experiences a child has in school and outside of school which are interpreted and utilized by the school in helping him to grow physically, intellectually, emotionally, socially, and morally.²⁷

In 1941 Munson made a study of report cards in fifteen city school systems of Illinois to determine the traits of character and citizenship given consideration on these cards. He found that eighteen distinctive traits and their explanatory descriptions were used in the twenty-seven types of report cards analyzed.²⁸

In 1946 Ojemann and McCandless made a report on a study

²⁷Board of Superintendents, Division of Elementary Schools, Board of Education of the City of New York, Changing Concepts and Practices in Elementary Education, p. 17.

²⁸Irving Munson, "Report Card Ratings of Pupils' Character Traits," Nation's Schools, February, 1941, pp. 28-29.

of methods of reporting on pupils' characteristics to parents.²⁹ Reports were sent quarterly. One group of parents received traditional report cards, while another group received rating on certain characteristics of the child, suggesting some possible factors which produced his behavior, in addition to the traditional report card. At the end of the experiment it was found that twenty-four of the twenty-five parents said that they had derived suggestions for guidance from the new-type reports.

The term "characteristics" should replace the term "character traits" on reports to parents, according to Jane C. Caradine, principal of the Charlotte M. Allen School, Houston, Texas.³⁰ These characteristics that tend to contribute to pupil success should be reported as to the frequency of occurrence, such as "usually," "often," "sometimes," "rarely," "almost never." For convenience, the characteristics may appear in two groups. One should be related to pupil success in school subjects, and the other to success in pupil-teacher and pupil-pupil relationships.

If both pupil and teacher together look at achievement from the same point of view, that is, considering its quality and frequency of recurrence as a basis for high or low earned scores, both tend to acquire the objective

²⁹Ralph H. Ojemann and Ruth A. McCandless, "Suggestions for a Fundamental Revision of Report Cards," Educational Administration and Supervision, XXXII (February, 1946), 110-116.

³⁰Jane C. Caradine, "On Scoring Pupils for Their Report Cards," National Elementary Principal, XXV (October, 1945), 37-38.

point of view toward achievement, and both readily regard scores as earned and not bestowed as a reward for effort.³¹

Robert A. Skaife of the West Springfield High School, West Springfield, Massachusetts, suggested that if education is concerned with the growth and development of the whole child, reports to parents should contain information on the whole child and not merely on his scholastic achievements.³² He added that each pupil's progress should be determined by comparison with his own previous record and not with his classmates' records. He concluded by saying:

Child study groups and P. T. A. organizations could be helpful in making the philosophy of the newer type report card and marking system understandable to parents.

If, however, the community is not ready for this type of report, then it is a mistake to use it. If a change is to be made, the proper way to ensure its acceptance is to include parents on the report card committee.³³

To summarize, it may be said that informal grading and the new type of report cards have grown out of the movement to make the child the center of the school and to help him to live in the present as well as to prepare him for the future. The schools which use the informal method of reporting have endeavored to attain a reasonable degree of efficiency in the knowledge and skills of tool subjects.

³¹Ibid., p. 38.

³²Robert A. Skaife, "For Recording the Progress of the Whole Child," Nation's Schools, XXXIII (June, 1946), 44.

³³Ibid.

They also have tried to place emphasis on the development of social traits. The result has been experimental grading and reporting. The condition parallels the following statements from John Dewey:

What we want and need is education pure and simple, and we shall make surer and faster progress when we devote ourselves to finding out just what education is and what conditions have to be satisfied in order that education may be a reality and not a name or a slogan.³⁴

Some Requirements of New-type Reports

The type of report chosen to supplant the traditional report card has been determined largely by the school's conception of the function of education. The following recommendations concerning the requirements of a satisfactory report by Hill constitute an example of the trend of thought recommended by many leading educators:

1. Represent the true spirit, purposes, and functions of the school. . . .
2. Reflect educational objectives arrived at only after careful consideration and mature judgment.
3. Change in accord with changes in educational standards and educational philosophy. . . .
4. Present a report of achievement that is broad enough to cover all the important educational outcomes -- subject achievement, character outcomes and social adjustment, health, and use of leisure.
5. Give an adequate picture of causes as well as of outcomes. . . .
6. Reflect a complete and sympathetic understanding of the child.
7. Afford a means of reporting flexible enough to account for the peculiar individual abilities of each child.

³⁴John Dewey, Experience and Education, p. 116.

8. Give an account of pupil progress understandable and instructing to both pupil and parent.
9. Bring about closer cooperation and greater mutual understanding of home and school.
10. Provide for reciprocal reporting. (That is, space for suggestions and questions from the parent.)
11. Rate achievement in relation to the basic abilities and capacities of the child.
12. Rate achievement by means of valid and reliable marking systems.
13. Conform to reasonable standards of form and appearance. The report should be attractive.³⁵

Strang contrasted the old methods of reporting with the modern methods and noted the following comparisons:

1. The modern report is constructive and compares the child's work with his former accomplishment.
2. The new type reports to parents are diagnostic. They seek to inform parents and children why progress was not made and how improvement can be achieved.
3. The new type reports carry only constructive criticism; all progress receives commendation.
4. Descriptive accounts take the place of single marks.
5. The reports are school-centered, home-centered, and community-centered.
6. Children, parents, and teachers all share in making the new type report.
7. Modern reports are more personal and more humane than the traditional reports.³⁶

To summarize, it may be said that the requirements of the new-type reports include a complete picture of the child's development or lack of adjustment and afford an adequate description of the causes as well as of the outcomes. As a result, naturally evolving from these prime

³⁵George E. Hill, "The Report Card in Present Practice," Educational Method, XV (December, 1935), 115-131.

³⁶Ruth Strang, "Records and Reports -- Changing Purposes and Uses of Records," Records and Reports, Bulletin of Association for Childhood Education, 1942, p. 6.

requirements, the new-type reports are much more descriptive than the traditional report cards. They are designed to be constructive, diagnostic, and meaningful to parents.

A Description of New-type Reports

The three most common ways of informal reporting are through letters sent to parents, through conferences of parents and teachers, and through parents' visitation to the classroom. Often a combination of these three methods is used. In this way the home and the school both work together for the best interest of the child.

Letters to parents. -- For the past few years, there has been a tendency to broaden the traditional report card into statements in the form of letters that would give the parent some idea of how the child was growing into a good citizen, instead of indicating what grades the teacher had given him in subject-matter fields. Some schools use printed forms which contain blanks that are to be filled out by the teacher. Lindel and Mohr described such a report which was sent to parents of the Patrick Henry School, St. Louis, Missouri, as an instrument for telling the fathers and mothers how well the school was succeeding in the job of making the child into a good citizen.³⁷ The printed forms were sheets which were sent out four times each year.

³⁷ Albert L. Lindel and Allene Mohr, "The New Report Card," National Elementary Principal, XXV (October, 1945), 39-40.

Information was to the effect that the child was doing well or needed to improve. Teachers of the school concluded that the new type of reporting was acceptable to parents because it was clear and simple. It made provision for reporting both social qualities and subject-matter achievement.

The following final conclusion was reached:

In general, . . . the report is superior to the old type report or even to the most modern ones. A personal letter on each child is admittedly a superior report, but where an average of 42 children must be maintained in the rooms, the physical burden of a long letter mitigates against its use.³⁸

Beggs described the diagnostic letter which is used widely as a substitute for the formal report card.³⁹ The letter contains information on the child's social attitudes and his personality development. It also describes his study habits. A description of his weaknesses and his strong points is included. Information on his mastery of facts in each subject-matter field is also included. Such letters are sent at stated periods of one month, six months, nine or twelve weeks, or at any other period when an occasion demands communication between the home and the school.

Hill suggested that the teacher should send an informal

³⁸Ibid., p. 41.

³⁹V. L. Beggs, "Reporting Pupil Progress without Report Cards," Elementary School Journal, XXXVII (1936), 110.

report to parents which would include data on the child's progress in school subjects, whether he is doing very good, good, or poorly. Information should also be contained on his physical condition, his attendance, citizenship, and personality traits. He also suggested that a personal letter should probably be reserved for very special occasions.⁴⁰

Smith and Tyler made a study of appraising and recording student progress in 1942.⁴¹ They concluded that the "commonest method of replacing marks proved to be that of writing paragraphs analyzing a pupil's growth as seen by each teacher."

A unique system of reports is being developed in some school systems which places the responsibility for evaluating the reporting upon the child's own judgment. This is, of course, not done before the latter half of the third grade. The child writes first just what he himself honestly believes his record to be; later he has a conference with the teacher and in the light of any new trends in his evaluation, he is privileged to rewrite the letter.

Lane reported that one of the Los Angeles public schools uses this plan of having each child comment on his school activities in addition to the teacher's written

⁴⁰George E. Hill, "The Report Card in Present Practice," Educational Method, XV (December, 1935), 115.

⁴¹Eugene R. Smith and Ralph W. Tyler, Appraising and Recording Student Progress, p. 488.

reaction to his activities. The parents were asked to study the report, make any comment they wished, and return the report to the school. Lane concluded that the parents preferred this type of report to any other that had previously been used.

Conferences with parents. -- Modern educators have found that no one report card can adequately meet the need of the interchanging of information between the home and the school. As a result conferences have been used very successfully. A close relationship often results from this personal interview. The teacher's report on the child helps the parents to understand the school program and the child's adjustment or maladjustment. Thrall reported that most teachers have found it desirable to plan at least two parent conferences during the school year. These are usually held at the end of the first and third quarters. A report card is sent home with the child at the end of the first semester and at the close of school.⁴³

Some schools issue no report cards at all. Conferences with parents are used instead of report cards. In this type of reporting the teacher invites the parent to visit her or she visits the parents in their home. The teacher is supposed to have all of her material and information organized

⁴²Robert Hill Lane, The Progressive Elementary School, pp. 164-165.

⁴³C. Burton Thrall, Teacher's Handbook, San Bernardino, California, Public Schools.

so that she can inform the parents of the child's status in a minimum amount of time. In many instances this conference type of reporting has been very successful. In some schools, however, parents have not availed themselves of the opportunity for such a conference and, therefore, the system has failed.

In 1941 Olson reported an experience with parents who requested an extra promotion for their son from kindergarten to first grade.⁴⁴ The problem was solved satisfactorily through a report to the home on the pupil's percentile rank in the kindergarten group as compared to his percentile rank if promoted. With the data before them, in a conference, the parents were asked to make the decision regarding the child's promotion. After seeing and understanding the circumstances and conditions underlying the problem, the father volunteered the suggestion that his son should remain in the kindergarten group. The author reported that this experience had led teachers in the Elementary School of the University of Michigan to use a status graph or profile of pupils in conferences involving requests for extra promotions or group re-classifications.

Even the most complete written report cannot be an adequate substitute for personal conferences. Questions raised in the parents' mind over certain remarks can be clarified only through discussion. Many points which would appear grossly exaggerated in writing may be brought into a conversation informally.

⁴⁴Willard G. Olson, "Parents Request an Extra Promotion," Childhood Education, XVIII (September, 1941), 24-28.

Home visits before the school term has started, or soon after the opening week, will have paved the way for further contacts with the parents. If the schedule of the teacher is not too exhausting, she can set aside certain afternoons for conferences of fifteen to twenty minutes with parents. Where the topics of discussion are of a general nature, it may prove both stimulating and time saving to have several of the parents come together. In this way questions of particular objectives and methods may be mutually considered, and techniques for co-operative home and school note-taking developed.

Perhaps the most important of all are the informal and rather casual day-by-day contacts made as the mothers bring their children to the school. A minute or two for greeting and exchange of questions will do much to build up an understanding which will help both parents and teacher in their guidance of the child. Those parents who do not come with their children to school should be urged to visit and observe for an hour or so at least once a month. For a mother to see her child in comparison with others of his age, in a situation quite different from one at home, will give her a better understanding of both the child and the school.

Parent observations may be considered definite supplements to the teacher's reports. Mothers and fathers who participate wholeheartedly in observation will receive far greater enlightenment than could ever come through a written report sent home by the teacher. Their visits will well become the basis for group or individual conferences in which parents and teacher discuss the responses of children and arrive at interpretations of developments, problems and procedures.⁴⁵

Visitation. -- Elizabeth Castle and Maria P. Wiencke, teachers in the kindergarten and first grade of the McCaskill Training School, Superior State Teachers College, Superior, Wisconsin, made a report in 1945 on the value of parents and teachers working together for a better understanding of the child.⁴⁶ An experiment in parent visitation to the

⁴⁵Leonard, op. cit., p. 427.

⁴⁶Elizabeth N. Castle and Maria P. Wiencke, "When Parents and Teachers Work Together," Childhood Education, XXII (October, 1945), 88-90.

school led to the following conclusion:

Such a meeting gave the parents a real insight into what the children are experiencing. . . . The parents felt through our meeting the importance of a close unity between home and school and what an integral part they shared in the process.⁴⁷

The visitation method of report is used in many schools. Parents are invited to visit their child's class. They are often shown samples of the child's work and are, therefore, able to observe improvement or lack of improvement as they see it exhibited in the papers. Sometimes the visitation is followed by a conference with the teacher. In this way problems are discussed and possible solutions are worked out. If there are special problems to be noted, parents are sometimes invited for a conference before they visit the child's classroom. In this conference the teacher calls attention to particular traits, habits, reactions, and knowledge to be noted.

In 1945 Madeline James, a kindergarten teacher at Linwood School, St. Paul, Minnesota, described an experiment in reporting pupil progress by means of a radio round-table discussion between the principal, the teacher, and several parents.⁴⁸ The project was the culmination of a year of parent participation in the activities of the kindergarten. All participants agreed that parent visitation

⁴⁷ Ibid., p. 90.

⁴⁸ Madeline James, "Teachers in Action with Parents," Childhood Education, XXII (September, 1945), 27-30.

method of reporting progress was very beneficial in strengthening the bonds between the home and the school, and in helping the children to make effective adjustments.

Combination of methods. -- Katharine Whiteside Taylor, consultant in family life education, Seattle, Washington, public schools, made a report in 1945 through which she recommended a combination method of reporting pupils' progress to parents.⁴⁹ She made the following suggestions:

. . . conferences should be carried on at least once each term at the invitation of the school to all parents so that those facing special problems will not feel singled out. There is also a place for the informal descriptive periodic report regarding each child's need and progress.⁵⁰

Elsbree recommended a combination of various methods for reporting. In support of his recommendation, he made the following statements:

Actually parents learn a lot about children from interviews with teachers, from parent-teacher association meetings, from contact with principals, and from telephone conversations with school representatives. . . . That method or combination of methods of reporting which promises for the realization of the major purposes to be served is the medium that should be used. . . . To assume that a single reporting device will serve all these parents equally well is to fail to take account of individual differences.⁵¹

⁴⁹Katharine Whiteside Taylor, "It Takes Both Home and School," Childhood Education, XXII (October, 1945), 83.

⁵⁰Ibid., p. 85.

⁵¹Willard S. Elsbree, Pupil Progress in the Elementary School, pp. 76-77.

Frequency of Reporting to Parents

Another important consideration in the problem of reporting to parents is how often should the school report. Elsbree recommended that the frequency should be determined by the pupil's need and not by an administrative pattern. He suggested that individual differences of parents should be reason enough for abolishing regular reporting periods.

Why send a formal card six times a year to a parent who can't read if cooperation is what is sought? Why notify a neurotic mother periodically that her boy is badly in need of advice on cleanliness or some other personal matter if it is likely to result in her punishing him and thereby developing negative attitudes toward the whole school program? Why send any report home unless the school has reason to believe that a better understanding of the child and his needs will result?⁵²

Hill analyzed 443 report cards and found that the trend is toward less frequent issuance of reports to parents.⁵³ He found that fifty-two per cent of the cards considered in the study were sent every two months, and twenty per cent were sent monthly. A similar study was made by Chapman and Ashbaught almost ten years prior to Hill's research.⁵⁴ They concluded that practically half of the 452 schools studied sent reports each month. Only

⁵² Ibid., p. 77.

⁵³ George E. Hill, "The Report Card in Present Practice," Educational Trends, February, 1934, pp. 115-131.

⁵⁴ H. B. Chapman and E. J. Ashbaugh, "Report Cards in American Cities," Educational Research Bulletin, IV (October 7, 1925), 292.

sixty-four sent them quarterly and none sent them less frequently. A comparison of these data with Hill's findings for his study indicate that reports to parents are being sent less frequently.

The Problem of Eliminating Reports on Grades to Parents

Because no satisfactory method of reporting has been worked out which is acceptable to all persons concerned, some educators have suggested that reporting grades to parents be discontinued. Riebe, Nelson, and Kittrell have made the following statements regarding the elimination of reporting:

Some school systems have eliminated school marks from the report card because of the feeling that such marks cause a great deal of unhappiness. No doubt the child of low ability who has done his best and yet receives only a very low grade does tend to become discouraged. Equally unfortunate it may be for the bright pupil who has done much less than he is capable of doing to receive the highest grades which are assigned.⁵⁵

Wrinkle suggested that a better understanding of the child as a whole personality is greatly responsible for the movement toward doing away with grading and reporting. He made the following statements regarding this problem:

. . . If I fail Johnny, what has he failed? If I pass Mary, what has she passed? Is there really such a thing as an eight-grade course of study? Is the knowledge of geography dictated by the course of study or the arithmetic scales prescribed for grade seven more important than Mary's

⁵⁵H. A. Riebe, M. J. Nelson, and C. A. Kittrell, The Classroom -- Management, Administration, and Organization, p. 220.

health, unworried sleep, self-respect, and self-confidence? Is it my job as seventh-grade teacher to make the children in my group all alike -- standardized products -- whether they want to be standardized or not? Why must I periodically examine, measure, compare, grade, and write numbers on little pieces of paper called report cards? Just what is the purpose of marking and reporting?⁵⁶

McCall has stated five reasons why he believes that report cards should not be used:

1. Teachers are overworked with other matters.
2. Some parents punish pupils for poor work.
3. Many homes pay little attention to report cards.
4. The typical report card gives the parent a distorted view of the school's objectives.
5. Report cards serve as an incentive only to superior pupils.⁵⁷

To summarize, it may be said that there is a need for relationships between home and school. If reporting grades is discontinued, it appears that conferences, letters, and visitation must form the media of communication.

Trends in the New-type Report Movement

George E. Hill analyzed 433 report cards from practically all sections of the country and for all grade levels from kindergarten through senior high school. His study, made in 1939, showed the following indications:

1. That 45 per cent of the report cards were single- and double-faced cards, and 39 per cent were small folders.

⁵⁶Wrinkle, op. cit., p. 265.

⁵⁷William A. McCall, Measurements -- a Revision of How to Learn to Measure in Education, p. 451.

2. That 80 per cent of the cards provided space for the teacher's signature, and 96 per cent provided space for the parent's signature.
3. That 52 per cent of the cards were sent every two months, and 20 per cent every month.
4. That 80 per cent of the cards bore some sort of message from the school such as a request for cooperation, an invitation to confer with the teacher or visit the school, a request to sign and return the card, the importance of regular attendance, an explanation of marks, frequency of issuance, purpose of the card, aims of the school, bases of promotion, and explanation of failing marks.
5. That most primary cards did not list academic subjects, but provided instead for specific conduct habits, character traits, and health.
6. That a little over half of the high school cards did not list subjects but left these to be written in by hand.
7. That a five-point scale was the kind most commonly employed.
8. That more than 80 per cent of the cards above the primary indicated a failing mark. The per cent in the primary was 34.
9. That the mean character traits listed by number were 8.8 for the primary, 5.5 for the elementary, 5.1 for the junior high school, and 4.2 for the high school.
10. That the character traits tended to be specific in the lower grades and progressively more general.
11. That the most common traits were: effort, conduct, cooperation, courtesy, obedience, persistence, reliability or responsibility, promptness, self-control, and attention.
12. That, surprisingly, health was listed on less than half the cards, though the situation was better in the primary grades.
13. That certain cards contained unusual features such as, promotion certificates, comments by teachers, comments by parents, standard test scores, and extra-class activities.
14. That the trend is toward less frequent issuance of report cards, toward the use of informal letters with or without a formal card, toward the use of fewer steps in the marking scale, especially in the primary school, and toward the listing of specific rather than general traits. He makes three suggestions about character ratings that appear on report cards, namely, that the outcomes reported should be of prime importance, that they should be specifically defined in terms agreed ✓

upon by teachers and meaningful to parents, and that there should be positive as well as negative ratings lest the list look like an "inventory of delinquency."⁵⁸

Evans made a study of the problem of report cards in 1938.⁵⁹ He concluded that there was a definite trend away from the standardized printed card and toward a more flexible, informal report.

The Secondary School of the Colorado State College of Education carried on a five-year experiment with reporting to parents. The following information was released, according to Wrinkle:

1. Detailed analytical evaluation sheets were tried and abandoned primarily because of the excessive amount of time required to prepare them.

2. The use of the terms "unsatisfactory," "satisfactory," and "honors" was given up because of the fact that the teachers felt that any attempt to evaluate pupils both in terms of their own ability and objectives of the curriculum involved negative reactions.

3. Evaluation of the traditional and ordinary scale type were tried and abandoned because they were not complete and furnished only a partial report.

⁵⁸George E. Hill, "The Report Card in Present Practice," Educational Trends, February, 1934, quoted by William A. McCall, Measurement, pp. 449-450.

⁵⁹Robert O. Evans, Trends and Issues in Reporting to Parents on the Welfare of a Child in School, quoted by Ross, op. cit., p. 570.

4. Anecdotal records were attempted but discontinued because teachers were prone to write down unusual actions and experiences instead of making a report of the pupil's daily growth and progress.

5. Conferences with parents, which were successful for a time, were discontinued because a majority of the parents failed to respond to the school's invitation for conferences.

6. Finally, the school prepared a list of statements of trait actions. These were indicative of the pupil's attainment of such general school objectives as self-direction, social adjustment, breadth of interests, personal attractiveness, kind of materials and equipment, basic reading skill, and other similar traits. These were then evaluated as superior, satisfactory, needs to make improvement, unsatisfactory, etc.⁶⁰

Messenger and Watts presented an annotated bibliography about grading systems and methods of reporting school progress to parents from eighty-three articles in educational periodicals covering the years 1917 to 1934. They reported the following trends:

1. There is general dissatisfaction with any scheme of grading that encouraged the comparison of pupils with each other.
2. If any grades are used, a scale with fewer points is favored, a three-point scale being most often recommended.

⁶⁰William L. Wrinkle, The New High School in the Making, chap. xvi.

3. There is a wide-spread feeling that the schools should evaluate traits other than mere subject-matter achievement.
4. X There is a clear tendency to use descriptive rather than quantitative reports.
5. X Report cards are being displaced by notes or letters to parents.
6. X Cards, notes, or letters are being sent at less frequent intervals and in some schools only when there is specific occasion for such communications.
7. Attempts are being made to give more detailed diagnosis of pupils' achievements.
8. X Parents are being asked to co-operate in building report forms.
9. / Pupils are co-operating both in devising report cards and in evaluating their own accomplishment.⁶¹

Beggs reported that there is abundant evidence that whenever these newer systems of reporting have been adopted, they have received practically unanimous approval of the parents.⁶²

Hartley's study of report cards' trends in nine western states indicated that the new-type report is becoming firmly established in Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming.⁶³

A summary of the preceding data regarding trends in reporting leads to the conclusion that the new-type reports are supplanting the traditional report card in many sections of the country. The revision in methods has followed the progressive movement in education, and is an integral

⁶¹Helen R. Messenger and Winifred Watts, "Summaries of Selected Articles on School Report Cards," Educational Administration and Supervision, XXI (October, 1936), 539-550.

⁶²B. L. Beggs, "Reporting Pupil Progress with the Report Cards," Elementary School Journal, XXXVII (October, 1936), 107-114.

⁶³Henry H. Hartley, "Report Cards in the West," Nation's Schools, XXIV (November, 1939), 51-53.

part of the concept that the child is the center of the curriculum and that the school program should be of, by, and for him.

Summary

An analysis of available information indicates that the traditional report card probably was the oldest method used to inform parents about their child's progress in school. Its inaccuracy, subjectivity, and accompanying unfairness caused its abandonment in many schools. Marking by letters supplanted the percentage form of grading, but little benefit was derived from the change because the same undesirable features were present. Neither of these methods fulfilled the purpose of marks, which is to guide the child into richer living and more satisfactory development.

When educators realized that the traditional methods of marking and reporting were not in harmony with the modern concepts of education, revision was attempted. The following methods of reporting were used widely: rank, percentile, double marking, grade scores, profiles, and descriptive terms. None of these solved the problem satisfactorily, although each of them was an improvement over the traditional report card.

The emphasis on individual differences and the development of the whole child resulted in the following types of

reports: letters to parents, conferences with parents, visitation of school by parents, and of homes by teachers. All of these methods have seemed fairly satisfactory, but a combination of all of them has seemed to be more effective than any single method.

Data also indicate that the trend is toward less frequent use and issuance of reports, even to the complete abandonment of them in some schools. Most educators recommend that parents be informed when there is a need for information that will lead to more effective guidance of the child.

CHAPTER III

TRENDS IN REPORTING SCHOOL PROGRESS TO PARENTS | ACCORDING TO RECOMMENDATIONS OF FIFTY-SIX SUPERINTENDENTS, PRINCIPALS, CLASSROOM TEACHERS, AND OTHERS ENGAGED IN SCHOOL WORK

Source of Data

In order to determine a sampling of the methods of reporting used most widely, a questionnaire on the problem was prepared. Copies were presented to several instructors in the North Texas State Teachers College, Denton, Texas. They, in turn, presented them to several members of their classes during the summer session of 1946. All who received questionnaires were experienced in school work. Twenty-three were connected with high schools; two with junior high schools; fifteen with elementary grades; ten with primary grades; and six held a combination of positions and were connected with two or more schools.

The fifty-six who answered questionnaires represented superintendents, principals, coaches, librarians, supervisors, and classroom teachers from the following four states: Arkansas, Illinois, Oklahoma, and Texas. Fifty-two were from Texas and represented the following thirty-

four counties: Gregg, Cooke, Harris, Dallas, McCulloch, Hill, Wichita, Nolan, Ellis, Young, Stephens, Navarro, McLennan, Houston, Galveston, Hood, Tarrant, Bexar, Nueces, Jones, Terry, Palo Pinto, Hidalgo, Burnet, Williamson, Hardeman, Upshur, Shackelford, Anderson, Rusk, Tom Green, Grayson, Baylor, and Henderson.

Trends of Reporting According to Questionnaires

The questionnaires distributed to fifty-six adults engaged in school work pertained to the following items: location of schools, position held in school, methods of reporting pupil's academic achievements, methods of reporting pupil's personality development, frequency of issuing reports, the desirability of the adoption of a standard form as formulated by the State Department of Education, and improvements desired in reporting.

Location of schools considered in the study. -- As stated in the introduction to the present chapter, the fifty-six answers in the questionnaires represented the opinions of adults from the following four states: Arkansas, Oklahoma, Illinois, and Texas. Likewise, the replies represented thirty-four counties in the state of Texas.

Positions held in schools by participants. -- According to the data, twenty-three of the adults who answered the questionnaire were connected with high schools. Their positions included a superintendent, principal, vice-

principal, librarian, coaches, supervisors, and classroom teachers. Fifteen classroom teachers in the elementary school and ten in the primary school also answered the questionnaire, making a total of fifty-six. Fifty-five of them stated that their schools sent out some kind of a report to parents sometime during the school year.

Methods of reporting pupil's academic achievements. --

Table 1 contains information on the types of reports on the pupil's academic achievement sent to the parents, according to data in the questionnaires.

Data in Table 1 indicate that the method of reporting pupil's academic achievement used most widely is by letters such as A, B, C, D, and F. This method was reported by thirty-four adults. A combination of methods of reporting ranked second and was used by nine schools. Descriptive terms such as "good," "average," "poor," "failing," and "excellent" were reported as being used in three schools, while the percentage method such as 60, 70, 80, 90, 95, and 100 was used in four schools. The rank method was used in two schools and conferences in one school.

From the questionnaires it was found that each of the following combinations of methods was used: friendly letter and conference; A, B, C, D, F, printed forms, and conferences; A, B, C, D, F, descriptive terms, and conferences; percentile graph and descriptive terms; A, B, C, D, F, and friendly letter; rank, percentile, friendly letter, and

descriptive terms; percentages such as 60, 70, 80, 90, 95, and 100, and descriptive terms; friendly letter and conferences.

TABLE 1
METHODS OF REPORTING PUPIL'S ACADEMIC
ACHIEVEMENT

Methods of Reporting	Number Reporting Each Method					Total
	High School	Jr. High School	Elem. Grades	Primary Grades	Combination	
Percentage....	3	0	1	0	2	6
A, B, C, D, F.	15	2	8	6	3	34
Rank.....	1	0	0	1	0	2
Percentile....	0	0	0	0	0	0
Descriptive terms.....	0	0	2	1	0	3
Friendly, personal letter.....	0	0	0	0	0	0
Printed letter form.....	0	0	0	0	1	1
Conference....	0	0	0	1	0	1
Combination...	4	0	4	1	0	9
Total.....	23	2	15	10	6	56

A summary of data in Table 1 leads to the following conclusions:

1. The A, B, C, D, F method is the most widely used medium from the samplings analyzed, even in the elementary and primary schools.

2. A combination of methods is beginning to be used by some schools.

3. A few schools continue to use the traditional percentage method.

Methods of reporting pupil's personality development.

-- Table 2 contains data on the methods used for reporting personality adjustment and development by thirty-five adults. Among the fifty-six participants, twenty stated that their schools made no such reports, but included only academic grades, while one of the fifty-six reports indicated that one school made no kind of report to parents, either on academic achievement or on personality development.

Data in Table 2 indicate that the method of using A, B, C, D, and F is used more than any other medium for reporting the pupil's personality development to parents and is used in thirteen schools. The use of descriptive terms such as "good," "average," "poor," "failing," "excellent," or similar expressions ranked second with ten schools employing this method. A combination of methods ranked third and was reported as being used in five schools.

TABLE 2

METHODS OF REPORTING PUPIL'S PERSONALITY
DEVELOPMENT TO PARENTS

Methods of Reporting	Number Reporting Each Method					Total
	High School	Jr. High School	Elem. Grades	Primary Grades	Combination	
Percentage.....	0	1	0	0	1	2
A, B, C, D, F..	7	0	3	2	1	13
Rank.....	1	0	0	1	0	2
Percentile.....	0	0	0	0	0	0
Descriptive....	1	0	6	2	1	10
Personal letter	1	0	0	0	0	1
Printed letter.	0	0	1	0	0	1
Conference.....	0	0	0	1	0	1
Combinations...	2	0	1	1	1	5
Total....	12	1	11	7	4	35

From the questionnaires it was found that the following combinations were reported: A, B, C, D, F, descriptive terms, personal friendly letters, and conferences; A, B, C, D, F and a percentile graph; characteristics checked as to improvement or lack of improvement; descriptive terms, personal friendly letter, and conferences.

From the questionnaires it was also found that the following quoted improvements or changes in present report forms were desired by the participants:

1. "More personal with more conferences with parents."
2. "Change to letter writing."
3. "Change to Satisfactory or Unsatisfactory."
4. "Include characteristics on personality development."
5. "Actual percentage grade, and a way of indicating the effort the child makes in each subject, because I feel there should be some discrimination if the child tries extremely hard yet makes low grades in percentage rating."
6. "Should grade on point value system."
7. "Friendly, personal letter about each individual child."
8. "Progress report only."
9. "Some personal contact of teacher and parent."
10. "Printed letter form."
11. "I believe conferences with parents should be encouraged because there should be more cooperation between teachers and parents."
12. "Remove grading system but report progress by letter to parents."
13. "A system in which the children won't compare their cards with others just to see who made A, B, C, D, or F."
14. "Individual reports made to parents by teacher when

there seems to be a need for report."

15. "S and U in primary grades -- Letters in higher levels."

16. "Better evaluation of effort and citizenship."

17. "Wider range than S and U -- need inbetween grades."

18. "Conferences instead of grades."

19. "Grades vary too much as to meaning among teachers."

As a result of an analysis of the desired improvements, the writer found that changes to the following forms by the stated number of participants were included:

1. To A, B, C, D, F by 1.
2. To friendly letters by 12.
3. To point system by 2.
4. To conferences by 6.
5. To descriptive terms, including S and U, by 8.
6. To combination of methods by 1.
7. To percentage method by 1.
8. To inclusion of personality traits by 2.
9. To standard interpretation of grades by 1.
10. To some change not designated by 4.
11. To no change by 7.
12. No answer to question by 11.

A summary of data in Table 2 leads to the following conclusions regarding trends in reporting pupil's personality development to parents:

1. The A, B, C, D, F method is the most widely used medium according to reports from thirty-five adults engaged in school work.

2. The use of descriptive terms such as "good," "average," "poor," "failing," "excellent," etc., is still used by a large percentage of schools reporting.

3. A few schools are beginning to use a combination of methods.

4. The majority of desired improvements in present report forms involve the friendly letter which would be designed to bring about a closer bond and a better understanding between the home and the school. The use of descriptive terms, including S and U, ranked second, and conferences ranked third.

Frequency of issuing reports. -- Table 3 contains data on how often the various schools considered in the study issue reports on the pupil's school progress to parents.

Data in Table 3 show that a large majority of the schools send reports to parents each six weeks of the school year. Forty-nine of the fifty-six schools considered reported this frequency. Five other schools reported issuance quarterly; one weekly; and one never. The remaining periods listed on the questionnaire were not used by any school.

To summarize, it may be said that most schools considered in the study issue reports to parents each six weeks.

TABLE 3
FREQUENCY OF ISSUING REPORTS TO PARENTS

Periods	Number of Schools Issuing Reports at Each Stated Period					Total
	High School	Jr. High School	Elem. Grades	Primary Grades	Combi- nation	
Weekly.....	0	0	0	0	1	1
Monthly.....	0	0	0	0	0	0
Six weeks.....	19	2	15	9	4	49
Quarterly.....	4	0	0	0	1	5
Six months....	0	0	0	0	0	0
Nine months....	0	0	0	0	0	0
Twelve months..	0	0	0	0	0	0
Infrequently..	0	0	0	0	0	0
As needed.....	0	0	0	0	0	0
Never.....	0	0	0	1	0	1
Total...	23	2	15	10	6	56

However, there are indications that some are favoring less frequent issuance, since four schools reported quarterly reports.

Desirability of a standard form of reporting. -- Table 4 contains information on the number of adults participating in the study who desire or do not desire a standard

form for reporting as formulated by the State Department of Education.

TABLE 4

THE NUMBER OF ADULTS DESIRING AND NOT DESIRING A
STANDARD FORM OF REPORTING FORMULATED BY THE
STATE DEPARTMENT OF EDUCATION

School	Yes	No	No Answer	Total
High school.....	13	9	1	23
Junior high school	1	1	0	2
Elementary grades.	8	7	0	15
Primary grades....	1	9	0	10
Combination.....	4	1	1	6
Total.....	27	27	2	56

An analysis of data in Table 4 shows that the number of participants desiring and not desiring a standard form for reporting is almost equal. Twenty-seven answered in the affirmative; twenty-seven answered negatively; and two made no answer. It was noted that the largest number desiring a standard form were in the high school and among those holding combination positions, and the largest number opposing this method were in the primary grades. Reporters in the junior high school and in the elementary grades were about evenly divided on the question.

From the questionnaires, the following quoted comments were made regarding items which the participants who desired the standard form wished to see incorporated:

1. "Place less emphasis on grades; stress learning so that one may fit into this social order of ours today."
2. "Progress and satisfactory grading system."
3. "General progress of the student."
4. "Personality development; apparent causes for unsatisfactory work; grades for satisfactory completion of work such as P or S for passing."
5. "Friendly, personal letter about each individual child."
6. "Blank letter form with space for individual remarks concerning pupil's progress."
7. "A method of explaining all the phases of a child's life, especially that in school."
8. "Academic progress markings; personality development."
9. "Some form of personalized report that would encourage more relationship between the teachers and parents."
10. "Designation of improvement or unimprovement."
11. "Social development should certainly be included."
12. "Descriptive terms, such as good, average, poor, failing, excellent."
13. "Something that would give the parent a more thorough understanding of what the child is accomplishing and

of his reactions in the social group."

14. "In addition to letters as grades for academic subjects, the bracket the child falls into relative to other pupils in his group in subject as well as personality traits."

15. "Letter form so that parents would know how the child is doing according to his ability and not as a comparative basis as most reports are now."

An analysis of these data indicates that the participants who desire a standard form of reporting wish to have items related to personality development and social adjustment incorporated. Four answers indicated that the friendly personal letter should be a part of the form.

A summary of information contained in Table 4 leads to the conclusion that there is no definite trend toward the adoption or toward opposition to the adoption of a standard form of reporting pupils' progress. Over one-half of the participants connected with high schools considered in the study favored the adoption of such a form, while over one-half of those connected with the primary grades oppose the adoption. It is also concluded that participants who desire a standard form for reporting differ widely on what items should be included.

Summary

A summary of data presented in fifty-six questionnaires

answered by twenty-three high school teachers, two in junior high, fifteen in the elementary grades, ten in the primary grades, and six holding a combination of two or more positions, representing four states and thirty-four counties in Texas, indicates the following existing conditions and trends regarding reports of pupils' progress to parents:

1. All but one school sends out some type of reports.
2. The A, B, C, D, F method is used more widely than any other method for reporting pupils' personality development. The use of descriptive terms such as "good," "average," "poor," "failing," or "excellent" ranked second. A combination of methods ranked third.

3. The A, B, C, D, F method is the most widely used medium for reporting academic achievements although a combination method is being used by some schools, while the traditional percentage method is used by a few.

4. A change from the present form of reporting to the friendly letter method was desired by a larger number of participants than any other change. The use of descriptive terms, including S and U, ranked second, and conferences ranked third.

5. Reports to parents are issued each six weeks by practically all schools considered in the study. A few reported quarterly issuance, which indicates a slight tendency toward less frequent reports.

6. No specific trend toward adoption or toward opposition to adoption of a standard form of reporting as

formulated by the State Department of Education was evidenced by answers on the questionnaires. Twenty-seven participants favored adoption; twenty-seven opposed adoption; and two made no answer. The largest number favoring adoption was in high schools and among those participants who held a combination of positions. The largest opposing adoption was in the primary grades.

7. Participants who desired the standard form indicated that they wished to have items pertaining to personality development and social adjustment included. Four answers indicated that the friendly letter should be a part of the form.

CHAPTER IV

A COMPARISON OF TRENDS IN REPORTING TO PARENTS AS RECOMMENDED BY EDUCATORS AND REGENT PRACTICES AND TRENDS AS DESCRIBED BY FIFTY-SIX ADULTS ENGAGED IN THE TEACHING PROFESSION

Data in Chapter II of the present study concern trends in reporting pupils' progress to parents as observed and recommended by educators and others connected with schools of the country.) Chapter III contains a discussion of tendencies and trends as described by fifty-six teachers in four states, including thirty-four counties in Texas. The present chapter contains a comparison of data presented in the two preceding chapters. Data are presented in Table 5.

A Comparison of Data

TABLE 5

A COMPARATIVE STUDY OF DATA ON REPORTING TO PARENTS AS RECOMMENDED BY EDUCATORS AND PRESENT TRENDS AND PRACTICES DESCRIBED BY FIFTY-SIX ADULTS ENGAGED IN THE TEACHING PROFESSION

Educators' Recommendations	Teachers' Practices
A. Reporting academic achievements.	A. Reporting academic achievements.

TABLE 5 -- Continued

- | | |
|--|--|
| <p>1. The traditional type of school marks, including the letter-grade or percentage-grade system of marking and reporting do not perform their assumed functions.</p> | <p>1. The A, B, C, D, F method is the most widely used medium from the samplings analyzed, even in the elementary and primary schools.</p> |
| <p>2. The method of combination of methods of reporting which promises for the realization of the major purpose to be served is the medium that should be used.</p> | <p>2. A combination of methods is beginning to be used by some schools.</p> |
| <p>3. Grades and marks, as they have been used in most schools, are in direct opposition to the theory that learning should take place through the child's desire and as a fulfillment of his needs.</p> | <p>3. A few schools continue to use the traditional percentage method.</p> |
| <p>B. Reporting personality development.</p> | |
| <p>1. There are no accurate ways of measuring a child's courtesy, self-control, initiative and other social characteristics. Practical accuracy in marking should be possible in a subject like spelling, but in socialized materials a term mark may be a mere guess. It is incongruous to grade children on such attributes as honesty and initiative.</p> | <p>1. The A, B, C, D, F method is the most widely used medium for reporting personality development according to reports from thirty-five adults engaged in school work.</p> |

- | | |
|---|--|
| <p>2. If the information supplied to parents could be said to be accurate, it is of such a general nature as to be of little help in either diagnosis or guidance. It fails to analyze the child's development in the field considered, and it omits many extremely important aspects in his adjustment.</p> | <p>2. The use of description in terms such as "good," "average," "poor," "failing," and "excellent" is still used by a large percentage of schools reporting.</p> |
| <p>3. To assume that a single reporting device will serve all these parents equally well is to fail to take account of individual differences.</p> | <p>3. A few schools are beginning to use a combination of methods.</p> |
| <p>C. Desired improvements.</p> | |
| <p>1. A better understanding by the parents of the purpose, program, accomplishment, and needs of the school and of their child who is attending the school is a professional opportunity and obligation. The purpose of reporting pupil progress is to effect a maximum cooperation between the community's two most important institutions, the home and the school. For the past few years, there has been a tendency to broaden the traditional report card into statements in the form of letters that would give the parent some idea of how the child was growing into a good citizen, instead of indicating what grades the teacher had given him in subject-matter fields.</p> | <p>1. The majority of desired improvements in present report forms involve the friendly letter, which would be designed to bring about a closer bond and a better understanding between the home and the school.</p> |

TABLE 5 -- Continued

D. Frequency of reporting to parents.	D. Frequency of reporting to parents.
1. Frequency should be determined by the pupil's need and not by an administrator's pattern. Individual differences of parents should be reason enough for abolishing regular reporting periods.	1. Reports to parents are issued each six weeks by practically all schools considered in this study.
E. Standard reporting form.	E. Standard reporting form.
1. Requirements of the new-type reports include a complete picture of each individual child's development or his lack of adjustment, and afford an adequate description of the causes as well as of the outcomes.	1. There is no definite trend toward the adoption or toward opposition to the adoption of a standard form of reporting pupils' progress. Over one-half of the participants connected with high schools considered in the study favor the adoption of such a form, while ever one-half of those connected with the primary grades oppose the adoption. It is also concluded that participants who desire a standard form for reporting differ widely on what items should be included.

Analysis of the Data

An analysis of data in Table 5 leads to the following conclusions:

1. The present trends in reporting the pupils' academic progress are by means of letters, such as A, B, C,

D, and F. This method is not in agreement with recommendations of educators who suggest that such letters do not perform their assumed functions.

2. Most schools under consideration in this study use A, B, C, D, and F systems of reporting the pupils' personality development and social characteristics. This method is in opposition to the concepts of educators who say that there is no way of measuring a child's courtesy, self-control, initiative, and other social developments and characteristics.

3. Several schools are beginning to use a combination of methods for reporting the pupil's school progress. Such a medium is favored by the educators who declare that the designation of grades solely by means of the alphabet or figures is in direct opposition to the accepted theory that learning takes place through the child's desire and in fulfillment of his needs. The use of a combination of methods also helps to take care of individual differences among parents as well as among pupils.

4. The most frequently mentioned desired improvements listed by the participants included the use of the friendly letter as a means of bringing about a closer relationship and a deeper understanding between the home and the school. Such an improvement meets the approval of the educators who recommend that friendly letters often gain cooperation of

the home and often serve as a bond that ties parents and teachers together.

5. The present trend of sending reports to parents each six weeks is not in agreement with the recommendations of educators who say that reports should be sent only when there is a need for sending them.

6. There is no definite trend toward the adoption or toward opposition to adoption of a standard form for reporting to parents to be formulated by the State Department of Education. No comparison can be effected with educators' views on this point since the writer was unable to find data regarding the problem.

Summary of the Data

To summarize, it may be said that the samplings of present practices regarding the problem of effectively reporting the child's school progress to parents do not harmonize completely with recommendations of educators. The widest variance is in reporting academic achievements and personality development and in the frequency of issuing reports. Present practices, according to the samplings used in this study, include the use of the A, B, C, D, and F method, while educators suggest that such a method is not advisable for either report. They brand it unscientific, unmeaningful, and unjust. The present trend is to send reports each six weeks. Educators say to send them

when there is a need to do so.

The present practice of a few schools' adoption of a combination method of reporting indicates that there is a slight trend toward the educators' recommendation of using a combination of several means of picturing the child's achievements and developments.

Desired improvements in reporting, as listed by the participants, include the use of a friendly letter about each individual child. Educators recommend this medium as a device for helping the parents to understand the status of their child's school progress. The letter, also, is recommended as a means of securing desirable relationships between the home and the school.

In conclusion, it may be said that the present practices of reporting the child's academic achievements and personality development and the frequent issuing of reports do not coincide with the recommendations of present-day educators. Statements about desired improvements indicate that there is a tendency for participants in this present study who are engaged in the teaching profession to adopt the concepts and fundamentals of modern pedagogy as recommended by educators and others interested in progressive schools.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The present study compares the trends in reporting pupils' school progress to parents as observed and recommended by present-day educators in books and periodicals and the existing practices as described in questionnaires by fifty-six adults engaged in the teaching profession. The participants represented four states: Arkansas, Oklahoma, Illinois, and Texas. Thirty-four counties in the latter state were represented.

The first chapter of the study contains an introduction to the problem. It includes a statement of the problem, purpose of the investigation, sources of information, method of procedure, and treatment of data, background of the problem, and the significance of the study.

The second chapter is devoted to an analysis of trends in reporting the pupils' school progress to parents as evidenced by observations and recommendations of present-day educators in books and periodicals. The discussions include the function of grading and reporting, the traditional report card, the change from the traditional method of

reporting, the need for new-type reports, requirements of new-type reports, frequency of sending out reports, and a description of the following four new-type methods of reporting: the friendly letter, conferences, visitation, and a combination of two or more of these media.

The third chapter of the study contains information on present trends and practices of reporting the pupils' school progress to parents as described in questionnaires answered by fifty-six adults engaged in the teaching profession who attended the North Texas State Teachers College during the summer of 1946. Data included are locations of schools considered in the study; the position held by the participating students in their respective schools; their method of reporting the pupils' academic achievements and their personality development; changes in reporting desired by the participants; frequency of sending out reports; and the desirability of adopting a standard form of reporting as formulated by the State Department of Education, with suggested items to be incorporated.

The ~~fourth~~ chapter of the study contains a comparison of data included in Chapters II and III, and the fifth chapter is a summary with conclusions.

Conclusions

An analysis of data in the preceding chapters led to the following conclusions:

1. The dominant practice among the fifty-six teachers in reporting the pupils' academic progress is by means of letters, such as A, B, C, D, and F. This method is not in agreement with recommendations of educators who suggest that such letters do not perform their assumed functions.

2. Most schools under consideration in this study use A, B, C, D, and F systems of reporting the pupils' personality adjustment and social characteristics. This method is in opposition to the concepts of educators who say that there is no way of measuring a child's courtesy, self-control, initiative, and other social developments and characteristics.

3. Several schools are beginning to use a combination of methods for reporting the pupils' school progress. Such a medium is favored by the educators who declare that the designation of grades, solely by means of the alphabet or by figures, is in direct opposition to the accepted theory that learning takes place through the child's desire and in fulfillment of his needs. The use of a combination of methods also helps to take care of individual differences among parents as well as among pupils.

4. The most frequently mentioned desired improvement listed by the participants was the use of the friendly letter as a means of bringing about a closer relationship and a deeper understanding between the home and the school.

Such an improvement meets the approval of the educators who recommend that friendly letters often gain cooperation of the home and often serve as a bond that ties parents and teachers together.

5. The present trend of sending reports to parents each six weeks is not in agreement with the recommendations of educators who say that reports should be sent only when there is a need for sending them.

6. There is no definite trend toward the adoption or toward opposition to adoption of a standard form for reporting to parents to be formulated by the State Department of Education. No comparison can be effected with educators' views on this point since the writer was unable to find data regarding the problem.

Stop

APPENDIX A

QUESTIONNAIRE ON REPORTS TO PARENTS

1. In what state do you teach? _____
What county? _____
2. What is your position in school? (Check the list below)
Classroom teacher _____; Supervisor _____; Principal _____;
Superintendent _____; Other position _____
3. Are you connected with high school _____, junior high school _____, elementary grades _____, primary grades? _____
4. Does your school send out some kind of a report card to parents? _____
5. Does your school send out pupil's grade on academic subjects, such as reading, arithmetic, etc.? _____
If so, indicate what type of grades are used:
(1) Percentage, as 60, 70, 80, 90, 95, 100 _____.
(2) Letters, as A, B, C, D, F _____.
(3) Rank, as 1, 2, 3, 4, 5 _____.
(4) Percentile, as high bracket, average bracket, low bracket _____.
(5) Descriptive terms, as good, average, poor, failing, excellent _____.
(6) Friendly, personal letter about each individual child _____.
(7) Printed letter form in which blanks are filled out, as "Your child is failing in _____ but is improving in _____."
(8) Conferences with parents. _____
6. What improvements or changes would you like to see made in your own report form? _____

7. Does your school send out pupil's grade on personality development or characteristics, such as citizenship, cooperation, courtesy, promptness, reliability, obedience, conduct, etc.? _____ If so, indicate what type of grades are used: (See number 5 above).
(1) Percentage _____.
(2) Letters _____.

- (3) Rank_____.
 - (4) Percentile_____.
 - (5) Descriptive_____.
 - (6) Personal letter_____.
 - (7) Printed letter_____.
 - (8) Conference_____.
8. How often does your school send out reports to parents?
Monthly_____, six weeks_____, quarterly_____, six
months_____, nine months_____, twelve months_____,
infrequently, as needed_____, never_____.
9. Do you favor the adoption of a standard form for re-
porting child progress to parents as formulated by the
State Department of Education? Yes_____, no_____.
10. If so, what would you like to see incorporated in the
form?

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