A PROPOSED PLAN FOR A MORE FUNCTIONAL METHOD
OF REPORTING TO PARENTS IN THE FOURTH
GRADES OF HENRIETTA, TEXAS

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GRADES OF HENRIETTA, TEXAS

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CHAPTER I

INTRODUCTION

The Problem

The problem of this study is to make a critical investigation and a thorough analysis of different methods that have been used to report pupil progress in the elementary school of Henrietta, Texas, and other elementary schools. Also, some significant changes underlying the concepts of educational achievements are to be shown and basic principles presented to develop a desirable method and procedure in establishing a more effective and functional marking and reporting program for the fourth grades in Henrietta, Texas.

Sources of Data

The data were collected from numerous sources. Periodicals, research bulletins, magazines, and a number of professional books written on the methods and theories of reporting pupil progress by authorities in this field were used. These materials were obtained largely from the North Texas State College Library and publications received from the Bureau of Publications, Teachers College, Columbia University, New York; from the press of the University of
Texas, Austin, Texas; and from the United States Office of Education. Copies of studies and progress cards were obtained by means of correspondence from the Elementary School Journal, Parents' Magazine, and the Journal of the National Education Association.

Limitations

This study has been limited to an investigation of the methods and procedures used in reporting pupil progress in the elementary schools of the United States and is a brief summary of information received. It reflects the need for study in developing better ways of reporting to parents and pupils. The acceptance and use of such reporting systems are limited because of an inadequate understanding, the lack of constructive criticisms, and the attitudes and learning activities of administrators, teachers, parents, and pupils.

Method of Treating Data

A comparative analysis of the conventional type of marking and reporting to parents is presented and the status of the present procedure and method established cooperatively by the study of marking and reporting programs is discussed; and a series of evaluative criteria has been established for the appraisal of a more functional and more effective procedure of reporting pupil progress.
in the fourth grades of the elementary school of Henrietta, Texas. The method used in numerous elementary schools of the United States was taken into consideration and the most adaptable methods are recommended.

Background of Study

One of the problems which is met inadequately in every school is how to report the educational growth of the child to his parents. It is the privilege and responsibility of every parent to know of the progress his child is making in school. Report cards are the most common bridge between the home and the school. They are the most common means for making known to the pupil or to his parents the progress of the pupil in school. On accepting the concept of education as a process for achievement, for the all-round growth of the child as an individual and as a member of society, we become aware of a number of inconsistencies in our practice. Schools that have attempted to bring their practices into line with the implications of this concept have made fairly far-reaching changes. In the past it has been the policy of education to place the child in a school environment for eight hours each day and cause him to study reading, writing, and arithmetic as isolated subject-matter areas. These basic areas alone do not educate the child to become a wholly desirable member of our democratic society. The school of democracy should offer to
each pupil those unique opportunities for acquiring skills, for practice in precise thinking, and for growth in powers of appreciation which are attainable by one of his intelligence. This ideal requires that we adjust our standards to the abilities of our pupils.\textsuperscript{1} This demand has made it necessary for the school to be interested in the child as a whole.

The school is a child's world. He lives, he plays, he works with his peers. He is judged by them and he judges them. Children must have the opportunity to realize their own potentialities, capacities, and talents. The school must assume major responsibility for giving to each child an opportunity to realize his own potentialities, capacities, and talents. No other person can reveal them to him. It is through self-expression that the individual comes to know those powers and possibilities that reside within him.\textsuperscript{2} It is the daily give-and-take of work and play in which success is achieved and mistakes are made that build true values for the child's life.

Educational practices are each year becoming more and more concerned with the child as an individual. Each child

\textsuperscript{1}Hollis L. Caswell, \textit{Education in the Elementary School}, pp. 236-237.

\textsuperscript{2}Hollis L. Caswell \textit{et al.}, "The Role of Pupils in Cooperative Curriculum Development," \textit{Teachers College Record}, L (February, 1948), 327-335.
has individual differences and an individual ability for achievement; therefore, in our present school systems educators are emphasizing growth in all phases of pupil personality rather than the limited evaluation of achievement in subject matter. This achievement of subject matter was the outstanding characteristic of the report cards of the past. Teachers have recognized the various maturation levels and behavior patterns of children and have adapted their methods of teaching to the special needs of the children by providing proper developmental tasks.

No true evaluation of pupil progress can be made without an appraisal of pupil ability. The potentialities of a child must be known in order to measure either his achievement or his effort. The method of reporting the progress should advance and change in order that an improved system of marking and reporting develops with educational advancement.

Related Studies

No study exactly comparable to the present investigation has been made. Many methods have been tried in order to improve the manner of reporting pupil progress, but it

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3Fred C. Ayer, Practical Child Accounting, p. 97.

4Florence C. Kelly, "Doing Away with Grade Levels," Journal of the National Education Association, XXXVII (April, 1948), 222.
appears that only one research thesis is available for the actual working out of a method.

A comparative study of reporting pupil progress in the elementary schools in Dallas was made by Aikin. Aikin obtained data for the presentation of her study by examining report cards from various city schools over the entire United States. The data obtained from the report cards of the fourteen city school systems were examined and evaluated. These findings were used compositely as criteria for the evaluation of the Dallas elementary schools' method of reporting pupil progress. The present study varies from Aikin's in that hers was concerned with elementary schools of city systems, whereas the present investigation deals with a method advisable for smaller elementary schools.

This study was carried out as an experiment in the fourth grade of the Henrietta, Texas, elementary school. The greater portion of the methods analyzed in this study came from schools of similar size to the school in Henrietta.

The present study also varies from the Aikin study in that the Dallas Elementary School System had the reporting method established, and that system was evaluated. This study formulates the new reporting system, uses the newly

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established card, and reports the findings of the experiment. This present investigation did not rely entirely on analyzing the cards, but personal conferences were arranged with the parents and parent co-operation was solicited.

Aikin made a comparative study of the traditional types of reporting pupil progress. The present study used for a comparative analysis only those methods of the traditional types of reporting pupil progress that had been employed in the school that was investigated.

Both Aikin's and the present investigation used as the basis of the criteria the scopes and modern concepts of child development. The emphasis of both investigations was placed on pupil development and parent understanding in the changing American society.
CHAPTER II

COMPARATIVE ANALYSIS OF THE CONVENTIONAL TYPES OF REPORTING PUPIL PROGRESS

The conventional report card with its marks does nothing more than reflect the "3R" philosophy of education.¹

Formal Marking

The practice of formal marking is considered traditional or conventional. It is an established fact that schools which practice formal marking are considered conventional type schools. Marking has been defined by those who support its practice as an act of describing the achievements of pupils on the basis of positions on an achievement scale in which the values are represented by numbers, letters, or words.² The child's progress is measured against any number of accepted patterns or criteria, which vary with different schools and different teachers. Any system


of marking serves as an artificial method of evaluating the pupil's progress. However, the report card is an essential link between the home and the school. Since each child is an unique individual, differing in his strengths and weaknesses from all others, no system of marking has been devised that gives a wholly accurate measure of the child's growth.

The Percentage Method

The percentage method or numerical system with a range of one hundred points is one of the oldest systems. Few schools use the entire one hundred points on the percentile scale. If seventy per cent is the passing mark in the school, only the upper forty to fifty per cent of the scale is actually used.

The percentage system has decreased in popularity in recent years due to several fallacies in the assumptions which underlie the plan. One of the fallacies is that so many points call for discrimination of too great exactness. If a teacher could determine an absolute accuracy of eighty-five per cent, the mark would have no meaning unless the relative difficulty could be established. Again, the percentage method assumes that the teacher makes so fine and

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3Gloria Cohen, "How Shall We Mark?" Elementary School Journal, XLVIII (October, 1947), 505.
exact an evaluation that a one-hundred-point scale is needed. The most important objection to the percentage system is the assumption that each child is capable of making one hundred per cent, or a perfect score. This basis is erroneous because of individual differences. The percentage system compares the child's growth with the growth of the group rather than with his previous work. The measurement of pupil growth will be inadequately calculated since the percentage must be based on a percentage of "something." The question remains, what is "that something"?

Another fallacy is in the personality of the teacher, for just as there are individual differences in pupils so are there individual differences in teachers. Because of these differences grades vary among teachers. When the single mark is used to describe achievement in a subject, a teacher may permit extraneous factors to influence her appraisal of subject-matter achievement. A pupil who is amiable and well disposed toward his teacher is frequently favored when final grades are determined. Pupils who are neat and tidy, pupils who are considerate and polite, pupils whose parents are influential in the community or close friends of the teacher, often fare better than those pupils whose habits are slovenly, whose manners are uncultured, and whose parents have little or no social or
political prestige. No doubt these factors influence the judgments of teachers.\footnote{Francis Swinford, "Purported Unreliability of Teachers' Marks," \textit{Elementary School Journal}, XLVIII (September, 1947), 401-405.}

\section*{Literal System}

In an attempt to eliminate the necessity of making the impossible fine discrimination required by the percentage system, many schools have devised the literal system.

When the one-hundred-point numerical plan is used, the scores are usually transmuted into five or six categories and designated by as many letters of the alphabet.\footnote{Marie F. Mehl, Hubert H. Mills, and Harl R. Douglass, \textit{Teaching in Elementary Schools}, p. 401.} The interval between each two points is designated by A, B, C, D, or F. Generally they are modified by considering that A equals ninety to one hundred, and B, C, and D have descending values on the basis of ten points. A more satisfactory procedure is that A means superior work, B means good work, C means average work, D represents poor work, and F represents failure.\footnote{\textit{Ibid.}, p. 402.} Less variation of rating is shown with the addition of plus or minus values to the letters.

The following scale shows the relationship between the percentage system and the literal system:

\begin{center}
\begin{tabular}{|c|c|c|c|c|}
\hline
Points & A & B & C & D \hline
100 & 90 & 80 & 70 \hline
\end{tabular}
\end{center}
A+ : 97 to 100   B+ : 87 to 89
A  : 93 to 96    B  : 83 to 86
A- : 90 to 92   B- : 80 to 82
C+ : 77 to 79   D+ : 67 to 69
C  : 73 to 76    D  : 65
C- : 70 to 72   F  : Failure

The use and value of this scale vary with different schools, but the general over-all value parallels this pattern.

In contrast to the percentage system, one argument that favors the literal system is that a person is more able to form fairly valid judgment by classifying them into five groups rather than 101 groups. In the literal method, as in the percentage method, the child's development or grades are compared, based upon the class standard or average.

Fallacies of the Conventional Systems

Many different factors enter into the determination of a student's marks. These marks are considered as of such varying importance by different teachers that it is almost impossible for anyone except the teacher who gives the mark to tell what it means.

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7Report cards, Henrietta Public Schools, Henrietta, Texas.
The second objection to the conventional type of marking arises since no single mark in reporting the achievement of progress made by a pupil is an adequate or a correct estimate of his achievement without knowing his range of ability. It may be stated syllogistically as follows: General statements about pupils are of limited value in reporting pupil progress, for marks are very general summary statements involving a multitude of unanalyzed variables. Therefore, marks have limited value in reporting progress.\(^9\)

The third convincing argument against the conventional type of marking is that the reporting of marks causes pupils to be compared with their associates. This defies the well-established facts that there are individual differences in mental ability, rate of learning, and developmental experiences. The competitive form of marking is one of the conventional types which is not conducive to healthful and worth-while purposes. Many children have developed a keen sense of instability and inferiority from such an experience. Some maladjustments which have prevailed throughout many individuals' life spans may have been the result of an artificial evaluation in childhood. It is therefore unsound reasoning to believe that competition

is a necessary characteristic of life. For the better
adjustment of pupils, all detrimental types of competition
should be eliminated.

Dougherty, Gorman, and Phillips in their book Elementary School Organization and Management discuss competitive
marking by making the following statement:

There is considerable evidence to indicate that competitive marking is fundamentally unsound
philosophically, psychologically and sociologically and that it is seriously destructive of per-
sonality values.10

In using the conventional methods of grading, school
marks are sometimes used as a means to an end or as an in-
centive. Too often the teacher uses the mark to stimulate
learning. The child should have some feeling of responsi-
bility and an adequate understanding of the objectives of
learning. The elimination of a conventional marking sys-
tem would compel teachers to depend on motivation, worth-
while materials, and sound methods of instruction.11

Normal Distribution Curve Method

The deficiencies in the conventional marking system
have given rise to the application of scientific methods
for school measurement. This system is based upon normal

10 Dougherty, Gorman, and Phillips, op. cit., p. 175.
11 William L. Wrinkle, Improving Marking and Reporting
distribution of the normal probability curve. This system has been adapted by relatively few schools. In the normal curve system no mathematical formula gives the exact number of pupils to receive A, B, C, D, or F, but the round group percentage is as follows:

Percentage:  6  25  38  25  6
Mark:  A  B  C  D  F

The curve system has limitations since the normal distribution curve is mathematically true only when applied to a large number of cases. Another limitation of the curve system would result by a disproportionate number of either poor or superior pupils in a class. The teacher does not have a clear understanding of the flexibility of the system, and she will encounter the excessive use of the flexibility.¹³

There are advantages in the curve system since it furnishes that standard for a basis of comparison. The mark in the curve system gives the child's achievement in relation to a normal achievement of a typical class.¹⁴ This system will minimize the opportunity of the teacher who wishes to establish a reputation for her high standards of teaching.

¹²Mehl, Mills, and Douglass, op. cit., p. 403.
¹³Ibid., p. 404.
¹⁴Ibid., p. 405.
Group Method

In a well-grouped class in any school the teacher will find variations in pupils' interests, abilities, and needs.\(^{15}\) In attempting to meet these needs and abilities of the pupils and to enable the individual pupil to progress at his own rate, newer types of teaching procedures, pupil classification, and promotion have been used. However, some schools have grouped their children in superior, average, and inferior sections, thereby enabling each child to work at his own level of ability. (This method has its advantages, for the children who have similar abilities will progress at approximately the same rate of speed when grouped accordingly.) Subject matter, techniques, and materials of instruction are well adapted to the room. Each child should find his place in the group. The work of the group should challenge each pupil and afford some measure of success for his efforts.

The staff of the Wooldridge Elementary School of Austin, Texas, in discussing grouping, makes the following statements:

Concern for the very fast or the very slow learner, however, should not dim the fact that the interests and abilities of the great majority of children should, in the last analysis, determine the over-all difficulty of the group activity and also the level of achievement expected from the group as a whole; this is

conditioned only by the consideration that the activities be concrete enough to interest those of lesser abilities and complex enough to challenge the more gifted.\textsuperscript{16}

Accomplishment Quotient Method

An attempt in scientific development in reporting pupil progress has been established through the practices of accomplishment quotient method or "A. Q. method." The A. Q. of a pupil equals the educational age divided by the mental age, or the E. Q. divided by the I. Q. The normal expectancy of any pupil would be one hundred; therefore, any positive deviation would indicate better than average achievement while any negative deviation would show that the pupil was not achieving as his capacity indicated.

Thus, if a fourth-grade pupil has an educational age of ten years, as found by test or by a series of tests of achievement, but a mental age of nine years, as determined from an intelligence test, his A. Q. is 111. Likewise, if a pupil is in the fourth grade and nine years of age, his A. Q. would be one hundred. If a pupil is above nine years of chronological age with an educational age of nine, he would not be expected to do average work.\textsuperscript{17}


\textsuperscript{17}M. J. Nelson, Tests and Measurements in Elementary Education, pp. 330-331.
Theoretically, this method of reporting pupil progress has the advantage that it gives every child the same chance to stand high, but this is not necessarily true since the pupil with the high I. Q. may put his accomplishment lower than that of less fortunate classmates. The accomplishment quotient shows only the level of the pupil in his own achievements with that which he is capable of doing.

Two Markings

One of the newest systems of markings used by the conventional school shows two grades -- satisfactory and unsatisfactory. Sometimes with these two elements an honor grade is added. The report card is marked with U and S or with U, S, and H. This report rates the pupil according to his accomplishments. This method gives the pupil who expends his utmost efforts but has less ability the opportunity of earning an S or an honor mark. In a school where this marking plan is used exactly according to rules, there are no failures. This method has definite advantages. It prevents the "bright" child from becoming lazy and arrogant because of his ability to surpass his classmates. This encourages the earnest, sincere pupil of medium ability to put forth his best efforts. This marking system has its disadvantages in that it demands a superhuman judgment by the teacher. She not only must decide what the pupil has accomplished but also what he must accomplish and make
a comparison between the two before determining the letter or grade to be given. Sometimes this form of grading is misunderstood by the parents. Some parents have thought that the U on the card means failure.

Progress in the improvement of marking and reporting practices cannot be achieved by the mere manipulation of symbols. About the best that can be said for the substitution of S and U for the literal method is that thereafter the school is brought face to face with the fact that what was considered to be a problem in marking is fundamentally a curriculum problem. If students quit working when the incentive of marks is removed, and the teacher is unwilling to admit that the child can be stimulated to learn only through the use of such extrinsic pressures, then the teacher has discovered something fundamental. That is why it is actually a good thing for a school to try the S and U marking system.18

Functions of Marks and Reports

A sound marking program evolves from a functional philosophy of child development and growth. It involves the checking of the pupil's present developmental status against his status on an earlier date or through a period

of development in the light of his mental ability, physical growth, and emotional and social qualities which condition his progress. Marks have an informative function since they are used in transferring pupils from one school to another and they serve as a measuring device for guidance workers and administrative records.

Conclusion

The use of the conventional marking system reveals the fact that isolated subject-matter areas are taught within the designated grade levels. The problem of reporting is to help the child from one point of life to another. These marking systems have been recodified with the marks in some instances being more accurate than others. Even though the conventional marking system has many fallacies, it is practiced by teachers who have not studied seriously the theories and practices underlying pupil progress.

CHAPTER III

STATUS OF THE PRESENT METHODS OF REPORTING PUPIL PROGRESS

Need of a Revised System of Reporting

During the past few years schools all over the nation have been attempting to bring about better and more thorough systems of reporting pupil progress to parents. Report cards have been deservedly criticized for not being accurate records of pupil growth. It has been claimed that the conventional types of reports do not reveal whole development and that they ignore the important areas of optimum child growth. Some of the causes which have contributed to the need of revising the system of reporting are as follows: (1) school marks from report cards create much unhappiness among the children of low ability; (2) educators have come to accept the belief that the child's achievement should be judged by his ability rather than by a predetermined subject-matter standard; (3) the biological, emotional, and social aspects of child growth and development are completely ignored; (4) the "social promotion" system has increased in popularity; and (5) the conventional theory over-emphasized high scholarship standards and failed to recognize maximum child development.
Pertinent Changes in Reporting Pupil Progress

Educational methods have made notable changes within the last decade. To parallel these changes the whole problem of pupil progress needs to be analyzed and modernized.

Marks do not measure pupil progress. Usually marks are considered in terms of relative status of the pupils and do not furnish measures of individual child growth. This investigation shows the need for a revised system of reporting since it found that the current practices used only subject-matter areas for the basis of reporting pupil progress.

Limitations of the Conventional Reports

The first evidence of limitation is obtained from Mehl, Mills, and Douglass in the following statements:

1. The temptation to use marking as a device to coerce children into doing better work.
2. Probability of unsatisfactory competitive comparisons by parents and children.
3. Misunderstandings of objectives of school by parents.
4. Concern of children with the grade rather than with the desire to improve and to grow in the acquisition of knowledges and understanding of all types of learning.
5. Tendency to over-emphasize memorization of facts.
6. Effect of overt behavior upon the mark.
7. Possibility of discouraging child receiving low grades to point of giving up trying.
8. Probability of developing undesirable attitudes, such as superiority complexes, selfish pride or snobbery of children who receive high grades.
9. Rewards for high grades encourage children to resort to undesirable means of securing information by cheating or lying.  

Another evidence of the limitation of the conventional report cards was offered by Davis. He discussed the construction of the report card in the following statements:

There is marked contrast between report cards constructed from 1935 to 1940 and those in previous years. Cards prior to 1940 were found to be much smaller in size and space, for the space for additional comments was much less. The cards used in 1940 contained no explanatory material for the progress rated or there was a vacant space left under captions for teachers' comments; and many cards were accompanied by supplementary diagnostic records and by introductory or explanatory letters addressed to parents. Furthermore, instead of the tendency apparent in 1935 for most of the newer cards to be designed for small grade groups, the practice in 1940 seemed about divided between having several cards for small groups of grades and having one card for all the elementary schools.

The limitations or weaknesses of reporting based on the grade-standard theory are pointed out by Dougherty, Gorman, and Phillips. They state that:

Acceptance of the grade-standard theory elevates knowledge to the highest rung on the ladder of child development. It assumes that norms, standards of achievement, uniform courses of study, and stable curriculum materials are both desirable and easily obtained. The biological, economical, and social aspects of child growth and development are completely ignored.

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Still another limitation of the conventional method is based on the normal distribution of grades. This objection is educationally unsound because the comparison of a child according to some norm cannot lead to constructive individual guidance. This type of reporting does not relate the child's school behavior to his potential behavior.\textsuperscript{4}

The educational world has seen for a number of years the many fallacies of the conventional reports and has been conscious that the reporting of progress was not advancing with the newer trends of education. The philosophy of the old reporting system is contrary to pupil achievement.

New Trends in Reporting Pupil Progress

Administrators and teachers alike are realizing the limitations of the conventional report card and are attempting to devise more accurate ways and means of marking and reporting to parents. Fifty years ago school records represented a series of judgments of the child. Today the conception has changed, and the records serve as a guide for the child, ascertain his status in subject matter, and give evidence of reasons for success or failure.

Schools are concerned with the problem of devising

\textsuperscript{4}Hollis L. Caswell and A. W. Foshay, \textit{Education in the Elementary School}, p. 274.
new progress reports which describe the child's growth and which record information gained by new evaluative techniques.

Mehl, Mills, and Douglass, in *Teaching in the Elementary School*, listed the following points which are considered in devising new reports which describe the growth and development of the pupil as it is revealed by the newer evaluative instruments:

1. Consistency with the philosophy that the "whole child" is growing.
2. Accuracy, that is, being reliable and valid.
3. Considers strengths and weaknesses of children.
4. Terminology that is understood.
5. Economical in time needed to record data.
7. Form usable at any time.\(^5\)

The report card is an important link between the home and the school. It must present the picture of the behavior of the child so that the pupil and the parent will be correctly informed of the goals to be obtained and the progress being made toward those goals.

**Classes of New-type Reports**

Reports to parents and pupils had to change to reflect the newer philosophy of education. The ways and means of reporting the progress of children to parents through reports have several different classes. New-type cards do

\(^5\)Mehl, Mills, and Douglass, *op. cit.*, p. 420.
necessitate considerable work upon the part of teachers at first. The development of the descriptive explanation of marks, of described levels of behavior, of described illustrations of traits, have developed in the effort to give the teacher a guide which would cut down the amount of work and still avoid stereotyping. The letter-form cards naturally cannot be formalized and will always require definite attention and effort from the teacher.

Teachers find that as familiarity and skill develop, the amount of work decreases. In many events, the results achieved far more than compensate for the effort. The differences which appear are in the degree to which new-type items are included and the amount of detail included in the descriptive ratings. Analyses of these types show the following classifications:

1. Separate subjects marked without analysis or explanation.
2. Subjects marked traditionally plus very brief list of traits and attitudes, or both, designated by general trait names only and to be checked; no explanation.
3. Subjects marked traditionally, but brief explanations of the marks included on the card or in separate bulletins.
4. Subjects and skills scored by tests; attitudes or traits distinguished by levels and checked. Profiles or bar graphs may or may not appear for test scores here.
5. Subjects and skills checked in terms of desirable levels of achievement, brief list of attitudes and traits checked in terms of growth.
6. Subjects and skills checked in terms of described desirable levels of achievement; attitudes and traits checked in terms of growth; plus space for comment by the teacher.
7. A very brief card embodying best features so far developed, in itself a mere record; detailed explanations to pupil, parent, and teacher in separate booklet or bulletin.

8. Letter-form report substituted for all subjects or attitude lists.


10. Report from parent to school.  

Report of Attendance

Most schools have some difficulty in maintaining attendance at a level suitable for the best standards of pupil achievement. M. A. Steiner states that irregularity of attendance has the effect of reducing the efficiency of instruction by interrupting the regular routine and causing pupils to do poor work.  

A recent study by the National Education Association indicates that one of the most common items reported on a card is that of attendance. Daily attendance records are important. Occasionally it is necessary for courts to check the attendance of children. In some states, state and county school money is distributed on the basis of children enrolled or on the basis of daily attendance. Many children who should be attending school are not in school because school administrators have not checked carefully

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6William H. Burton, Guidance of Learning Activities, pp. 505-511.

7M. A. Steiner, "Attendance and Promotion," School Executive, XXXI (January, 1934), 187.

8Department of Superintendence, National Education Association, New Developments in Pupil Progress, Circular No. 4, 1934.
their attendance records; therefore, it is imperative that attendance reports continue to be accurately recorded.

**Frequency of Reports**

While children are in the elementary school, parents are informed by the frequency of reports. In an analysis of report cards Hill found that about fifty per cent of the cards were sent out six times a year, twenty-five per cent were sent out monthly, and about fifteen per cent were sent out four times a year. The contemporary school advocates less frequent reporting and a more thorough interpretation of reporting.

**Present Practices in Reporting Pupil Progress**

There is a decided tendency for the present report cards to include, along with the common items of attendance and scholarship, other items such as personality traits, habits of work, social adjustments, and other matters which the newer schools have seen their duty to develop.

**Illustrations of Report Forms**

The following illustrations of report forms have been selected to represent certain types from a wide variety. Practically every form of report has some good practices and

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helpful suggestions, but definite systems have been selected that would carry through the entire elementary school.

*Letter-form method, Ann Arbor Elementary Schools, Ann Arbor, Michigan.* -- Teachers in the elementary schools of Ann Arbor, Michigan, send a written report in a letter form to the parent. In this letter-report, statements and discussions are given concerning the child in the school environment, such as the following:

1. Progress of the child in school subjects (no number or grade rating is used).
2. Child's physical development.
3. Child's emotional development.

These letters are sent out at the rate of a minimum of three each year, except in kindergarten, where a report is made once each semester. In grades one to six, report-letters are sent on the following schedule:

First report: during the eighth, ninth, and tenth weeks.

Second report: during the nineteenth, twentieth, and twenty-first weeks.

Third report: during the thirty-second, thirty-third, and thirty-fourth weeks.

Classification card: Use the section for remarks to
report on any change in the child's status since the third report or for a summarizing statement.

Letters are sent more frequently when conditions indicate a need for more frequent reports.

As each report time comes around, the types of letters to be sent should be decided upon in a conference of the principal and teacher. The following types of written reports were recommended:

A. Written Reports.

1. Personal letters. A personal letter may be written on selected aspects of the child's adjustment and progress in relation to the purposes and activities of the school program.

2. Hectographed description of the school program. Such a description would aim to inform the parents of the work being carried on in various elements of the curriculum and of purposes and the supporting activities related to other types of growth and achievement.

A suggested outline for preparing these descriptions is as follows:

(a) Description of the present situation in each subject for type of growth desired. (This description is standard for all children in the room, is hectographed, and is followed by a space in which to write individual comments.)

(b) The child's progress in the situation.

(c) What the school is doing to help the child in the situation.

(d) What the home can do if additional help is needed.

3. Teacher-pupil report. Pupil participation in preparing the report letter to parents is desirable occasionally. This participation should follow on a general discussion
with the children of the purpose of the report letter and of the possible points of emphasis to be taken up in the report of each child. In an individual conference with each child, the teacher and pupil can together outline the important points to be brought out in the report to the parent – the report itself being written subsequently by the teacher.

4. A folder containing samples of the pupil’s work. Occasionally this procedure can be used to place in the hands of parents actual samples of pupil achievement in various types of activities. The teacher’s comment written on the papers of the child may be useful in drawing attention to particular characteristics of the child’s work.

5. Standardized test scores. The following suggestions are made concerning the use of scores achieved on standardized tests in reports to parents.

(1) Parents should be prepared in advance so that they understand the meaning and implications of such scores. This may be done in general meetings, room group meetings, in conferences, or in a carefully prepared bulletin.

(2) It should be made perfectly clear that standardized tests are not "final examinations" upon which classification depends but are objective measures of certain aspects of the child’s growth.

(3) Scores should be reported in such a way that no other individual’s scores are discernible or recognizable.

(4) A parent should be helped by these scores to better understand: (a) his child’s growth pattern in academic achievement. (b) his relationship to the entire group. (c) the teacher’s job as disclosed by the range and distribution of scores.\(^{10}\)

\(^{10}\)Reporting to Parents, Bulletin, Ann Arbor Elementary Schools, Ann Arbor, Michigan, pp. 10-11.
Teachers have an option of substituting a personal conference with the parent in place of one report each semester. Important points in the conference should be written up and placed in the individual cumulative folder. The parent should be informed at the time of the conference that the conference is a substitute for a written report.

The two types of oral reports are:

B. Oral Reports.
   1. Parent conference at school. The emphases in such a conference can be as varied as those indicated above for a written report. As stated earlier a conference should be planned for in advance with the principal and subsequently written up and placed in the individual cumulative folder of the child.

   2. Home call. The essential difference between a home call and parent conference is only in the place in which parent and teacher meet together.\(^{11}\)

For this type of reporting pupil progress, the teacher must be definitely trained and prepared to make her reports. Conciseness and accuracy in judgment of the child's situation must be recognized. The teacher must state her letter so that the aims and purposes of the school program as well as the child's place in the school will be understood by the parent. The following principles for reporting must be planned before the letters are prepared:

1. Plan this report in relation to earlier reports this year and in previous years. What should this report emphasize, judged by (1) emphases

\(^{11}\)Ibid.
in past reports, (2) the parent's understanding of the school program, and (3) the child's present situation?

2. Try keeping notes in some cumulative fashion for each child.

3. Think of the parent reader and adapt the report to the reader.

4. Before starting the letter outline the major points to be emphasized.

5. If children are to share in preparing the report, discuss with the class the procedure to be followed. An example of such a procedure might include a discussion with the class of (a) the major points to be touched on in the report sent to the parents of each child. (b) the facts and judgments essential to developing the point.

Following this general discussion there might be (a) a conference between teacher and each child, in which the report would be roughed out. (b) final draft of report by teacher.

The greatest care must be exercised in writing the report, and the following suggestions are made:

1. If the report is a personal letter, the tone of the letter should be warm and personal.

2. In any report use terms in keeping with the school philosophy, and avoid terms not consistent with it, such for example as the terms "passing," "promotion," and "failure." Care should be exercised to be sure that the report is so constructed and so worded as to be understood by the child and the parent.

3. Spread reports over a period of weeks. A span of three weeks' time is indicated in the schedule above for issuing reports in order to distribute the work. A further advantage of dispersed reports is that there is less comparing among those who read the reports.

4. Notice of unsatisfactory work should be accompanied by an explanation of causes, and suggestions for remedial measures at home and at school.

5. In preparing the report, adaptation should be made to the varying parent clientele, to individual children and to groups of children,
along with the varying capabilities of individual teachers.\textsuperscript{12}

\textbf{Written-comments method, Cincinnati Elementary Schools, Cincinnati, Ohio.} -- Written comments are used in Cincinnati, Ohio, elementary schools as one means of giving parents a report on the progress of their children in school. The personnel of the Cincinnati elementary school system believe that school marks with comments are helpful to the pupil and to the parent.

The comments are divided into four types or classifications. The following comments illustrate the types of written reports:

\textbf{Type I. Nature and Extent of Progress} -- Comments of this type provide information which leads to a better understanding of the nature and extent of the pupil's progress and of the school's educational program.

\textbf{Type II. Diagnosis} -- Comments of this type provide information which helps to explain the underlying causes which tend to limit the pupil's progress.

\textbf{Type III. How Pupil Can Improve} -- Comments of this type provide information which suggests one or more specific ways in which the pupil can improve his progress.

\textbf{Type IV. How Parents Can Help} -- Comments of this type provide information which suggests one or more specific ways in which parents can help the pupil.

The following sample comments illustrate some of the

\textsuperscript{12}\textit{Ibid.}
ways in which written statements can be used to report various types of information regarding pupil progress:

Type I. Nature and Extent of Progress.
"Patsy is getting a better understanding of fractions. The experiences you provided at home seem to have helped."

Type II. Diagnosis.
"If you know of reasons why Susan dislikes arithmetic, please let me know."

Type III. How Pupil Can Improve.
"Jim needs more practice in writing. Your plan of encouraging him to write letters is good, particularly if he enjoys doing them."

Type IV. How Parent Can Help.
"Sally has trouble with 15 to 20 multiplication facts. I am wondering if you will help her with these if she brings a list home."

Space for written comment is also provided on the report card now in use. The fact that the latter is more or less a permanent record should be taken into account when it is used for comment purposes.

Another progress report which places significant emphasis on general comments is that received from the schools of Salina, Kansas (Figures 1, 2, 3). This type of report gives the teacher an opportunity to emphasize the interest of the school in the emotional, social, and physical as well as the intellectual growth of the child. This method

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Fig. 1. -- Outside covers of Pupil Progress Report used in public schools of Salina, Kansas.
PERSONAL AND SOCIAL GROWTH

We believe that our schools should prepare children to live in a democratic society. We try to furnish them with opportunities to learn how to practice democratic living through:

1. Accepting responsibility for oneself and for the group.
2. Recognizing the rights of others.
3. Becoming sensitive to the needs of the group.
4. Developing such qualities as dependability, cheerfulness, self-control, etc.

We believe that the work habits of children are highly important to their success in learning how to become useful citizens. We try to teach our children to:

1. Plan systematically.
2. Begin work promptly.
3. Work thoughtfully.
4. Finish work promptly.
5. Save no materials.
6. Contribute original ideas and materials.

We believe that children can work and play happily if their bodies are well and strong so we try to provide a program of healthful school living which will contribute to the welfare of each child. We try to teach such health habits as:

1. Cleanliness.
2. Keeping regular hours.
3. Eating healthful food.
4. Living and exercising in fresh air.
5. Sitting and standing upright.

We believe that children should build appreciations for enriching life. To develop this we provide rich experiences in art, music and literature through:

1. Participating wholeheartedly in music activities.
2. Enjoying art activities.
3. Developing an interest in the world about him.

On the basis of the above objectives the following information regarding the growth of your child is given you.

Fig. 2. -- Statement of school philosophy and examples of written comments used in the Pupil Progress Report in public schools of Salina, Kansas (interior pages).
Relationship with Others

He is well adjusted.
He enjoys playing and working with others.

Contributions to the success and welfare of the group

Cooperates very well.
Does his share in group work.

Health Habits

Jimmie tries to maintain good health habits.

Enrolled 36 half days
Absent 1 half days  Tardy 0 times

PARENT'S COMMENT

Parent's Signature

Fig. 3. -- Further examples of teacher's comments and provision for final summary of year's work, Pupil Progress Report, public schools of Salina, Kansas (interior pages).
gives the teacher an opportunity to establish a friendly relationship in his messages, thereby explaining through diagnostic statements the weaknesses and strengths of the child. The teacher should give definite suggestions and constructive help as to how parents can help their children and co-operate with the school.

**Checklist method, Cheyenne Elementary Schools, Cheyenne, Wyoming.** -- The report card from the schools of Cheyenne, Wyoming, is especially adaptable because of its simplicity and booklet form. It is sent out four times a year and is evaluated by a check mark for satisfactory work. The personal development is considered first under personal habits, social habits, and study habits. The scholastic record is checked as (1) satisfactory, (2) he is improving, and (3) should try harder. Each subject is divided into integrated objectives which indicate the pupil's ability for the scholastic record. This form is illustrated in Figures 4, 5, and 6.

**Checklist method, elementary schools of Portland, Oregon.** -- The report card from the elementary schools of Portland, Oregon, is broad in adaptation since it covers the grades from four to eight. This card places less emphasis on reporting habits and attitudes. The subject matter is indefinite since this form groups a number of interests under one heading. The card as a whole appears to combine
**SCHOLASTIC RECORD**

A (v) indicates satisfactory growth. An (I) indicates that he is improving. An (X) indicates that he should try harder to improve.

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<th>READING</th>
<th>1</th>
<th>2</th>
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<tr>
<td>1. Understands what he reads</td>
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<td>2. Gets words by himself</td>
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<td>3. Reads material of his grade level successfully</td>
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<td>4. Reads well to others</td>
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<td>5. Likes to read</td>
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<td>1. Knows number combinations</td>
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<td>2. Solves problems suited to grade level</td>
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<td>3. Works accurately</td>
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<td>4. Works with reasonable speed</td>
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<td>5. Reasons well in solving problems</td>
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<td>1. Takes part in class discussion</td>
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<td>2. Is able to find and use material</td>
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<td>3. Brings in outside information</td>
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<th>SCIENCE</th>
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<tr>
<td>1. Shows interest in nature study</td>
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<td>2. Brings in useful information</td>
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<td>3. Is able to collect information and apply it to problems</td>
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<td>Spelling</td>
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<tr>
<td>1. Can spell words taught at grade level</td>
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<td>2. Spells well in written work</td>
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<th>Writing</th>
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<td>1. Writes plainly and neatly</td>
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<td>2. Writes with reasonable speed</td>
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<th>Oral and Written Expression</th>
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<tr>
<td>1. Expresses thoughts clearly in speech</td>
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<td>2. Expresses thoughts clearly in writing</td>
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<tr>
<td>3. Tries to correct his most common errors</td>
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<td>4. Organizes work well</td>
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<td>5. Uses correct punctuation and capitalization</td>
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<th>MUSIC</th>
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<td>1. Develops an appreciation for music</td>
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<td>2. Has a sense of rhythm</td>
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<td>3. Sings in time</td>
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<td>4. Sings in good tone quality</td>
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<td>5. Sings alone correctly</td>
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<td>6. Is learning to read music</td>
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<th>ART</th>
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<td>1. Expresses his own ideas</td>
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<td>2. Enjoys taking part in art work</td>
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<td>3. Developing workmanship</td>
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<th>PHYSICAL EDUCATION</th>
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<td>1. Is growing in physical ability</td>
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<td>2. Cooperates in organized group activities or play</td>
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Parents and Guardians: Please sign and return

Period I ........................................
Period II ........................................
Period III ........................................
Period IV ........................................

Fig. 5. -- Checklist pertaining to scholastic record in report form used by Cheyenne elementary schools.
This report is but one means of informing you about your child's development in school. Some other means which the school encourages are:

1. Teacher-parent conferences
2. Visits to school
3. Pupil, parent, and teacher evaluation of daily work

The home and the school should work together for the good of the child.

PERSONAL DEVELOPMENT

Let us educate not only the mind and the body, but also the heart of our child.

Explanation of marking:
A check (V) indicates a satisfactory habit. An (X) indicates that the habit marked needs improvement.

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<th>PERSONAL HABITS</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Tries to keep himself neat and clean</td>
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<td>2. Keeps desk neat</td>
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<td>3. Sits, stands, and walks correctly</td>
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<td>4. Takes good care of books and materials</td>
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<tbody>
<tr>
<td>1. Works and plays well with others</td>
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<td>2. Obeys promptly and cheerfully</td>
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<td>3. Is courteous to others</td>
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<thead>
<tr>
<th>STUDY HABITS</th>
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<tbody>
<tr>
<td>1. Listens carefully</td>
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<td>2. Follows directions</td>
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<td>3. Begins and completes work promptly</td>
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<td>4. Makes best effort at all times</td>
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<td>5. Does neat work</td>
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<tr>
<th>ATTENDANCE RECORD</th>
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<tbody>
<tr>
<td>Days present</td>
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<tr>
<td>Days absent</td>
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<tr>
<td>Times tardy</td>
</tr>
</tbody>
</table>

Fig. 6. -- Personal development checklist included in report form used by Cheyenne elementary schools.
the traditional subjects with the modern trend of marking a checklist.

In marking, "C" indicates commendation for special effort and achievement. "S" indicates satisfactory progress consistent with ability; "N" indicates need for more effort if progress is to be consistent with ability.

Since this card is so broad in its nature, a division is used for other activities and special abilities. The back of the card is spaced for teacher comment and signature as well as parent comment and signature. The name, school, and grade are extended above the card proper, thus providing a convenient item for the teacher's use. This report form is illustrated in Figures 7 and 8.

**Checklist method, elementary schools of Graham, Texas.**

-- The report card illustrated in Figures 9 and 10 is that used by the elementary schools of Graham, Texas, and it represents a checklist wherein the teacher evaluates the child's achievement in terms of his ability. The report in a note from the teacher shows that the elementary school is trying, like the home, to direct the growth of the child so that he may develop into a good member of a democratic group. These reports are sent out every six weeks, and the progress is rated as rapid, normal, slow, and unsatisfactory.
Fig. 7. -- Outside covers of report form used in Portland, Oregon, public schools.
Parents:

Your pupil progress report is sent home four times a year to inform you of the progress your child is making in the varied activities of the school. All marks are given in terms of the student's own ability to succeed. If you need special help to progress with his class, you are invited to confer with his teacher.

You are welcome to call the school for a conference with the teacher or principal for further information on your child.

Name ___________________________  Grade _______  
School ___________________________

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<tr>
<td>Times Tardy:</td>
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</tbody>
</table>

| LANGUAGE ARTS |
| READING, LISTENING, SPEAKING, WRITING |
| 1. Expresses thoughts well orally... | | | | |
| 2. Expresses thoughts well in writing... | | | | |
| 3. Shows interest in increasingly mature books... | | | | |
| 4. Reads with understanding... | | | | |
| 5. Listens attentively... | | | | |
| 6. Participates in discussion... | | | | |
| 7. Is learning to spell the words he needs... | | | | |
| 8. Writes legibly... | | | | |

| SOCIAL STUDIES |
| HISTORY, GEOGRAPHY, CIVICS |
| 1. Is developing an interest in and understanding of the world about him... | | | | |
| 2. Contributes additional information or material... | | | | |
| 3. Forms judgments based on facts and experiences... | | | | |

| NATURAL SCIENCE |
| 1. Is developing an interest in and understanding of the world about him... | | | | |
| 2. Forms conclusions based on facts and experiences... | | | | |
| 3. |

| ART |
| 1. Shows progress in art expression... | | | | |
| 2. |
| 3. |

| MUSIC |
| 1. Shows progress in music activities... | | | | |
| 2. |
| 3. |

| HOMEMAKING AND INDUSTRIAL ARTS |
| 1. Shows progress in skills... | | | | |
| 2. |
| 3. |

| PHYSICAL EDUCATION |
| 1. Shows sense of fair play... | | | | |
| 2. Shows development in individual skills... | | | | |
| 3. |

Fig. 8. -- Checklist provided in the report form used in the Portland, Oregon, public schools.
The report is divided into personal and social development and progress in subject fields. Under the personal and social development areas the following habits are listed:

**WORK HABITS**

- Gives attention
- Follows directions carefully
- Works neatly and carefully
- Completes work begun
- Makes good use of time
- Asks for help only when needed

**SOCIAL HABITS**

- Gets along with others
- Is courteous and kind toward others
- Takes good care of books and supplies
- Respects rights and properties of others
- Shares responsibilities
- Is developing desirable independence

**HEALTH HABITS**

- Sits correctly
- Practices desirable eating habits
- Enjoys work and play
- Observes good health rules
- Weight
- Height

The checklist on progress in the subject fields includes:

**READING**

- Understands what he reads
- Tries to work out new words alone
- Reads well orally
- Enjoys reading
- Reads with satisfactory speed
Fig. 9. -- Outside covers of report form used in the public schools, Graham, Texas.
**Personal and Social Development**

<table>
<thead>
<tr>
<th></th>
<th>1st Six Weeks</th>
<th>2nd Six Weeks</th>
<th>3rd Six Weeks</th>
<th>4th Six Weeks</th>
<th>5th Six Weeks</th>
<th>6th Six Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>WORK HABITS</td>
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<tr>
<td>Gives attention</td>
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<td>Follows directions</td>
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<td>Works neatly and</td>
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<td>Completes work begun</td>
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<td>Makes good use of</td>
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<td>Asks for help only</td>
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<td>SOCIAL HABITS</td>
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<td>Gets along</td>
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<td>Courteous and kind</td>
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<td>Takes good care of</td>
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<td>Respects rights and</td>
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<td>Shares responsibilities</td>
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<td>HEALTH HABITS</td>
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<td>Sits correctly</td>
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<td>Practices desirable</td>
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<td>Eats well</td>
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<td>Enjoys work and</td>
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<td>Plays games</td>
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<td>Observes good</td>
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<td>Health rules</td>
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<td>Height</td>
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**ATTENDANCE RECORD**

<table>
<thead>
<tr>
<th></th>
<th>Grade Period</th>
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<tbody>
<tr>
<td>Days Present</td>
<td>1 2 3 4 5 6</td>
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<tr>
<td>Days Absent</td>
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<tr>
<td>Times Tardy</td>
<td></td>
</tr>
</tbody>
</table>

**IS AT HIS BEST IN**

SHOWS GREATEST NEED FOR IMPROVEMENT IN

---

**Fig. 10. -- Checklist included in the report form used by the public schools, Graham, Texas.**
LANGUAGE

Expresses ideas well
Uses correct form of English
 Spells correctly in written work
Takes part in class discussions
Is a good listener

SPELLING

Learns required words
Understands word meaning
Uses skills in attacking words

WRITING

Forms letters correctly
Writes neatly
Uses good handwriting in all work

ARITHMETIC

Works with accuracy
Reads and interprets problems
Knows number facts for the group

SOCIAL STUDIES AND SCIENCE

Is interested in the problems of the class
Contributes to the planning of activities
Uses reference material wisely
Shows interest in science activities
Learns and observes safety rules
Understands what he reads

MUSIC

Enjoys music activities
Sings with group
Carries simple melodies

ART

Shows interest in and enjoys art activities
Shows good workmanship and neatness
Makes good use of his ability
Develops skill in using materials
The back of the card makes the following suggestions to the parents:

1. The value of this report depends much upon the attention you give it.
2. Talk it over with your child.
3. Visit your child in his classroom. Arrange for a conference with the teacher.
4. Help your child select his books, radio programs, movies, and other leisure-time activities.

Also below these suggestions is found a place for any comment the teacher may care to make.

**Checklist method, elementary schools of Denison, Texas.**

-- The reporting plan used by the elementary schools of Denison, Texas, is also divided into growth in school subjects and growth in habits and attitudes. The progress indicated by this card is divided only into unsatisfactory, satisfactory, and outstanding progress. The growth in habits and attitudes, included in one division of the card, has the accompanying explanation that one of the objectives of the elementary school is to help boys and girls to develop good citizenship. Also on the card is an explanation of causes of unsatisfactory growth.

The Denison elementary school system stresses health as one of the important objectives of education. On the back of the card are listed desirable health habits that the home should foster. The report form used in Denison is illustrated in Figures 11 and 12.
DESIRABLE HEALTH HABITS

Health is one of the important objectives of education. It is necessary that home and school work together to attain positive results. The HOME can help by giving attention to the following:

1. REST—At least ten hours of sleep.
2. FRESH AIR—Day and night.
3. PLAY—Out of doors in sunny weather.
4. DIET—Plenty of milk, vegetables, cereals, eggs, fruits, and water; no candy and sweets before meals; eating slowly and chewing food well.
5. CLEANLINESS—Bathing frequently, washing hands before meals, brushing teeth night and morning.
6. POSTURE—Correct position at all times when sitting, standing or walking.
7. OTHER PRECAUTIONS—Keeping hands and other objects away from mouth, nose, and eyes, using handkerchief when sneezing or coughing.
8. EYESIGHT—Reading, studying or working in a good light without glare.
9. IMMUNIZATION—Against smallpox and diphtheria.
10. Colds—Stay at home, take a hot bath, go to bed, and drink lots of liquids.

The SCHOOL strives to help by having children practice all health habits that can be observed during school hours, by keeping height and weight records, and by close inspection of children to prevent spread of contagious diseases.

PARENT'S SIGNATURE

Please examine this report carefully. Your signature below will indicate that you are familiar with its contents.

1st Report
2nd Report
3rd Report
4th Report
5th Report
6th Report

Assignment for year

Teacher’s Signature

Principal’s Signature

Denison Elementary Schools
DENISON, TEXAS

19____-19____

PROGRESS REPORT
Intermediate and Advanced Grades

Pupil’s Name

School

Teacher ___________________________ Grade

TO PARENTS:

We believe that education is growth.

We believe that it is the purpose of the elementary school to help each child to grow into a well-rounded individual, physically, mentally, socially and emotionally.

We believe that all children do not grow at the same rate nor in the same way.

The purpose of this report is to give parents the most practical and helpful information concerning the growth of each child, based on his own abilities and needs as an individual. It is not intended to compare the growth of one pupil with that of others.

You are cordially invited to visit the school and confer with the teacher concerning your child’s progress and growth. This progress can be assured best through close and sympathetic cooperation between the home and school.

B. McDaniel,
Superintendent of Schools

Fig. 11. -- Outside covers of the report form used in the elementary schools, Denison, Texas.
### GROWTH IN SCHOOL SUBJECTS

A check (V) mark has been used to indicate the child's progress in any of the subjects listed below. If some item is not checked, then the child is not ready for such an experience.

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<tbody>
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<td>Reading</td>
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### GROWTH IN HABITS AND ATTITUDES

One of the objectives of the elementary school is to help boys and girls to develop habits and attitudes which are considered necessary to good citizenship.

#### Obedience:
- Obeys those in authority
- Follows directions readily
- Obey rules made by the group

#### Cooperation:
- Plays well with others
- Works well with others
- Takes part in group work

#### Courtesy:
- Friendly and cheerful
- Considerate of others
- Polite in manners and speech

#### Dependability:
- Takes care of belongings
- Respects property of others
- Self-Control

#### Work and Study Habits:
- Moves and works quietly
- Does own work
- Completes work on time
- Works well alone

A predominant number of Checks of Unsatisfactory Progress indicates the child is in danger of Non-Promotion.

### SOME CAUSES OF UNSATISFACTORY GROWTH

1. Irregular attendance and tardiness
2. Poor health—physical defects not corrected
3. Child immature for work of this grade
4. Child does not seem to try
5. Unhappy home situation

---

Fig. 12. -- Checklist included in the report form used in the elementary schools, Denison, Texas.
Combination of checklist and standard achievement test method, Crawford County Public Schools, Meadville, Pennsylvania. -- The teachers of Crawford County, Pennsylvania, conducted an experiment to revise pupil-progress report cards. Many features were included in an attempt to give a complete report of the child's progress. The card was divided in such a manner that it included progress in basic subject skills and progress in citizenship and personality development. The marking systems were based on the following plan:

S -- Individual has indication of strength in this particular field; skill well developed for this age child.

N -- Indicates normal development.

W -- Indicates weakness; need for special attention.

I -- Indicates improving.

This report is issued four times a year at nine-week intervals.

In showing the progress in basic subject skills, the child's progress is reported in relation to his ability. By the use of the standard achievement tests a grade placement score is given in reading, arithmetic, and language. In reporting the progress in citizenship and personality development, the same marks are used to show the pupil's social, emotional, physical, and working habits together
with the appreciation and participation in music, art, literature, clubs, assemblies, and hobbies.

On the back of the card is a space for the parent's signature and comments as well as a space for the teacher's comments. Instead of a statement of promotion at the end of the year, a statement of assignment is made. The report forms used in the elementary schools of Crawford County, Pennsylvania, are illustrated in Figures 13 and 14.

Combination of methods, Wooldridge Elementary School, Austin, Texas. -- In changing from the formal grading plan to the reporting-to-parent plan in the Wooldridge Elementary School, Austin, Texas, the board of trustees of the Austin Independent School District and the Board of Regents of the University of Texas established a co-operative project under the direction of Henry J. Otto. The card sent to the parent is an effort to report individual pupil progress with elimination of the comparative marking system.

The following schedule of reporting to parents was suggested:

1. Arrange a meeting of all the parents of each room in September. This meeting is to be called by the teacher as a business meeting and is to be held at school. At the September meeting a number of points should be discussed, including:
   (a) Home visitation program in the first grade (applicable to first grades only).
SIGNATURES AND COMMENTS

1. First Report Period.
   Parent's Signature
   Parent's Comments:
   
   Teacher's Comments:

   Parent's Signature
   Parent's Comments:
   
   Teacher's Comments:

   Parent's Signature
   Parent's Comments:
   
   Teacher's Comments:

4. Statement of Assignment
   In view of the record of progress shown,
   is assigned to the      year in the
   Division beginning the next school term.

   Teacher       Date

---

CRAWFORD COUNTY PUBLIC SCHOOLS

REPORT OF PUPIL PROGRESS FOR USE IN
ELEMENARY SCHOOLS

School                    District
Pupil
Term Beginning  19 and Ending 19
Teacher                  Principal

TO THE PARENT: (Please read carefully)

The purpose of the school is to promote maximum child growth
(social, mental, physical, emotional) in desirable ways. Since
children differ, a system which secures a child's mark by comparing
what he did with what other children achieved is unfair especially
to the extremes of ability—the slow learners and the exceptional
children. Each child should be marked on the basis of his growth
in relation to his ability and rate of learning. The marking system
used in this report is an attempt to do this. This report was
prepared without reference to fixed standards or to the work of other
children, except in the "Teacher's Comments," and in the recording
of standard tests scores.

This card was prepared after careful study by a committee of
teachers and principals of Crawford County, Pennsylvania. It is
used as a means of acquainting the child and parents with the teacher's
estimate of the child's progress in developing a desirable
personality. It should serve frequently as the basis of a conference be-
tween the child, the parents, and the teacher. This report card is
not intended as a device for determining promotion.

Continuous progress throughout the Primary Division (first
three years) and the Intermediate Division (grades 4-6) is the desired
goal. Promotions are made any time the child shows a readiness
for the work of a higher level. Formal end-of-year promotions
are made at the end of each Division. The child may be required to
spend four years in each division if his growth is not adequate,
whenever that seems the better thing to do.

This report is issued at nine week intervals. Please discuss it
with your child, sign, make any comments you like, (last page) and
return promptly.

---

Fig. 13. -- Outside covers of report form used
in elementary schools of Crawford County, Pennsylvania.
PROGRESS IN BASIC SUBJECT SKILLS

Explanation of Marks:
S—Indicates strength. Skill well developed for this age child.
N—Indicates Normal Development.
W—Indicates weakness. Need for special attention.
I—Indicates improving. (-used only after a "W" has been received)
(Items not marked do not apply in this school division)

<table>
<thead>
<tr>
<th>Report Period</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. LANGUAGE ARTS</td>
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<tr>
<td>Shows interest and enjoyment in books</td>
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<td>Understands and interprets what he reads</td>
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</tr>
<tr>
<td>Works out new words for himself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can locate information independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses meanings clearly and fluently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks distinctly and correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses ideas clearly in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can spell words needed in written work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written neatly and legibly</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. SOCIAL LIVING (social studies, science, health, group activities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works well with other children in unit, activities—planning, executing, evaluating</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an understanding and appreciation of</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health—rules for healthful living</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography—how people live and work in our own and other areas of the earth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History—The American Heritage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science—naturals in the natural world</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects and brings in helpful materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. ARITHMETIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can do fundamental processes accurately</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can solve thought problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. TOTAL RATING OF PROGRESS (check)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows—pointed growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows—normal growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement needed to continue with group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In relation to ability your child’s work is (check)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Outstanding—exceptional for ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Normal—equal to ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Unsatisfactory—not equal to ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STANDARD ACHIEVEMENT

TEST RESULTS Grade Placement Scores

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Date Administered</th>
<th>Read.</th>
<th>Arith.</th>
<th>Lang. Total</th>
</tr>
</thead>
</table>

(A score of 21, for example, indicates the child did as well as the average child in the second year and first month of school.)

<table>
<thead>
<tr>
<th>Report Period</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Report Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Report Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Report Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Report Period</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fig. 14. -- Checklist included in report form used in elementary schools of Crawford County, Pennsylvania.
(b) Policy regarding reporting to parents.
(c) Report card forms (including pupil checklists).
(d) Plan for parent visits.
(e) Plan for parent-teacher conferences.
(f) Plan for requesting checklist to be filled in by parents before teacher-parent conferences.
(g) School calendar.
(h) The school’s curricular offerings for the grade involved with emphasis on how the various subject areas are taught.
(i) Daily time schedule.
(j) Plan for appraising pupil’s work.
(k) Plan for pupil letters to parents evaluating their own progress (Grades 3–6).
(l) Evidences of child growth in working together in all phases of school life.
(m) General school policies which apply directly to children.

2. Make visits in homes where parents could not come to school.
3. During the initial meeting, distribute to parents a checklist.
4. Invite parents (one family at a time) to be the room’s special guests on a specific day.
5. Hold individual conferences with parents in which the child’s problems and progress are discussed.
6. Hold a second series of individual conferences from March 1 to May 15.
7. Ask pupils of Grades 3 through 6 to write evaluative letters to their parents twice each year.
8. Send formal reports to parents at mid-term (last of January) and at the close of school.\(^\text{15}\)

The written reports include a teacher’s semi-annual report to the parent which attempts to indicate the educational progress of the child (Figure 15). During the semester, letters are written to parents either by the teacher.

\(^{15}\) Staff of the Wooldridge Elementary School, Austin, Texas, "Grouping, Marking, and Reporting to Parents" (mimeographed), pp. 37–38.
Fig. 15. -- Report form sent to parents by teachers semi-annually, Wooldridge Elementary School, Austin, Texas.
or by the pupil, depending on the grade of which the pupil is a member. The teachers are urged to encourage pupil self-evaluation. In some cases under careful guidance group evaluation may be managed for an individual's work.

Parent-teacher conference method. -- Contemporary schools are stressing parent-teacher conferences as a most satisfactory means of reporting progress in school. If a teacher is interested in placing the emphasis on child growth through subject matter rather than placing the entire emphasis on subject matter, she will find conferences with parents more valuable than any method of reporting. These conferences may be held on a specified date at the home of the pupil or at school. In order to have a satisfactory conference with a parent, it is essential that the teacher prepare for the meeting by acquainting herself with the pupil's cumulative record and by taking into consideration his favorable patterns, attendance record, special strengths and difficulties in basic areas, individual ability, recalling his home conditions, and answering questions which the mother or the father may ask. During the conference the teacher should be attentive, sympathetic, and understanding.

In many schools special workers have been added to the staff to promote increased co-operation between the home and the school; however, it is believed that the teacher
will have a better understanding and knowledge of the child's home life if she makes the visit personally. Likewise, the parent would probably be more inclined to talk freely and be more at ease with the teacher of the child concerned rather than with some other representative of the school system.

**Pupil participation method.** -- The changing trend in reporting to parents has encouraged the pupil to take more responsibility for his own appraisal. Pupils should be encouraged in setting up standards for the evaluation of their own progress and it is only natural that they should have a part in reporting these standards. Experience has shown that even small children can score their progress by using the very simplest of symbols such as a check mark (✓) or a cross mark (✗). However, if a group, regardless of age, is not ready to make an evaluation of their school progress, they should not be permitted to do so. The pupil learns, by participating in an appraisal of his school progress, to view himself objectively, and he thereby grows in self-evaluation and self-direction. By using the items of personal and social development on the report form as goals and guides, and by showing his own appraisal, the pupil obtains a clearer idea of what he has accomplished. The Wooldridge Elementary School of Austin, Texas, is using a pupil evaluation report (Figure 16) as a part of its
WOOLDRIDGE ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Almost</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I come to school on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I remember to do my duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am busy in my free time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am a good listener.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I talk one at a time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am kind to others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do good independent work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am dependable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use a soft voice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I practice good reading habits.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep my things neat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I wait my turn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do my health duties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note to Parents: This report has been filled out by your child after a careful class discussion of the meaning and significance of each entry. We hope that you will appreciate his honest endeavor to evaluate his social habits and attitudes. An honest evaluation is worthy of praise from both home and school.

Form M-RP#5-49

Fig. 16. -- Pupil's self-evaluation form used by the Wooldridge Elementary School, Austin, Texas.
reporting scheme and recommends that such a plan is a meaningful aid in establishing greater pupil responsibility.

**Parent's report to teacher method.** -- The school of today is placing more emphasis on parents' reports to teachers and is asking for whole-hearted co-operation in its effort to establish a better relationship between the home and the school. It is through the efforts of the parent and the teacher that a common philosophy and goals of education are obtained. Every parent should have an objective for his child. The parent-to-teacher report forms illustrated (Figures 17 to 21) indicate that definite objectives are stated and that opportunities are implied for making great ventures in exploring new possibilities of co-operative endeavor.

**Cumulative Record System**

Education and the lives of individuals are so complex that there is a need for gathering facts about the individuals and maintaining them in an orderly fashion. These facts will give a reasonably well-rounded and correct impression of the individual's personal development. "The cumulative record is defined as a record of information concerned with the appraisal of the individual pupil."16

---

Fig. 17. -- Form for first interview with parents, Wooldridge Elementary School, Austin, Texas.
Check List

Child Grade

Parent Teacher

To the Parent—The teacher needs to have a fairly complete developmental history of your child in order to intelligently direct his progress in school. Such history should include such things as his early physical and social development; his present physical and social environment, including opportunities for play and growth; his life at home outside school hours; the people in the household and if possible something of the relation of them to him and the type of child management he receives. Won't you help your child by providing the information requested below? All information about the child is treated confidentially and professionally.

Please check the following:

1. Home

Does the child live in a house? __apartment? __room?

Does he share his home with anyone outside his family?

Grandparents? __Relative? __Others? __

Remarks:

Does he share his room with anyone? __No__ With who?

Does he share his bed with anyone? __No__ With who?

Does he have definite responsibilities at home? __No__

What

Is he paid for carrying out any responsibilities? __No__

Does your child have a regular bed time on school nights? __No__

On school nights does he get regularly

a. Eleven hours of sleep?

b. Ten hours of sleep?

c. Nine hours of sleep?

d. Eight hours of sleep?

e. Less?

Form W-RW1-49

2. Does he playmates in his neighborhood? Yes__No__ Are they:

a. About his age?

b. Older?

c. Younger?

d. All boys?

e. All girls?

After carefully observing him during his play time with others would you say that he is generally (check as many as you like)

a. Cooperative?

b. Aggressive?

c. Timid?

d. A good leader?

e. A good follower?

Please use this additional space to give us any information you can regarding his play at home. We would like to know the kind of play he enjoys most.

3. Discipline

In the matter of discipline do all adults in your home agree on

a. Kind of punishment? Yes__No__

b. Degree of punishment? Yes__No__

c. Time for correction (whether immediate or delayed)? Yes__No__

In the matter of discipline handled by

a. Both parents? Yes__No__

b. One parent? Yes__No__

c. Others? Yes__No__

Remarks:

Fig. 18. -- Checklist for use in obtaining certain information from the parent, Wooldridge Elementary School, Austin, Texas.
SAN DIEGO CITY SCHOOLS

PARENT'S REPORT TO THE TEACHER

(This blank is to be signed and returned to the school. You may keep your child's report)

To the Parent or Guardian:

Pupil growth is a continuous process. The school seeks to provide opportunities for each child to grow in the most desirable manner. All will not grow at the same rate nor in the same way. If each child is doing his best, he should receive credit accordingly, and be given every reasonable encouragement. The feeling of success is his reward for this effort.

The home and the school together have the responsibility in the training of the child. You have just received a report from us indicating your child's growth in school as well as we have been able to judge it. A report of your observation at home will help us in our guidance of your child. Therefore, if you have time, you may check or comment on any or all of the items on the form below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your child happy at school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he seem interested in his school work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are his school interests reflected at home in his reading and conversation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is he willing to share with others?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he take pride in his health and appearance?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he take part happily in activities of the family?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he practice safety at home?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he get ready for school without being told repeatedly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he take care of his own things?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he play fairly with his friends?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does he come home from school promptly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are his outside interests and activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ADDITIONAL COMMENTS

(Use other side if necessary)

Your signature indicates that you have examined.................................................. report

.................................................. (Name of Child)

.................................................. Father

.................................................. School

.................................................. Date

.................................................. Mother

.................................................. Address

.................................................. Occupation

.................................................. Telephone

Fig. 19. -- Form for parent reports to teacher, elementary schools, San Diego, California.
NOTE TO PARENTS
This report is but one means of informing you of your child's progress.
Talk it over with your child. Visit your child at school.
Arrange for a conference with the teacher.
Feel free to use the spaces below for any comments or suggestions. They
are for you to use.

1. Parent's Signature
Parent's Comment: Helen Menefee
Child knows exactly what
still needs improvement.

2. Parent's Signature
Parent's Comment:

3. Parent's Signature
Parent's Comment:

4. Parent's Signature
Parent's Comment:

5. Parent's Signature
Parent's Comment:

HENRIETTA PUBLIC SCHOOLS

TO PARENTS:
We believe that education is learning to live together happily.
At school, as well as at home, we are trying to direct the growth of your
child so that he may become a wholesome and useful member of our democratic
society. Tomorrow's world will demand that your child be a well-rounded
individual—physically, emotionally, mentally, and socially.
Since happy, healthy boys and girls who are working up to their individual
abilities in school are our goal, we are attempting to describe your child's progress
rather than compare him with other children.

Teacher Mrs. Clyde King
Principal

YEAR 1950 to 1951

Fig. 20. -- Outside covers of combination teacher-to-
parent and parent-to-teacher reports, Henrietta Public
Schools, Henrietta, Texas.
### Progress in Subject Fields

A check (X) mark is used to indicate the child's progress in any of the subjects listed below. If some item is not checked, then the child is not ready for such an experience.

#### Reading
- Understands what he reads
- Gets words by himself
- Reads well to others
- Reads with satisfactory speed

#### Arithmetic
- Knows number combinations
- Reads and interprets problems
- Works with speed & accuracy

#### Language
- Expresses ideas well in class
- Tries to correct his common errors in speech
- Uses correct punctuation and capitalization

#### Spelling
- Can spell required words
- Understands word meanings
- Recognizes sounds readily

#### Writing
- Forms letters correctly
- Writes plainly and neatly
- Uses good handwriting

#### Social Studies
- Takes part in class discussion
- Is able to find and use material
- Brings in outside information

#### Music
- Enjoys music
- Sings with group

#### Art
- Expresses own ideas
- Is neat and skillful in work
- Shows interest in and enjoys art work

#### Physical Education
- Cooperates in group activity
- Adjusts easily

---

![Fig. 21. -- Inside pages of combination teacher-to-parent and parent-to-teacher reports, Henrietta Public Schools, Henrietta, Texas.](image-url)
These cumulative records are maintained in a folder and each folder contains the following:

1. Two double-faced printed cards approximately 11" x 8 1/2" in size.
2. Mimeographed anecdotal record for data accumulation purposes.
3. Health Information Blank.
4. Checklist filled by parents.
5. Record of Initial Interview with Parents.
6. Copies of standardized tests given the individual child.
7. Emergency Care Form.
8. Samples of pupil products gathered at different times.
9. Other significant data such as copies of correspondence regarding the child, reports, notes, etc.\(^\text{17}\)

Cumulative records have a most important purpose or use in helping the teacher understand any given pupil. The records provide many items of objective data concerning the background, capacities, habits, skills, and interests of the child.

Ideally, the cumulative record will provide:

1. Facts and impressions which staff members consider to be most significant in revealing and shaping the development of pupils.
2. Evidence of trends of growth and development and potential strengths and weaknesses of pupils.
3. Information on each area of a pupil's experience and development over a period of years.
4. Information so clearly stated that a teacher, principal, or counselor can readily read and understand the record without difficulty.
5. An aid to all staff members in their daily work with pupils.

\(^{17}\)Ibid., p. 11.
6. Opportunity for constant revision and improvement, co-operation, study, and experimentation of all staff members.

7. No more clerical work than can be justified by its practical use.

The care and storage of the cumulative records are of utmost importance, since these records are carried with the child throughout the elementary school. The records are kept in a locked storage cabinet in the teacher's room during the school year. When the summer vacation begins, the records are labeled and tied, then placed in the principal's office. Since these records are confidential in nature, only professionally trained personnel should be permitted to use them. Otherwise, the purpose of these records would be defeated.

From time to time the teacher should check each child's folder and eliminate extraneous material which has been collected. The last test of each type should be filed, and the front covers of the old ones removed and kept. The remainder of the old test should be destroyed. The true value of the cumulative record is that it has been kept up-to-date.

An effective type of cumulative record form, compact and comprehensive, is that used by the elementary schools of Wichita Falls, Texas, illustrated in Figures 22 and 23.
WICHITA FALLS ELEMENTARY SCHOOLS
WICHITA FALLS, TEXAS

Fig. 22. -- Front of cumulative record form used in elementary schools of Wichita Falls, Texas.
Fig. 23. -- Reverse side of cumulative record form used in elementary schools of Wichita Falls, Texas.
Conclusion

It is recognized that with changing educational practices, there must be changes and advancement in marking and reporting pupil progress. There must be some type of reporting progress, but evaluation by percentage or letters is contrary to the best principles of individual growth. Happy, healthy children who are working up to their individual abilities are the goals of the elementary schools. Therefore, it is the obligation of the home, the school, and the community to achieve real partnership if a more functional reporting-to-parents program is attained.
CHAPTER IV

PROPOSED PLANS FOR REPORTING
PUPIL PROGRESS

The trend in America toward universal schooling has made it necessary to reconsider the objectives, the content, and the methods of the curriculum.¹ Many methods of reporting a pupil's progress, such as the percentage system, the literal system, the curve system, and the satisfactory and unsatisfactory scoring system, have been used throughout the nation in elementary school systems. There has not been as much development in a plan of reporting the pupil's progress as there has been advancement in the methods of producing the progress. Not only is the teacher responsible for the guidance of the whole development of each child to his fullest realization of his capacities, but also she is responsible for establishing a meaningful and effective plan for reporting pupil progress.

Many parents, as well as educators, are not satisfied with traditional report cards. There have been changes in these cards in many schools, and numerous modifications have been made. There is a present trend to adopt a form

of card including mental development and achievement as well as physical, social, and emotional development.

Changing Concepts in Reporting Pupil Progress

As the elementary school curriculum of the "three R's" has evolved to the experience curriculum which is designed to provide for the development of the whole child, so has the program of measurement expanded to a program of evaluation in all four areas -- intellectual, emotional, physical, and social. The "Cardinal Objectives of Elementary Education," which were set forth by the Committee on Elementary Education of the New York Council of Superintendents, stated that the elementary school does not have unique functions but should promote the wholesome, well-rounded growth and development of children in the directions indicated by the role of an individual in a democratic society. It is clear that the elementary school has its orientation in the society it serves. The schools are an integral part of our society; they teach democracy, and they have a responsibility for promoting and advancing the welfare and ideals of a people committed to the democratic way of life. The whole child goes to school and he learns as a whole child and not by sections. His mind and his body must


\[3\] Otto, *op. cit.*, pp. 27-29.
function as a unified whole. The modern elementary school should recognize its responsibility to develop the goals of education which encompass a healthy body, a trained intellect, a desirable social relationship, and an emotional serenity.\textsuperscript{4} It is important that the child master the intellectual skills such as reading, writing, and arithmetic. However, it is equally as important that the elementary school give the child an opportunity to master every-day manual and bodily skills which will determine his moral conduct and his behavior as a citizen.\textsuperscript{5} The newer-type practices in the elementary school are based upon educational theories that the classroom is a form of democratic life with emphasis upon social relationships, and that the children reconstruct their experiences therein. These experiences grow from the children's social activities and the interests of the individual child are viewed by signs of his growth of powers and abilities. Education must concern itself with the vital problem in the world of both the child and the adult.\textsuperscript{6}

\textsuperscript{4}W. C. Olson, "How Children Grow," Journal of the National Education Association, XXXVIII (September, 1949), 406.

\textsuperscript{5}Arthur T. Jersild and Associates, Child Development and the Curriculum, p. 382.

\textsuperscript{6}J. Wayne Wrightstone, Appraisal of the Newer Elementary School Practices, p. 43.
Educational Concepts of Functional Rating of Pupil Progress

With the changing concept of education within the elementary school, it becomes imperative that there be a change in the method of reporting pupil progress. In order to secure better co-operation of the home in carrying out a desirable educational program for the child, the school finds it essential to inform parents of pupil growth in the behaviors which the educational program is attempting to develop. The report should indicate pupil growth in the major objectives of the school including knowledge, skills, and effective citizenship.\(^7\) Administrators and school executives realize that the traditional card does not accurately report pupil progress but merely gives a mark of pupil achievement.

The whole problem of pupil progress needs to be analyzed in the light of modern educational theory. It is evident that uniformity in promotional practices on a state or national scale is undesirable. Evidence is continuously increasing to indicate that the traditional grade-standard policy of pupil progress is unacceptable.\(^8\)

The more progressive schools recognize the change in school programs and are attempting through the use of progress cards to inform the parent on every phase of the pupil's growth -- biological, mental, school achievement,

\(^7\)W. L. Van Loon and Mildred Williams, "Principles for Progress Reports," *Elementary School Journal*, XLIV (December, 1943), 215.

and social, emotional, and moral development. Caswell and Foshay state that:

With the shift in point of view -- from the school as a trainer of the intellect to the school as a humane institution -- come many shifts in routine school practices. One of these, which relates to the attention to individuality that has concerned us here, is the process of reporting to parents.10

Teacher Concepts of a More Functional Method of Rating Pupil Progress

The current trends in public education and the modern concept of teaching have placed increased responsibilities upon the teacher as a director of learning. The teacher must concern himself with the use of functional and effective methods in order to describe individual differences that exist among children.11 Reporting pupil progress is an essential part of the elementary school program and is undergoing a change of which the teacher is alert and in which she is eager to share in order that it will fit the individual child's needs. The truly professional teacher is concerned with the growth of every child which must be measured and adequately reported to the parent in simple

9Ibid., p. 199.
10Caswell and Foshay, Education in the Elementary School, p. 272.
11W. C. Olson, Child Development, p. 6.
and understandable terms of achievement and social adjustment. Hanson points out the teacher's concept regarding the need of a new-type report card when she states:

Recently constructed curricula treat subject-matter as a tool and the child himself as the center of concern. While standards of educational achievement have been changing, as reflected in recently constructed curricula and in teaching methods, the report card seems to have retained the more traditional idea of education. This traditional procedure is shown by the marking of subjects separately and by regarding a child's behavior as a unit and of evaluating it under one term such as "conduct" or "deportment" rather than regarding specific instances of individual behavior in relation to specific situations.  

Parents, like teachers and administrators, have seen the change in educational practices and have in cases demanded that the board of education formulate more meaningful types of report cards to appraise the child's progress. The traditional report card gave the parent an inaccurate account of marks based only on academic achievement. The parent was often misled concerning the child's adaptability and development. The co-operative parent realized this weakness and worked with the progressive teacher to provide a reporting agency which would secure

12 Burton, Guidance of Learning, p. 497.
information that would assist in the proper development 
and understanding of the child.\textsuperscript{15}

Functional Practices for Improving Marking 
and Reporting of Pupil Progress

The task of revising a method of reporting pupil progres
will never be completed because the objectives will 
always be subject to revision as the needs, interests, 
and purposes of pupils and the needs of society change.\textsuperscript{16}
The breakdown of formal, traditional education and of 
assign-study-recite stereotypes, the development of huge 
bodies of information about the nature of the learner and 
of learning, clearer conceptions of the ends of education, 
and new techniques of instruction cause reports to parents 
and pupils to change to reflect the new emphasis and 
ends.\textsuperscript{17} The traditional report card has given way to de-
scriptive statements of major learning within subjects, and 
all phases of growth of the pupil are included and receive 
a mark or check in terms of a rating scale. The report 
card should not be a mere bookkeeping evaluation, but its 
first purpose is to furnish a basis for understanding indi-
viduals in such a way that effective guidance can be given.

\textsuperscript{15}B. C. Shulkey, "You Must Know Your Pupil," National 
Elementary Principal, XXV (February, 1945), 410.

\textsuperscript{16}William L. Wrinkle, Improving Marking and Reporting 
Practices, p. 98.

\textsuperscript{17}Burton, The Guidance of Learning Activities, p. 501.
The new-type card should be devised in such a manner that it is based on the objectives of the teachers and the philosophies of the school in order that a continuing study of a pupil by its use will throw light on his successive stages of development in powers or characteristics believed to be important.\(^1\)\(^8\) The report card must tell the full story of the child as an integral being as an individual, in relation to his past and present social, academic, and moral status. The completeness of the report gives a parent a clear and logical explanation of the type of work done by the pupil. Its form is an adequate justification for the reliability and validity of a mark. For a report card to be of value, it must not only reflect the pupil's progress or lack of progress accurately, but it should also analyze the why and how of the situation.\(^1\)\(^9\) The report card is only one instrument in the total program of pupil personnel records and reports. The card needs to be supplemented by specific statements to the pupil and parents at regular intervals, and often this is not adequate.

Whenever a pupil fails to make reasonable growth in a behavior pattern or whenever there is evidence of maladjustments, the co-operation of the home should be solicited by

\(^{18}\)Eugene R. Smith and Ralph W. Tyler, *Appraising and Recording Student Progress*, p. 467.

\(^{19}\)Ralph M. Gantz, "Report Cards That Tell the Story," *Nation's Schools*, XXVIII (August, 1941), 51-53.
a special report, a letter, or a visit to the home. The card should indicate pupil growth in the major objectives of the school including knowledge, skills, and effective citizenship. The items appearing on the report card should be stated in terms of behavior, and the pupil and the parent should be informed of the meaning of each item on which the pupil is evaluated. Behaviors should be stated in a constructive, positive manner which emphasizes the growth of the whole child, including physical, educational, and social development. The marks given on report cards should indicate growth of behaviors listed in terms of individual pupil ability. 20

Burton defines the report card as the chief means used to carry out the main purpose of the marking system; namely, to inform pupils and parents about the learner's progress. The characteristics of the newer-type report cards are summarized as follows:

1. Emphasis is upon the learner rather than upon the subject. Report shows what learner is doing and how he is progressing and not how much subject matter has been mastered.
2. Marks or rating are in terms of descriptive scales rather than per cents or letters.
3. No description or interpretation of marks accompanied the card. Thus the traditional cards were not very informative to either pupils or parents, though false meanings grew up and are today one of the chief obstacles to intelligent thinking about reports.

20 Van Loon and Williams, op. cit., p. 215.
4. The real purposes of education and outcomes of learning were concealed and eventually neglected.

5. Wrong attitudes and ends were engendered among the children. Attention was focused not on real outcomes but on the mark. Pupils worked for the mark and to "get by." Detrimental attitudes of superiority or inferiority, envy and jealousy were engendered. Cheating and cramming were inevitable.\textsuperscript{21}

During the past ten years great progress has been achieved in improving methods of reporting pupil progress by an attempt to rate all phases of the child's growth.\textsuperscript{22} The reports to parents seem to be becoming more humane, more personal, more astute, and more concerned with the future than with the past. These reports are more in line with sound educational objectives and far more useful for guidance purposes than were the traditional reports.\textsuperscript{23}

When the parents as well as the teachers become accustomed to appraising the progress of the child in the light of objectives of the total school program, they will become less interested in the academic achievement alone and more interested in the realm of development and progress shown by the child in those characteristics which make for ideal future citizens.\textsuperscript{24}

\textsuperscript{21}Burton, \textit{op. cit.}, p. 500. \textsuperscript{22}\textit{Ibid.}, p. 501.

\textsuperscript{23}Ruth Strang, \textit{Reporting to Parents}, p. 8.

Methods for Improving Marking and Reporting of Pupil Progress

Many parents, as well as educators, are not satisfied with traditional report cards. The question is what to do about them and how it should be done. The "how" is as important as the "what," for when any change is attempted, unexpected problems multiply. There are numbers of typical patterns of steps through which many schools progress in dealing with the problem of reports to parents. However, the general philosophy held by the school personnel will be an important factor in determining which method is best for a given school. Also, the type of community will influence the choice.

In-service training program for teacher-developed plan. -- Some schools' practices in regard to marks, examinations, and pupil discipline are far behind our present knowledge of rational human behavior, mental health, and motivation. A few schools have attempted to correct this fallacy by working on the reporting scheme of pupil progress with an in-service training program. In planning a revision of this type, a co-operative teacher personnel program is necessary, for it must be established

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26 Ibid., p. 199.

27 Mehl, Mills, and Douglass, Teaching in Elementary Schools, p. 466.
with the assistance of other teachers. The in-service elementary teacher may work on the reporting in faculty and staff meetings, teachers' councils, study groups, study clinics, or teachers' committee work. By this method the report card is studied to determine its strengths and weaknesses, the experiences of other schools are examined, goals for the particular situation are determined, and then a procedure is established which will achieve these goals.\textsuperscript{28} With this in-service method the decisions are all made from the viewpoint of the school and only by the school personnel. This method of devising a new system of reporting pupil progress has one major weakness; namely, the parent has no part in the planning.\textsuperscript{29} The school personnel confronts the parent with a predetermined type of reporting. In this way the parent is told what is good for him or his child. When this type of in-service method is initiated, the home is omitted and the program does not synthesize the home and the school as one. Parents tend to resent the substitution of something new for that which is already established and more or less accepted unless they know the reasons for it and have had a part in its development. The conventional letters or numeral grades are

\textsuperscript{28}The Public and the Elementary School, Twenty-eighth Yearbook, National Association of Elementary Principals, p. 199.

\textsuperscript{29}Ibid.
familiar marking symbols to parents and apparently give some of them a feeling of satisfaction and a kind of security.

**Workshop for teachers and parents.** — No recent development in the in-service educational program of teachers has attracted more widespread interest than the workshop. The workshop is an organization by which teachers aid in studying and performing major purposes of education through an understanding of each other, of the administrators, of the parents, the children, and the community. Such a method has afforded the teachers and the parents an opportunity to study the problems which most directly concern them. Evaluations of their experiences by members provide fairly convincing evidence of the importance of such participation. A good illustration of the workshop method was performed by the teachers of an elementary school in Charlotte, North Carolina.

In an elementary school in Charlotte, North Carolina, a regular day each month was set aside over a period of years for a co-operative study of reporting to parents. The policy agreed upon was to report development in terms of the individual pupil's own growth and progress. This led the teachers to invite parents to meet with them at the close of a school day every second week to consider various methods of reporting. The workshop plan for reporting pupil progress is educationally sound and also creates good will with the parent.30

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Effective use of study clinics. -- An excellent avenue for approaching the reporting of pupil progress is the study of children. This approach demands a conscientious effort of the teacher to improve her understanding of children and to provide for the observed needs of the individual child as well as those of the group. The American Council on Education's Helping Teachers Understand Children substantiates the following philosophical pupil-progress principles: that children learn by doing; that children are interested in understanding and participating in the activities going on around them in the community; and that children become responsible, self-directing citizens of the larger community through years of practice at being responsible, self-directing participants in classroom and school communities.  

Study clinics are conducted for the purpose of making an intensive study of a significant problem under the guidance of experts. Consultant-served child-study programs now exist in Texas and in eleven other states of the United States. Numerous informal groups are studying children without consultant help or with the aid of local staff members. Teachers interested in setting up

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consultant-served, child-study programs in their own schools should contact the Institute for Child Study, University of Maryland, College Park. The following paragraph is conclusive evidence that a child-study program is one determining factor of reporting pupil progress:

At this center, a vast amount of research material was assembled from the biological, psychological, social and medical sciences. Each year for three years, groups of collaborators were brought to Chicago from co-operating universities and school systems. Each successive group spent a full year synthesizing this knowledge into a comprehensive explanation of how children develop, how they learn, and why they behave as they do. 32

Co-operatively developed plan. -- Emerging concepts of reporting pupil progress have demanded more accurate and diagnostic reports. Such a reporting scheme is an invitation and a challenge to the parent to participate in the education of his children. Parent participation avoids a defensive position and helps to increase mutual understanding, good will, and co-operation in the school, the home, and the community.

Since parents are beginning to realize the need of a change, the co-operatively developed report plan creates a satisfactory beginning. When the parents participate in initiating and planning a change in a reporting scheme,

a public-relations situation is established. Before any change in a method is advisable, a discussion with the parents should evaluate the existing method, for making changes in basic beliefs and attitudes is difficult. Parents and teachers who for years have cultivated the habit of thinking of scholarship in terms of 100 per cent find it difficult to think of the individual pupil's strengths and difficulties, efforts and learning capacities, purposes and personalities. A school's method of reporting to parents is deeply rooted in the philosophies and procedures of the school and in the attitudes of the parents and the pupils. The good and the weak points should be separated and discussed in a parent group meeting. This could be the local Parent-Teacher Association, or any group of homeroom mothers and fathers. As an outgrowth of this group discussion, a steering committee is appointed.

The following plan of procedure has been recommended:

I. Searching for facts and background materials.
   A. From educational literature selected and made available to parents and teachers.
   B. From meetings with teachers and parents of each grade to get opinions and to present reports regarding:
      1. Strong points to be obtained.
      2. Weak points to be eliminated.
      3. New features to be proposed in order to better implement the educational philosophy.
   C. From consultants that address groups of parents and teachers.

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33 Strang, op. cit., p. 203.
34 The Public and the Elementary School, 28th Yearbook, National Association of Elementary Principals, p. 201.
After a group of parents and teachers have realized these definite objectives for a reporting procedure, essential information is secured and analyzed. Professional literature, records of similar experiences, and report forms are assembled and intensively studied; however, the most effective background for information concerning the building of the reporting scheme will come from the intellectual and efficient background of the members of the group participating -- from their own analysis of what they as parents need to know in order to help their children and other young Americans to become more desirable and useful citizens of the world of today and tomorrow. These individual analyses from parents, teachers, and pupils supplement the best possible basis for establishing a tentative reporting procedure and developing a functional report form.

II. Formation of steering and subcommittees consisting of parents and teachers.
   A. To get specific information and to offer recommendations on points requiring special study.
   B. To consider needs of special areas as kindergarten, primary, elementary, etc.
   C. To spread the "work-responsibilities" as widely as possible without making any one committee unwieldy.
   D. To give as many parents and teachers as possible the opportunity of working together.35

The functional concepts of any educational program demand co-operative working relationships between the teacher and the parent to build that foundation of friendliness and understanding which is essential to the professional solution of reporting the child's progress. Parents with a genuine interest in their children and in the school will be powerful and effective agencies and allies to the school personnel in establishing a co-operative reporting scheme through parent committee participation.

Strang gives evidence of the value of parent participation through committee work by the following paragraph:

Responsibility for collecting the suggestions made by parents, teachers, and pupils can be assumed by several committees, the number and size of which will depend on the size of the school or school system. However, the more persons actively participating in summarizing and studying the suggestions, the more widespread will be the appreciation, acceptance, and understanding of the tentative form to be evolved through the committee work.36

III. Presentation of "progress reports" by special committees.
A. To P. T. A. meetings.
B. To parents by school news bulletins.
C. To the community through the school newspaper.

IV. Complication and presentation of first draft reports of subcommittees by steering committees.
A. Oral reports to P. T. A. meeting.
B. Discussion either at regular or special P. T. A. meetings.
C. Written reports and illustrative materials sent to each parent.37

36Strang, op. cit., p. 54.
After taking into consideration the criteria for establishing a more functional and effective reporting scheme to parents, the committees have the difficult task of preparing a tentative report form. They must incorporate in it all items of information that appear essential from all standpoints. As teachers, parents, and pupils work together on the problem of reporting school progress, they find the following questions useful as a guide:

1. Does your report cover the most important aspects of child growth, or is it limited to marks in school subjects?
2. Does it show trends in the child's development?
3. Does it provide for individual differences in children's ability?
4. Does it "accentuate the positive"?
5. Is it easy for the parents to understand?
6. Does it suggest ways in which the child can improve in his work?
7. Does the pupil have a share in writing his own report?38

Elementary school workers need not pretend that they as teachers and parents know all the answers on all educational matters. Paul Bixby, author of the article, "Parents and Teachers Study Report Cards," describes the problem of a controversial topic of reporting to parents. For three years a particular school had been experimenting with a less formal descriptive type letter of report form. The sentiments for and against the conventional type of card and the experimental form were varied. Since public

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opinion was so critical, the school decided to promote a more intensive program through parent study groups. These study groups were to serve as a nucleus for a series of discussion meetings of the reporting scheme and were directed by the committees through the members of the local Parent-Teacher Association. Approximately sixty per cent of the school parents attended these meetings. Teachers are convinced that such a challenge of ideas has made it possible for the teacher and the parent to work together, as a team, in the interests of the child. This series of discussion meetings has been a positive step toward that kind of teamwork.39

V. Revision of the first draft into a tentative plan.

A. Adoption of tentative plan for experimental use for one year, more or less.
B. Provision in the tentative plan for continuous evaluation and revision, as experience dictates.40

After the explanation and revision of the first draft, the tentative form is ready to try out in all the schools or in selected classes. All teachers should be encouraged to experiment, for it is by constructive experimentation that progress is made. At this point, everyone concerned with the improvement of the report will have ideas about

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changes that should be made both in the report and in conditions that make effective reporting schemes functional. Modifying the reporting scheme, like the growth of the individual child, should be a continuous process. Parents should feel free to make suggestions at any time about how the report can be made more useful to them. The success of the reporting scheme will be endangered if the tentative opinions of the teachers and parents prevent honest consideration of other views. It may also be endangered if there is insistence on achieving the ideal scheme too quickly.

In the long run, sound progress toward achievement of an ideal plan is more important than immediate superficial acceptance of a plan which rests upon underlying tension, conflict, and resistance.\textsuperscript{41}

Accordingly, the reporting scheme and the report itself continuously conform to changing conceptions and needs.

This proposed cooperatively-developed plan promises achievement of dual objectives: first, the development of an improved grade-reporting plan; and second, increased opportunity for, and practice in, the methods of co-operative endeavor for both parents and teachers. In working toward this latter goal, progress in home-school relationships is established.

\textsuperscript{41}\textit{Ibid.}, p. 203.
Evaluation of a Functional Reporting-to-Parents Plan

Since it is every parent's privilege and responsibility to know of the progress his child is making in school, a systematic solicitation of opinions from teachers, parents, and pupils should aid in establishing a thorough evaluation for a more functional and a more effective reporting-to-parents plan. If questions like the following, addressed to teachers, can be adapted to parents and to pupils and if the criteria for a reporting scheme are sufficiently applicable, important outcomes of effective reporting to parents result:

1. What changes have you noticed in the pupils' scholarship since the adoption of the new report form? Is the scholarship, on the average, higher or lower? Of better or of poorer quality?

2. Do pupils study more or less, at home and at school?

3. Do they try harder to improve their work?

4. Are you able to discuss their achievement more intelligently and helpfully with them and with their parents?

5. Are you giving more attention to the pupils' social, physical, and emotional development? Do they show growth along these lines?

6. Have you observed individual pupils more effectively during the school day?

7. Do pupils take more responsibility?

8. Do they participate more effectively in class discussion?

9. Do they show more co-operation?

10. Do they show greater interest in their work?

11. Do they enjoy school more?

12. Has the relationship between home and school been improved?
13. Has the relationship between parents and child been improved?
14. Do parents take more time to discuss the report with you? With their children?\textsuperscript{42}

**Appraisal of the Crawford County Plan, Meadville, Pennsylvania**

The method of experimental development of reports was successfully established by the Crawford County schools in Meadville, Pennsylvania.\textsuperscript{43} It represents a long and careful study by a committee of the teachers and the principals beginning in the school year of 1944-1945. After a great amount of study, time, and effort was put into the program of reporting, a suggested form for a progress report was presented to all teachers in a series of teacher meetings. The report card was then tried out experimentally, in mimeographed form, in four borough schools and seven one-room schools during the school year of 1945-1946. All teachers who used the card in 1945-1946 met jointly in April, 1946, to discuss the experiment. At this time the experiences of these teachers, the reactions of these parents and these pupils, and suggestions for changes were reviewed. The card was then revised to conform with these recommendations, after which it was printed and made available for use.

\textsuperscript{42}Strang, *Reporting to Parents*, pp. 58-59.

\textsuperscript{43}Floyd Peters, "How a Report Card Was Developed," *Nation's Schools*, XLII (September, 1948), 93-97.
throughout the Crawford County schools. During the school year of 1946-1947 thirty per cent of the school districts used the card. Again the parent and the pupil reactions were noted, and all teachers met in May, 1947, to revise the card since many experiences deemed it necessary. This revision presented a different basis of marking for the basic tool subjects, thereby removing justifiable causes for complaints which were present in the 1946 edition. The revised card exemplifies additional features which give necessary information as to a child's progress report by giving a report on all phases of the child's growth -- physical, mental, social, and emotional aspects; by reporting the standard achievement test scores which give a comparative report of the progress of the child compared with a large number of children of similar age throughout the nation; by reporting the child's progress in relation to his ability; by recording and giving additional information to the parent in acquiring and developing desirable personality traits as compared with his own progress, not with that of others in his group, for such a system is contrary to all rules for developing desirable personalities; and, lastly, by providing adequate space for teacher and parent comments. The use of such an intensive study and experiment demanded a reorganized elementary educational program for
Crawford County, Pennsylvania, and for the whole state as well.\textsuperscript{44}

Appraisal of the Plan Used by the Wooldridge Elementary School, Austin, Texas

Another similar experiment of a co-operatively developed reporting scheme was studied in the bulletin, \textit{Grouping, Marking, and Reporting to Parents}, prepared by the staff of the Wooldridge Elementary School, Austin, Texas. This evaluation gives complete information concerning a three-year study of selected pupil personnel practices at the Wooldridge School under the direction of Dr. Henry J. Otto of the University of Texas, appointed by the administrative authorities of the University. An evaluation of the reporting-to-parents plan was made and the data which were collected provided conclusive evidence that the establishment of such a reporting scheme is a functional and effective one.

In May, 1949, after the co-operative reporting-to-parents plan of the Wooldridge Elementary School had been in effect for a year, the plan was evaluated by the parents and also by the teaching staff. The appraisal covered the entire plan, including parent and teacher visitations,

\textsuperscript{44}\textit{Desirable Features of the Crawford County Report of Pupil Progress, 1947 Revision, Bulletin No. 233A, Pennsylvania Department of Public Instruction.}
group study meetings, the report-card form, and a general reaction to the changing system.

By questionnaire, the appraisal of the mimeographed report-card form was made both from the standpoint of the parent and of the teacher. The parents as a major group approved of the change from the traditional report card and the revised plan. When asked whether statements were comprehensive giving the general estimate of the child's progress, eighty per cent reported "yes," twelve per cent reported "no," and eight per cent made no response. This clearly indicates that the parents had been well informed concerning the aptitudes of the pupil that were included in the card. Very few of the parents had any suggestions to add to the plan of reporting. Three fourths of the parents definitely felt that the report card should be an integral part of the reporting system, but the reporting plan also should include parent conferences. The responses were nearly equally divided in the views of the uses of the written report card as a necessity in view of the many other devices that are used in reporting pupil progress. Practically every parent understood and approved of the necessity of the information regarding the child's physical and social environment. From the physical structure of the report card as a whole, the card devised by the Wooldridge School was evaluated by the parents as being most satisfactory.
In changing from the traditional report card to the revised card, a new system of grading was advanced. This new system was based on pupil-ability progress. In grading the pupil according to his own ability rather than by an arbitrary class standard, eighty-five per cent of the parents agreed with the plan. As an over-all survey of the grading and marking system, eighty-two per cent of the responses approved of it and believed it necessary with advancing theories of education.

A plan could be accepted by a parent group, and at the same time not be considered satisfactory by the teachers. The same questionnaire which was sent to parents was sent to eleven teachers in the Wooldridge School and an appraisal was thus collected from them. The teachers, to practically the same extent as the parents, believed that the statements were clear and comprehensive.

In response to the question regarding the report card as an integral part of the reporting system, together with parent conferences, only fifty-five per cent of the teachers considered the card as necessary. Even a smaller percentage of the teachers felt that the written report card was necessary. The reasons for obtaining data concerning the child's physical and social environment were clear only to eighty-two per cent of the teachers. As a general appraisal of the new system of grading, all eleven of the
teachers agreed that a child's progress should be graded according to his own ability rather than on the basis of an arbitrary class standard. Nine of the eleven teachers approved of the revised methods of grading and marking pupil progress.

The teachers' percentage was slightly higher than the parents' percentage in the understanding of what was to be reported under the heading of "General Estimate of Your Child's Progress in Educational Achievements." The parents' percentage was well above the teachers' in feeling the need for a type of written report card in view of the other devices used. The parents had a better understanding of the reasons for obtaining information concerning the child's physical and social environment than did the teachers.

Every teacher believed in the present trend of education by grading the pupil according to his ability rather than on the basis of an arbitrary class standard, whereas a few parents held to the traditional idea of grades. Four parents approved of the revised card but also wanted the child's standard measured by class standards. The same percentage of teachers and of parents approved of the revised methods. The Wooldridge School fully satisfies the accepted educational theories and practices in the revisions of the written report card as an aid in reporting pupil progress.45

45Staff of Wooldridge School, op. cit.
The Henrietta Elementary School, during a period of three years, has seen the inefficiency of its methods of reporting pupil progress to parents. Numerous attempts and changes have been made, but no scientific study or evaluation was undertaken. In the spring of 1950 a committee of teachers formulated these plans in an attempt to revise, under professional direction, the method of reporting pupil progress to parents.

The committee recommended the co-operatively developed plan for the revision of reporting to parents. Report cards from selected elementary schools of the United States were obtained and professional literature was assembled to be studied by the revision group.

Since this was to be carried out as an experiment, it was decided to use only the fourth grades and in this way the entire elementary school would not be disturbed.

The fourth-grade teachers sent the following questionnaire to the parents of their respective groups. Only twelve per cent of the papers were not returned. The following listings based on the questionnaire indicate the responses from the parents.
1. Are you interested in your child learning to live and work happily with other children?

Responses and Per Cent
Yes . . . . . . . . 50
No . . . . . . . . 0
No answer . . . . . 1

Parent comments:
"Moral training is essential. I want Bill to play fairly with playmates, friends, and adults. This means he will get along with people."

"I would like for Jimmie to get along with people better."

2. Do you as parents feel it is important for ________ to work up to his or her capacity and to find satisfaction in his best achievement than it is to get high grades?

Responses and Per Cent
Yes . . . . . . . . 50
No . . . . . . . . 0
No answer . . . . . 1

Parent comments:
"I wouldn't know -- just want Billie Joe to do good in all subjects."
3. Do you feel that a healthy, happy boy or girl has a better chance for a successful accomplishment than the one who is physically and mentally tired?

**Responses and Per Cent**

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<td>No answer</td>
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**Parent comments:**

"I try to see that Boyce has plenty of food, play and rest to make him happy. A happy child will do much better work."

4. Do you try to be understanding, sympathetic, and constructive while discussing your child's report card?

**Responses and Per Cent**

<table>
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<th>51</th>
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<td>No</td>
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<td>No answer</td>
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**Parent comments:**

"I try; I'm afraid I don't always succeed."

"I'm afraid I fail at times."
5. Do you command or punish for grades?

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<td>Yes</td>
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<td>No</td>
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<td>No answer</td>
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Parent comments:
"I do not punish for poor grades."
"We discuss the issue but never punish."
"We never demand high grades; we only ask for better ones."
"I suppose I lecture at times and at other times I just pass over them by saying, 'We'll do better next time.'"

6. Do you feel that a child may have characteristics that do not bring him high grades in school but which might help him to make a better citizen than his A competitors?

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Parent comments:
"I wouldn't know."
"Very definitely so."
7. Do you feel that the comparative system of grading is fair, assuming that every boy and girl has the same talents and abilities for learning to read, write, spell, and draw?

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<th>Responses and Per Cent</th>
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Parent comments:

"Unfortunately, they don't."

"I wouldn't know."

"I am not sure I know what you mean by 'comparative system of grading' but if it means what I think, the answer is no."

8. Do you feel that it is absolutely necessary to use A, B, C method of grading?

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Parent comments:

"Frankly, I wouldn't care if a grade was never brought home or not, unless it is of some benefit to"
the child or to his teacher to further help him."

"I like the letters, I had them when I went to school and I understand them."

9. Do you feel that there could be some other method used besides the A, B, C method which would be just as effective?

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Parent comments:

"I do not know that the A, B, C method helps him to learn -- whether some other method would be more effective is up to his teachers or educators. I have not given it thought or study enough to make any constructive criticism."

"Six, Seven, Eight, and Nine I must study before I mark them."

10. Do you criticize in time of failure?

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Parent comments:

"No, not if I feel he has done his best. Some things Jimmie just isn't too good in."

"To some extent but not chastise."

11. Do you give reasonable praise and recognition in time of success?

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Parent comments:

"I try too [sic] but more often I fail too [sic]."

"Sometimes by rewarding him with money. I hope you get along with him. He has always given us trouble."

12. Do you know your child's teacher well enough that you feel free to talk with her concerning any problem that might arise at any time?

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Parent comments:

"I scarcely know her -- but I would feel free to discuss any problem concerning Tommy with her."

"Sometimes you can't."

13. Are you familiar with the time schedule of most of the school activities concerning your boy or girl?

Responses and Per Cent
Yes       . . . . . . . 37
No        . . . . . . .  8
No answer . . . . . .  6

Parent comments:

"Yes, but some of the teachers don't go by the bells."

14. Do you take time to visit school at least four times a year?

Responses and Per Cent
Yes       . . . . . . . 15
No        . . . . . . . 34
No answer . . . . . .  2

Parent comments:

"Previously, yes -- however, not this year. Later I will try to visit."
"My children know why I don't visit school so they don't care."

15. Do you know what methods are used in teaching in your school at present?

Responses and Per Cent
Yes ........ 21
No ........ 17
No answer .... 13

Parent comments:
"Not very well."
"I wish you'd learn Bobby to write -- he doesn't write so I can read it."

16. Are you ever curious about how and what other fourth-grade boys and girls are doing in other schools?

Responses and Per Cent
Yes ........ 45
No ........ 3
No answer .... 3

Parent comments:
(No comments were made for this item.)
17. Do you ever discuss your child's problems with him?

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<td>Yes ................ 38</td>
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<td>No ................ 6</td>
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<td>No answer ........ 7</td>
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**Parent comments:**

"I hardly have time to listen. Do you think it is necessary?"

18. Would you be willing to take time to study and help in making this school year a most profitable one for your boy or girl and the teacher, if called upon?

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<td>Yes ................ 46</td>
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**Parent comments:**

Three mothers said, "If I have time." (All three have taken time from other duties to help when called upon.)

"If I had time but I know I won't."
From among the parents who expressed a willingness to participate in the revision, a committee of five was selected to co-operate with the teacher committee. After the two committees had studied the needs and the possible methods of revision, a meeting of all parents of the fourth grade was held. The plans and revisions were presented informally, and in an open discussion it was the unanimous opinion that a revision program was necessary. The report card recommended by the committee was accepted, and it was agreed to perform the experiment for one year. Only twenty-eight per cent of the parents did not attend the meeting, and in order to familiarize these absent ones with the program, the following letter giving details of the meeting was sent to each parent not in attendance:

Dear Parent:

Since it was impossible for you to meet with us last Thursday afternoon, may we briefly summarize our conclusions thus far, and invite you to send in or feel free to make any suggestions you would like to make, for we are anxious that you have a part in making our new report card.

We believe the purpose of our elementary school is to help each child grow into a well-rounded individual.

We believe that all children do not grow at the same rate in the same way. We believe that each child should be marked on the basis of his growth in relation to his ability and rate of learning. The marking system used in the report card is an attempt to do this.
This report card was prepared and presented by a committee of fourth-grade mothers to the group present. Items for the card were taken from numerous cards studied.

The purpose of this report is to give parents the most practical and helpful information concerning the progress of their children.

If your child is making rapid progress, you may feel that he is doing more than the average or normal progress.

If your child is making normal progress, you may feel that he is doing what is normally expected of him.

If your child is making slow progress, you should know that he is not making the progress that might normally be expected of him.

If your child is making unsatisfactory progress in a certain skill or habit, you should know that he is making very little progress in that particular phase of his school life and that he should try to improve it.

We feel this report has many advantages for the parent, as well as the teacher and pupil.

If you do not understand it, do not hesitate to ask us about it. We will be happy to talk it over with you. If you will help us improve it, we will welcome your suggestions, for it is your report card, too.

Do try to visit us as often as you can, for it is through your visits that we become better acquainted and do our best work.

Sincerely,

Mrs. King

Mrs. Miller
In order to acquaint a larger group with the subject, the Parent-Teacher Association sponsored a panel discussion, "How Valuable Are Grades and Report Cards?" These discussions were presented with parent and teacher participation under the direction of a professional consultant. The panel discussion appears in the Appendix.

During the year the fourth-grade teachers of the Henrietta Elementary School have made home visitations with the parents or have established parent-teacher conferences at the school with eighty per cent of the parents. The pupils have set up their own self-evaluation charts which are checked sometime during each of the six-week periods by the pupils. The child makes his own report to his parents. This evaluation is compared with the teacher's report in order to encourage the pupil to be more responsible in finding his own weaknesses.

A comparison by means of achievement tests was made between the fourth grades in the Henrietta Elementary School and the Decatur Elementary School. This was to determine any differences between the learned subject matter, since the Decatur Elementary School reported by means of the traditional card and the Henrietta Elementary School was now using the revised card. It was found that, after these tests had been graded, retention of subject matter by both groups of fourth-grade pupils measured approximately
the same standards of achievement during the period covered by the tests.

The revised reporting cards have been in use during the entire school year of 1950-1951. After the first six weeks, the fifth-grade parents and teachers entered into the experiment, using the same card as revised for the fourth grades. Figures 20 and 21, pp. 66-67, illustrate the revised card used in the Henrietta Elementary School.

Also, the need of a revision of reporting pupil progress to parents was recognized in the first grades, and a study was made. To fit the need of these first grades, the parent-teacher conference method was established. A tape recording which exemplifies one of the parent-teacher conferences has been filed in the Education Library of the North Texas State College, Denton, Texas.

Conclusion

The ultimate goals of elementary education are essentially those of education in general for our society founded upon American democracy. The method of reporting pupil progress based on the criteria and appraisal of this chapter would estimate the growth of the child in all aspects of his development -- intellectual, physical, social, and emotional. This method would assist in establishing a more concrete foundation for the rudiments of learning for its
own sake rather than for mere marks. When reporting schemes follow careful study by the teachers, parents, pupils, and educational leaders -- when all of these persons participate in proposing improvements and see that changes are thoroughly interpreted to the community -- the reporting program is sound, effective, and deserving.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study has presented an examination and analysis of methods used for reporting pupil progress in the elementary schools in order to develop a more desirable method of reporting pupil progress in the fourth grades of the Henrietta Elementary School.

Conclusions

The following conclusions were formulated as a result of this study:

1. The traditional method of reporting pupil progress is based only on achievement in subject matter and in no way shows progress in the social, physical, or emotional development of the child.

2. The traditional report card is based on the assumption that all pupils have equal ability of learning and it does not take into consideration individual differences.

3. With the present trend of educational advances and research, there is a growing trend of dissatisfaction both with the parent and teacher with the traditional type of reporting cards.

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4. The parents, the students, and the teachers must understand the school's educational program and reporting practices.

5. The revised report form requires much thought of the teacher on evaluating pupil achievement and a minimum amount of clerical work.

6. The revised report form must indicate the growth of all aspects of the child.

7. A pupil self-evaluation is provided in respect to specific behavior objectives.

8. The revised reporting form provides adequate space for reporting comments relative to the evaluations.

9. There are numerous successful methods for reporting pupil progress in operation in the United States.

10. Many schools in the United States are establishing in-service programs recommending the study of marking and reporting of pupil progress.

11. In locations where in-service training is not available, child-study organizations and groups are established and aid in establishing newer reporting schemes.

12. Pupil evaluation forms acquaint the pupil with his own behavior patterns.

13. Parent-teacher conferences show the necessity of a close relationship between the parent, the teacher, and the school.
Recommendations

After a critical analysis and an intensive study of the proposed methods of reporting to parents, and in due consideration of the above conclusions, the following recommendations are made:

1. The parents, the pupils, and the teachers should understand the educational programs and practices established by the school.

2. A method of reporting should be adopted whereby the social, emotional, and physical developments are checked as well as the intellectual achievements of the child according to the individual's capacities and abilities.

3. The school should establish a method of reporting based upon the school's own philosophy and its own objectives of learning in agreement with its own staff.

4. The method of marking should be easily translated into other symbols if a traditional evaluation should be demanded.

5. The report card should be supplemented by at least one personal conference with the parent each semester of the school year.

6. Different methods of reporting pupil progress should be devised to suit the age level of the child.
7. The revised card for reporting pupil progress should be flexible enough to meet the changing needs and objectives of the school.

8. The reports should be held in the strict confidence of the school officials.

9. A more flexible and a more adaptable form of pupil self-evaluation should be established within all systems of reporting.

10. More teacher-parent conferences at the school and in the home should be encouraged and initiated in order to establish stronger relationships between the home and the school.

11. A constant study and revision of methods of reporting pupil progress should advance with the changing complexities of today's and tomorrow's democracy and meet specific needs of educational progress which will challenge all individuals to create and establish a more useful and enjoyable way of living.
APPENDIX

PANEL DISCUSSION OF NEW METHODS OF GRADING AND REPORTING*

Chairman: Madam President, Dr. Dougherty, parents, and teachers. Since the elementary teachers have realized the inefficiency of the school's methods of reporting pupil progress, the subject of today's panel discussion, "How Valuable Are Grades and Report Cards?" has been chosen as one of our study discussions. Because parents serve as partners with the school and the teachers, I would like for you to feel free to enter into the discussion or to ask any question you would like. This afternoon I would like to present the members of the panel in the order in which they will speak. Mr. Richardson, because superintendents, principals, teachers, and pupils work together for the good of the community, I would like for you to tell something about our school policies; Mrs. Wright will discuss the traditional grading system and its disadvantages; Mrs. Guthrie will tell how the fourth grade set up their experiment; Mrs. Daniel will give remarks on current articles

*Stenographic report of panel discussion held at a meeting of the Parent-Teacher Association, Henrietta Elementary School, Henrietta, Texas, November 16, 1950.

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concerning the problem; Mrs. Menefee will tell the advantages of the new-type report; Mrs. Watson will discuss parent-teacher conferences for the first grades. As teacher members of the group, Mrs. Naylor, Mrs. Miller, Mrs. Douglass, and Miss Wantland will give statements and questions concerning the problem. As a guest and consultant speaker for the panel we have Dr. James H. Dougherty, of North Texas State College, Denton, Texas. Dr. Dougherty is a person who is interested in children and the elementary school. He is a person who can speak with authority on today's topic. For that reason, we, as parents and teachers, will talk very briefly. After hearing the discussion, I feel certain there will be questions. Since Dr. Dougherty is here to help us, please feel free to ask any questions you would like.

Superintendent, Mr. Richardson: Madam Chairman, parents, teachers, Dr. Dougherty. Someone remarked the other day that we have an excellent school committee. We do have an excellent school; we appreciate that. I believe the person was sincere when he made the statement. A few days later one of our citizens raised this question: "What makes a good school?" My answer was, first, children -- children who are intelligent, children who want to learn, children who come from good homes, homes such as yours.
The second essential is good parents. In addition we must have good teachers. It takes these three elements to make a good school. We do feel very fortunate in this respect.

Within the last two years another question has been asked, "What has Gilmer-Aikin legislation done for our schools?" Of course, you know how it is about interpreting what legislation can and will do. That is yet to be seen. I think that one of the greatest things we get from the Gilmer-Aikin legislation is that it encourages the teachers to go back to school to learn new ideas. Throughout the years we have felt that we have had progressive teachers; we feel that our faculty has been above the average, yet even the best of you as parents or the best of you as teachers can always improve one's self. We are aware that our teachers have taken advantage of this opportunity and have continued to study by going to summer school, by extension, and by correspondence. This has helped them if they have gained only one idea for our school; instead, they have gained many. Likewise, the teachers have new enthusiasm for their work which is most excellent.

One of the ideas which has come out of the teacher going back to school has been this study of the report card and the co-operative feeling existing between the parents and the teachers. I was at one meeting in which there was a room full of mothers there ready to offer suggestions
and their assistance concerning the problem. Regardless of the kind of a report card that group may develop, they have gained much by meeting together and discussing their timely problems. We do feel that if the parent, the teacher, and the pupils are sympathetic, co-operative, and understanding, we have made a great step forward, for a good school must have good pupils, good parents, and good teachers. This calls for a unity of effort and co-operation between all. We believe our school can be no stronger than the type of teachers and parents. If we can get parents to make visits and get acquainted with our teachers, we feel that the children will profit much as a result.

Madam Chairman, thank you.

**Parent Member, Mrs. Wright:** Madam Chairman, Dr. Dougherty, Mr. Richardson, and members of the Parent-Teacher Association:

I believe that I am the one who can criticize the traditional grading and reporting system. I am certain that there are a number of you who are tired of hearing me talk about the report card and what should be done about them. It seems that every time I come down the hall all of the teachers want to say, "Now, Mrs. Wright, what have you found wrong with the report card today?" Perhaps it isn't quite that bad, but when I started to school in 1912, we
brought home a report card similar to the one our sons and daughters brought home last year. We feel that a report card is for the purpose of guiding the child as well as ascertaining his status of subject matter. We do not feel that marks or grades as we call them can reflect the progress of a child. We feel that report cards have been deservedly criticized as not being accurate records of a pupil's growth because marks do not measure a pupil's growth. They completely ignore such areas of growth as personality and social behavior; and those are the essential qualities of a good citizen.

Personalities of teachers enter into the problem. They vary in standards. They are human like you and me. Their marks may be put down according to likes, dislikes, and personalities. Wouldn't you mark them accordingly?

We find there are many other fallacies of the traditional marking system: marks are often used as a means to compel children to do better work for the sake of a good grade; marks often result in the possibility of unsatisfactory competitive comparisons by parents and pupils; marking stresses too much memory work; marks develop undesirable attitudes such as superiority complexes; and often children resort to lying and cheating in order to make high grades. Therefore, we as parents do not feel that our
present report cards are accurate records of child growth and would like to assist in making a new report card for our school.

Parent Member, Mrs. Guthrie: Madam Chairman, parents, teachers, Dr. Dougherty:

During the spring of 1950 plans and recommendations for the revision of the reporting scheme were developed by the teacher committee. Since this was to be an experiment involving only the fourth grades, five home-room mothers were chosen to work with the teacher committee. Report cards from elementary schools of the United States were secured and professional literature was assembled to be studied by the revision group. After the committee had studied the needs and the possible methods of revision, a meeting of all parents of the fourth grade was held. The plans and recommendations for a new-type report were presented and discussed informally. The report form recommended was accepted and it was agreed to perform the experiment for one year. As a result we have the tentative draft which was sent out the last six weeks and will be used throughout the school year of 1950-51.

Parent Member, Mrs. Daniel: Madam Chairman, parents, teachers, Dr. Dougherty:

The statement I would like to add to the discussion is
in the form of a reminder. I would like to call your attention to the fact that many of our timely publications are printing articles concerning the parent, the child, and the school. These articles are edited by people of authority and will furnish the parent much reliable information.

    Parent Member, Mrs. Menefee: Madam Chairman, parents, teachers, Dr. Dougherty:

    I would like to outline the form or content of the new-type card and give some of its advantages. On the front of the card, Report to Parents, is a short note addressed to the parents. This message states briefly the philosophy of the school. The report represents the conscientious judgment of the teacher in describing the progress of the individual. On the second page of the card are listed certain character traits and marks of citizenship. These are listed according to personal and social development. On the third page of the card are listed the subjective areas. These are divided into three or four diagnostic areas for each of the subjective fields. Accompanying both areas of growth are four different categories, Rapid Progress, Normal Progress, Slow Progress, and Unsatisfactory Progress, which might indicate the rating of the individual. On the last page of the card are suggestions to
parents and ample space for teacher and parent comments.

There are many advantages of the new-type card. First, the statements listed are expressed in a positive manner. This gives the child a goal for which to work rather than a reprimand which sometimes appeared on the old card. Likewise, it gives the parent and the child concrete evidence of his particular weaknesses and strengths. Secondly, the child is marked according to his individual ability rather than a comparative basis of the group. Now, we feel that this method is good for all types of students. It is fair to slow learners as well as the rapid learner. It gives compensation for effort. The third and last advantage of the card is one of great importance since philosophies and methods of present-day teaching are changing constantly. I would say if the progressive teacher is compelled to report on the card of the Gay 90's, it would compare you with your doing the family wash in an up-to-date washer and dryer and forced to finish it with a sad iron. I like the progress card; I hope you do, too.

Teacher Member, Mrs. Watson: Madam Chairman, parents, teachers, Dr. Dougherty:

Since it is very difficult for first-grade teachers to give a report the first six weeks of school, we decided to report only a few traits listed under personal development;
but in this report we issued an invitation in the form of an appointment for each parent to come to school for a conference. Folders containing the child's work are examined and discussed. Parent and teacher discuss the strengths and weaknesses of the child. I believe we have already contacted fifty per cent of our first-grade parents. We have found this plan most acceptable and satisfactory.

Teacher Member, Mrs. Maylor: Madam Chairman, parents, teachers, Dr. Dougherty:

I favor the new-type report because there is no place for the teacher to show any feeling or disfavor toward any certain pupil. I believe this marking method abolishes grades as a means to an end and checks growth of subjective areas of the individual.

Teacher Member, Mrs. Miller: Madam Chairman, parents, teachers, Dr. Dougherty:

I favor this report card because learning is of primary importance and grading is secondary. It is evident that the fourth-grade boys and girls are more interested in learning to do arithmetic problems than to make 100 on their paper. Another reason I favor this report is because it has done away with the negative statements. When these cards were first distributed, I had a little girl, who is as nearly perfect in conduct as a fourth grader can
be, come to me and say, "Mrs. Miller, where on this report card is 'whispers too much'?" And I said, "Honey, we all do a little. Don't tell anybody about it."

Teacher Member, Mrs. Douglass: Madam Chairman, parents, teachers, Dr. Dougherty:

I have two questions I would like to ask. The first question is about the frequency of the report. Do you think it is to the child's advantage for the teacher to make a quarterly or six-weeks' report on his progress? The second question is about the office grade sheets. In our office, grade sheets are kept as permanent records. How are permanent records made from this progress card?

Teacher Member, Miss Wantland: Madam Chairman, parents, teachers, Dr. Dougherty:

The greatest advantage of the new-type report card is that it eliminates comparison. I think no one feels quite so defeated as the teacher when she is forced to place an "F" on a second-grade report card. The child is defeated before he has a chance. Mrs. Wright mentioned the fact that the traditional method of grading might develop a superiority complex; I, also, think the traditional method of grading might develop an inferiority complex.
Consultant, Dr. Dougherty: Madam Chairman, Supt.
Richardson, parents, and teachers:

I think one of the finest things about this whole thing is that we have so many parents out here interested in your school. If a report card can get as much interest on the part of the parents in Henrietta as is evident here this afternoon, it is worth something. I enter this with rather mixed feelings. Everywhere I go they begin asking me about marking and reporting, and I find that the person who has started the issue is one of my students. I am sure from the remarks made by the panel members that the other teachers in Henrietta are quite aware of the fallacies of the traditional marking system and the report card. However, I hope you are not looking toward me for the final answer for I think there is no final answer. I have heard this report card alluded to as the new system. It isn't new. It may be as a panel discussion but it certainly isn't new. Long years ago in Horace Mann's time and for the next hundred years the teachers reported to parents but they reported in person. It is this method that we are trying to re-establish. The mark of the 100-point system beginning with zero through 100, or the satisfactory and unsatisfactory markings are just mere attempts to report something that the teacher could not report by talking with the parent.
We realize that the school is not the greatest educational system in the world; but we do recognize the fact that the home is America's most important institution. It always has been and I suppose it always will be. Parents have their children six years before they enter school. Parents never give their children marks such as A, B, C, or D. Business concerns do not mark their employees. They may fail them; they may promote them, but they do not mark them by giving them grades A, B, C, or D. If a child has work to do around the home, he is not graded or marked for it. We just report to them about it.

Frequently the teacher does not know how much a child deserves, yet she is forced to make some kind of a mark. A teacher may give them an A or a B and occasionally a D just by a little crook of a finger. Usually there is no one to question it. Did you ever see a teacher change a grade? If the pressure is too great, they might, but I doubt it.

Perhaps the traditional method of marking was not a bad method; it was the way we approached and abused it. We began with the 100-point system and you see what we did. We didn't use the lower part; we used the upper 25-30 points. We said that below 65 or 70 was a failure and we marked an F. We needed only the upper 30 points of the 100.
Later we became so meticulous we marked with a plus and a minus. This did not prove to be satisfactory. We continued to use the comparative type of marking. Doctors do not compare people when they are ill. They do not believe you are like their diagnosis of another individual's case. They remedy the situation in accordance with the individual. They find the error. I do not mean by this that all children are ill, but the doctor's idea is to improve the physical condition of the patient; likewise, the teacher's idea is to improve the mental condition of the child. Teachers are expected to improve the educational capacity of the child.

We have heard some people say that competition is the spice of life. That might be true if you compare the right type of people, but it is foolish to compare a doctor with a bricklayer. Our children are the same way: some are better in one subject than others; some play more agreeably together than others. All children have various and different possibilities. I think we as parents and teachers should recognize this.

In the new-type report we recognize the child as an individual; each child is compared with his previous progress or standard. He sets his own standard; he makes his own progress. If sufficient progress is not made, do not look to the report itself to do it. It is through the
co-operation and interest of the parents and teachers and the pupils that boys and girls progress. The new-type report is a diagnostic one and the traditional one is not. May I say again this is a wonderful type group here for P. T. A. It is parents like you and teachers like you who are teaming together for the person you call the child. Each of you is paying and giving in order that your child may live a better life as we go down the road of education.

I am sorry I overlooked answering Mrs. Douglass's question.

Mr. Richardson: Mrs. Douglass, will you please state your question again?

Mrs. Douglass: The question I asked was about the permanent records and the office grade sheets which are filed in the office. We have always kept permanent record files for each child in school and their average grade for each semester. Now the question: How will we keep a permanent record for our school? Will he help us establish a new cumulative record system?

Dr. Dougherty: That is a very good question, rather a penetrating one. It has been met in several different ways. You might contact Graham, Port Arthur, or Sherman. The thing you as teachers are interested in is the type work
the child does, possibly a place for achievement test
scores, and a statement about the child's strengths and
weaknesses in various areas. In short, a general statement
indicating the type work accomplished and something about
his strengths and weaknesses are all that are necessary.
I will be glad to help you get started.

Mrs. King: Are there any questions you as parents
would like to ask? . . . If not, may I say thank you,
Dr. Dougherty. I am sure the parents as well as the mem-
bbers of the panel appreciate your interest and feel that
the afternoon has been an interesting and most profitable
one. And to the members of the group may I express my
most sincere appreciation for the co-operation you have
shown, for it is through such efforts as this that we, as
teachers and parents, grow and progress.
FORMS FOR REPORTING

The forms presented on the following pages are not intended to be used as mandatory instruments. The findings and recommendations are mere suggestions submitted by the Henrietta elementary teachers and are commended to all elementary teachers, principals, and parents who are interested in the initiatory steps of establishing a new system of reporting with the hope that it may provoke significant improvement and pertinent changes in the instructional curriculum of the Henrietta Elementary School.

Members of the group making this particular study were:

Mrs. George A. Wright  Mrs. Georgia Gilbert
Mrs. Robert Menefee  Mrs. Mary Beth Naylor
Mrs. Beckham Guthrie  Mrs. B. Miller
Mrs. Paul Hawkins  Mrs. Maud Douglass
Mrs. D. O. Daniel  Miss Ruby Moore
Mrs. Burton Hurley  Miss Lois Wantland
Mrs. Jack Thompson  Miss Mina Franke
Mrs. Annie Wharton  Mrs. Millie Turnbow
Miss Pearl Admire  Miss Sara Haynie
Mrs. Madge Watson  Mrs. Rachel S. King

Approved:

Frank W. Richardson, Superintendent of Schools

Mrs. Maud Goodman, Elementary Principal
FORMS

Form 1 -- Enrollment Blank
Form 2 -- Health Blank
Form 3 -- Social and Personal History
Form 4 -- Sample Letter
Form 5 -- Request for Interview
Form 6 -- Parent-Teacher Conference
Form 7 -- Anecdotal Record
Form 8 -- Growth and Development Data; Test Data
Form 9 -- Assignment Blank
Form 10 -- Transfer Blank
Form 1

ENROLLMENT BLANK, SEPTEMBER __, 19__

Teacher_________________________________________ Grade______

Date of entrance___________________________________________

Name of pupil_____________________________________________

Address____________________________________________________

Place of birth_____________________________________________

Date of birth______________________________________________

Name of parents:

Mother's name____ Last name____ First name____

Father's name____ Last name____ First name____

Address of parents___________________________________________

Occupation of parents________________________________________

Father living__________ Mother living_______________

Former place of residence____________________________________

School last attended________________________________________

In what school district do you live?___________________________

TO BE FILLED IN BY TEACHER ONLY

Date of withdrawal__________________________________________

Reason for withdrawal_______________________________________

Original entry______________________________________________

Re-entry____________________________________________________

Out-of-state entry___________________________________________
MEDICAL RECORD OF THE CHILD WHEN HE ENTERS SCHOOL --
WHEN HE LEAVES SCHOOL

Name_________________________ Grade__________

Date of entrance________________________

Former place of residence________________________

Birth date__________ Place of birth__________ Town State

Parents: Last name Father Mother

Occupation________________________

Address________________________ Telephone__________

Record of child when he entered Henrietta School (check):

Excellent Good Fair Poor

Physical condition (comments):

________________________

________________________

________________________

Withdrawal:

Date__________ Reason________________________

Where________________________

Record of child when he withdrew from the school: (check)

Excellent Good Fair Poor

Physical condition (comments):

________________________

________________________

________________________
### Medical Record -- Have you had the following diseases?

<table>
<thead>
<tr>
<th>Disease</th>
<th>Date</th>
<th>Immunization</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken pox</td>
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<td>Smallpox</td>
<td></td>
</tr>
<tr>
<td>Measles</td>
<td></td>
<td>Typhoid</td>
<td></td>
</tr>
<tr>
<td>Whooping cough</td>
<td></td>
<td>Diphtheria</td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td>Whooping cough</td>
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<tr>
<td>Scarlet fever</td>
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<td>Schick test</td>
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<tr>
<td>Pneumonia</td>
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<tr>
<td>Tonsilitis</td>
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<td>Asthma</td>
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<tr>
<td>Hay fever</td>
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<td>Polio</td>
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<tr>
<td>Rheumatic fever</td>
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<tr>
<td>Examinations</td>
<td>Date</td>
<td>Condition</td>
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<tr>
<td>Eyes</td>
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<td></td>
<td></td>
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<tr>
<td>Hearing</td>
<td></td>
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<tr>
<td>Teeth</td>
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</tbody>
</table>
MEDICAL RECORD

Name

Date of entrance Date of withdrawal

Have you had the following diseases:

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<th>Disease</th>
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<th>Date</th>
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<th>Condition</th>
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</thead>
<tbody>
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<td>Teeth</td>
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</tbody>
</table>
Form 3

SOCIAL AND PERSONAL HISTORY

To the Parent or Guardian -- A child's growth and development is a continuous process. It is essential that every teacher have some knowledge of the developmental history of your child in order to intelligently direct his progress in school. Such a history should include his early physical and social development, his present physical and social environment, including opportunities for play and his life at home outside of school. The home and the school should share the responsibility in the training of your child. A report of your observation at home will help us in our guidance of your child.

______________________Child_______________________Grade

______________________Parent________________________Teacher

Please sign and carefully check the following:

Home Background

1. Does the child live in a house?____ Apartment?____
   Room?____

2. Who cares for the child at home?____________________

3. Does he share his room with anyone? Yes____ No____
   With whom?_____________________________________

4. Does he have any responsibility at home? Yes____
   No____ What?______________________________

5. Is he paid for carrying out these responsibilities?
   Yes_____ No_____

6. Does he have a regular bedtime on school nights?
   a. Eleven hours of sleep?____
   b. Ten hours of sleep?____

c. Nine hours of sleep?______
d. Eight hours of sleep?______
e. Less?______

7. With whom does the child stay if parents are away?

______________________________

8. What type of entertainment does he enjoy?________

______________________________

Play

1. Does he have playmates in his neighborhood? Yes______

No______

Are they:
a. About his age?______
b. Older?______
c. Younger?______
d. Girls?______
e. Boys?______

2. After observing your child at play, do you say he is

(check as many as you like)
a. Co-operative?______
b. Aggressive?______
c. Timid?______
d. A good leader?______
e. A good follower?______
f. Other additional information__________________________
3. Does he share his playthings with others?  

General Behavior  
1. Does he have any nervous habits?  

2. What type of discipline is used at home?  

3. Who administers it?  

4. Is he willing to take turns?  

5. Any additional information you would like to add:
HENRIETTA PUBLIC SCHOOLS

SAMPLE LETTER

This is a sample letter that may be sent to the parent initiating this type of reporting.

Dear Parents:

This year the first-grade teachers in Henrietta are going to have a group conference with the parents of beginning children to discuss the interview type of reporting the child's progress.

Later in the year you will receive an invitation to come to school for an individual conference concerning your child. As this plan is a new experience for us, we will welcome and appreciate your co-operation and suggestions.

Teacher________________________
Group Meeting____________________
Place____________________________
REQUEST FOR INTERVIEW

To the Parent or Guardian of

________________________________________
Child's name

Your child can achieve the best growth only through the home and school working together. For that reason we are asking you to come to the school in order to talk with your child's teacher. Will it be possible for you to come

Date _______________ Time _______________ Room No. _______________

If not, please suggest a convenient time: ____________________________ Date Time

Please return this notice to the teacher.

Cordially yours,

Teacher __________________________
Principal __________________________
School __________________________

Parent's signature __________________________
PARENT-TEACHER CONFERENCES

First Conference Report

Name of parent______________________________________
Name of child________________________________________
Conference called by_________________________________
Date of conference___________________________________
Purpose_____________________________________________

_____________________________________________________

Discussion:

Second Conference Report

Conference called by_________________________________
Date of conference___________________________________
Purpose_____________________________________________

_____________________________________________________

Discussion:
ANECDOTAL RECORD

In recording incidents for these records, remember the following points:

1. Successes and failures
2. Disturbing and helpful situations
3. Family status
4. Behavior patterns

Preparation for Anecdotal Records

The teacher must learn how to prepare an anecdotal record. Only time and experience can perfect her techniques.

1. Seek widely for definite information regarding child.
2. Look for causes of behavior.
3. Meet his unique pattern needs.
4. Use sound judgment in helping pupil.
5. Organize all relevant information.
6. Combine careful observations with search for known facts and principles that explain behavior.
ANECDOtal RECORD SHEET

Pupil ___________________________ Grade ____________

<table>
<thead>
<tr>
<th>Date</th>
<th>Incident</th>
<th>Comment</th>
</tr>
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<tbody>
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</table>
GROWTH AND DEVELOPMENTAL DATA

Code for Plotting the Graph

Vertical line - G. A.  Height age - H. A.
Horizontal line - C. A.  Weight age - W. A.
Diagonal line - T. Av.  Mental age - M. A.

Educational age - E. A. (based on achievement tests)
Organismic age - O. A. (an average of all ages on graph)
Olson uses the horizontal lines to represent the chronological age (C. A.), and the vertical lines are used for the growth age (G. A.).

A straight diagonal line is drawn through the intersection of the scales for chronological and growth ages as a convenient reference point for average growth - twelve months of growth for twelve months of living.

The educational age (E. A.) is the average taken of the developmental ages obtained from the standard achievement tests.

The converted height in inches is known as the height age (H. A.).

Converted weight in pounds is known as the weight age (W. A.).

The W. A. and the H. A. may be secured from a physical scale of standardized measures based on the chronological age. (This chart by Bird Baldwin, Ph. D. (1947) may be ordered from the School District of Philadelphia, or W. C. Olson and D. O. Hughes, Tables for the Translation of Physical Measurements into Age Units, Child Development Laboratory, University Elementary School, Ann Arbor, Michigan, 1938. Price, about 50¢.)
<table>
<thead>
<tr>
<th>Name</th>
<th>Form</th>
<th>Date Given</th>
<th>Test Results</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>C. A.</td>
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</table>
Form 9

HENRIETTA PUBLIC SCHOOLS

Your child, ____________________________________________
is assigned to _________________________________________
for the year __________.

Teacher________________________

Principal_____________________

School_______________________
The committee agreed that when a child leaves the Henrietta Public Schools he should be given:

1. The transfer blank now in use. In the space, "Rating," an average grade covering all subject fields will be rated in terms of A, B, C, D, or F so that schools receiving the child will have some sort of comparative estimate in line with the traditional rating schedule.

2. Form No. 9 and progress report.
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**Articles**


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*Reporting to Parents*, Ann Arbor Elementary Schools, Ann Arbor, Michigan.