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## A Comparative Study of Methods of Reporting Pupil Progress to Parents in the Elementary Schools

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A COMPARATIVE STUDY OF METHODS OF REPORTING PUPIL PROGRESS  
TO PARENTS IN THE ELEMENTARY SCHOOLS

by

Harry E. Haynes, Jr.

A thesis submitted in partial fulfillment of the requirements for the degree  
of Master of Education, in the Graduate School of the  
Central Washington College of Education

August, 1953

APPROVED FOR THE GRADUATE FACULTY

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J. Wesley Crum, COMMITTEE CHAIRMAN

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George Dickson

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Ed Erickson

DEDICATION

This thesis is dedicated to my  
Wife, Son, and Daughter who chose to  
mow the lawn, take care of the fruit  
orchard, and many other chores, while  
Dad struggled to finish this study.

ACKNOWLEDGMENTS

Sincere thanks are extended to Dr. J. Wesley Crum, chairman of the committee, for his guidance and moral support. Appreciation is also given to each of the committee members, Dr. George Dickson, and Mr. Ed Erickson, for their cooperation in evaluating the thesis. Thanks go also to Miss Mabel Anderson who spent several hours evaluating the work in its early stages.

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## CHAPTER I

### INTRODUCTION TO THE STUDY

Considerable discussion has arisen in educational circles in the last few years relative to methods of reporting pupil progress to parents. In Lewiston, Idaho, where the author was principal of an elementary school, this discussion began to take the nature of a serious study. A few teachers and several parents were wondering if their system of reporting were telling all it should.

The schools there were using a system of quarterly reports. This consisted of a card bearing A, B, C, D, and U marks which was sent home with the child. A large number of articles in professional journals, comments by editors, and discussions by well-known educators caused this group to begin evaluating present practices.

#### Statement of the Problem

It was the purpose of this study to survey the trends of reporting to parents in selected communities. From this and from the study of literature on the national level, it was hoped that the good points of the cross section could be taken and used as the bases for a new reporting system in Lewiston elementary schools.

### Importance of the Study

Teachers have long believed that every child had some potentiality of production, and that each had the right to be treated as an individual. For some time this writer had been aware of the wide range in individual differences of elementary school children. Their capabilities were as varied as was the number of children. Their shynesses, physical differences, qualities of voice, abilities to learn, and hundreds of other characteristics only proved under observation that each was different. Each had his own peculiarity; that is, his own niche of success to be made in his own way and at his own rate of speed.

Teachers have had the responsibility of attempting to mold these young people into productive human beings who would fit into our democratic society and become good citizens. Finding the best way of reporting individual growth of these children became of utmost importance to this writer.

### Definition of Terms

Reporting pupil progress. Reporting pupil progress was the term applied to any planned procedure used by the teacher to report a child's growth at school.

Traditional report cards. Many report cards of past years were constructed in such a way as to recognize only academic

achievement. Little or no recognition was given other phases of the child's development.

Newer types of report cards. In later years many school districts have modified their written reports to parents. Instead of reporting primarily the child's academic growth, equal recognition has been given various traits such as (1) his social growth, (2) his work habits, and (3) descriptions of his abilities in basic skills.

Check-lists. Many of the newer report cards have begun including lists of traits that could be checked by the teacher. Teachers did not give percentage grades with these traits.

Informal letter. Some teachers, mostly in the primary grades, wrote letters home at the end of a grading period and described the child's work in the letter. These informal letters were the only reports sent home at that time.

Marking and grading. The giving of marks or grades to students for academic achievement has been standard policy for many years. For the purpose of this study marking and grading were identical in meaning.

Parent-teacher conferences. Parents and teachers have begun holding scheduled conferences to discuss children's growth. The meetings were usually held at the schools, but when it was impossible for the parents to come, the teachers went to the homes for the conferences.

Pupil-teacher conferences. Many schools included the child in the conference plan. The teacher arranged time to sit down with him to discuss his strengths and weaknesses. The child learned self-evaluation in this process.

Interview or visitation. Any conference between teacher and parent, or teacher and pupil, was considered an interview or visitation.

#### Limitations of the Study

Studying the reporting methods through the sixth grade was the intent of this study.

The direct survey of practices in selected schools was limited to five school districts in Washington and one in Idaho. The schools included in the study were chosen primarily because it was understood that they were experimenting with newer methods of reporting.

#### Organization of Remainder of Thesis

Chapter II reviews the literature on the national scene. In its pages is included a description of various kinds of reporting procedures used in the United States.

Chapter III presents the information obtained through personal interviews with administrators and teachers in five Washington schools and one Idaho school.

Chapter IV summarizes the results of a questionnaire used with two elementary school parent-teacher associations in Lewiston, Idaho.

Chapter V concludes the thesis by summarizing the findings, presenting conclusions, and making a recommendation to the Lewiston schools.



## CHAPTER II

### REVIEW OF THE LITERATURE

The latest trend of personalized reporting to parents has been so recent that most literature in the field has come from periodicals. Some books have recently devoted a chapter or two to discussion of this topic. Full-length volumes would undoubtedly follow when more school systems have revised their reporting procedures. This chapter was planned to summarize the various kinds of reporting methods, old and new, that have been tried in schools throughout the nation.

#### National Trends in Reporting

Traxler summarized the work of several studies in presenting the following resume of national trends in reporting. He listed the results under the following ten headings:

1. There is growing dissatisfaction with systems of marking that encourage the comparison of pupils with one another.
2. There has been a trend in report cards away from percentage marking toward a scale with fewer points.
3. There is a widespread tendency for report cards to include an evaluation of traits other than subject matter achievement alone.
4. There is a clear tendency to use descriptive rather than quantitative reports.
5. In some schools, formal reports are being replaced by notes or letters to parents.

6. Noteworthy attempts are made in some of the more recent report cards to analyze and diagnose a pupil's achievements in terms of the objectives of the school.

7. Reports are being sent at less frequent intervals, and in some schools only when there is specific occasion for communication with the home.

8. Attendance continues to be an important item on report cards.

9. Parents are being asked to cooperate in building report cards, and also to take part in plans of reciprocal reporting.

10. In some schools pupils are cooperating in devising report cards and in evaluating their own achievement.<sup>1</sup>

#### The Traditional Report Card

Advantages. The traditional report card has been a symbol of parent-teacher relationships since the beginning of public schools in America. Very few parents of today have ever received any other type during their school days. Such heritages have long been recognized as difficult to modify.

Hansen<sup>2</sup> reported on the results of 628 cards received by the Office of Education for an analysis of content. This study took place in 1931 and resulted in the following disclosures: 419 of the

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<sup>1</sup>Arthur E. Traxler, Techniques of Guidance, (New York: Harper and Brothers, 1945), pp. 239-40.

<sup>2</sup>Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades," (United States Department of Education, Leaflet Number 41, 1931), p. 2.

628 cards were designed for use in all the elementary grades, 49 for the kindergarten, 16 for the kindergarten - primary grades, 100 for the primary grades, and 44 for the intermediate grades. Hansen went on to say:

Recently constructed curricula treat subject matter as a tool and the child himself as the center of concern. While standards of educational achievements 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 them under one term such as 'conduct' or 'deportment' rather than regarding specific instances of individual behavior in relation to specific situations.<sup>3</sup>

Of the entire group of general elementary cards analyzed, the ratio was approximately four to one in favor of the traditional type of card. Methods of rating were distributed as follows: the A, B, C, D method was found to be used in 46 per cent of the cases; excellent, good, medium, poor, and failing, 24.6 per cent; 100, 90, 80, 15 per cent; satisfactory and unsatisfactory, 2.38 per cent; not indicated, 8.73 per cent. Parents were slow to accept new methods or to understand the principle of reports sent home.

Lane<sup>4</sup> summarized three basic principles of reports. He pointed out that the report sent home should show the child's progress in

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<sup>3</sup>Ibid., pp. 2-3.

<sup>4</sup>Robert Hill Lane, The Principal in the Modern School, (San Francisco: Houghton Mifflin Company, 1944), pp. 46-7.

school, be simple to understand, and be so worded that the parent would feel that the school had a direct interest in his child.

Another writer<sup>5</sup> stated that the average parent's reading level was equivalent to that of a sixth grader. Hence, the traditional card has remained brief, containing principally a report of academic progress. Being a layman in educational matters, the parent has not been equipped to understand a highly technical interpretation by the teacher of his child's problems of physical, mental, social, and emotional growth. In School Marks and Promotions it was said that parents merely had wanted to know how their children were getting along in their subjects, where they were having difficulty, and what was being done about it.<sup>6</sup> The traditional report had attempted to do just that.

Sorenson<sup>7</sup>, at the University of Kentucky, has taken a conservative stand about reporting pupil progress. He suggested that the grading system should be retained, but that all aspects of behavior, attendance, and others be separated from the academic subjects. He would continue to give A, B, C, D, and U marks for subject matter

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<sup>5</sup>Albert J. Huggett, Practical School Administration, (Champaign, Illinois: The Garrard Press, 1950), pp. 141-2.

<sup>6</sup>Department of Classroom Teachers and Research Division, School Marks and Promotions, (Washington, D.C.: National Education Association of the United States, 1950), pp. 11-2.

<sup>7</sup>Herbert Sorenson, Psychology in Education, (New York: McGraw-Hill Company, 1948), pp. 484-502.

grades. The normal distribution curve would be used as the basis for computing the letter symbols. Sorenson listed seven normal curves which have been used extensively. The one most commonly used of these seven was the following: 7 per cent A's, 24 per cent B's, 38 per cent C's, 24 per cent D's, and 7 per cent F's.<sup>8</sup>

Disadvantages: Two prominent writers<sup>9</sup> stated that the traditional report card has done more harm than good. Such report cards gave an evaluation of children's work without the basis of the appraisal. The good points of a child with low marks were not described in many instances. They stated further that the parent was given no possible basis for interpreting progress and was apt to feel antagonistic either towards the child or the school.

Another educator wrote, "The old time letter or percentage mark does not report truthfully the attainments of children, but instead its applied accuracy is only a pretense, and its interpretation is only a delusion."<sup>10</sup>

Educators who followed this plan have generally agreed that the basis for interpreting progress was usually made in terms of a

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<sup>8</sup>Ibid., p. 489.

<sup>9</sup>Albert J. Huggett and Cecil V. Millard, Growth and Learning in the Elementary Schools, (Boston: D. C. Heath and Company, 1946), p. 348.

<sup>10</sup>Minor T. Patton, "Parents and Percentage Marking Systems," The School Executive, 68:35, August, 1949.

standard of perfection.<sup>11</sup> Some children were given A's or high percentage marks while the slower pupils were graded down as unsuccessful competitors of those superior in ability. This method of comparison among pupils resulted in misunderstandings by parents, uncertainties to the teacher, and maladjustment to the children involved.

The mark on the report card has come to mean more than the learning itself to many students. A writer<sup>12</sup> told of a young student who obtained a fellowship at Oslo. After a year of intensive study he returned and declared that he had wasted a year, because he didn't get credit for his work. Apparently it had never entered his mind that he had had a rare opportunity to study with some of the greatest leaders in his field.

Miller<sup>13</sup> declared that the method of using symbols to designate accomplishments had better be discarded altogether. Substances of more reality should then replace the clashing symbols which children have held so sacred. Teachers would be freed from a group-type of record keeping. The nature of the records would then change to the individual basis in developing a greater understanding of the

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<sup>11</sup>Department of Classroom Teachers and Research Division, op. cit., p. 4.

<sup>12</sup>Van Miller, "Remarks about School Marks," American School Board Journal, 119:25, September, 1949.

<sup>13</sup>Ibid., p. 26.

particular child.<sup>14</sup>

Many teachers have had the experience of watching the reactions of different pupils when they received their grades. Very often the children counted the number of perfect marks without even bothering to note what subjects merited the better grades. This misplaced interest might have been due to the fact that a great deal of money changed hands at report card time with the child being made richer by the dimes, quarters, and even dollars that doting parents handed out for each A received. Even bicycles have entered into the picture at times. Such practices were bound to cause a very inferior feeling in the child who could never quite reach the goal. Slow-learning children have taken time from their leisure reading, play periods, or other worthwhile activities in their struggle to do as well as their gifted classmates. Still others have assumed an attitude of indifference towards their low marks.

Thorpe<sup>15</sup> reviewed the case of Mildred who had become morbid and inattentive at school because of her inability to master certain subjects, and her rejection by the majority of her classmates. A thorough study was made concerning her home and school life. When it was discovered that her younger sister teased her at home about

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<sup>14</sup>Miller, loc. cit.

<sup>15</sup>Louis P. Thorpe, Child Psychology and Development, (New York: The Ronald Press Company, 1946), pp. 708-10.

bed-wetting, Mildred was given a separate room. Remedial steps were then taken at school to increase her ability in subjects which bothered her. Improvement both in morale and in mastery of her subjects came about rapidly. With a feeling of adequacy and more friendly treatment by classmates, Mildred was restored to practically normal status.

Miller quoted a dean of liberal arts and sciences as having said, "The credit system with its accompanying marks is the worst thing that ever happened to American education."<sup>16</sup> If this were true on a college level to which he referred and where the students were of a high mentality rating, it was even more true of the elementary schools where the I.Q.'s ranged from very low to very high in the same classroom.

Parents have often satisfied their ego because their Mary brought home a report card full of A's while the little neighbor boy did not wish to show his card. Yet, Mary's grades might have been only a repetition of former marks and failed to show whether or not she had grown as a person. On the other hand, the neighbor boy may have made some definite growths which the grades failed to show either to the parent or to himself.

Davis and Norris have remarked, "The most retarded pupil in many a school is the most able pupil who is wasting his time and

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<sup>16</sup>Miller, op. cit., p. 26.



failing to live up to his responsibilities."<sup>17</sup> Self-satisfaction on the part of the gifted child was a detriment to him inasmuch as he usually put forth only a moderate amount of effort for his high marks. Those students were in grave danger of becoming loafers in later adolescent periods when their competition became more pronounced. The child of lower ability found no happiness which accompanied his sense of failure that his low marks provided.<sup>18</sup> Those who received poor grades often had feelings of insecurity, frustration, and resentment.<sup>19</sup> The temptation to cheat often bothered pupils who placed too much emphasis on a high mark.<sup>20</sup>

For the child who received the low marks, there was the possibility that the stigma left by them might follow him through life. Instead of finding mutual friendliness and trust between pupil and teacher, a natural barrier was erected as soon as marks were used. Percentage grades, symbolic marks, and passing-failing grades all have experienced the difficulties mentioned.<sup>21</sup>

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<sup>17</sup>Frank G. Davis and Pearl S. Norris, Guidance Handbook for Teachers, (New York: McGraw-Hill Company, 1949), p. 220.

<sup>18</sup>Ibid., p. 220.

<sup>19</sup>Research Division, For Your Information, (Washington, D. C., National Education Association of the United States, 1951), p. 7.

<sup>20</sup>Loc. cit.

<sup>21</sup>Ibid., p. 8.

In School Marks and Promotions the results of several experiments were listed.<sup>23</sup> A sample arithmetic paper was given to one hundred and eleven persons who had taught arithmetic. They were asked to grade the paper. The scores ranged from 21 to 88. In another experiment a history paper was given to nearly one hundred history and non-history teachers for grading. As a grading tool each of those teachers was given a set of ideal answers as a guide. The history teachers rated it from 37 to 91, whereas the non-history teachers varied from 46 to 89.

Another illustration occurred in an essay contest that was conducted by a nationally known radio program. A high school boy, who didn't care to go to all the trouble of writing his own essay, copied one on a subject previously written by a college president and published in a popular digest. He showed "his" essay to his teachers who rated it "only fair." But the original essay had been declared winner out of 212,200 entries by four famous college presidents who were serving as judges.<sup>24</sup>

Still another example of how teachers vary in giving marks was told of a group of reading experts who were grading a college

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<sup>23</sup>Department of Classroom Teachers and Research Division, op. cit., pp. 2-3.

<sup>24</sup>Ibid., p. 2.

history examination.<sup>25</sup> One of the readers thought it would be advisable to make out a set of ideal answers for his own guide. Somehow his own answers were picked up and graded by the other experts. This paper received marks which ranged from 40 to 91.

Some teachers gave low marks thinking they motivated more effective study in the future. The teacher in one grade prided herself on grading low, whereas the teacher of the same group in the preceding year had graded high. Such confusion and inconsistency has resulted in many disappointments to students, teachers, and parents.

As Miller<sup>26</sup> suggested, regardless of what the records showed on a percentage basis, or any other method, if a child were unhappy, disagreeable, and hard to manage at home, the parent probably sought out the teacher or principal to find out why. Miller's observation<sup>27</sup> continued to point out that it wasn't extremely important what English the child used in the classroom but rather the English he used at home; not the class marks in social studies but how he played with the children in the neighborhood; not how well he read in class, but how well he read out of class that showed his true growth. Such considerations have given some people reason for wondering if written reports of any kind were worth while.

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<sup>26</sup>Miller, loc. cit., p. 26.

<sup>27</sup>Loc. cit.

De Zouche<sup>28</sup> took an even more positive stand than the usual writers. She protested the evils of giving grades to children at all. She cited the cases of Jimmy, Alvin, and Mamie as examples of her reasons for not wishing to give grades to children.

Jimmy was a boy low in mental ability but was willing to do his best. He could never quite reach an attainment of success in any subject. He became discouraged as a result of continuous poor marks.

Alvin was bright but lazy. His potentiality was high. All subjects were easy for him. While Jimmy struggled to get part of his lesson, Alvin was usually finished but not completely accurate in his work. He had no challenge under the marking system to do his best. He became careless and disinterested to the point of becoming only an average student.

And then there was Mamie, a small girl, weak in personality, timid, and shy. She tried, like Jimmy, to finish her work. In fact, she spent practically all her time on her lessons and neglected to associate with friends, go to parties, and such activities which youth needed to enjoy.

The same writer explained that grading alone was one of the biggest factors for the emotional condition of these three cases and

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<sup>28</sup>Dorothy De Zouche, "The Wound Is Mortal," Clearing House, 19:339-44, February, 1945.

of thousands like them throughout the public schools where marks have been established.<sup>29</sup>

A recognized authority<sup>30</sup> suggested that the traditional card had oftentimes been the sole means of communication between parents and the school concerning the child's progress. The possibility that the card produced understanding, secured cooperation, and created good will was remote. Too often the single report card failed to develop more than one of those areas. Two would surely have been a maximum.

Any report card sent home should reflect the objectives of the school in relation to the total growth of the child.<sup>31</sup> Achievement results have been analyzed for parents on the traditional cards through the use of letter symbols. These symbols represented the teacher's opinion of the child's work in each subject. Very little attempt was made to bring the grades together into one complete picture. The positive approach to evaluation seemed to be omitted in favor of academic marks.

Many educators have criticized the use of such marks in the public schools. They have particularly objected to the use of the

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<sup>29</sup>Ibid., p. 344.

<sup>30</sup>George C. Kyte, The Principal at Work, (San Francisco: Ginn and Company, 1941), pp. 405-6.

<sup>31</sup>Research Division, Reporting the Growth of the Elementary-School Child, (Washington, D. C., National Education Association of the United States, 1948), p. 1.

normal curve in distributing them.

Burton very emphatically stated his opinion when he said, "The normal curve as an aid to distributing marks is largely a snare and a delusion."<sup>32</sup>

Burton<sup>33</sup> disclosed that many schools have abandoned the use of the normal curve. The academic grades which they supplied have been considerably altered. In their place have arisen descriptions to accompany the marks, and the teachers have been trained in their accurate use. Burton cited numerous shortcomings of the traditional system. He wrote that marks tended to become ends in themselves, and in most cases had not been indicative of learning at all. He recommended the widespread use of descriptive standards to replace the marks. This change of philosophy resulted because of newer principles of marking being started. Burton listed five principles that he considered basic in the value of marks for students. They were as follows:

1. to inform parents and pupils of the quality of work being done and of progress being made
2. to enable home and school to work together more effectively on the common problem of encouraging learning
3. to motivate or stimulate the pupils to continued or to greater effort

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<sup>32</sup>William H. Burton, The Guidance of Learning Activities, (New York: Appleton Century-Crafts Inc., 1944), p. 483.

<sup>33</sup>Ibid., p. 480.

4. to furnish a simple system of administrative shorthand for routine purposes: classification, promotion transfer, certification to higher institutions, etc.

5. to supply data upon the basis of which analysis of local marking practices, comparative studies between teachers and schools, etc., can be made<sup>34</sup>

Gruhn and Douglass' seven criticisms of the traditional report card formed a good summary for this section. They wrote:

1. They tend to overemphasize subject matter achievement.
2. They disregard pupil growth in attitudes, ideals, personality, and character qualities.
3. They disregard differences in pupil abilities, needs, and interests.
4. They stimulate unwholesome competition for marks with frequent emotional upsets on the part of disappointed pupils.
5. They apply a uniform marking and report system to all subjects in the curriculum, disregarding differences between subjects.
6. They assume that all pupils come to a subject with approximately the same backgrounds in that subject and related subjects.
7. They fail to encourage parent-teacher cooperation in helping pupils with learning problems.<sup>35</sup>

School systems throughout America have begun studying their methods of reporting pupil progress. Educators and laymen have combined their efforts in observing the abundance of literature

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<sup>34</sup>Ibid., pp. 480-1.

<sup>35</sup>William T. Gruhn and Harl R. Douglass, The Modern Junior High, (New York: The Ronald Press Company, 1947), p. 388.

criticizing traditional reporting. Using the experiences of other locales, they have been able to analyze intelligently their own problems and to revise them when necessary.

### The Newer Types of Report Cards

Basic philosophy for reasons of change. "Tell me what kind of a report card a school is using and I'll tell you how modern the program of the school is,"<sup>36</sup> thus, Johnson quoted an unknown educator in pinpointing the reflection of school philosophy by reporting methods. The thinking behind that quotation prompted several changes in progress reports of the elementary grades. Educators and parents first found it necessary to analyze the objectives and purposes of the education already in use. Many of them realized that their own philosophies must be geared for a change before any satisfactory progress could be made. If an appreciation of individual differences were their aim, they needed to adopt an attitude of considering the child's ability as his only comparison.<sup>37</sup> The child then competed only with himself.

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<sup>36</sup>Charles S. Johnson, "Parents Help Plan Report Cards," Nations Schools, 38:45-6, July, 1946.

<sup>37</sup>Department of Classroom Teachers and Research Division, op. cit., p. 4.



Bolmeier<sup>38</sup> described what he considered to be the ten basic principles of a good marking and reporting system. His first principle was extremely important. He emphasized that whatever marking and reporting system was used it should by all means contain the philosophy of education held by that particular school. If the school's policy were based on the traditional method of reporting, individual differences should not be considered as the bases for grades. Subject matter grading should be the central theme for that particular school. If, on the other hand, the school's policy were based on considering the child's ability as the central theme for grading, then individual differences should definitely be considered. The school's responsibility was to be consistent throughout.

The second principle indicated that the system should be designed to aid the pupil rather than the teacher. This eliminated the use of the card by the teacher for rewarding or punishing a child; it considered his strengths and weaknesses, his interests and aptitudes. Such considerations granted an incentive to pupils.

The third principle developed the idea that any good reporting system depended on cooperative planning by all concerned. This was usually accomplished by committees composed of all persons who were directly interested—the parent, teacher, and child.

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<sup>38</sup>E. C. Bolmeier, "Principles Pertaining to Marking and Reporting Pupil Progress," School Review, 59:15-24, January, 1951.

His fourth principle of a good report stressed the need for it to be analytical and meaningful. This eliminated somewhat the variability of teachers' marks that were discussed earlier in the chapter.

The fifth principle controlled the number and nature of factors to be analyzed in the report. Attitude was considered as important as academic achievements, based on the philosophy that success in occupations hinged as much on attitudes as on ability. Effort was also considered an important factor. The items to be checked had such variety that each child accomplished some of them for good mental adjustment. The following were specific factors recommended for use on a modern reporting form under this principle:

1. achievement on tests
2. quality of recitation
3. quality of completed assignments
4. promptness in completing work
5. persistence for mastery
6. self-reliance in work
7. application during study
8. attention to class activities<sup>39</sup>

The sixth principle pointed out that each factor on the report form should be checked by symbols that were immediately understood by the person who read the report.

The seventh principle took into consideration the number of times the report should be sent home. It was suggested that four

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<sup>39</sup>Ibid., p. 19.

times a year was the most common procedure. A special note was to be sent to the parent or teacher if the situation warranted it between periods.

In the eighth principle economy was mentioned. Mailing reports directly to the parents was considered effective but costly. Sending the report home by the child remained the most practical.

The ninth principle developed the idea that the grading of many factors on the appraisal form afforded an opportunity for better averages than the traditional plan offered.

The tenth principle specified that such a report must be considered temporary. Continued evaluation should modify it when necessary. Availability of current literature would be needed by the committee which would be doing the re-evaluating.<sup>40</sup>

Historical development leading to the use of new types of report cards. In the formal, conventional method of reporting letter symbols were used to indicate pupil growth. Grades for "deportment" and "conduct" transferred to the parents the teacher's evaluation of the child's personal attitudes. Not many years back an addition to this method was introduced. The traditional card was supplemented by lists of personality traits which were listed separately from the academic grades. Traxler<sup>41</sup> pointed out that

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<sup>40</sup>Ibid., pp. 15-24.

<sup>41</sup>Traxler, op. cit., pp. 245-6.

a common practice was to label each trait with one of the following ratings: excellent, satisfactory, improving, or unsatisfactory. Its greatest contribution lay not in the marks themselves but in the fact that they took attention from the significance of academic marks to some degree. This was a beginning towards establishment of a report card that could be sent home which would give a rounded picture of the total growth of the child.

One of the first innovations was the provision of space after a grade on the card for comments by the teacher.<sup>42</sup> It was not long after this concept was introduced that certain leaders in education recognized the value of informality in reporting pupil progress. The amount of space for comments by the teacher grew from a single line following the grade symbol to a place of greater importance in the report. This additional space for teacher comments became the important part of the card. In the same manner space for comments by the parent in reply to the report grew in size and became as great as that allowed the teacher.<sup>43</sup>

In order to analyze a child's development as fully as possible, it became necessary to group the personality traits, which crept into the new-type reports, under language, numbers, self-expression,

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<sup>42</sup>Department of Classroom Teachers and Research Division, op. cit., p. 13.

<sup>43</sup>Loc. cit.

and social behavior. Traxler made a list of nineteen traits that were important and needed to be reported by the teachers in the primary and elementary grades:

- a. Is he industrious?
- b. Is he persistent?
- c. Is he reasonably accurate?
- d. Is he neat?
- e. Is he working up to his capacity?
- f. Is he developing the ability to concentrate?
- g. Is he anxious to improve his work?
- h. Is he critical of his own work?
- i. Is he open-minded?
- j. Does he begin working promptly?
- k. Can he work independently?
- l. Is he learning to apply newly acquired principles in wider fields?
- m. Is he working to achieve a purpose and not just to do something assigned by a teacher?
- n. Is he learning to budget his time—a time for work and a time for play?
- o. Is he learning to use wisely his leisure time in the classroom?
- p. Is he learning how to find things out?
- q. Is he learning to organize his materials to make them most useful and effective?
- r. Is he learning to speak clearly and effectively?
- s. Is he learning to read understandingly and with increasing appreciation?<sup>44</sup>

Ojemann and McCandless<sup>45</sup> became strong advocates of the newer-type reporting procedures. They believed it was necessary to report the child's behavior and his achievement to his parents. But they also thought it most important to go beyond the realm of the

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<sup>44</sup>Traxler, op. cit., pp. 247-9.

<sup>45</sup>Ralph J. Ojemann and Ruth A. McCandless, "Suggestions for Fundamental Revision of Report Cards," Educational Administration and Supervision, 32:110, February, 1946.

traditional card in order to add the reason for the child's actions. They reported that parents appreciated this and responded spontaneously to such reports.

Ojemann and McCandless<sup>46</sup> reported on a special research conducted with twenty-five kindergarten children. Reports were sent home each quarter. At the end of the first quarter all parents were sent the traditional type card. At the end of the second quarter twelve of the twenty-five took home both the traditional and the experimental one. The other thirteen took only the new form. At the close of the third quarter the first group received only the usual type, and the other thirteen were given both kinds. By this time parents of all twenty-five had received both forms.

The conventional report merely pointed out the weaknesses and a few strengths in the child's achievements. No time was spent on diagnosing reasons why a child reacted to situations in the way he did. In contrast the experimental or analytical-type report gave reasons for the child's behavior as they became evident to the teacher.

At the end of each reporting period parents were particularly invited to comment freely about the card received. Suggestions were invited. The results were interesting. Twenty-four of the twenty-five parents who received the analytical reports responded with definite

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<sup>46</sup>Ibid., p. 115-6.

questions. Only six replied concerning the traditional report. All twenty-five were asked which type had helped them most. Again, twenty-four replied that the analytical-experimental type was of much greater value.<sup>47</sup>

In 1950 Carey<sup>48</sup> realized that subject matter in its traditional sense was becoming outdated and set out to devise a new system of reporting to parents. He and a committee decided to make out a new report form. In doing so they kept several thoughts in mind.

They knew that a report form sent to parents should show the school's objectives. Those objectives were to be stated in terms of behavior and based upon the needs of the learner. They were to be understandable, socially desirable, achievable, and measurable. They also realized that the number of forms should be kept to a minimum. Two forms were selected: (1) a report to parents and (2) a student evaluation sheet.

The committee further thought that the report should not be too time-consuming for the teachers but complete enough to have meaning. The five-point marking system was adopted for office records. That allowed the subject matter achievement to be rated. A place for teacher and parent comments followed the grading section. It was

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<sup>47</sup>Ibid., pp. 115-6

<sup>48</sup>Miles Carey, "The Problem of Reporting to Parents," Journal of Education, 133:43-4, February, 1950.

decided to save all negative statements for personal conferences.<sup>49</sup>

The newer-type report was aimed at the ultimate goal of developing the whole personality of each child. Irish<sup>50</sup> listed what she considered as basic values of such reporting into three areas with the first considered as the most important, the second next, and the third least important. The following three areas were thought to be the most important learnings for life:

1. that the child learns to live well with other children;
2. that each child must keep his body strong and well in order to live well with other people;
3. that the child must learn skills and acquire tools of knowledge as he builds a strong, healthy body.<sup>51</sup>

Under the newer, more analytical method, it was believed that the child would develop better his own pattern of accomplishing those three objectives.

Advantages. In systems which have adopted the behavior-centered card, there have been comments for and against such changes. However, the favorable comments have tended to surpass those of the critical nature. Bracken quoted a parent as having said,

Your thoroughness in making Susan's report so complete is incredible. How do you find time to make out all the reports

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<sup>49</sup>Ibid., p. 44.

<sup>50</sup>Betty Irish, "What Is a Good Report Card?" Educational Leadership, April, 1947, pp. 433-4.

<sup>51</sup>Loc. cit.



of your students? We thank you and the school for its personal guidance of our children.<sup>52</sup>

Another parent wrote, "We were happy that John's marks were so well explained. . . Above all I approve of the way each child is rated as an individual."<sup>53</sup>

Another educator<sup>54</sup> from Big Sandy, Montana, reported that his school changed over its method of reporting to parents. With parents' help it was decided to use a combined report of personality growth and academic grades. The grades were reported with the following symbols: H for Honors, S for Satisfactory, and U for Unsatisfactory. The traditional grades of A, B, C, D, and U were kept on file in the permanent records. Parents replied favorably and each child seemed to respond more fully in his total development.

Gruhn and Douglass summarized the advantages of the new types of reports in the following ways:

1. They provide for an evaluation of progress in terms of the ability of the individual pupil.
2. They provide for an evaluation of progress on items other than subject matter achievement, such as attitudes, understandings, character and personality qualities, citizenship traits, and study habits.

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<sup>52</sup>John M. Bracken, "We Still Report to Parents," Journal of Education, February, 1951, p. 59.

<sup>53</sup>Ibid., p. 59.

<sup>54</sup>Charles E. Hood, "Reporting on the Whole Child," Nations Schools 42:31, August, 1948.

3. They provide separate forms, or other means of adaptation, for the evaluation of progress in various subjects.

4. They encourage cooperation between teachers and parents concerning the child's educational growth.

5. They provide, ordinarily, for less frequent reports to parents than the traditional report card.<sup>55</sup>

Disadvantages. Schools having adopted the newer methods of reporting should be remindful of the effects of tradition. Parents have for a long time expected to see their children's grades in terms of how well they did in basic learning subjects. Some of those parents would be offended by the teacher's analysis of the child's attitudes and thus be annoyed with that teacher.

Perhaps the greatest criticism of the new type was that it took too much time for the teacher to complete.<sup>56</sup> More skill and training on the part of the teacher was required.<sup>57</sup>

One writer<sup>58</sup> expressed caution in the making out of forms to be sent home. He pointed out that parents have often resented well-meaning statements simply because they were not fully thought out before they were sent.

Another criticism of the new forms was that they almost

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<sup>55</sup>Gruhn and Douglass, op. cit., p. 388.

<sup>56</sup>Department of Classroom Teachers and Research Division, op. cit., p. 13.

<sup>57</sup>Ibid., p. 12.

<sup>58</sup>Johnson, op. cit., p. 46.

necessitated a personal interview, and some parents did not wish to come to the school for any purpose.<sup>59</sup>

It was mentioned that this form of reporting depended upon the philosophy of interpreting the child's own ability as the standard for comparison. The teacher needed some criterion or standard with which to compare the child's individual growth. Standardized tests in several areas including intelligence, achievement, and personality would be needed to guide the teacher in her appraisal of the child's development.<sup>60</sup> The expense involved and the time required have hindered, if not stopped, small schools from using them to much of a degree.<sup>61</sup> The usability of such tests has prompted a limited use in many cases. Oftentimes, the administration of the tests and the scoring afterwards were too burdensome for efficient and quick results. Too much time was demanded of the teacher if he had not been trained at some college for such testing.<sup>62</sup> Other criticisms have been offered but these were considered the general pattern.

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<sup>59</sup>Ibid., p. 13.

<sup>60</sup>Ibid., p. 17.

<sup>61</sup>Ibid., p. 18.

<sup>62</sup>C. C. Ross, Measurement in Today's Schools, (New York: Prentice-Hall Inc., 1947), pp. 90-1.

## The Informal Letter

The evolution from the use of the report card to that of the informal letter was a very natural step. At first it was a note from the teacher to the parent which explained some difficulty a child was having. More often than not, the parent responded immediately to the direct appeal. From the experience of having such response to little personal notes came the need to add more space on the card for the teacher to write a note to all mothers at report time.

Traxler<sup>63</sup> showed the growth of comments on report cards quite completely. He illustrated the amount of space that was first set aside for personal statements by the teacher to the parent. After the subject name and grade was a blank space one half inch high and about two or three inches long. This space was used by the teacher for remarks about the child's work in that particular subject. As these limited comments oftentimes brought responses, it became obvious that more space was needed in order to increase the effectiveness of this informal contact. Instead of designating space on the same line with the subject and grade, a separate section was added at the end of the report for more comments. The amount of space from this stage expanded to a full page for each report period in many schools.<sup>64</sup>

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<sup>63</sup>Traxler, op. cit., pp. 248-53.

<sup>64</sup>Ibid., p. 254.

As the teacher's opportunity to express himself informally to the parent improved in the written reports, so progressed the parent's chance to reply. Kyte<sup>65</sup> said that many school systems have replaced the conventional card altogether in favor of the personal letter. He pointed out that the letters usually served three purposes: (1) they saved the teacher time from preparing regular reports to parents, (2) provided the opportunity to mention important items that could not be listed on the old card, and (3) ensured understanding from the parents in return. Usually included in such letters were a description of the educational experiences which the school provided for the child, evidence which supported the teacher's evaluation of the child's work, and plans for his future work experiences at school.<sup>66</sup>

During the transition from the sending of report cards to the sending of informal letters, there were many schools which merely sent a letter along with the card to supplement it.<sup>67</sup> The card carried a message of philosophy or objectives of the school as expressed by the principal, superintendent, or even the school board. The danger of this method lay in the possibility that either the card

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<sup>65</sup>Kyte, *op. cit.*, p. 406.

<sup>66</sup>*Ibid.*, p. 406.

<sup>67</sup>*Ibid.*, p. 407.

or the letter might vary from the true objectives of the school. They might not say the same thing. Possible confusion would have resulted unless care were given to prevent it. As was stated in the discussion of disadvantages of the traditional card, no report card, or letter, or any other form of reporting to parents has been considered successful unless it has transferred to the parent the true philosophy of that particular school.<sup>68</sup>

A great criticism of formal report cards was the poor public relations which they developed. In contrast the teacher who has used the informal letter as a tool to cement friendly relations with the home has rendered not only himself a great service but the entire teaching profession as well. Kyte published a letter written by a teacher to a parent which represented good rapport:

Dear Mrs. G---:

This letter should give you as much pleasure, I think, as it gives me to write it. Since our conference about John, I have followed the plan we worked out and can see that you have done so, too. His own effort has been splendid and deserves your commendation. I told him how proud I was of him, indicating to him the ways he has improved. I am sure you will let him tell you about them.

He is regaining some of his popularity with the rest of the class. They see how hard he is trying to be helpful and considerate of others. There have been fine responses from the other children, which I believe John's leadership

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<sup>68</sup>Department of Classroom Teachers and Research Division,  
op. cit., p. 1.

has encouraged. When he uses his influence with that group, he achieves a lot.

Do you agree with me that we must not modify our plan for a little while longer? Have you other suggestions for me which will help John?

Cordially yours,

R. McM.<sup>69</sup>

With such understanding developed between home and school, nearly all negative attitudes were eliminated. The informal letter with such a philosophy has become a strong tool in the molding of good human and public relations. The teacher and parent who exchanged such communication not only helped the child to improve but in most cases developed for themselves a strong personal friendship that carried on into the years.

Strang<sup>70</sup> pointed out that letters to parents could be works of art. They could serve as central points from which other facts and suggestions could radiate. She also stated that it was impossible for a teacher to write helpful letters unless he had skill in understanding individual pupils and had time to go over all available information. The teacher needed time to study that information in order to say the right thing in reference to the child's development.

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<sup>69</sup>Kyte, op. cit., pp. 406-7.

<sup>70</sup>Ruth Strang, Reporting to Parents, (New York: Bureau of Publications, Teachers College, Columbia University, 1947), pp. 17-8.

This caution pointed out that it was possible for many well-meaning letters to fall short of their goal by being vague, too general, or even stereotyped. Careful planning was necessary on the part of the teacher to prevent such things from happening.<sup>71</sup>

The informal letter has also become a tool for the students to use. During a personal interview, Hebelers described a program where primary children wrote short letters to their parents. The following were samples of the children's letters:

Dear Mother and Daddy,

I have enjoyed school very much this year. I have improved in my handwriting, and I work much more on my own. I enjoy art and like working with water colors.

Your loving daughter,  
Barbara -----

Dear Mother and Father,

I have improved on finding something to do after I finish my work. Now I need to remember to listen when other people are talking.

Sincerely,  
Paul -----

Dear Parents,

I am improving in my reading. The thing I need to work on is my arithmetic. I do not know my fives. The work on my paper is too messy.

Your own little boy,  
Jimmy <sup>72</sup>

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<sup>71</sup>Ibid., p. 18.

<sup>72</sup>Amanda Hebelers, Director of Teacher Training, College Elementary School, in an interview with the author, July 16, 1951.



Under teacher guidance the children who analyzed themselves as to their good and weak points gained considerably in their own development.<sup>73</sup>

### Parent-Teacher Conferences

One of the reasons for the school's effort to solve the delicate problem of reporting to parents was prompted by a great upsurge in the study of child development.<sup>74</sup> It was discovered that a child's progress in the total school program was influenced and conditioned by his development in psychological, social, and emotional ways.<sup>75</sup> To report such growths in any written form was next to impossible. Instead of using the written report conferences were deemed necessary in order to fully cover the three mental areas wherein children have developed problems. In some cases the informal letter technique was used to supplement the work of a personal conference.

Recognition was also given to the fact that some written reports were becoming so burdensome with material and explanations that confusion instead of understanding resulted. The parent oftentimes became more bewildered than he should have been. Le Baron

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<sup>73</sup>Hebeler, loc. cit.

<sup>74</sup>Walter A. Le Baron, "What Shall We Tell the Parents?" Elementary School Journal, February, 1951, pp. 322-6.

<sup>75</sup>Ibid., p. 322.

described this period of telling the parents too much through his paraphrasing the definition of an expert. "It began to look as though the schools would be telling the parents less and less about more and more until finally they would be telling them nothing about everything."<sup>76</sup>

Parent-teacher interview at school. Many schools have made courageous efforts to arrive at a common understanding with parents as to the best manner of reporting their children's progress. The parent-teacher associations and faculty representatives have joined together in committee work to find a solution. Experiments were tried following a period of careful planning. Despite the planning many mistakes were made, but progress resulted because of those mistakes and of the fact that cooperative means were used to correct the errors.<sup>77</sup>

Le Baron<sup>78</sup> brought out that sometimes a few teachers offended parents by saying the wrong things, and a few parents in turn were too sensitive toward the teacher. Nevertheless, from such a beginning a new approach to reporting was developed that afforded an opportunity for teacher and parent to sit down together and mutually discuss the child's accomplishments.

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<sup>76</sup>Ibid., p. 323.

<sup>77</sup>Ibid., p. 326.

<sup>78</sup>Ibid., p. 323.

Britton<sup>79</sup> reported his system's attempt to build a better plan of reporting pupil progress to parents. A poll of parents and teachers was made. Three fourths of the families responded totalling nine hundred in all. Most of the parents replied to the poll by saying that they wanted report cards sent home and at the rate of four times a year. They wanted all subject matters graded and descriptive phrases checked for personality adjustments. They seemed to feel secure in the knowledge of having something written and definite.<sup>80</sup>

When the teachers were asked what they wanted, they said that reports four times a year were satisfactory, but they opposed the idea of giving marks to the elementary children. They doubted that they should be making such appraisals of any child. Their reaction was to have different report cards issued for the various levels, primary, intermediate, and on. Their feelings were based upon their desire to eliminate competition in the early years.<sup>81</sup>

As a result of the parents and teachers having expressed two different philosophies, a conference was scheduled in an attempt to bring the thinking of both groups together. At the meeting it was

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<sup>79</sup>Ernest R. Britton, "What's Happening in Education," National Parent Teacher, December, 1950, p. 23.

<sup>80</sup>Loc. cit.

<sup>81</sup>Ibid., p. 24.

discovered that nearly all favored the idea of starting parent-teacher conferences outside of regular class time.

In preparation for the conferences the teachers devised experimental forms which listed each subject taught. A few goals were stated for each. There was also a place to check unsatisfactory work. This written report was made out in duplicate, so the parent could take one copy home after the conference. These personal meetings were held four times a year with no other formal written report sent home in the elementary grades.

Seventy-five per cent of the original nine hundred came for the conferences and were highly pleased with the results. Among the twenty-five per cent who did not appear there were some persons who verbally objected to the plan, because they received no reports. It was expected that as time passed many of those would follow the pattern of the larger group.<sup>82</sup>

This was an isolated case of one community's problem of changing its system of reporting, but its impact had tremendous significance for others who followed. The pattern it set in changing people's way of thinking was extremely important. It showed how cooperative planning between the home and school accomplished what neither could have done alone.

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<sup>82</sup>Ibid., p. 25.

In Forest River, Illinois, the teachers recognized that formal reports were unreliable and were dangerous to the mental health of some children.<sup>83</sup> They decided that parent interviews were necessary but needed to be supplemented with a written report. Their emphasis was placed on the value of making the report a three-way arrangement. At the local parent-teacher association meetings the purposes of the plan were outlined and questions answered. It was explained that the three-way part of the report considered the teacher, parent, and child in one process. The teacher assembled the data; the parent came for personal interviews to check over the data; and the child was frequently consulted in private visits with the teacher at school.

Strang<sup>84</sup> stated that when reports were cooperatively developed and skillfully introduced, they should raise academic standards. The slow child was helped to overcome and recognize difficulties. The gifted child was stimulated to work up to his true capacity. Strang found that parent-teacher conferences more nearly achieved this ideal than any other method.

In Warren County, New Jersey, seventy teachers reported that better relations have been developed than ever before since they

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<sup>83</sup>W. E. Sugden, "Continuous Study Is Necessary," Childhood Education, 24:277-9, February, 1948.

<sup>84</sup>Strang, op. cit., p. 17.

started using the conference plan.<sup>85</sup>

Oldroyd made the following report from Nephi, Utah:

At a conference parent and teacher discuss their mutual responsibility of cultivating children's interests, of guiding the child in acquisition of wholesome knowledge and skills, and of fostering creative expression in and out of school. Effective guidance must be the concern of both parent and teacher.<sup>86</sup>

From the northern section of New Jersey came the following opinion of teachers: "Report cards are growth stoppers. Stop comparing children to each other. Let each grow in his own way."<sup>87</sup> Parents requested fifteen minute interviews through advance appointments. Those conferences developed into real courses of adult education.<sup>88</sup>

The editor of the Washington Educational Journal told of responses to conferences in Aberdeen, Washington. The following comments from parents ran in much the same manner as those already expressed:

I like conferences; the teacher shows you something concrete instead of giving you a grade.

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<sup>85</sup>Editorial, Elementary School Journal, March, 1950, p. 25.

<sup>86</sup>Golden Oldroyd, "Eliminate Report Cards from Juab Schools," School Board Journal, February, 1950, p. 30.

<sup>87</sup>Editorial, "Report Cards," Elementary School Journal, 49:316-7, February, 1949.

<sup>88</sup>Ibid., p. 317.

I am looking forward to another conference.

I just felt unsatisfied, unable to decide whether pupils were supposed to be in school for academics or just social attitudes. Now I have decided character and behavior in school are as important to a child's whole development as academics are.<sup>89</sup>

The Aberdeen teachers also expressed themselves favorably.

One teacher admitted that she thought it seemed like a lot of extra work but was convinced after a few trials that the conference was a much better plan, since mutual understanding of the child grew out of the frank discussions.<sup>90</sup>

Booth<sup>91</sup> described the conference method that was devised in Pasco, Washington, in 1949. At that time the schools there were operating on the double shift basis. The teachers who taught in the mornings held conferences in the afternoons, and the teachers who taught in the afternoons used the mornings for the same purpose. After two years the parents were asked how they liked conferences and if they wished them continued. Ninety-seven per cent said they did prefer them and saw no reason for changing.

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<sup>89</sup>Editorial, Washington Educational Journal, April, 1950, p. 4.

<sup>90</sup>Ibid., p. 5.

<sup>91</sup>The writer held an interview with Mr. C. L. Booth, Superintendent of Schools, Pasco, Washington, on June 30, 1951, and the information in this paper was given by him at that time.

The value of positive evaluation and appraisal was well explained by Le Baron.<sup>92</sup> When parent and teacher sat down together and discussed only the things which would improve the child, the negative features were omitted. Constructive guidance resulted with the parent telling things about the home life that would help the teacher diagnose reasons for peculiar behavior. Likewise, things the teacher said helped the parent understand some of the moods in which he found his child.

During a conference the teacher was careful not to use generalities such as, "John is making progress in reading," or "John's spelling is showing improvement." Instead, he showed the parent objective proof with samples on hand which specifically showed growth of that child. Step by step the parent saw a picture of the child's development. By such a method the report was meaningful without containing comparisons of that child to anyone else. Only "his" growth was what really mattered to the parent.<sup>93</sup>

For the teacher to be prepared for a successful conference, careful groundwork was laid.<sup>94</sup> Permanent folders for each child contained the following items: health records, results of intelligence

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<sup>92</sup>Le Baron, op. cit., p. 323.

<sup>93</sup>Ibid., p. 326.

<sup>94</sup>Catherine Starbeck, "Parent-Interview Day in Chicago Public Schools," Elementary School Journal, November, 1950, pp. 143-5.



and achievement tests, teachers' appraisals, written analysis of previous interviews, and other information as it particularly related to the school and the child.

The staff<sup>95</sup> of the Wooldridge School in Austin, Texas, has used another device prior to the actual conference. A check-list was sent the parents for them to fill out and return to the school. The information was valuable to the teacher as background for the personal visit to follow.

The time involved in preparing for a conference became a stigma the same as it did for the new type of report cards as they were formed out of the traditional ones. Cutright<sup>96</sup> mentioned that in Minneapolis schools, no class time was used for interviews unless a principal, librarian, or some other supervisor took over the class while the teacher met with a parent in another room. Teachers used all available time they could find, which included many noon hours and evenings for working parents, in order to make the rounds. Very few reports of any kind were sent home during the year. To accomplish such cooperation, groups from the Parent-Teacher Association met

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<sup>95</sup>The Staff of Wooldridge School, Grouping, Marking, and Reporting to Parents, (Austin: University of Texas, 1946), pp. 70-1.

<sup>96</sup>Prudence Cutright, "Planning for Child Growth through Parent-Teacher Conferences," Childhood Education, 24:266-9.

with faculty committees and helped plan the purpose and philosophy of such conferences. The groundwork was well formed through such measures.

The human element of public relations was even more important in conferences than it was in the informal letter.<sup>97</sup> From the many quotations from parents as they described their feelings about conferences, the following was typical:

It is surprising how much you and your staff know about my child. You have told me things which I know are true, but was not consciously aware of these facts before this conference. It seems to me that you really know more about my child than I do.<sup>98</sup>

Parent-teacher interview in the home. The parent-teacher conference has generally been considered as an arrangement whereby the parent went to school at an appointed time to visit with the teacher about his child.<sup>99</sup> The following resume of the pertinent literature was aimed at a newer phase whereby the teacher went to the home to visit the parent. This approach was remindful of the days of the travelling teacher who stayed in one house for a time and then moved along to another. Jennings<sup>100</sup> has compiled a list of

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<sup>97</sup>Starbeck, op. cit., p. 144.

<sup>98</sup>Ibid., p. 145.

<sup>99</sup>Helen Hall Jennings, Sociometry in Group Relations, (Washington, D. C.: American Council on Education, 1948), p. 38.

<sup>100</sup>Ibid., pp. 39-40.

fourteen questions that teachers have used successfully as guides for a home conference. The questions, except for one, had no bearing on the appearance of the home visited; its cleanliness, number of rooms, general tidiness, water facilities, clothing, diet, and other obvious conditions were purposely omitted and left to the casual observation of the teacher.

The reason for the interview was told the parent before the questions were asked. The teacher explained that a study was being made by the school to survey the needs of the students in order to better assist them in their work. With that in mind the teacher asked for an hour of the parent's time, so that his child would receive better understanding while at school.

The teacher was equipped with paper and pencil. He wrote down the answers following each question using in as far as possible the parent's exact words. If a situation arose whereby the order of questions was in poor taste, he re-arranged it to suit the occasion. Following were the questions suggested by Jennings:

1. How's Sally doing?

(If parent remarks, 'You are the one to know that,' reply that a teacher can never be as close to a child as her parent or know as well how she is doing; the way she is in school is only half the picture or much less than half.)

2. What do you think right now are Sally's worst faults and habits which maybe we don't see at school?

(This is deliberately so worded to allow parent to show resentment of child if he has hostile feelings.)

3. What are some of her best qualities and habits which we may only partly see at school?

(Questions 2 and 3 are planned to allow the parent to reveal positive and negative attitudes freely. Get parent to be specific—give specific behavior incidents so that remarks can be compared. If necessary, say 'Would you explain?')

4. What are the kinds of things you don't let or don't want your children to do?

(If parent says, 'I can't think of anything in particular,' say, 'Can you think of anything you'd prefer her not to do?')

5. How do you try to select your child's playmates?

(The question is so worded in order to permit the parent who does impose his ideas on his child to feel free to say so. Get parent to be specific.)

6. What would you like the school to do for Sally?

(Get parent to be as specific as possible.)

7. You know this neighborhood better than I do; are there opportunities which you would like your child to have which she doesn't have?

8. From the standpoint of taking care of your family, how do you find your living arrangements? What's good or bad about them?

(Give this question in an off-hand manner, assuming that whatever the home setup is, the parent will have some ideas to offer.)

9. How would you change things for your child if you could? (a) at home? (b) at school? (c) just in general--in the neighborhood or in this town generally?

(The entire question should be read as a whole first, and then go back to "a", "b", "c" for separate responses. If parent says, 'In no way,' in regard to 'at home,' accept this response and go on to 'and at school?' etc.)

10. What are your hopes for Sally? What are your husband's hopes?

(Give both these questions in one sentence, and then say, 'Will you give me yours first and then your husband's?' This question is so worded in order to permit the parent to state easily difference in opinion between the two parents.)

11. Are there courses or experiences which you wish the school offered your child which are not offered at present? For instance, what things interest your child which the school is not teaching? Does she show this interest at home?

12. How do you think Sally's health is at present? How is her appetite? Does she eat as much or as many kinds of food as you would wish?  
(Try to secure typical day's diet for Sally. If parent says just, 'Quite all right,' follow with 'Do you remember what foods she ate yesterday or today?')

13. Does Sally lack anything which you think is essential for her or that she should have?

14. What general suggestions would you care to make to the school for Sally's program there?  
(This is a "closing" question intended to give the parent opportunity to say anything else he may still have on his mind and also to leave him the assurance that the school wants to do everything it can for the child's welfare.)<sup>101</sup>

It was suggested that at the close of the interview the teacher would convey the feeling that the parent's giving of time was appreciated and the information was valuable.

The preceding sample of a home interview was listed only to show the possibilities of gaining information about a child who was presenting a very complex personality at school. The teacher would not be expected to follow such an extensive interview in normal cases.

Jennings<sup>102</sup> also illustrated the effects of home control over a child's activities. Comparing the home background of two boys, he

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<sup>101</sup>Ibid., pp. 39-40.

<sup>102</sup>Ibid., p. 41.

pointed out that the first boy was deprived of affection at home. He was made to behave under all situations and was not allowed to appear saucy or impudent without receiving immediate discipline. Since he was made to work most of the time, he had no appreciable amount of time to associate with others his own age.

The other boy was given freedom of expression and time to enjoy his friends. He felt free to ask questions of anyone who had something in which he was interested. His parents never selected his friends. The boy was expected to make up his mind. His convictions about different races were his own. If other children criticized the negroes too sharply, he would stand in their defense. His parents admired him for standing behind his convictions.

At school these two boys who were sixth graders were received by their fellows in opposite ways. The boy who received very little attention and affection at home was hardly noticed at school. He was not chosen in groups. He did not seem to fit into the social life of the group in any manner. The other boy was chosen in most elections where the other students exercised their own judgments. He was definitely one of the group, well-liked, and accepted by all.

The value of home interviews has helped to uncover clues as to why a child has withdrawn from his group and did not become an accepted member.<sup>103</sup>

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<sup>103</sup>Ibid., p. 41.

## Pupil-Teacher Interview

In the past the general practice of pupil counseling in the public schools has been directed towards the junior and senior high schools. However, very little information has been published concerning pupil-teacher interviews in the elementary grades.<sup>104</sup>

In spite of the past trend of thinking that direct counseling was a tool of secondary schools, there was agreement that much would be gained if elementary teachers adopted such a procedure.<sup>105</sup> It was thought that casual, spontaneous, every-day exchanges of ideas between teachers and pupil were not sufficient contact whereby the teacher could understand the particular problems that were bothering a student. Torgerson<sup>106</sup> recommended that parent-teacher conferences be supplemented with the pupil-teacher interview. Before holding a parent conference, a great amount of value was gained by personally discussing the child's problems with him. Usually, a series of discussions was necessary.<sup>107</sup>

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<sup>104</sup>Theodore L. Torgerson, Studying Children, (New York: The Dryden Press, 1947), p. 119.

<sup>105</sup>Ibid., p. 119.

<sup>106</sup>Loc. cit.

<sup>107</sup>Ibid., p. 118.

Such interviews have been divided into two classifications, diagnostic and therapeutic. The diagnostic type specialized in understanding the pupil and his problem.<sup>108</sup> Collection of data, determining the underlying cause of the child's problem, and making a personal study of the child's intelligence and environment were all activities a teacher needed to perform in using this method.

Therapeutic counseling aimed at helping the child to understand himself and his problem. Therapy served to eliminate the causes of the problem and to assist the child in developing a program in which he experienced some happiness, and success.<sup>109</sup> Tests were some of the tools used in developing the proper therapeutic treatment.

The first of a series of interviews of either type was usually started in an effort by the teacher to gain better rapport with the student. This first step was considered extremely important.

When the proper relationship was established, the teacher gave the pupil ample freedom to discuss his problem at his own pace. He was careful not to ask too many questions to imply prying into the child's confidence. Casual conversation which steered away from direct questions made it easier for the child to talk about his problems, hobbies, successes, and failures that bothered him. The Counselor was kind, sympathetic, and understanding in keeping the

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<sup>108</sup>Torgerson, loc. cit.

<sup>109</sup>Ibid., pp. 119-20.



child at ease. If the child's attitude started to change, the teacher nonchalantly postponed the discussion until a later date.<sup>110</sup>

Grim<sup>111</sup> emphasized the value of each student participating in group evaluations. By helping to establish goals which were good for the group to accomplish, he learned that the same goals were good for him as an individual.

He cited two examples of how elementary children could analyze their own problems and work them out to a satisfactory conclusion with a minimum of teacher guidance. He mentioned that a sixth grader could very easily keep a growth record on a problem after the teacher had aided him in detecting the trouble. If his problem were "getting along with his playmates," he kept a written record of how he improved daily. When he and the teacher were satisfied that the problem was solved, the child was ready to tackle another weakness.<sup>112</sup>

A fourth grader might keep a graphic form of his arithmetic scores. He could see at a glance each day his improvement or decline. Here, the motivation was competition with himself.

As he referred to self-appraisal on the part of students, Grim offered the following summary of the value of pupil guidance:

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<sup>110</sup>Ibid., p. 120.

<sup>111</sup>Paul R. Grim, "Youngsters Take a Hand," Educational Leadership, April, 1947, pp. 438-41.

<sup>112</sup>Ibid., p. 440.

Student participation in checking and evaluating may be made a valuable exercise in sharing responsibility, developing trustworthiness, exercising judgment, and developing higher standards of neatness, accuracy, and punctuality.<sup>113</sup>

### Summary

Progress in the development of good reporting practices in the elementary schools has been slow. The transition from the traditional method to the use of the newer-type report card has not yet been completed in many school districts throughout America. Using an informal letter, holding parent-teacher conferences, and home visiting on the part of the teacher have only reached the initial stage. Much progress remains to be accomplished.

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<sup>113</sup>Ibid., p. 441.

## CHAPTER III

### RESULTS OF SURVEYS IN FIVE WASHINGTON SCHOOLS AND ONE IN IDAHO

#### Introduction

Chapter II described many of the kinds of reporting procedures that have been designed throughout the nation. Chapter III was planned to outline as many of those procedures as was possible to find, with special emphasis upon Washington schools.

In all cases the writer personally visited with members of the different staffs to secure the information.

The following Washington schools furnished information:

(1) Vancouver, (2) Waitsburg, (3) Yakima, (4) Sunnyside, and (5) Ellensburg.

The Whitman School at Lewiston, Idaho, was the final school to supply information for the study.

#### Reporting Pupil Progress to Parents in Vancouver

In 1951 the Superintendent of Schools at Vancouver requested the Committee on Practices in Reporting Pupil Progress to survey the present methods of reporting. He also asked for recommendations for improving the present procedures.

The committee submitted a temporary guide in grades one through twelve. For the purpose of this thesis the author has used only that part which described the methods employed in grades one through six.

The committee expressed special caution in stating that the guide should be considered temporary. Continuous study into the future was thought to be the key to maintaining an up-to-date system.

The first step of the study was to formulate a system of procedure for the faculties of the various schools to follow. The following items were included:

1. A. Have your faculty prepare a statement which expresses their philosophy of reporting pupil progress.

- B. Give a complete statement concerning reporting practices in your school, with examples.

- C. Have your faculty offer suggestions for improvement of the present practices in our reporting plan.

2. The responses to the questionnaire were to be studied and a tentative proposal for a program of reporting pupil progress to be prepared in accordance with the consensus of opinion as disclosed by the investigation.

3. The recommended program to be submitted to the administrative staff for study and discussion.

4. The principals of the various schools to submit the recommendations of the committee to their respective faculties for study, discussion, and modification.

5. The committee to revise the recommended plan in consideration of the suggested modifications from the

school faculties.<sup>1</sup>

Improvement of child guidance in the elementary schools was considered possible by developing a more satisfactory method of reporting pupil progress. The teachers suggested the following ways that this improvement might be accomplished: (1) teacher-pupil conferences emphasizing pupil self-evaluation, (2) parent-teacher group conferences, (3) parent-teacher individual conferences in the school, (4) parent-teacher individual conferences in the home, and (5) written reports to parents.<sup>2</sup>

The committee met again after obtaining the recommendations from the teachers. After considerable deliberation the following plan was adopted:

1. That teachers plan conferences with pupils in which the child is led to evaluate his own growth, recognize his needs and accomplishments and arrive at achievement goals.
2. That a group conference of parents and teachers be held within the first six weeks following the opening of school. The program should be carefully explained with opportunity for discussion to follow.
3. Individual conferences should be conducted by teachers before the eighteenth week of school.
4. Between the eighteenth and thirtieth weeks, pupil progress should be reported by conferences or written reports. This is optional.

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<sup>1</sup>Committee on Practices in Reporting Pupil Progress, A Guide to a Functional Program of Reporting Pupil Progress to Parents, (Vancouver: unpublished, 1951), p. 2.

<sup>2</sup>Loc. cit.

5. In all cases where it is impossible to arrange for a conference, a written report should be made to parents. (Since publication of the Guide, Vancouver schools are now using two written reports during the year, one in January, and the other at the end of the year.)<sup>3</sup>

Purpose of the group conference. A group conference of parents and teachers was called in the first six weeks' period. Parents of a certain class, grade, or age level were invited to attend the meeting. The purpose of the conference was to inform parents about (1) the reporting program, (2) child growth and development, (3) the curriculum, (4) the guidance program, and (5) ways in which the home and school may better cooperate for the good of the child.<sup>4</sup>

Each building faculty was given the option of selecting any one of the following methods: (1) teacher-principal panel, (2) teacher panel, (3) discussion leader and open forum, (4) teacher-parent panel, and (5) informal teacher-prepared talks.

Many problems were considered carefully by the teachers before the conference in order that it would be successful. Some of the problems were (1) the care of small children during the meeting, (2) the most satisfactory time of day, (3) the length of the program, (4) the informality of the room, (5) the serving of refreshments,

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<sup>3</sup>Ibid., pp. 3-4.

<sup>4</sup>Ibid., p. 11.

(6) the amount of time to allot parents for questions, and (7) the sending of written announcements to parents concerning the particulars of the meeting.<sup>5</sup>

It was recommended that all talks be supplemented with visual aids such as charts, graphs, pictures, books, children's work, and other media that were considered practical.<sup>6</sup>

The teaching staff evaluated the conference when it was over. The purposes were again considered in the light of whether the objectives had been accomplished.

A letter was sent to all parents who were not able to attend the conference. In the letter the teachers asked the parents to make suggestions and recommendations concerning the improvement of methods of reporting. They wanted all parents to feel that they were in on the planning from the beginning.<sup>7</sup>

Individual parent-teacher conferences. The next step in the reporting plan provided for face-to-face visits by parents and teachers. Two sets of guides were constructed by the committee to help the teachers be prepared for the conferences. The sets were general and specific in their types of information.<sup>8</sup>

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<sup>5</sup>Ibid., p. 12.

<sup>6</sup>Ibid., p. 13.

<sup>7</sup>Ibid., p. 17.

<sup>8</sup>Ibid., p. 18.

General guides for conferences. The following suggestions served as general guides for the teacher to keep in mind about the conference:

1. Responsibility for the success or failure of a conference rests primarily with the teacher.

2. There should be no interruptions during the conference.

3. The teacher should not sit behind her desk during the conference.

4. The teacher's greeting should be friendly and relaxed.

5. Listen, and then listen some more.

6. Find out how the parent is thinking and feeling about his child.

7. If a parent says he is worried about his child's behavior, follow through. Find out why he is worried.

8. If a parent gives what he thinks is a reason for behavior, accept it.

9. If the parent suggests a plan of action, accept it if at all possible to do so.

10. If the parent cannot suggest reasons for a child's behavior, or plans of action to deal with it, the teacher might suggest alternatives for joint consideration.

11. It does not help to argue with the parent.

12. It is better not to assume that a parent wants help or advice.

13. Most parents cannot be objective about their children. Therefore, do not criticize.

14. Avoid giving direct advice.

15. Do not get ahead of the parent in his thinking.



16. Try to close the conference on a friendly, constructive, forward-looking note.<sup>9</sup>

Specific guides for conferences. The specific guides were divided into four areas of child development: (1) physical growth and development, (2) social development, (3) growth in specific areas, and (4) special activities.<sup>10</sup>

Each of the four areas was subdivided into many headings with a large number of questions itemized under each heading. The entire list of headings with one sample question under each will be found in Appendix A.<sup>11</sup>

Guide Sheet for teachers. The headings from the specific guides were placed on a guide sheet that the teacher used during the conference itself.<sup>12</sup> None of the questions were attached, since there was insufficient time during a twenty-minute conference to use them.

Student-teacher conferences. Interviews were planned for the students as well as the parents. The teachers felt that children needed a definite opportunity to evaluate their own growth. Conferences with students were not scheduled in the same manner as those for parents. It was left to the discretion of the teacher to find a

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<sup>9</sup>Ibid., pp. 19-20.

<sup>10</sup>Ibid., pp. 22-33.

<sup>11</sup>Loc. cit.

<sup>12</sup>Ibid., pp. 34-35. Cf. post, Appendix A.

suitable time to sit down with the child and discuss his strengths and weaknesses with him.<sup>13</sup>

General suggestions for written reports. At the end of the school term all teachers sent written reports home with each student. The committee recommended that teachers use the conference guides to aid them in making out the written reports.<sup>14</sup>

Classification and promotion of pupils. A non-failure policy was adopted in keeping with the democratic principles of the American way of life.<sup>15</sup> Each teacher expected to receive students with varied intelligence and work with them according to their abilities.

This policy of promotion for all students gave assurance and security to the child who was previously bothered with worries of failure. He was able to stay with his own age group and be better adjusted socially and emotionally.<sup>16</sup>

When asked their opinions about conferences, Henry and Green made the following statement:

Conferences are the only known means of getting acquainted with all the parents. Talking directly with them helps us to understand our students better. It not only aids in knowing the problems of the weak students, but it greatly benefits

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<sup>13</sup>Ibid., p. 23.

<sup>14</sup>Ibid., pp. 41-3.

<sup>15</sup>Ibid., p. 4.

<sup>16</sup>Loc. cit.

our guidance for the bright child. We do not think there is a better method of reporting.<sup>17</sup>

### Reporting Pupil Progress to Parents in Waitsburg

A teacher<sup>18</sup> in Waitsburg outlined the elementary school's program of reporting to parents. She divided the plan into two sections with grades one, two, and three in one part and grades four, five, and six in the other. Kindergarten had been discontinued.

Reporting in grades one, two, and three. Individual conferences were the theme of this section in the reporting process. They were held at the close of the first, second, and third nine-weeks' grading periods.

Waitsburg teachers have been guided in their conferences by a booklet from Harriett Carmody of Tacoma.<sup>19</sup> Inasmuch as it was reported that Vancouver's plan was largely similar, no summary of Carmody's ideas was included in this section.

Scheduling of conferences. Scheduling of conferences was left completely to the teacher's discretion. Generally, the plan used most frequently was to dismiss school one-half hour early in order

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<sup>17</sup>Harold Henry and William Green, Elementary Principal and Junior High Teacher respectively, Vancouver, Washington, in an interview with the author, June 20, 1951.

<sup>18</sup>Aleta Combs, First Grade Teacher, Waitsburg, Washington, in an interview with the author, June 23, 1953.

<sup>19</sup>Loc. cit.

to begin the visitations at 2:45 o'clock in the afternoon and stop at 4:30 o'clock. Schedules were sent home in advance in time for parents to request changes if necessary. Fifteen minutes were allowed for each interview.<sup>20</sup>

Materials teachers had on hand during conference. The child's folder was available and included (1) test results, (2) health records, and (3) child's work in different subjects. Special importance was placed on the discussion of emotional problems of a child.

No particular guide sheet was used by the teacher during the conference.

Parents' reactions. The Waitsburg conference plan has been in operation for five years and has received nearly perfect cooperation from the beginning. When asked how the parents felt about this, Combs stated, "More and more of the parents who are having conferences wish it could be continued through the sixth grade."<sup>21</sup>

Written reports. At the end of the term a written letter was sent home and stated whether the child's work had been satisfactory or unsatisfactory. The usual attendance and other statistical data were included.

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<sup>20</sup>Combs, loc. cit.

<sup>21</sup>Loc. cit.

Reporting in grades four, five, and six. Only written reports were used in the intermediate grades except for times when there were specific needs to meet with parents. The reports were sent home every nine weeks. Considerable emphasis was placed on citizenship and character-building traits and not so much on academic achievement.<sup>22</sup> Symbols of S, U, and E were used to evaluate subject matter skills.

#### Reporting Pupil Progress to Parents in Yakima

A principal<sup>23</sup> outlined the reporting procedures in operation in Yakima. He stated that the plan divided the reports of kindergarten and first grade into one group, second and third grades into another, and fourth, fifth, and sixth into the last. Kindergarten was taken out of the public schools but had it remained it would have been reported in the same manner as for the first grade.

Reporting in grade one. Grade one's reporting procedure centered around two media. They were parent-teacher conferences at the end of the first and third quarters, and written reports at the close of the second and the fourth quarters.<sup>24</sup>

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<sup>22</sup>Combs, loc. cit.

<sup>23</sup>Harvey Stevenson, Elementary Principal, Yakima, Washington, in an interview with the author, June 18, 1953.

<sup>24</sup>Loc. cit.

Parent-teacher conferences in grade one. A committee composed of teachers, principals, and supervisors met and constructed a guide to aid first grade teachers in preparation for holding parent conferences. The conferences were planned to extend over a period of three weeks. School was dismissed at 2:30 o'clock in order to send the children home and be ready for the meetings.

The interview itself lasted for twenty minutes. The teacher had no particular guide in front of her. It was the feeling that to have such a form would tend to stereotype the discussion.<sup>25</sup> Work folders, including health records, were used by the teacher.

The teachers were well guided to allow the parent plenty of opportunity to discuss problems. Whenever the parent became too personal in his telling of family affairs, the teacher was skillful in changing the subject. Informality and friendliness were the keys for a successful meeting with parents. It was reported that cooperation was one hundred per cent in favor of holding these conferences.<sup>26</sup>

Stevenson summarized the value of conferences in the following manner, "Parents have expressed appreciation for the opportunity to have conferences because of the better understanding they gain about

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<sup>25</sup>Stevenson, loc. cit.

<sup>26</sup>Loc. cit.

the child's activities at school."<sup>27</sup>

Report used after the conference. When the conference was over, the teacher immediately completed a form about the interview and filed it in the child's folder. The headings on this sheet were as follows: (1) points discussed, (2) information received, (3) plans made with the parent, and (4) attitude of parent.<sup>28</sup>

Written reports in grade one. A sample of the report card used in Yakima may be found in Appendix C.<sup>29</sup> The same one would have been used by the kindergarten at the end of the third and fourth quarters. A list of traits and skills needed by a first grade child was included in the report.

Following the list of traits were blank pages for the teacher to use in writing an informal letter to the parent. Additional pages were added for parents' replies.<sup>30</sup>

The last page carried the conventional attendance and physical growth records. A section to record withdrawals, transfers, and statements of promotion or retention for the following year ended the report.

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<sup>27</sup>Stevenson, loc. cit.

<sup>28</sup>Loc. cit.

<sup>29</sup>Yakima Public Schools, Quarterly Progress Report for Grade One, (Yakima, Washington, unpublished). Cf. post, Appendix C.

<sup>30</sup>Loc. cit.

Written reports in grades two, three, four, five, and six.

Reporting progress in grades two through six was accomplished by placing special emphasis on citizenship and scholarship qualities.<sup>31</sup> A check-list was used for all traits. Grades of A for outstanding achievement, S for satisfactory, U for unsatisfactory, and F for failing designated the child's academic success.

A small space was provided for teacher's comments. One section appealed to the parent by means of emphasizing good physical and social habits at home as well as at school. A sample of this card may be found in Appendix C.<sup>32</sup>

Reporting Pupil Progress to Parents in Sunnyside

Sunnyside schools have undergone an administrative changeover in the past year. The present administration with teacher assistance has planned to move slowly in this phase until everyone concerned has had time to study the people of the community and to know their attitudes about such procedures.<sup>33</sup>

Policy of promotion. One principal offered a direct quote as to the philosophy of promotion in his system. He stated, "All

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<sup>31</sup>Yakima Public Schools, Quarterly Progress Report in Grades Two, Three, Four, Five, and Six, (Yakima, Washington, unpublished), Cf. post, Appendix C.

<sup>32</sup>Loc. cit.

<sup>33</sup>O. L. Montgomery, Elementary Principal, Sunnyside, Washington, in an interview with the author, June 18, 1953.



retention of pupils should be done within the first three grades.

It is almost useless to retain a child in any grade beyond the third."<sup>34</sup>

Methods of reporting. The only planned program of reporting was through the use of written reports. Grades one, two, and three used one form that gave S and U for academic grades and a check-list for analyzing citizenship and work habits.

Marks of A, B, C, D, and U were used to evaluate the academic subjects in grades four, five, and six. The balance of the card was identical with that of the lower grades.<sup>35</sup>

#### Reporting Pupil Progress to Parents in Ellensburg

An Ellensburg principal<sup>36</sup> outlined the goals of reporting, the methods of doing so, and supplied evaluations of parents' reactions to those methods.

Goals of reporting social development. Committees composed of all the teachers in the Lincoln School planned carefully what they considered important social goals for students. Some of the more important ones were (1) adjustment to teachers and to his group, (2) acility to work and play happily with others, (3) respect the

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<sup>34</sup>Montgomery, loc. cit.

<sup>35</sup>Loc. cit.

<sup>36</sup>Marvin Schroeder, Elementary Principal, Ellensburg, Washington, in an interview with the author, June 21, 1953.

rights of others, (4) cooperation, (5) self-reliance, and (6) truthfulness.<sup>37</sup>

Goals of reporting physical development. Some of the goals of a physical nature that teachers wanted pupils to have were (1) muscular control, (2) ability to walk in difficult ways, (3) posture to stand erect, (4) general resistance to colds, (5) resistance to fatigue, (6) hand-eye coordination, (7) ability to tie shoe strings, and (8) body balance.<sup>38</sup>

Goals of reporting mental development. The teachers also prepared a written summary of mental traits that seemed essential for growth. Among those were (1) an attitude of investigation and concentration, (2) imagination, (3) completion of work, (4) alertness, (5) growth in ideas, (6) taking suggestions, (7) ability to plan, choose, and decide, and (8) to make good use of spare time.<sup>39</sup>

Goals of reporting emotional development. Teachers were giving considerable time and thought to the important problem of developing emotional stability in the students. A few of those goals were (1) confidence in self and others, (2) a positive attitude, (3) control of crying, (4) control of anger, (5) sudden jerky

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<sup>37</sup>Lincoln School, Goals of Reporting Pupil Progress, (Ellensburg Public Schools, unpublished leaflet), p. 1.

<sup>38</sup>Loc. cit.

<sup>39</sup>Loc. cit.

movements, (6) not to be over-sensitive, (7) cheerfulness, and (8) wholesome development of affection.<sup>40</sup>

Parent-teacher individual conferences. At the end of first and third quarters parents met with the teacher for twenty-five minute conferences in all elementary grades. Teachers were relieved of teaching for a half day with substitutes provided by the school district to take their classrooms. A five-minute break between each conference was given the teacher in preparation for the next parent. About a week's time was allowed to complete the interviews.<sup>41</sup>

Materials teachers had on hand during conferences. During the conference teachers discussed the child's progress in the various subjects. Folders showing samples of his work were used by the teacher in explaining his growth. The teacher also asked questions of the parent about the child's attitudes, hobbies, and ambitions to learn more about his pattern of child development.<sup>42</sup>

Some of the teachers used a guide sheet during the visit to be sure to cover all the areas possible in the twenty-five minute period. Others used only the folder without any planned procedure.<sup>43</sup>

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<sup>40</sup>Lincoln School, loc. cit.

<sup>41</sup>Schroeder, loc. cit.

<sup>42</sup>Loc. cit.

<sup>43</sup>Loc. cit.

Written reports. At the close of the second and fourth quarters, report cards were taken home by the students. No academic subjects were graded, but descriptions of work under subject headings were checked by the teacher. A sample of these report cards was included in Appendix F.<sup>44</sup>

Parents' reactions to reporting methods. Response to the written reports and the individual conferences was extremely favorable. Over eighty-nine per cent of the parents expressed complete satisfaction with the conference plan in particular. The plan has been in operation for four years and has been receiving better parent and pupil cooperation each succeeding year.<sup>45</sup>

#### Reporting Pupil Progress to Parents at Whitman School

The Whitman School was first to schedule individual conferences in Lewiston. Before this was accomplished, a meeting of the Parent-Teacher Association was held to discuss the subject of reporting. The parents were reminded of problems of child development that would be greatly helped by direct visits with the teacher. Feelings of inferiority as a result of receiving low grades, the stiff competition

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<sup>44</sup>Lincoln School, End of the Year Report, (Ellensburg Public Schools, unpublished). Cf. post, Appendix F.

<sup>45</sup>Schroeder, loc. cit.

high marks, and the temptation to cheat in order to receive satisfactory grades were a few of the problems that were explained to the parents. Parents were very receptive in regards to any cooperative measures that would bring about the solution of those problems.<sup>46</sup>

The primary teachers had for some time recommended that parents visit school regularly for conferences.

It was then unanimously agreed upon to hold a group conference of all parents and teachers who would be affected by any change. Teachers in grades one and two and many parents were particularly enthusiastic, so it was decided to begin there. Parents of children in those grades were invited to an evening meeting to discuss the pros and cons of changing into a new plan of reporting.

Mothers and fathers turned out well for the first group conference. The principal spoke on phases of child development again, since many of the parents had not attended the previous meeting. Special emphasis was placed on the social and emotional traits of children that could not be evaluated in a report card.<sup>47</sup>

The primary teachers outlined the work that was to be accomplished in a particular grade for the year. They demonstrated how

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<sup>46</sup>Wayne York, Principal of Whitman School, Lewiston, Idaho, in an interview with the author, June 12, 1953.

<sup>47</sup>Loc. cit.

difficult it was to understand a small child simply by sending report cards home. Their suggestion was for the parents to come to the school for a personal conference with the teacher. If this were not possible, the teacher would go to the home.

At the close of the conference parents and teachers voted overwhelmingly in favor of discontinuing written reports during the year and substituting in their place individual conferences. A final written summary was still desired at the end of the term to evaluate each child's progress. No attempt was made to give that up since most persons felt it was necessary to close with a written report.<sup>48</sup>

Parent-teacher conferences. In 1951 grades one and two started using this method at the end of the first, second, and third quarters. In 1952 grade three entered into the conference plan.<sup>49</sup>

Prior to the conference the teachers decided to construct information blanks that would guide them in a conference. The following ideas were considered important: (1) a list of objectives to accomplish during the conference, (2) time schedules to be sent home in advance of conferences, and (3) an evaluation form for the teacher to use when the conference was over.<sup>50</sup>

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<sup>48</sup>York, loc. cit.

<sup>49</sup>Loc. cit.

<sup>50</sup>Loc. cit.

The list of objectives was transferred onto a form and can be found in Appendix J.<sup>51</sup> The time schedules are included in Appendix I.<sup>52</sup> The evaluation form will be found in Appendix G.<sup>53</sup>

The role of the Parent-Teacher Association. The Parent-Teacher Association rendered valuable assistance in furnishing transportation when needed by a visiting parent. Members of the group also provided baby-sitters and many other services to make the plan function.<sup>54</sup>

York was asked for his opinion about conferences. He replied,

I am very much in favor of parent-teacher conferences for several reasons. They are no doubt the finest thing we have done in the way of public relations. Parents are more aware of methods, problems, and activities in the school than ever before. Parents feel freer to visit. They know the teacher and feel more at ease in their child's classroom, with the result that parents visit fully twice as often as heretofore. Conferences afford the opportunity to attack the host of important nonacademic problems of children. They provide the bases of a workable partnership between the parent and the teacher. They aid the teacher in understanding the varied development of the pupils.<sup>55</sup>

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<sup>51</sup>Whitman School, Parent-Teacher Conferences, (Lewiston Public Schools, unpublished). Cf. post, Appendix J.

<sup>52</sup>Whitman School, Time Schedules for Conferences, (Lewiston Public Schools, unpublished). Cf. post, Appendix I.

<sup>53</sup>Whitman School, Parent-Teacher Conference Report, (Lewiston Public Schools, unpublished). Cf. post, Appendix G.

<sup>54</sup>York, loc. cit.

<sup>55</sup>Loc. cit.

Written reports. The present report card has been used in the Lewiston elementary schools for many years. The emphasis placed on them by parents, teachers, and students was basically academic.

#### Summary

The schools that were selected for interviews concerning their methods of reporting pupil progress to parents were endeavoring to study and revise their policies.

Written reports remained a basic part of the reporting program in each school district. One kind of report used was an informal letter from the teacher to the parent. It was felt that good public relations developed from this medium.

A majority of the other written reports consisted of a combination of academic evaluations and check-lists to describe growth in various personal traits. Some of the traits were personality, work habits, and social habits.

The conference plan was adopted in most of the schools contacted. Individual interviews between parent and teacher, and sometimes between teacher and pupil, were scheduled mostly in the primary grades. Two schools held conferences through the first six grades. Greater understanding of the child and improved public relations with the home seemed to be direct results of this method.



## CHAPTER IV

### QUESTIONNAIRES GIVEN TO TWO PARENT-TEACHER ASSOCIATIONS

#### IN LEWISTON, IDAHO

The author was invited to speak to the Whitman School Parent-Teachers' Association on the subject of reporting to parents. Following this meeting his own Parent-Teachers' Association at the Orchards School asked him to speak on the same subject.

Two questionnaires were handed out at both meetings. The first was given early in the evening without much introduction and merely asked for opinions about report cards parents were now receiving or had received in the past. The second followed a talk on child development and was constructed in such a way as to have the parents evaluate those report cards.

Both questionnaires are reproduced in Tables I and II. Whitman and Orchards School Parent-Teacher Associations' answers are tabulated on the same table to save repetition. Twenty persons filled out the forms at the Whitman meeting and fifty-five at the Orchards. If a teacher classified as a parent, his reply was counted.

Table I shows the results of the first questionnaire. Parents were free to answer the questions as they wished. Signatures were not requested. The author wanted to get their frank opinions.

The questions in Table I were directed primarily to see how satisfied parents were about the present report cards. An attempt was

made to discover how parents felt about various questions which were difficult to include on the report card itself.

Whitman and Orchards' replies were combined into one total in the following analysis. The "yes" and "some" columns were grouped together under "yes," since they carried nearly the same meaning.

Table I shows that the parents gave a large majority of "yes" or "some" responses to the following questions:

1. Have you ever been annoyed or disturbed about the wording of report cards?
2. Have the grades which the teacher put on the card ever annoyed or bothered you?
9. Do you feel that the child is not making progress because he received the same grade each quarter?
13. Have you ever been unhappy because one teacher grades your child high one year and the next year a new teacher grades low?

These same parents gave a small majority of "yes" or "some" responses to the following questions:

3. Have you ever felt that your child's marks were too low or too high and were hurting the child's attitudes towards work?
11. Does the card show how your child compares to the other children in the group scholastically?
14. Did the card mention the good qualities of your child as well as the critical ones?

A slight majority of "no" responses was given to the following questions:

6. Has the child's physical health been thoroughly described?
7. Has the child's mental health been thoroughly described?

TABLE I

## OPINIONS ABOUT REPORT CARDS RECEIVED IN THE PAST

	Whitman PTA			Orchards PTA		
	Yes	No	Some	Yes	No	Some
1. Have you ever been annoyed or disturbed about the wording of report cards?	7	10	3	29	10	13
2. Have the grades which the teacher put on the card ever annoyed or bothered you?	6	11	1	31	11	13
3. Have you ever felt that your child's marks were too low or too high and were hurting the child's attitude towards work?	6	10	4	23	24	6
4. Have you been able to determine from the report cards of the past how your child gets along with other children while at school?	7	13	0	10	33	12
5. Has the card let you know what his general attitude towards work and group play at school has been?	7	10	3	4	35	15
6. Has the child's physical health been fully described?	7	13	0	23	26	5
7. Has the child's mental health been fully described?	7	10	3	23	28	3
8. Has the card ever said "why" a child is having trouble?	8	10	2	24	28	3

TABLE I - Continued

## Opinions about Report Cards Received in the Past

	Whitman PTA			Orchards PTA		
	Yes	No	Some	Yes	No	Some
9. Do you feel that the child is not making progress because he has received the same grade each quarter?	8	8	2	36	12	7
10. Does the report card show at what level your child is reading?	7	13	0	10	40	4
11. Does the card show how your child compares to the other children in the group scholastically?	7	13	0	26	16	3
12. Does the card describe the difficulty which hinders the child from progressing in his studies?	5	11	3	22	27	5
13. Have you ever been unhappy because one teacher grades your child high one year, and the next year a new teacher grades low?	6	14	0	31	11	12
14. Did the card mention the good qualities of your child as well as the critical ones?	9	10	0	25	18	2
15. Have you ever seen a card which would tell you all the things you wish to know about your child at school?	5	12	2	15	38	2

8. Has the card described the difficulty which hinders the child from progressing in his studies?

A strong majority of "no" replies was received on the following questions:

4. Have you been able to determine from the report cards of the past how your child gets along with other children while at school?

5. Has the card let you know what his general attitude towards work and group play at school has been?

10. Does the report card show at what level your child is reading?

The second questionnaire sought from the parents their evaluation of report cards. An attempt was made to discover if children do respond in negative ways at home upon receipt of grades at report time.

Another objective of the questionnaire was to learn what degree of importance parents placed in recognizing social and emotional traits of children.

The final objective was to learn if parents would be willing to experiment with individual conferences as a means of arriving at a higher level of guidance for each child.

The replies from both meetings were combined together in Table II in the same manner as in Table I. The "yes" and "some" answers were counted as "yes."

Table II shows that the parents gave a large majority of "yes" or "some" responses to the following questions:

1. Do you think it is wise for the child to be marked as a particular graded student?

2. Have you seen evidence at home where the A student lords it over the other brothers and sisters?

3. Have you seen evidence at home where the D and U students are completely discouraged, yet you know in your heart they can learn?

5. Do you wish to know how your child is maturing emotionally while at school?

6. Do you think a printed report could be prepared whereby a teacher could freely evaluate those emotional developments?

8. Might there be some physical developments that would be difficult for a teacher to put on a printed form?

9. Do you feel that receiving grades quarterly is often enough?

11. Would you like for the teacher to say 'why' she thinks your child acts in a certain way?

12. Would you like to have some specific way to let the teacher know about your child's peculiarities?

13. On the printed report sent home, would you be satisfied with grades of S and U and later have an opportunity to talk with the teacher (at least twice a year) to learn more of his scholastic progress and to discuss many of the personal traits of the child which a printed form cannot carry?

The parents gave a small majority of "yes" or "some" responses to the following questions:

4. Have you seen the C student accept his average position and not try to improve?

10. If the child is extremely shy, as is the case in many elementary grades, can a teacher express himself freely on a card in order to solve his problem?

TABLE II

## EVALUATION OF REPORT CARDS RECEIVED IN THE PAST

	Whitman PTA			Orchards PTA		
	Yes	No	Some	Yes	No	Some
1. Do you think it is wise for the child to be marked as a particular graded student? (A, B, C, D, U)	14	2	2	27	14	6
2. Have you seen evidence at home where the "A" student lords it over the other brothers and sisters?	10	5	3	28	20	6
3. Have you seen evidence at home where the D and U students are completely discouraged, yet you know in your heart that they can learn?	15	3	1	40	12	3
4. Have you seen the "C" student accept his average position and not try to improve?	12	6	2	12	23	14
5. Do you wish to know how your child is maturing emotionally while at school?	13	4	3	31	7	16
6. Do you think a printed report could be prepared whereby a teacher could freely evaluate those emotional developments?	12	5	2	28	25	2
7. Is it necessary for the child to know of this information from teacher to parent? (He carries the card home.)	10	7	3	18	36	1

TABLE II - Continued

## Evaluation of Report Cards Received in the Past

	Whitman PTA			Orchards PTA		
	Yes	No	Some	Yes	No	Some
8. Might there be some physical developments that would be difficult for the teacher to put on a printed form?	13	7	0	41	6	6
9. Do you feel that receiving report cards quarterly is often enough?	11	8	0	46	8	1
10. If the child is extremely shy, as is the case in many elementary grades, can a teacher express herself freely on a card in order to solve his problem?	7	9	4	10	26	18
11. Would you like for the teacher to say "why" she thinks your child acts in a certain way?	11	8	1	24	21	9
12. Would you like to have some specific way to let the teacher know about your child's peculiarities?	8	8	4	32	6	16
13. On the printed report sent home, would you be satisfied with scholastic grades of "S" and "U" and later have an opportunity to talk with the teacher (at least twice a year) to learn more of his scholastic progress and to discuss many of the personal traits of the child which a printed page cannot carry?	12	7	1	29	23	3



The following question was given a small majority of "no" responses:

7. Is it necessary for the child to know of this information from teacher to parent? (He carries the card home.)

No question received a large majority of "no" responses.

### Summary

Table I illustrates that some parents have been bothered by report cards of the past. They seemed to realize that giving a child the same grade each quarter tended to discourage him. They also realized that teachers cannot send home on a printed form all the statements necessary concerning the child's physical and mental health. They very definitely did not think that past report cards described the child's emotional growth at school.

Table II points out that parents do want to know about the child's social, emotional, physical, and mental growth at school. They expressed willingness to change the method of percentage marking to a scale of fewer points and supplement it with personal interviews at school.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Summary of Literature

Written Reports. It was pointed out in the literature that the majority of schools have retained some kind of written reports. Consistently, a final summary at the end of the year was standard policy, but different kinds of written reports were found in use. Among those were (1) academic grade reports, (2) check-lists showing traits of personality and ability, and (3) informal letters.

One trend seemed to be in the direction of recording more descriptive progress of the child instead of recognizing only academic achievement. These descriptions included the child's social and emotional growth and were considered essential in the progress report. Statements of physical and mental growth were also continued in most reports.

The way teachers varied so extremely in the giving of percentage marks was a large factor in the development of descriptive reports. Recent study of child development helped to recognize the effects that constantly low or extremely high marks were having upon children.

The modern new-type of card carried most or all of the following items: (1) a statement of the objectives of the school,

(2) a careful explanation of the marks or symbols used, (3) a report of growth in the basic skills, (4) a report on the development of social attitudes and emotional stability, (5) a report on special interests, special abilities, and extra-curricular activities, (6) a report on growth in physical fitness, (7) a space for written analysis by the teacher, (8) a space for parent's report to the school, (9) an accurate attendance record, and (10) a pleasing format.

Individual conferences. From New Jersey to the State of Washington many positive appraisals were made about the conference method of reporting. Without an exception schools trying this procedure were enthusiastic about its merits. Better understanding of the total growth of the child and improved public relations with parents were resulting factors that provided the satisfaction to the parties engaged in this program.

Another outgrowth of conferences was the development of greater democratic processes in arriving at methods of reporting pupil progress. Extended use of committees, with principals and supervisors helping, placed the classroom teacher in more prominent roles of deciding policy. He became a stronger part of the total educative process.

Summary of Methods of Reporting Pupil Progress in  
Five Washington Schools and One in Idaho

Ten trends of reporting were listed in Chapter II. They were used as the basis of comparison in the study to see how far selected schools in Washington and Idaho had progressed. The trends emphasized the following points: (1) no comparison of pupils one to another, (2) grading scales having fewer points, (3) evaluation of traits rather than subject matter alone, (4) use of descriptive rather than quantitative reports, (5) use of informal letters, (6) objectives of the school being the bases for grading, (7) written reports being sent at less frequent intervals, (8) continuation of attendance records on reports, (9) parents being asked to help construct report cards, and (10) pupil participation in his own evaluation.<sup>1</sup>

It was found that all trends were being used in at least one of the six schools contacted. Each of the remaining schools had accomplished at least five of the trends and were considering further improvements.

A very definite swing to the conference type of reporting was discovered in five of the six schools. Only Vancouver and Ellensburg started using conferences in all six grades at the same

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<sup>1</sup>Arthur E. Traxler, Techniques of Guidance, (New York: Harper and Brothers, 1945), pp. 239-40. Cf. ante, pp. 6-7.

time. The others started in the primary grades and planned to move up the ladder when there was a demand for it.

No school was operating strictly on the old traditional basis. Some of them still used the letter symbols of A, B, C, D, and U for their academic subjects. Others were using check-lists with no symbols at all. The average was using a combination of academic recognition with letter symbols and a check-list for personality traits.

### Conclusions

From both the readings and interviews, it became apparent to the writer that a definite movement of greater child understanding was underway in the public schools of America. Teachers, supervisors, principals, superintendents, and parents were becoming aware of the need for such a development. Democratic processes were taking place in cooperative study of newer methods of reporting pupil progress to parents.

All this has not happened over-night. It has taken considerable time and will take more. It was the feeling of the author that much has been gained in the developments to date. In evaluating the progress, several conclusions have been drawn and were listed in order of their importance.

1. Democratic, cooperative means of studying changes in reporting procedures have replaced the authoritarian method of decision in many schools. It is recognized that some schools have farther to go in this direction than others.

2. Many schools now use fewer percentage points in their marking systems. Some use none at all, only descriptive check-lists. Each child was sure to receive broader consideration at report time.

3. Parent-teacher conferences are on the increase. More complete understanding of every child will result when parents and teachers cooperate for his betterment.

4. Improved public relations with the home and community are results of the trend to bring the parent, teacher, and child together more often in cooperative planning.

5. The concept of comparing each child only to himself should bring about better learning and better teaching. It should cause the teacher to take more time with every child and to plan ahead more carefully to account for individual differences.

6. Understanding the child's social and emotional traits begins to parallel his mental and physical abilities in importance. Each child should become more completely adjusted to his school environment in such an atmosphere.

7. Better rapport and improved human relations between student and teacher results when the teacher treats each child as an individual. The use of descriptive marks and the personal conferences should cause this to happen.

8. The newer phase of reporting evaluates children's learning development rather than subjects.

9. The child should develop a desire to learn rather than earn.

10. Guidance on the part of every teacher should become a strong factor in the process of personalized reporting to parents.

Recommendation to the Lewiston Schools for  
Improving Present Reporting Procedures

This thesis will be made available to any committee in the Lewiston schools organized to study revision of reporting procedures. It is recommended that all future changes in reporting to parents in Lewiston's elementary schools should develop as a result of democratic, cooperative planning on the part of many rather than because of the ideas and the efforts of any one individual.

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## APPENDIXES

## APPENDIX A

## SPECIFIC GUIDES TAKEN FROM VANCOUVER PLAN

## Physical Growth and Development

Eyes

1. What are the results of eye tests?

Ears

1. What are the results of hearing tests?

Height and weight

1. What is his height and weight?

Attendance

1. Absent \_\_\_\_\_ tardy \_\_\_\_\_

Physical vigor

1. Is he energetic?

Motor control

1. Does he walk and run freely?

Participation in physical activities

1. Does he participate actively in games?

Health habits

1. Does he wash his hands before eating?

## Social Development

Reactions to other children

1. Does he show friendliness--by talking to others, playing with others--cooperatively and with enjoyment?

Responses to authority and adult suggestion

1. Is he sneaky, furtive, abusive toward adults?

Participation in group responsibilities

1. How does he care for materials? Destructive? Careful?

Dependence upon adults

1. Is his behavior completely different at home than at school?

Demands for attention

1. Does he show off in silly ways?

Habits with underlying significance

1. Masturbation, sucking, nail-biting, fidgeting, nose-picking, or show other indications of strain?

Growth in Specific Areas

General intellectual development

1. Does he remember directions well, or does he need to be told more than once?

Social Studies

1. Does he show interest in the activities of the people of the community?

Language

Oral expression

1. Does he converse with individuals?

Written expression

1. Is he utilizing opportunities for written work as he progresses through school?

Penmanship

1. Is his writing legible? Suitable for his age?

Spelling

1. Does he know that words should be written with correct spelling?

Reading

A. Signs of reading readiness

1. Has he had a rich experience at home?

B. Reading

1. Does he like to read?

Arithmetic

1. Does he show by his use of objects that number experiences are meaningful?

Art

1. Does he care for his materials?

Music

1. Does he like music and rhythm?

**Special Activities**

Is he a member of the chorus, orchestra, safety patrol, student government, or a library assistant?



APPENDIX B

YAKIMA PUBLIC SCHOOLS  
REPORT OF PARENT TEACHER CONFERENCE

School \_\_\_\_\_

Name of child \_\_\_\_\_

Date \_\_\_\_\_

Conference with \_\_\_\_\_

Relationship with child

\_\_\_\_\_  
Teacher

POINTS DISCUSSED:

INFORMATION RECEIVED:

PLANS MADE WITH PARENT:

ATTITUDE OF PARENT:

{This blank should be kept in the file for one year}

# PUPIL'S GROWTH REPORT

# PUPIL'S GROWTH REPORT

Name \_\_\_\_\_

Grade \_\_\_\_\_

## YAKIMA PUBLIC SCHOOLS

Yakima, Washington



### Quarterly Progress Report



School \_\_\_\_\_

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

School \_\_\_\_\_

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

September 195\_\_\_ to June 195\_\_\_

#### TO PARENTS:

This report will give you helpful information concerning the progress of your child during the first school year. Those learnings which are important for satisfactory living are stressed. Cooperation between school and home is most desirable. You are cordially invited to visit school. Conference on the problems of individual children may be arranged with the principal or teacher and are usually more satisfactory when held after school or by appointment. Please sign the report in the space provided, to indicate that you have examined it, and return it promptly.

M. L. MARTIN, SUPERINTENDENT

The Yakima Schools aim toward the wholesome development of the child for living actively in a democratic world. Its program promotes growth in satisfactory personal living and in profitable group living as home members, workers and citizens. In this report our emphasis is on your child's own progress, not on his standing in comparison with others. We have considered your child's growth in the following areas:

### **Physical Health**

He is neat and clean.  
He sleeps ten hours nightly.  
He eats regularly a diet of milk, eggs, cereals, vegetables, fruit, and water.  
He brushes his teeth twice daily.  
He is dressed comfortably and warmly.  
He has plenty of fresh air and outdoor play.

### **Social Adjustment**

He obeys safety rules.  
He is courteous and thoughtful of others.  
He is friendly and cheerful.  
He works independently and with the group.  
He respects the rights and property of others.  
He takes care of materials and equipment.

### **Mental Abilities**

He understands and responds to direction.  
He completes a task undertaken.  
He is attentive.  
He shows interest and participates in many activities.  
He works independently.

## **In the Primary Grades**

### **THE CHILD IS PROGRESSING:**

When he shows interest in reading.

When he shows growth in beginning reading habits and skills.

When he understands what he reads.

When he reads willingly.

When he shows growth in writing skills.

When he shows growth in oral expression skills.

When he shows growth in listening skills.

When he shows growth in beginning number skills.

When he shows interest in community living.

When he takes part in music activities.

When he expresses his ideas creatively in art with materials and tools used skillfully.

When he shows growth in good work habits.

The value of this report depends upon the attention you give it. Visit your child in the classroom. Arrange for a conference with the teacher.

Parent and Teacher Comments

\_\_\_\_\_ Date \_\_\_\_\_ First Quarter

\_\_\_\_\_ Date \_\_\_\_\_ Second Quarter

|  
|

|  
|

\_\_\_\_\_ Parent

\_\_\_\_\_, 19\_\_

\_\_\_\_\_ Parent

\_\_\_\_\_, 19\_\_

Name \_\_\_\_\_ Grade \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_ Third Quarter

\_\_\_\_\_ Date \_\_\_\_\_ Fourth Quarter

\_\_\_\_\_ Parent

\_\_\_\_\_ Parent

\_\_\_\_\_, 19\_\_

\_\_\_\_\_, 19\_\_

# PUPIL'S GROWTH REPORT

## YAKIMA PUBLIC SCHOOLS

Yakima, Washington

### GRADES 2-3

#### Attendance:

Regular attendance is necessary for growth

Days Present . . . . .

Days Absent . . . . .

Times Tardy . . . . .

QUARTERS			
1	2	3	4

DATE	HEIGHT	WEIGHT	DATE	HEIGHT	WEIGHT

#### Transfer or Withdrawal:

\_\_\_\_\_ is a student in the \_\_\_\_\_  
 \_\_\_\_\_ year class of the \_\_\_\_\_ School  
 for the current year of \_\_\_\_\_ and \_\_\_\_\_, with an attendance record  
 of \_\_\_\_\_ days present during \_\_\_\_\_ days of school.

\_\_\_\_\_  
 Principal

\_\_\_\_\_, 19\_\_\_\_

Assignment for Next Year: \_\_\_\_\_

\_\_\_\_\_  
 Teacher

\_\_\_\_\_, 19\_\_\_\_

PUPIL'S NAME \_\_\_\_\_

GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

SCHOOL \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

SCHOOL \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

Sept. 19\_\_\_\_ to June 19\_\_\_\_

#### PARENTS:

The purpose of this growth report is to help all of us to gain a better understanding of the growth needs of your child. Those learnings which are important for satisfactory living are stressed. More important than "marks" in subjects are the evidence of growth in physical and mental well being, in the ability and desire to cooperate with others, in good work habits, in basic skills and information, and in creative expression.

This report should serve not to label your child but to point the ways in which the child and the school may cooperate in stimulating growth. What we are at any one time doing is nearly so important as what we are becoming. You are cordially invited to visit the school.

M. L. Martin, *Superintendent*

## COOPERATION OF PARENTS

School progress depends largely upon the happiness, good physical condition, and good social habits of the child. We ask your help in developing these.

### GOOD PHYSICAL CONDITION is built up through:

1. Rest and at least 10 hours of sleep.
2. Outdoor play after school.
3. Diet—Plenty of milk, eggs, cereals, vegetables, fruit, and water.
4. Care of eyesight, teeth and hearing—all need careful attention.
5. Calm sympathetic treatment of your child's needs.

### GOOD SOCIAL HABITS. These are built up through the daily practice of:

1. Neatness in personal appearance.
2. Orderliness in handling materials.
3. Intelligent response to directions.
4. Ability to get along with other members of any group.

## CITIZENSHIP

Growth in Personal and Social Habits

(✓) Denotes Improvement Needed	1	2	3	4
<b>AS AN INDIVIDUAL:</b>				
1. Is courteous and thoughtful of others.....				
2. Is obedient.....				
3. Works independently without disturbing others.....				
4. Completes work on time.....				
5. Uses school materials carefully.....				
6. Obeys safety rules.....				
7. Has good health habits.....				
8. Follows directions.....				
<b>AS A GROUP MEMBER:</b>				
1. Respects rights and property of others.....				
2. Works and plays well with others.....				
3. Shows good sportsmanship.....				
4. Respects school regulations.....				
5. ....				
<b>ATTENDANCE AND PUNCTUALITY</b>				
Days Present.....				
Days Absent.....				
Times Tardy.....				

Please Note—Irregular attendance and tardiness hinder a child's progress. It is important that your child be present and on time every day.

DATE	HEIGHT	WEIGHT	DATE	HEIGHT	WEIGHT

## SCHOLARSHIP

Growth in Studies

A Outstanding achievement  
S Satisfactory

U Unsatisfactory  
F Failing

A check (✓) after subheading means pupil can improve  
No check (✓) means work is satisfactory

	1	2	3	4
<b>READING:</b>				
Understands what he reads.....				
Reads well to others.....				
Shows growth in silent reading.....				
Shows interest in good books.....				
<b>LANGUAGE:</b>				
Speaks distinctly in a pleasing voice.....				
Corrects his most common errors.....				
Shows growth in the use of new words.....				
Tells experiences in a way that interests others.....				
Strives for correct written forms.....				
<b>SPELLING:—(For grades II and III)</b>				
Spells well in weekly lists.....				
Spells well in other written work.....				
<b>WRITING:</b>				
Writes plainly and neatly.....				
<b>ARITHMETIC:</b>				
Shows skill in reading and writing number facts.....				
Solves simple problems.....				
Learns addition and subtraction for Grade II.....				
Learns multiplication and division for Grade III.....				
<b>MUSIC:</b>				
1. Enjoys listening to good music.....				
2. Takes part well in music activities.....				
3. Shows growth in music skills for his grade.....				
<b>ART:</b>				
Is creative.....				
Shows skill in use of materials and tools.....				
Shows good work habits.....				

# PUPIL'S GROWTH REPORT

•

## YAKIMA PUBLIC SCHOOLS

Yakima, Washington

•

### GRADES 4-5-6

#### NOTES

1.

2.

3.

4.

PUPIL'S NAME \_\_\_\_\_

GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

SCHOOL \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

SCHOOL \_\_\_\_\_ PRINCIPAL \_\_\_\_\_

Sept. 19\_\_\_\_ to June 19\_\_\_\_

#### TO PARENTS:

The purpose of this growth report is to help all of us to gain a better understanding of the growth needs of your child. Those learnings which are important for satisfactory living are stressed. More important than "marks" in subjects are the evidence of growth in physical and mental well being, in the ability and desire to cooperate with others, in good work habits, in basic skills and information, and in creative expression.

This report should serve not to label your child but to point the ways in which the home and the school may cooperate in stimulating growth. What we are at any one time is not nearly so important as what we are becoming. You are cordially invited to visit the school.

M. L. Martin, *Superintendent*

#### PARENT'S SIGNATURE

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

SCHOOL FORM NO. 43

Promotion will be determined by a child's general preparedness for the work in the grade.

Social and health values will be considered as well as intellectual values and achievement.

ASSIGNMENT FOR NEXT YEAR: \_\_\_\_\_



### COOPERATION OF PARENTS

School progress depends largely upon the happiness, good physical condition, and good social habits of the child. We ask your help in developing these.

**GOOD PHYSICAL CONDITION** is built up through:

1. Rest and at least 10 hours of sleep.
2. Outdoor play after school.
3. Diet—Plenty of milk, eggs, cereals, vegetables, fruit, and water.
4. Care of eyesight, teeth and hearing—all need careful attention.
5. Calm sympathetic treatment of your child's needs.

**GOOD SOCIAL HABITS. These are built up through the daily practice of:**

1. Neatness in personal appearance.
2. Orderliness in handling materials.
3. Intelligent response to directions.
4. Ability to get along with other members of any group.

### CITIZENSHIP

Growth in Personal and Social Habits

(✓) Denotes Improvement Needed	1	2	3
<b>AS AN INDIVIDUAL:</b>			
1. Is courteous and thoughtful of others.....			
2. Is obedient.....			
3. Works independently without disturbing others.....			
4. Completes work on time.....			
5. Uses school materials carefully.....			
6. Obeys safety rules.....			
7. Has good health habits.....			
8. Follows directions.....			
<b>AS A GROUP MEMBER:</b>			
1. Respects rights and property of others.....			
2. Works and plays well with others.....			
3. Shows good sportsmanship.....			
4. Respects school regulations.....			
5. ....			
<b>ATTENDANCE AND PUNCTUALITY</b>			
Days Present.....			
Days Absent.....			
Times Tardy.....			
Please Note—Irregular attendance and tardiness hinder a child's progress. It is important that your child be present and on time every day.			
DATE	HEIGHT	WEIGHT	DATE

### SCHOLARSHIP

Growth in Studies

Outstanding achievement  
Satisfactory growth

U Unsatisfactory  
F Failing

A check (✓) after subheading means pupil can improve  
No check (✓) means work is satisfactory

	1	2	3	4
<b>NG:</b>				
Understands what he reads.....				
Explains orally.....				
Shows interest in good books.....				
<b>AGE:</b>				
Expresses thoughts clearly.....				
Has good vocabulary.....				
Writes or correct written forms.....				
<b>NG:</b>				
Keeps all in weekly lists.....				
Keeps all in other written work.....				
<b>IG:</b>				
Writes legibly and neatly.....				
<b>METIC:</b>				
Works accurately.....				
Shows ability in solving problems.....				
Works at a reasonable rate.....				
<b>APHY:</b>				
Knows geographical facts.....				
Participates in discussion.....				
<b>HY:</b>				
Knows historical facts.....				
Participates in discussion.....				
<b>HE AND PHYSICAL EDUCATION:</b>				
Follows health rules.....				
Maintains good posture.....				
<b>W:</b>				
Shows interest in listening to good music.....				
Participates well in music activities.....				
Shows growth in music skills for his grade.....				
<b>W:</b>				
Shows skill in use and care of materials and tools.....				
Shows bits of industry and perseverance.....				

**NOTES**

1.

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2.

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3.

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4.

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**PARENT'S SIGNATURE**

1.

2.

3.

Promotion will be determined by a child's general preparedness for the work in grade.

Social and health values will be considered as well as intellectual values and achi

ASSIGNMENT FOR NEXT YEAR: \_\_\_\_\_

never

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# Pupil's Growth Report

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# Pupil's Growth Report

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SUNNYSIDE PUBLIC SCHOOLS

Sunnyside, Washington

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## Elementary Grades

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Pupil's Name \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

School \_\_\_\_\_

Sept. 195\_\_\_\_\_ to June 195\_\_\_\_\_

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### TO PARENTS:

#### Students and Parents:

The inclosed teacher appraisal of your work is given, keeping the best interests of the student and parents in mind. It is our hope that you give this report careful consideration. Judgments and appraisals are always subject to human error. Hence we invite you to call on us anytime you are concerned with appraisals of your student's work.

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Superintendent

## COOPERATION OF PARENTS

School progress depends largely upon the happiness, good physical condition, and good social habits of the child. We ask your help in developing these.

GOOD PHYSICAL CONDITION is built up through:

1. Rest and at least 10 hours of sleep.
2. Outdoor play after school.
3. Diet—Plenty of milk, eggs, cereals, vegetables, fruit and water.
4. Care of eyesight, teeth and hearing—all need careful attention.
5. Calm, sympathetic treatment of your child's needs.

GOOD SOCIAL HABITS. These are built up through the daily practice of:

1. Neatness in personal appearance.
2. Orderliness in handling materials.
3. Intelligent response to directions.
4. Ability to get along with other members of any group.

## CITIZENSHIP

Growth in Personal and Social Habits

(√) Denotes Improvement Needed	1	2	3	4
<b>AS AN INDIVIDUAL:</b>				
1. Is courteous and thoughtful of others				
2. Is Obedient				
3. Works independently without disturbing others				
4. Completes work on time				
5. Uses school materials carefully				
6. Obeys safety rules				
7. Has good health habits				
8. Follows directions				
9.				
<b>AS A GROUP MEMBER:</b>				
1. Respects rights and property of others				
2. Works and plays well with others				
3. Shows good sportsmanship				
4. Respects school regulations				
5.				

## PROGRESS IN RELATION TO ABILITY

(√) Denotes Pupil's Ability	1	2	3	4
1. Doing Strong Work				
2. Doing Satisfactory Work				
3. Failing to use Capabilities Effectively				

## SCHOLARSHIP Growth in Studies

S Satisfactory

U Unsatisfactory

## PROGRESS IN SUBJECTS

(√) Denotes Improvement Needed	1	2	3	4
<b>READING: (general rating)</b>				
Understands what he reads				
Reads well orally				
Shows an interest in good books				
<b>LANGUAGE: (general rating)</b>				
Expresses thoughts clearly				
Uses good vocabulary				
Strives for correct written forms				
<b>SPELLING: (general rating)</b>				
Spells well in weekly lists				
Spells well in other written work				
<b>WRITING: (general rating)</b>				
Writes legibly and neatly				
<b>ARITHMETIC: (general rating)</b>				
Computes accurately				
Shows ability in solving problems				
Works at a reasonable rate				
<b>GEOGRAPHY: (general rating)</b>				
Remembers geographical facts				
Takes part in discussion				
<b>HISTORY: (general rating)</b>				
Remembers historical facts				
Takes part in discussion				
<b>HYGIENE and PHYSICAL EDUCATION: (general rating)</b>				
Practices health rules				
Maintains good posture				
<b>MUSIC: Vocal</b>				
<b>Instrumental</b>				
Enjoys listening to good music				
Takes part well in music activities				
Shows growth in music skills for his grade				
<b>ART: (general rating)</b>				
Is creative				
Shows skill in use and care of materials and tools				
Shows habits of industry and perseverance				

# Pupil's Growth Report

SUNNYSIDE PUBLIC SCHOOLS  
Sunnyside, Washington

## Elementary Grades

Pupil's Name \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

School \_\_\_\_\_

Sept. 195\_\_\_\_\_ to June 195\_\_\_\_\_

### TO PARENTS:

#### Students and Parents:

The inclosed teacher appraisal of your work is given, keeping the best interests of the student and parents in mind. It is our hope that you give this report careful consideration. Judgments and appraisals are always subject to human error. Hence we invite you to call on us anytime you are concerned with appraisals of your student's work.

\_\_\_\_\_  
Superintendent

### NOTES

1.

2.

3.

4.

#### Attendance and Punctuality

	1	2	3	4
Days Present _____				
Days Absent _____				
Times Tardy _____				

#### PARENT'S SIGNATURE

1.

2.

3.

\_\_\_\_\_ is assigned to \_\_\_\_\_ grad

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal

### COOPERATION OF PARENTS

School progress depends largely upon the happiness, good physical condition, and good social habits of the child. We ask your help in developing these.

GOOD PHYSICAL CONDITION is built up through:

1. Rest and at least 10 hours of sleep.
2. Outdoor play after school.
3. Diet—Plenty of milk, eggs, cereals, vegetables, fruit and water.
4. Care of eyesight, teeth and hearing—all need careful attention.
5. Calm, sympathetic treatment of your child's needs.

GOOD SOCIAL HABITS. These are built up through the daily practice of:

1. Neatness in personal appearance.
2. Orderliness in handling materials.
3. Intelligent response to directions.
4. Ability to get along with other members of any group.

### CITIZENSHIP

Growth in Personal and Social Habits

(√) Denotes Improvement Needed	1	2	3	4
<b>AS AN INDIVIDUAL:</b>				
1. Is courteous and thoughtful of others				
2. Is Obedient				
3. Works independently without disturbing others				
4. Completes work on time				
5. Uses school materials carefully				
6. Obeys safety rules				
7. Has good health habits				
8. Follows directions				
9.				
<b>AS A GROUP MEMBER:</b>				
1. Respects rights and property of others				
2. Works and plays well with others				
3. Shows good sportsmanship				
4. Respects school regulations				
5.				

### PROGRESS IN RELATION TO ABILITY

(√) Denotes Pupil's Ability	1	2	3	4
1. Doing Strong Work				
2. Doing Satisfactory Work				
3. Failing to use Capabilities Effectively				

### SCHOLARSHIP Growth in Studies

A Outstanding Achievement      C Satisfactory Growth  
B Above Average                      D Below Average  
U Unsatisfactory Growth

### PROGRESS IN SUBJECTS

(√) Denotes Improvement Needed	1	2	3	4
<b>READING: (general rating)</b>				
Understands what he reads				
Reads well orally				
Shows an interest in good books				
<b>LANGUAGE: (general rating)</b>				
Expresses thoughts clearly				
Uses good vocabulary				
Strives for correct written forms				
<b>SPELLING: (general rating)</b>				
Spells well in weekly lists				
Spells well in other written work				
<b>WRITING: (general rating)</b>				
Writes legibly and neatly				
<b>ARITHMETIC: (general rating)</b>				
Computes accurately				
Shows ability in solving problems				
Works at a reasonable rate				
<b>GEOGRAPHY: (general rating)</b>				
Remembers geographical facts				
Takes part in discussion				
<b>HISTORY: (general rating)</b>				
Remembers historical facts				
Takes part in discussion				
<b>HYGIENE and PHYSICAL EDUCATION: (general rating)</b>				
Practices health rules				
Maintains good posture				
<b>MUSIC: Vocal</b>				
<b>Instrumental</b>				
Enjoys listening to good music				
Takes part well in music activities				
Shows growth in music skills for his grade				
<b>ART: (general rating)</b>				
Is creative				
Shows skill in use and care of materials and tools				
Shows habits of industry and perseverance				

NOTES

1.

2.

3.

4.

Attendance and Punctuality	1	2	3
Days Present _____			
Days Absent _____			
Times Tardy _____			

PARENT'S SIGNATURE

1.

2.

3.

\_\_\_\_\_ is assigned to \_\_\_\_\_

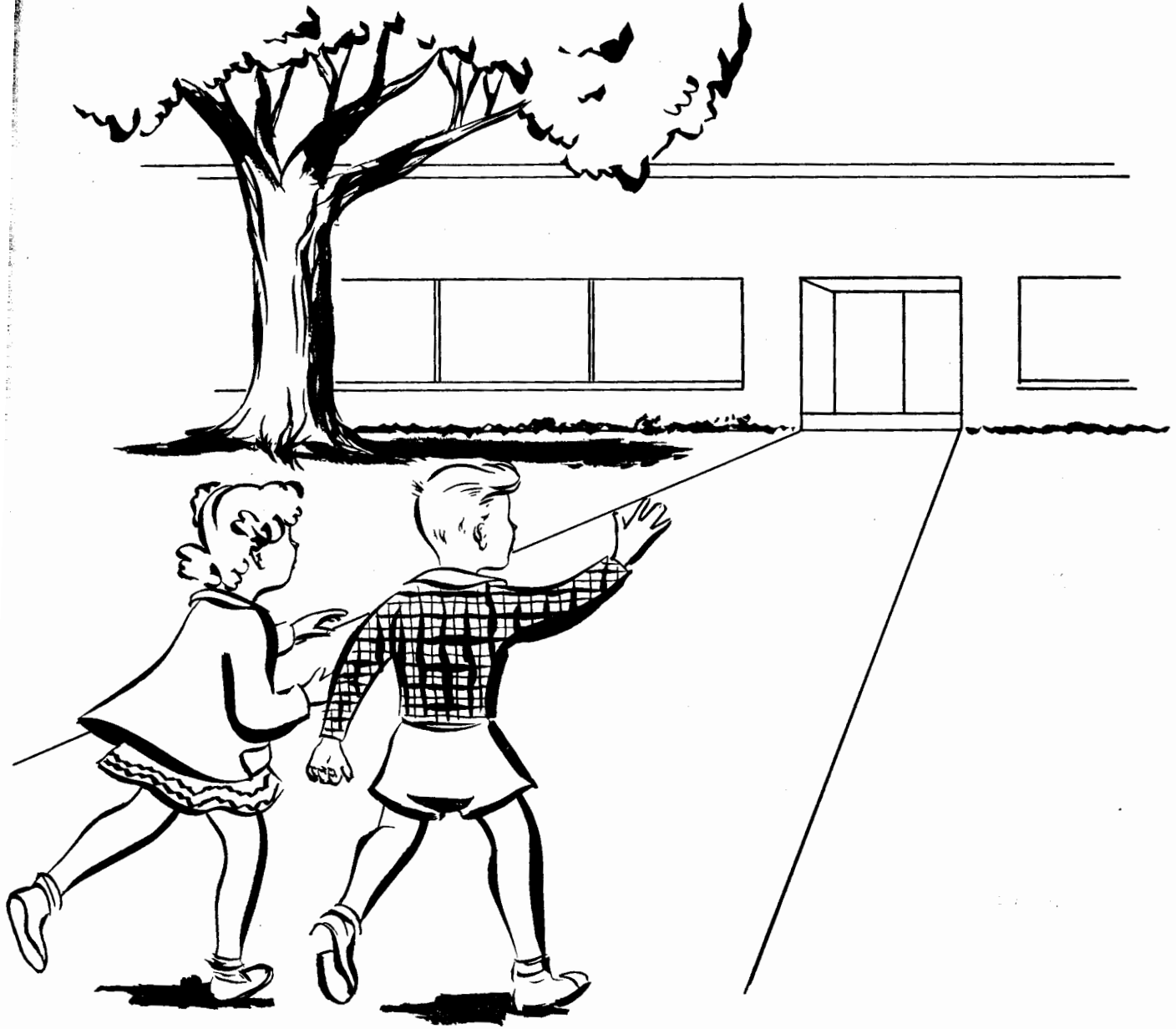
\_\_\_\_\_ Teacher \_\_\_\_\_

\_\_\_\_\_ Pri

APPENDIX E  
SUNNYSIDE PUBLIC SCHOOLS

DISTRICT NO. 201

SUNNYSIDE, WASHINGTON



KINDERGARTEN REPORT

Pupil \_\_\_\_\_ School \_\_\_\_\_

Teacher \_\_\_\_\_ Principal \_\_\_\_\_

Year \_\_\_\_\_







**TO THE PARENTS:**

This report is our evaluation of the progress of your child in the development of the traits and qualities that make good citizens.

We suggest that you examine it carefully so that you may be aware of the growth and development of your child.

Individual growth is the principal basis for evaluating the work of a child rather than a comparison with the achievement of other members of the class. Your concern should be, "Is my child doing the best that he can?"

The principal and teacher will be pleased to confer with you at any time concerning the progress of your child.

\_\_\_\_\_  
Superintendent of Schools

Parent's signature \_\_\_\_\_

Your signature does not necessarily mean your approval of the report, but that you have examined it carefully.

**ATTENDANCE**

Semester	1	2	3	4	Total
Days Present					
Days Absent					
Times Tardy					

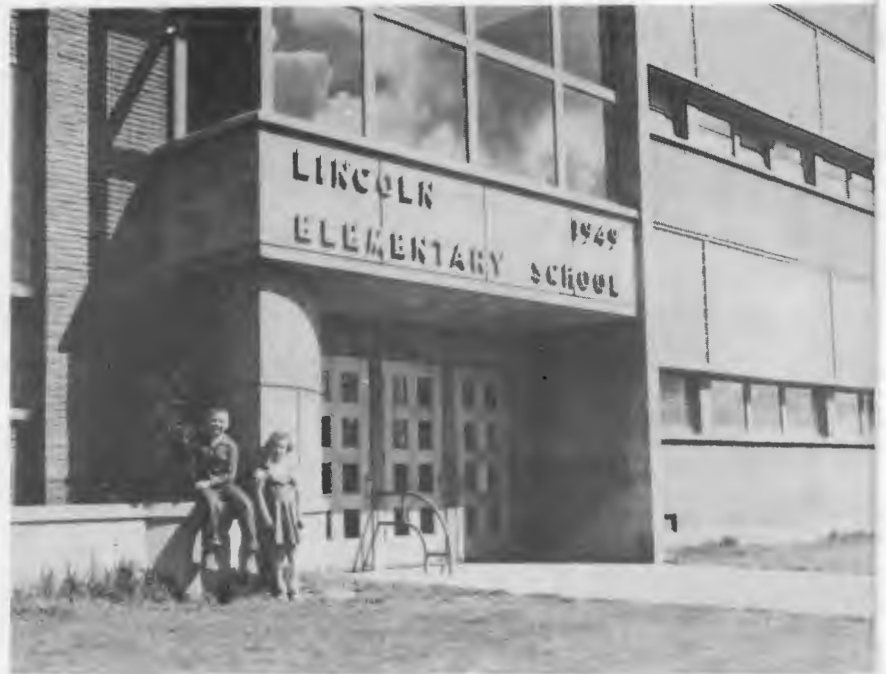
Report next year to \_\_\_\_\_ grade.

APPENDIX F



WASHINGTON SCHOOL

END OF THE YEAR REPORT  
FOR GRADES 1, 2 AND 3  
ELLENSBURG PUBLIC SCHOOLS



## APPENDIX F

This report is the final phase of our evaluation system for the elementary schools in Ellensburg. It is designed to give the child and parent a permanent record of a year's accomplishment. It need not be returned.

Our desire is to keep parents informed of every phase of his child's development and the best means we have found of doing this is through direct conversation with the parents. To accomplish this our teachers schedule two parent conferences each year. In addition we urge parents to confer often with teachers and to visit the classroom at every opportunity.

—ED. K. ERICKSON, Superintendent

## PROGRESS IN FUNDAMENTALS

	Above Average	Average	Below Average
<b>READING:</b>			
Understands Material Read			
Vocabulary			
Word Attack (including phonetic analysis)			
Oral Reading			
Extra Reading			

## ARITHMETIC:

Knowledge of Number Facts			
Understanding of Processes			
Skill in solving experience problems			
Skill in writing numbers			

## LANGUAGE:

Written Expression			
Oral Expression			
Writing Skills			

	Above Average	Average	Below Average
<b>SPELLING:</b>			
Word Lists			
Practical Use			

## ART AND MUSIC:

Participation in Music			
Special Music Activities			
Participation in Art			
Creativeness in Art			

## SOCIAL STUDIES (GEOGRAPHY-HISTORY-CIVICS)

Skill in Gathering Facts			
Taking Part in Discussion			
Skill in Using Facts			
Growth in Understanding			

## SCIENCE:

Skill in Gathering Facts			
Taking Part in Discussion			
Skill in Using Facts			
Growth in Understanding			

\* Included in curriculum but not evaluated in these terms at this grade level.

**WORK HABITS:**

Completing Assignments

Promptness

Use of Spare Time

Work Planning

Initiative

Attention

Cooperation

Neatness

Ability to work independently

Ability to accept responsibility

**PERSONAL HABITS:**

Posture

Courtesy

Keeping Self Clean

**SOCIAL DEVELOPMENT:**

Taking Suggestions

Respect of Property

Leadership

Ability to Follow

ASSIGNMENT FOR SCHOOL YEAR: \_\_\_\_\_ Grade \_\_\_\_\_

Teacher: \_\_\_\_\_

Principal: \_\_\_\_\_

ATTEN

Days P

Days A



APPENDIX G

PARENT-TEACHER CONFERENCE REPORT

Name of child \_\_\_\_\_

Present? \_\_\_ Mother \_\_\_\_\_ Father \_\_\_\_\_ Others \_\_\_\_\_

Date of conference \_\_\_\_\_

Attitude of Parent in regard to:

School Policies \_\_\_\_\_

Educational Program of the school \_\_\_\_\_

Any Special Problems \_\_\_\_\_

Items requiring special follow-up by Principal, Nurse or others \_\_\_\_\_

Your opinion on the parents attitude toward the conference:

Favorable \_\_\_\_\_ unfavourable \_\_\_\_\_

Teacher's opinion of the conference:

Favorable \_\_\_\_\_ unfavorable \_\_\_\_\_

Additional comments:

## APPENDIX H

Whitman SchoolNov. 3, 1952

## Parents:

The parent-teacher conference serving in lieu of a report card for \_\_\_\_\_  
c \_\_\_\_\_ has been scheduled for \_\_\_\_\_.

In order for us to be certain that the slip reached home safely, please return it to-morrow

If the time arranged for your conference is not satisfactory or you have comments to make, please state them. If you need baby sitters or transportation write your needs below.

It is imperative that all parents meet their schedule promptly and on time. Conferences are scheduled 20 minutes apart, and we want to be sure that each conference has a full 20 minutes.

Whitman School

Parents signature \_\_\_\_\_



APPENDIX I

TIME SCHEDULES FOR CONFERENCES

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Date \_\_\_\_\_

Child's name            1:30    1:50    2:10    2:30    2:50    3:10    3:30

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## APPENDIX J

PARENT-TEACHER CONFERENCES

Topics for discussion at conferences:

Begin with a strong point or points and finish with a note of optimism.  
Begin with some anecdotal experience of the child if possible.

CHILD GROWTH

1. Physical --- have Health Cards present.
  - (1) Attendance -- (absences -- tardies)
  - (2) Sleeping and eating habits --- (cafeteria habits)
  - (3) History of Health -- (present health status)
  - (4) Health habits and attitudes -- (careless - slovenly - endurance participation)
  - (5) Physical defects -- (severe illnesses)
  - (6) Nervous habits.
2. Mental
  - (1) Readiness for learning. -- (maturity)
  - (2) Alertness and speed of learning.
  - (3) Is he working up to his ability?
  - (4) Minimum essentials for the grade -- (doing work expected of the grade)
  - (5) Application.
  - (6) Interests -- (enthusiastic about particular subjects?)
  - (7) Initiative.
3. Emotional
  - (1) Adaptability -- (to any situation)
  - (2) Stability -- (control of emotions-- easily upset.)
  - (3) Reliability.
  - (4) Socialability -- (getting along with others)
4. Social
  - (1) Attitudes -- (satisfied - confident - optimistic)
  - (2) Behavior
  - (3) Citizenship
  - (4) Personality
  - (5) Relationship to the group.
  - (6) Attitude toward work -- toward authority (does he like school and his subjects?)
5. Academic -- (Subject matter, skills and techniques, daily schedule, show books read.
  - (1) Reading
    - a. Listening -- keeps place, pays attention etc.
    - b. Comprehension -- understands and recalls what he reads.
    - c. Word recognition -- attack.
    - d. Independence -- workbook directions, word attack, phonics.
    - e. Oral reading -- audience situation, reading with meaning.
    - f. Background for reading -- home and school.
    - g. Silent reading -- little vocalization, finger pointing.
    - h. ...
    - i. ...

1. Physical habits to establish good basic reading procedures  
(holding book, distance from eyes, eye movement, eye span etc.)
- j. Speech defects.

- (2) Numbers -- counting, writing, time etc.
- (3) Spelling
- (4) Language
- (5) Writing
- (6) Science
- (7) Music
- (8) Art
- (9) Social Studies
- (10) Physical Education

6. Work and Study Habits

- (1) Listens and follows directions.
- (2) Care of personal and school property.
- (3) Works well independently and well with other children.
- (4) Standards of work -- accuracy, neatness, speed etc.
- (5) Completes work on time.

7. Citizenship

- (1) Waits his turn in class, on playground.
- (2) Needs to be told only once to do a thing.
- (3) Avoids unnecessary talking during work periods.
- (4) Holds to group standards and rules set up.
- (5) Ability to listen and follow directions or instructions.
- (6) Emotional stability -- isn't easily upset.
- (7) Is thrifty and not wasteful.
- (8) Proud of self improvement and adornment.
- (9) Is he a good leader? a good follower?
- (10) What does the parent think the child needs in the above respects?

8. Any danger of not passing (Promotion)

9. Parents may wish to know:

- (1) What does my child like best at school? (vocational)
- (2) Is his school work as good as it should be?
- (3) How does my child get along on the playground?
- (4) How does my child get along with the teacher?
- (5) Does my youngster seem to be worrying about anything?
- (6) Does my child respond and react as others do?
- (7) Does my child's health seem good to the teacher?
- (8) How can I help my child at home?

APPENDIX K

(Ed. 3018-38)

BOARD OF EDUCATION  
City of Chicago



# Chicago Public Schools

HEROLD C. HUNT  
General Superintendent of Schools



## REPORT OF PUPIL PROGRESS

(Ed. 3018-12)

BOARD OF EDUCATION  
City of Chicago



# Chicago Public Schools

HEROLD C. HUNT  
General Superintendent of Schools



## REPORT OF PUPIL PROGRESS

(Ed. 3018-K)

BOARD OF EDUCATION  
City of Chicago



# Chicago Public Schools

HEROLD C. HUNT  
General Superintendent of Schools



## REPORT OF PUPIL PROGRESS

Kindergarten

For the Semester Ending.....19....

Pupil .....

School.....

Address .....

Room..... Grade.....

Teacher .....



### ATTENDANCE

Regular attendance and promptness are essential for good progress in school. In order to maintain the best home-and-school relationships, a note signed by the parent or guardian is required for every absence or tardiness.

	First 10-Week Period	Second 10-Week Period
Days Absent		
Times Tardy		

The kindergarten gives the five-year old child a wide variety of experiences planned to promote development appropriate for his age and to provide a background for further school learnings. As a result of kindergarten training you may expect your child to evidence growth in:

Group living by respecting rights and ideas of others, taking his turn, and doing his share.

Poise, self-direction, and self-control.

Physical well-being through exercise and practicing health and safety habits.

Vocabulary, ability to express himself well in speech; shows interest in stories and books.

Interest and understanding of his immediate social and natural environment through observation and discussion.

Ability to enjoy and express himself creatively through art, music, and handwork activities.



**YOUR CHILD'S  
KINDERGARTEN WORK**

First 10-Week Period:— is satisfactory  
needs improvement

Second 10-Week Period:— is satisfactory  
needs improvement

**(Teacher underlines one)**

A check (✓) after any of the following items shows a need for improvement. No check indicates performance that is acceptable or better.	First 10-Week Period	Second 10-Week Period
<b>SOCIAL HABITS:</b> Practices courtesy in speech and action		
Works and plays well with others		
Conforms to school regulations		
Accepts responsibility		
Respects public and private property		
<b>WORK AND STUDY HABITS:</b> Comes prepared for work		
Uses careful methods of work		
Completes work on time		
Keeps profitably busy		
Cares for materials and equipment		
<b>HEALTH AND SAFETY HABITS:</b> Practices simple health rules		
Observes traffic and other safety rules		

# REPORT OF PUPIL PROGRESS

BOARD OF EDUCATION  
City of Chicago

## Chicago Public Schools

HEROLD C. HUNT  
General Superintendent of Schools

# REPORT OF PUPIL PROGRESS

Grades 1-2

Semester Ending.....19.....

Grade.....

### YOUR CHILD SHOWS SPECIAL INTEREST

Parents are always welcome in the Chicago Public Schools. Questions concerning the work of the school or the child's progress will be gladly answered if you call on the principal's office. Any suggestions for better school cooperation, and for making the school program more effective, will be gladly received.

### ATTENDANCE

Attendance and promptness are essential for good school. In order to maintain the best home-and-school relationships, a note signed by the parent or guardian for every absence or tardiness.

	First Period	Second Period	Third Period	Fourth Period
Parent's Signature				
Teacher's Signature				

### PARENT'S SIGNATURE

Kindly sign below to indicate that you have read this report card carefully.

First 10-Week Period.....

Second 10-Week Period.....

PUPIL'S GRADE NEXT SEMESTER.....

The primary curriculum includes the following subjects which contribute to your child's development as a worthy, efficient citizen.

**SOCIAL STUDIES AND SCIENCE** develop an understanding, interest, and appreciation of the child's immediate environment.

**MUSIC, ART, AND LITERATURE** give enjoyment, develop appreciation, and provide a means for expression.

**PHYSICAL EDUCATION** promotes muscular coordination, good health and sportsmanship.

**READING, LANGUAGE, SPELLING, WRITING, AND ARITHMETIC** are basic to successful school work and living.

CURRICULUM	First Period	Second Period	Third Period	Fourth Period
<b>READING</b> Understands and enjoys what is read				
<b>ORAL LANGUAGE</b> Speaks correctly and plainly in sentences				
<b>WRITTEN LANGUAGE</b> Expresses thoughts clearly, spells correctly, and writes legibly				
<b>ARITHMETIC</b> Understands number ideas and uses them in meaningful activities				

E—EXCELLENT ACHIEVEMENT

G—GOOD PROGRESS

F—FAIR OR ACCEPTABLE PROGRESS

U—UNSATISFACTORY

A check (✓) after any of the following items shows a need for improvement. No check indicates performance that is acceptable or better.	First Period	Second Period	Third Period	Fourth Period
<b>SOCIAL HABITS:</b>				
Practices courtesy in speech and action				
Works and plays well with others				
Conforms to school regulations				
Accepts responsibility				
Respects public and private property				
<b>WORK AND STUDY HABITS:</b>				
Comes prepared for work				
Uses careful methods of work				
Completes work on time				
Keeps profitably busy				
Cares for materials and equipment				
<b>HEALTH AND SAFETY HABITS:</b>				
Practices simple health rules				
Observes traffic and other safety rules				

APPENDIX K

(Ed. 3018-38)



BOARD OF EDUCATION  
City of Chicago

# Chicago Public Schools

HEROLD C. HUNT  
General Superintendent of Schools

## REPORT OF PUPIL PROGRESS

Grades 3-8

### YOUR CHILD SHOWS SPECIAL INTERES

Semester Ending.....19.....

(Sec

(Th

(Fou

Grade.....

Parents are always welcome in the Chicago public schools. Questions concerning the work of the school or your child's progress will be gladly answered if you call on the principal's office. Any suggestions for better school cooperation, and for making the school program more effective, will be gladly received.

### ATTENDANCE

Regular attendance and promptness are essential for good progress in school. In order to maintain the best home-and-school relationships, a note signed by the parent or guardian is required for every absence or tardiness.

PRI

	First Period	Second Period	Third Period	Fourth Period
Days Present				
Times Tardy				

### PARENT'S SIGNATURE

Kindly sign below to indicate that you have read this report card carefully.

First Period.....

Second Period.....

Third Period.....

Fourth Period.....

PUPIL'S GRADE NEXT SEMESTER.....



CURRICULUM	First Period	Second Period	Third Period	Fourth Period
<b>READING</b> Reads with understanding and appreciation				
<b>COMPOSITION</b> Expresses ideas clearly and accurately in written and oral work				
<b>SPELLING</b> Spells correctly in written work				
<b>HANDWRITING</b> Writes legibly				
<b>SOCIAL STUDIES</b> Understands history, geography, human relations, and citizenship in a democracy				
<b>ARITHMETIC</b> Knows number facts and applies them correctly in problem solving				
<b>SCIENCE</b> Expresses interest in science and uses the facts to understand environment				
<b>ART</b> Expresses self in creative art				
<b>MUSIC</b> Participates in music activities				
<b>HOME MECHANICS</b> Knows tools and materials and their use in home tasks				
<b>PHYSICAL EDUCATION</b> Develops physical skills, including strength, agility, and endurance				

E—EXCELLENT ACHIEVEMENT  
 G—GOOD PROGRESS  
 F—FAIR OR ACCEPTABLE PROGRESS  
 U—UNSATISFACTORY

A check (✓) after any of the following items shows a need for improvement. No check indicates performance that is acceptable or better.	First Period	Second Period	Third Period	Fourth Period
<b>SOCIAL HABITS:</b>				
Practices courtesy in speech and action				
Works and plays well with others				
Conforms to school regulations				
Accepts responsibility				
Respects public and private property				
<b>WORK AND STUDY HABITS:</b>				
Comes prepared for work				
Uses careful methods of work				
Completes work on time				
Keeps profitably busy				
Cares for materials and equipment				
<b>HEALTH AND SAFETY HABITS:</b>				
Practices simple health rules				
Observes traffic and other safety rules				

Your child has earned special commendation  
for outstanding school services:

First Period \_\_\_\_\_

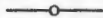
Second Period \_\_\_\_\_

Third Period \_\_\_\_\_

Fourth Period \_\_\_\_\_



Parents are always welcome in the Chicago  
Questions concerning the work of the school  
child's progress, will be gladly answered if you  
the principal's office. Any suggestions for better  
school cooperation, and for making the school more  
effective, will be gladly received.



### PARENT'S SIGNATURE

Kindly sign below to indicate that you have  
read this report card carefully.

First Period \_\_\_\_\_

Second Period \_\_\_\_\_

Third Period \_\_\_\_\_

Fourth Period \_\_\_\_\_



PUPIL'S GRADE NEXT SEMESTER \_\_\_\_\_

19.....-19.....

19.....-19.....

*Bainbridge Island Public Schools*

District 303

**QUARTERLY REPORT**

Grades 1-3

of .....

.....Grade ..... School

Transferred to .....School. Date.....

Promoted to .....Grade. Date.....

..... Teacher

..... Principal

*To Parents*

You are requested to sign and return this report card at once. Your signature indicates that you have seen the report and does not necessarily indicate approval.

**Explanation of Marks**

S—Satisfactory

U—Unsatisfactory

I—Following an Unsatisfactory means Improvement.

**GROWTH IN HABITS AND ATTITUDES**

<b>I. WORK and STUDY HABITS</b>	1	2	3	4
1. Listens to directions				
2. Works independently				
3. Is neat				
4. Works to best of his ability				
5. Takes care of school property				
<b>II. SOCIAL and PERSONAL HABITS</b>				
1. Works and plays well with others				
2. Is thoughtful and courteous				
3. Is dependable				
4. Uses leisure time to advantage				
<b>III. HEALTH HABITS</b>				
1. Is neat and clean				
2. Has good posture				
<b>III. SUPERVISED PLAY</b>				
1. Takes part freely in group play				
2. Shows good sportsmanship				

**GROWTH IN SCHOLARSHIP**

	Period	Grade
<b>Reading</b>	1	
	2	
	3	
	4	
<b>Language</b>	1	
	2	
	3	
	4	

**GROWTH IN SCHOLARSHIP—Continued**

	Period	Grade
<b>Arithmetic</b>	1	
	2	
	3	
	4	
<b>Spelling</b>	1	
	2	
	3	
	4	
<b>Social Studies</b>	1	
	2	
	3	
	4	
<b>Writing</b>	1	
	2	
	3	
	4	
<b>Art</b>	1	
	2	
	3	
	4	
<b>Music</b>	1	
	2	
	3	
	4	

19.....-19.....

## Bainbridge Island Public Schools

District 303

### QUARTERLY REPORT

GRADES 4-7

ATTENDANCE	1	2
Days Present		
Days Absent		
Times Tardy		
Promotion in Danger (If this is checked please consult principal or teacher at once)		

#### ITEMS TO BE CONSIDERED BY PARENTS

1. Does your child have ample sleep?
2. How does he spend his leisure hours?
3. Has he a hobby?
4. Has he home duties?
5. Does he go to movies preceding school days?
6. Has he some outside activities?
7. Does he have an allowance and does he spend it wisely?

#### PARENT'S SIGNATURE

First Period

Second Period

Third Period

.....Grade ..... School

ferred to ..... School. Date.....

ed to ..... Grade. Date.....

..... Teacher

..... Principal

#### To Parents

are requested to sign and return this report card at once. Your  
re indicates that you have seen the report and does not neces-  
ndicate approval.

#### Explanation of Marks

- A Superior
- B Above Average
- C Average
- D Below Average
- F Failure

Items not marked require no special comment at this time.

<b>PERSONAL AND SOCIAL TRAITS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Keeps desks and floors in order				
2. Takes good care of materials				
3. Begins work promptly				
4. Goes ahead without being told				
5. Finds worthwhile tasks when assigned work is finished				
6. Is dependable				
7. Has self-control				
8. Is a good loser and winner				
9. Finishes work on time				
10. Has supplies on time				
11. Works and plays well with others				
12. Is courteous and considerate				
13.				
14.				

**PROGRESS IN SCHOOL SUBJECTS**

<b>READING</b>				
1. Understands what he reads				
2. Reads well orally				
3. Reads silently at a satisfactory rate				
4. Uses library to advantage				
5.				
<b>ARITHMETIC</b>				
( a. Addition				
( b. Subtraction				
1. Is accurate in ( c. Multiplication				
( d. Division				
2. Works at a reasonable rate				
3. Arranges work in orderly manner				
4. Reasons well in working problems				
5.				
<b>SPELLING</b>				
1. Spells new words correctly				
2. Spells correctly in written work				
3.				

<b>PROGRESS IN SCHOOL SUBJECTS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>LANGUAGE</b>				
1. Observes correct form in written work				
2. Expresses himself well orally				
3.				
<b>WRITING</b>				
1. Uses correct letter forms				
2. Writes neatly and legibly				
3.				
<b>SOCIAL STUDIES (Geography and History)</b>				
1. Takes part thoughtfully in class discussions				
2. Shows understanding of important facts				
3. Uses maps, charts, graphs and pictures intelligently				
4.				
<b>HEALTH, HYGIENE, PHYSICAL EDUCATION</b>				
1. Is neat and clean				
2. Has good posture				
3. Is learning essential facts of hygiene				
4.				
<b>NATURAL SCIENCE</b>				
1. Shows interest in reading natural science material				
2. Takes part freely in class discussions				
3.				
<b>ART (Fine-Industrial)</b>				
1. Shows originality				
2. Uses materials skillfully				
3. Shows growth in appreciation				
4.				
<b>MUSIC</b>				
1. Recognizes and enjoys good music				
2. Has feeling for rhythm				
3. Sings with good tone quality				
4. Recognizes pitch				
5.				
<b>HOME ECONOMICS</b>				
1. Practices neat habits of work				
2. Shows improvement in handling tools				
3. Shows ability to follow directions				
4. Uses time to advantage				
5.				



# CHELAN COUNTY SCHOOLS

## Quarterly Report of Pupil's Progress

### ELEMENTARY GRADES

YEAR 19\_\_\_\_ -- 195\_\_

Name of Pupil \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

\_\_\_\_\_, Washington

\_\_\_\_\_, Teacher

\_\_\_\_\_, Principal

Dear Parent:

This report should be of assistance in determining the progress of one in whom we are mutually interested.

Please feel free to confer with me or the principal concerning your child's school work. I shall be glad to confer with you during the half hour before or after school or you can arrange a conference through the Principal's office. Any helpful suggestions or information you may wish to give will be appreciated.

Signed

\_\_\_\_\_









Name \_\_\_\_\_

	PERIODS		
Attendance:	1	2	3
Days Present	- - - - -	_____	_____
Days Absent	- - - - -	_____	_____
Times Tardy	- - - - -	_____	_____

**Health Report:**

Height	- - - - -	_____	_____
Weight	- - - - -	_____	_____
Posture	- - - - -	_____	_____

**GRADE ASSIGNMENT**

Name of Pupil \_\_\_\_\_

Has been assigned to the \_\_\_\_\_ grade.

\_\_\_\_\_, 1

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Principal