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An Analysis of Parents' Reaction to a Reporting System

Janice Louise Demmon
Central Washington University

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AN ANALYSIS OF PARENTS' REACTION
TO A REPORTING SYSTEM

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Janice Louise Demmon
August 1969

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Carmen K. Wilcox

D. Daryl Basler

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CHAPTER I

INTRODUCTION

Informing parents of the progress their children are making toward the objectives of the educational program is a very necessary and important task of teachers. Although many different reporting systems have been developed to accomplish and maintain communications between the school and the home, teachers are expressing concern and dissatisfaction with current methods (2:6). A survey of the literature revealed that a great number of schools have revised their reporting system, or were currently engaged in revising it, or at least were verbalizing the need and desire for a change (14:429).

Ballinger Elementary School, in the Edmonds School District in Washington, was one of these schools that attempted to improve their system of communicating students' progress with parents. After investigating what other schools were doing in this area of communications, and also after examining the needs of Ballinger school, the Ballinger staff decided to alter their reporting system. Their previous system consisted of four quarterly report cards and a fall conference. It was replaced by a modified system

in which all marks were eliminated. Two conferences and written reports were substituted for the former report cards. The written comments included a cumulative record of each conference and also a narrative year-end progress report.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to analyze parents' reaction to the above described reporting system, as revealed through a questionnaire study. The study was limited to the opinions expressed by parents of children enrolled in the Ballinger Elementary School during the 1968-1969 school year.

Importance of the study. A reporting system purported to channel to parents information about their child's progress in school. "Yet," Chansky replied, "few planned inquiries exist as to how effective this channel is" (3:515). A good reporting system must be subjected to periodic review, preferably in cooperation with parents (19:58). Therefore, to involve parents in strengthening this link between home and school, their reaction should be solicited, reviewed, and analyzed.

II. DEFINITIONS OF TERMS USED

Mark. A mark refers specifically to a single summary symbol which represents achievement. It may be reported either in letters or in numerals. A mark is distinguished from any descriptive words or conference evaluations in that it is merely a symbol (14:759).

Reporting system. A reporting system, as referred to in this study, was the procedure through which information about the child's progress was communicated between the home and the school. The reports, which were usually given quarterly, may be in the form of report cards, conferences, or narrative reports.

The specific reporting system which was used at Ballinger Elementary School involved the use of two parent-teacher conferences, one in November and the other in March, plus written information. Three types of written information were given to the parents: a conference guide for parents which was sent home prior to the conference; a cumulative record of each conference; a narrative year-end progress report. All marks were eliminated in this reporting system.

CHAPTER II

REVIEW OF RELATED LITERATURE

Much literature was available which reviewed marks and reporting systems. This study delimited the topic to the following aspects for investigation: objectives of a reporting system; historical development of reporting systems; objections to marks; substitutes for marks.

I. OBJECTIVES OF A REPORTING SYSTEM

The main objective of a reporting system was to establish communication between the school and the home so that both agencies could better understand the pupil. Parents need information from the schools about their children. They need to know how to accept, support, and strengthen their child as he is growing. Furthermore, they need to understand and cooperate in the school's program for their child. Parents also need to adopt realistic and constructive educational and vocational goals for their child (15:493). In turn, schools need information about the child which can be given by the parents. It is important for the school to have an adequate picture of each child's home. The school should know the physical circumstances under

which each child lives, the family constellations, the parents' attitudes toward their child, and the goals they have established for their child (15:492). If this information is shared, then as Weaver has indicated, parents and teachers will better understand each child as an individual who possesses undeveloped, and perhaps unrealized potentials for achievement (17:420).

As a result of the improved communications between home and school, good public relations can be developed. Anderson confirmed this idea by saying "the reporting system probably functions as the most important form of contact that the citizenry has with the schools" (2:8). Furthermore, "a well conceived program of public relations," as stated by Cox, "is valuable and necessary as the citizens must ultimately determine local policy with respect to education" (4:13).

Some educators included motivation as an objective for a reporting system. A survey of related literature revealed that this was a controversial theory. Heck believed that reports help to stimulate pupil growth (8:667) whereas Thorndike discussed the side effects detrimental to the welfare of the child, which reports produced (14:760).

In summary, the reason for having a reporting system was to develop understanding and rapport between the home and the school. Some believed the purpose of reports was to motivate students.

II. HISTORICAL DEVELOPMENT OF REPORTING SYSTEMS

"Methods of reporting to parents the progress of their child," said LeBaron, "have gone through an interesting process of evolution during the last seventy-five years" (10:322). In the late 1800's and early 1900's, schools reported to parents which McGuffey Reader their child was reading. Then for several successive years parents were told at which grade level the child was working. The next step in the evolution of reporting systems coincided with the trend in scientific and industrial development of the country. In an attempt to put "exact and quantitative evaluation on each child's progress," (10:322) school marks were reported in percentages. Eventually, the percentages began to be replaced by letter grades.

At this same time, research was being conducted in child development which was to have a significant impact on the reporting system. It was discovered that the development of the total child (psychological, social, and emotional) affected the progress a child

made in school. In an attempt to transmit more information, a new method of reporting was developed. This was the "check-list" form. The broad skill or content areas and personality traits were broken down into more specific components illustrating behavioral performance. Then the teacher checked the appropriate column, to indicate the level at which the child was performing (18:184).

The dual marking system also evolved during this same period. Two marks were given for each subject area; one mark represented the pupil's achievement in relation to the teacher's standards, and the second mark represented the effort of the student (1:543). Gradually, many educators realized that accurate information could not be related to parents through cards, symbols, or check lists. Therefore, the cards and symbols began to be replaced by informal letters and personal conferences. Finally, as Goodlad and Anderson expressed, by 1950 school systems had virtually run the gamut of experimentation with reporting systems (7:205).

A variety of reporting systems are now being used to communicate progress to parents. In the 1969 Encyclopedia of Educational Research, the following

grading systems were reported in elementary schools:

Some kind of letter or word scale was used for the purpose of reporting in over 75 percent of all responding elementary schools. Over 30 percent used a letter scale exclusively; only about 4 percent used a word scale exclusively. Almost 40 percent combined a letter scale and personal conference (14:429).

In summary, nearly all the reporting systems developed in the last seventy-five years can still be found in use. The most common reporting forms are:

- (1) the traditional letter or numerical systems;
- (2) the dual marking system; (3) check list forms;
- (4) letters or informal narrative reports; (5) teacher-parent conferences.

III. OBJECTIONS TO MARKS

As previously indicated, a survey was conducted in which it was revealed that over seventy-five percent of the responding elementary schools reported that they were using a type of letter or word scale for reporting progress to parents. The researcher, Dean, edited his report by adding that "these data are not to be taken as suggesting a high level of satisfaction with whatever arrangement was being used, however" (14:429). He went on to say that almost ninety percent desired to revise their reporting system.

Thorndike listed four major reasons for abolishing marks. The first major objection was that marks failed to communicate between school and the home. This criticism had three parts:

First, the information provided by a summarizing symbol is too general to provide the parent (or the pupil) any cues as to what can or should be done about it . . .

Second, the mark is coldly impersonal and provides no basis for a positive and mutually accepting relationship between the school and the home . . .

Third, the marking system is a one-directional communication, going only from school to home. It provides no basis for a much-needed flow of information from home to school or an interaction between these two agents responsible for the learner (14:760).

The second major objection to marks was that they were not always accurate and they were not always standard. Worlton agreed that "the errors in marking are frequently so large that distinctly erroneous impressions are conveyed as to the scholarship of the pupils" (18:177). In addition to not being accurate, marks were also not comparable within the school or from school to school.

The third objection to marks was that the continual emphasis given to marks tended to magnify in the child's mind the symbols of accomplishment rather than accomplishment itself. This resulted in

a shift of the child's objectives from the primary goals of education to marks, honors, or other substitutes for legitimate educational objectives (18:178).

Marks and report cards produced a variety of side effects detrimental to the welfare of the child. This was the fourth major objection to marks. Curtis said that "report cards precipitate anxieties that countermand our best efforts in motivating a large percentage of children" (5:172). Some educators believed that one of the greatest detrimental side effects produced by marks was a strong competitive spirit (14:760). Further anxiety was felt by the child who might be classified as a chronic failure. To this child the D's and F's were regular reminders of his failure. Travers said, "Letter grades which imply success or failure dooms many to consider themselves as failures without showing them how to succeed" (16:201). Sometimes even the superior child was affected negatively through the comparative marks. Worlton said that "a feeling of superiority or scorn is more or less a natural concomitancy accompanying consciousness of superior ranking when the importance of such ranking is emphasized" (18:178). Another pernicious result of marks was the dishonesty to which a threatened child resorted. To escape from the

punishment or humiliation of low marks, some children have cheated, lied, erased the teacher's marks and substituted higher ones, forged the signature of parents, or pretended they lost their report card (18:179). All of these side effects were harmful, because they produced anxieties and fears: two consequences which inhibit effective learning.

Misuse of marks either by the parent or the teacher has caused further anxieties. This was the fifth major objection of marks. In some homes, children were punished or denied privileges for poor grades while rewards were given to the children having good grades. "Then the child's problems may be overlooked," said Ahmann, "and the grade may become all-important" (1:560). Teachers have also been guilty of misusing marks. Some have used marks as a threat for enforcing school discipline and others have used marks for motivational purposes. These misuses degenerated marks into an end in themselves rather than as a means to an end. Ahmann also said that "marks should not be used as a crutch for ineffective teaching. Rather, they should be a means for the improvement of learning" (1:561).

In view of all these five objections to marks and marking systems, it was apparent that the mark in itself was not sufficient and perhaps harmful. Therefore, substitutes for marks were considered.

IV. SUBSTITUTES FOR MARKS

Although there are many possible replacements for marks, only two main substitutions were discussed in this chapter. The two substitutions were parent-teacher conferences and written narrative reports. Goodlad and Anderson agreed that "the parent-teacher conference conducted in the school is the approach most universally advocated in the current literature on reporting, and beyond that, it is probably the most fruitful and effective single means available" (7:123). The usefulness and effectiveness of a conference may most clearly be illustrated by examining the function and potential of a conference in relation to the objectives of a reporting system.

The prime objective of a reporting system was to provide a communication system between the home and the school so that both the parent and the teacher could better understand the pupil. A conference has accomplished this. In fact, one of the most advantageous

features of a conference was that it allowed for a dialogue. One statistic which revealed this advantage follows:

A small cardboard sheet with a sprinkling of symbols and maybe a few dozen words can't possibly tell Janie's parents all you've learned about her ability and progress in school. But a 20 minute conference lets you exchange 2,000 to 4,000 words (12:6).

A conference also helped develop better rapport between the home and the school. It set an ideal situation in which the "parent and teacher can get to know each other as colleagues, possibly even as friends" (1:123). In addition to fulfilling the objectives of a reporting system, a conference had other advantages. It allowed focus on specific aspects of the pupil's problem and specific ways in which the parent could cooperate in improving the situation. Examination of the child's work further emphasized and clarified any problems. Moreover, there were further benefits to the conference system. It allowed flexibility not only in meeting specific needs, but also in scheduling. Furthermore, a conference helped reduce the element of competition.

The advantages of a conference system were numerous, but problems have arisen in implementing the program. The major limitation was the time factor.

Teachers needed time to prepare adequately for the conference; time to conduct the conference; and time to evaluate or record proceedings of the conference. Time also limited some parent participation. In order for the conference to be held, parents had to be willing to invest time for meetings with the teacher each year or even twice a year. Reports reveal that ". . . cooperation for a first interview is relatively good. But as the novelty wears off and the parents get no dramatic information from the interview, interest tends to wane" (15:498). Another disadvantage to this system was that teachers could not share information they did not have. This was the factor that largely limited this reporting technique to elementary schools. It was difficult for a secondary instructor to know so many pupils well enough to give accurate appraisals in many areas. However, some secondary schools found success with this reporting system (6:147); and this was good because as Ahmann said, secondary schools needed to plan close contact with the home (1:559).

The other main substitution for marks were written narrative reports. This system met the objectives of a reporting system nearly as well as conferences. They were flexible, they could be

adapted to meet specific needs of a particular student, and they helped to eliminate comparisons (13:296).

Thorndike rated letters as more favorable than marking systems, but less favorable than conferences because they allowed no opportunity for discussion of ideas or clarification of misunderstandings. Written reports were also demanding upon the time and skill of the teacher, and consequently had been reported as likely to become stereotyped (14:761).

In summarizing the review of literature discussing reporting systems, it was evident that the prime objective of reporting was to communicate with parents. Therefore, many programs were developed to do this; however, some systems communicated more accurately and effectively than others. Consequently, schools must select the program which best meets their needs. Otto proposed that the foundation of an adequate reporting plan was the parent-teacher conference. Furthermore, the conferences should have been supplemented with intervening written reports. In conclusion he said that "this may well represent the expression of an ideal for which all school systems might strive" (7:125).

CHAPTER III

DESCRIPTION OF PROCEDURES AND FINDINGS

I. DATA GATHERING

To secure the parents' reaction to the grading system, the following procedure was used. During the last week of school the building principal distributed a letter of explanation and a questionnaire to a randomly selected sample of the parents of children who attended Ballinger school during the school year 1968-1969. The sample was determined by selecting every tenth name from the school's permanent file. Questionnaires were distributed to sixty-one parents and fifty-one of the questionnaires were returned.

II. TREATMENT OF THE DATA

When the questionnaires were returned, the responses were tabulated and the comments were studied by the researcher. Responses to questions two through seven were tabulated according to grade level and also as a total group. Written comments were classified and analyzed.

The questionnaire, which was developed by the building principal, consisted of seven questions. Data from each of these items, except for question one, was compiled into a separate table. Item one dealt with the grade level of the child and this information was recorded in each table. All of the questions could have been answered by either yes or no, but space was left for the parents to make any response. Most of the answers were in forms of negative or affirmative, but some parents gave no response to certain items, and others gave less definite answers such as "sometimes," or "not quite." Therefore, the researcher has categorized the parents' responses in four columns: Yes, No, No Comment, Other. The responses were listed according to grade level and then were totaled and recorded in percentages at the bottom of the table.

III. FINDINGS

Tabulation of the data. Parents' reaction to a grading system was obtained through use of a questionnaire. In the presentation of the results a table accompanies the discussion of each question of the questionnaire.

The data with regard to the parents' opinion of the child's success in the last year of school were presented in Table I. Almost all of the parents, 90.2 percent, responded that in their opinion their child had a good year at school. Only 1.9 percent gave a negative response. The other 7.8 percent represented parents who were not sure of the kind of year their child had at school.

TABLE I
DID YOUR CHILD HAVE A GOOD YEAR AT SCHOOL

Grade level of child	Parents' Responses			
	Yes	No	No Comment	Other
First	8	1		1
Second	4			
Third	8			
Fourth	8			1
Fifth	10			1
Sixth	8			1
Total	46	1		4
Percent	90.2	1.9		7.8

The data in Table II indicated a 84.3 percent affirmative response revealing that the conferences told what the parent wanted to know about the child. A negative response was given by only 5.9 percent of the parents. One parent did not commit himself, but four others offered additional comments. These parents were undecided as to the effectiveness of the conferences.

TABLE II

DID THE CONFERENCES TELL WHAT YOU WANTED
TO KNOW ABOUT YOUR CHILD

Grade level of child	Parents' Responses			
	Yes	No	No Comment	Other
First	10			
Second	4			
Third	5	1	1	1
Fourth	8	1		
Fifth	8			3
Sixth	8	1		
Total	43	3	1	4
Percent	84.3	5.9	1.9	7.8

Table III, page 21, illustrated that many of the parents, 74.5 percent, indicated that the written reports of the conference had been helpful. An expressed reason for liking the reports was because they were much "more detailed and personal." A negative response to the question was given by 15.7 percent of the parents. Some of their complaints were that the reports were either "too vague;" "not especially helpful, but it was nice for the father to review;" and one parent was definite in replying, "Not at all helpful!" Another parent, although indicating a negative response, still recognized that it was helpful to "look back on the previous conference to see any improvement." A few parents, 3.9 percent, thought the reports were of some use, but hoped the conference guide for parents and teachers could be modified and perhaps even be eliminated at the second conference.

Data relative to the key question of the study, whether or not the present plan of reporting should be continued, was revealed in Table IV. An affirmative answer was given by 76.4 percent of the parents and a negative answer was given by only 15.7 percent. Three parents were not sure if they liked the new program and one person gave no response.

TABLE III
WERE THE WRITTEN REPORTS HELPFUL

Grade level of child	Parents' Response			
	Yes	No	No Comment	Other
First	10			
Second	4			
Third	3		2	3
Fourth	6	3		
Fifth	7	4		
Sixth	8	1		
Total	38	8	2	3
Percent	74.5	15.7	3.9	5.9

TABLE IV
SHOULD THE PRESENT PLAN OF REPORTING BE CONTINUED

Grade level of child	Parents' Response			
	Yes	No	No Comment	Other
First	9			1
Second	3			1
Third	7	1		
Fourth	7	1	1	
Fifth	6	5		
Sixth	7	1		1
Total	39	8	1	3
Percent	76.4	15.7	1.9	5.9

Table V revealed that many parents, 52.9 percent, would like to see some changes made in the reporting system. A smaller percentage of parents, 39.2 percent, expressed contentment with the program as it was. Some parents, 7.8 percent, did not make a response to this question.

TABLE V

SHOULD THE REPORTING PROGRAM BE MODIFIED

Grade level of child	Parents' Response			
	Yes	No	No Comment	Other
First	5	4	1	
Second	3	1		
Third	4	3	1	
Fourth	4	5		
Fifth	6	3	2	
Sixth	5	4		
Total	27	20	4	
Percent	52.9	39.2	7.8	

Interpretation of the data. In addition to responding either in the affirmative or the negative to the specific questions asked in the questionnaire, many parents volunteered written comments which qualified their responses. The purpose of this section was to present the researcher's interpretation of the written comments.

Several parents expressed their approval of the reporting system. They were pleased and impressed with the method and they hoped it would continue. In compiling the comments of the parents, the researcher observed that there were several reasons why this reporting system was preferred. Selected comments follow:

(1) Now, more than just a grade has been given.

(2) It helped parents and teacher understand the child better.

(3) It gave a better picture to the parent of what was going on in school.

(4) The needs of the child became more apparent to the parent.

(5) Children didn't feel the tension of having to compete with others better than themselves.

(6) The slow learner especially benefited.

(7) The children worked more to improve themselves than to compete with others.

(8) The children seemed to work harder.

(9) The parent-teacher relationship was improved.

(10) The written reports were valued and appreciated.

The review of the literature in Chapter II revealed the characteristics of a good reporting system. Many of the same items that were mentioned by the parents had also been classified by educators as necessary in an effective reporting system.

Some parents expressed dissatisfaction with the system of reporting used at Ballinger. Some of their comments were:

(1) Marks were necessary for later experiences in school and work.

(2) Marks were needed by the child to help him appraise himself.

(3) Marks were necessary to motivate the child.

(4) Competition was healthy and stimulating.

(5) Children should have been included in the conferences.

(6) This system was good for primary but not for intermediate.

(7) The system was excellent for experienced teachers, but not for beginning teachers.

Basically, the parents gave two reasons in favor of retaining marks. One reason was that marks are necessary for later experiences in school and work, and the other was that the child needs marks. Thorndike and Hagen refuted both of these ideas. They believed that it was necessary to provide the higher levels with valid indicators of probable success, but it was not necessary that this information be given in the form of a mark. Standardized test scores have been an effective substitute and also comprehensive appraisal by the lower schools may be used to give information. These authors rejected the idea that employers need to see marks. Instead, they agreed that an employer is more concerned about non-academic aspects of the student (15:501).

Some parents believed the child needed marks. One said that children are not mature enough to see the long range view of education, and therefore needed marks for more immediate and frequent reinforcement. Kingston rejected this theory. He said marks are not needed to help the child in appraising, or for motivating, or for guiding personal development because other techniques are more valuable in stimulating and motivating pupils: the evaluation of daily assignments, the use of praise or reproof, continual pupil-teacher

conferences, and the like (9:38). Another idea stressed by a few parents was that competition was healthy and stimulating, and it was unrealistic to reduce it. In contrast, the review of the literature presented in Chapter II revealed that competition was a detrimental by-product of the marking system and one of the reasons conferences and written reports were favored was to help eliminate the element of competition.

The suggestion was made by several parents of intermediate children, that students should have been included in one or both of the conferences. Mathias agreed with this idea, because it allowed the child to be aware of the matters his teacher and parents were concerned about, and it also allowed the child to contribute his own ideas, problems, and suggestions (11.86).

The comment was also made by parents that this reporting system was good for primary grades but not for the intermediate grades. The researcher questioned if this reaction was not because the intermediate children had become so accustomed to the former marking system that it was more difficult for them to accept the new reporting system. The primary children had not yet become so involved with marks or report cards.

Parents were aware that the ability of the teacher to conduct the conference was of significant importance if the system was to be effective. Educators have recognized this problem, and to help remedy it, in-service training of teachers on conference technique was encouraged (7:125).

In summarizing, it appeared that most respondent parents were in favor of the type of reporting system used at Ballinger school. Some parents discussed modifications that could be made in the program, but the majority expressed that they wanted the school to continue using this reporting system.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to analyze parents' reaction to a new reporting system. The system had been modified to eliminate all marks, and conferences and narrative reports were used in place of report cards. After presenting a review of related literature in Chapter II, and after tabulating and analyzing the data from the questionnaire in Chapter III, the following conclusions were made.

II. CONCLUSIONS

Upon reviewing the data in the preceding chapter it was apparent that:

(1) Almost all parents felt that their child had a good year at school.

(2) Most of the parents received the information that they wanted from the conferences.

(3) The written reports of the conference were helpful to a majority of the parents.

(4) A large majority of the parents desired to continue the present reporting system.

(5) Over half of the parents wanted some modifications made in the reporting system.

III. RECOMMENDATIONS

It would seem appropriate to suggest in the light of this study, that the present reporting system should be continued at Ballinger school. It would also seem appropriate that the staff be made aware of the findings and conclusion of this study. Furthermore, they should consider making the following changes, which were suggested by the parents involved in the study:

- (1) Modify the conference guide for parents.
- (2) Eliminate the conference guide for the second conference.
- (3) Include the child in the second conference.
- (4) Provide in-service training in good conference techniques for all inexperienced teachers.

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EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, Washington

Dear _____: Date _____

I am sending you this CONFERENCE GUIDE FOR PARENTS AND TEACHERS in order to make our conference more mutually beneficial. Please review the following pages to see how you can contribute to our conference and to be informed concerning areas of progress we shall be evaluating. This form covers items of mutual concern in the total school program. Some of the topics will be more relevant for your child than others.

Our conference regarding _____ is scheduled for _____ at _____ o'clock in _____.

Sincerely yours,

PLEASE
BRING THIS FORM
TO YOUR
SCHEDULED
CONFERENCE.

You are invited to select from the following topics those that seem most important to you in helping us to understand your child better. A space is provided for you to record essential information for use during the conference and for reference after the conference.

TOPICS	PARENTS' NOTES Before and after conference
1. What is your child's attitude toward school?	
2. What are his out-of-school activities?	
3. What are his special interests?	
4. Does he assume responsibilities appropriate for his age?	
5. Is he developing self-discipline?	
6. Does he have some physical difficulty or health problem we should know about?	
7. Are there other things we should know about your child?	

As your child's teacher, I am preparing to discuss the following aspects of his growth in school with you.

WORK HABITS: Is he attentive? Does he follow directions? Is his work accurate? Does he begin work promptly? Does he complete work on time? Does he make constructive use of time? Is he developing competence in self-instruction and independent learning?

GROWTH AS AN INDIVIDUAL: Does he assume responsibility? Does he show initiative? Does he respect laws, authority, and personal and public property? Does he show a questioning mind? Is he learning to apply the processes of rational analysis and critical thinking? Is his work self-motivated? Does he adjust to change?

GROWTH AS A GROUP MEMBER: Does he cooperate and get along well with others? Does he respect the rights of others? Does he contribute to school and class enterprises? Is he gaining experience both as a leader and as a follower? Is he learning the obligations and practices of citizenship in a democracy?

ACADEMIC PROGRESS: In the following subject areas, I am prepared to evaluate your child's achievement in relation to his abilities and in relation to his age group. Whatever group standardized test results are available will be shared with you in evaluating your child's progress and achievement. (For example, SCAT-STEP and reading tests.)

SUBJECT	NOTES: Before and after conference
COMMUNICATION SKILLS:	Reading, writing, speaking, listening, spelling.
SOCIAL STUDIES:	
SCIENCE AND MATHEMATICS:	
ART AND MUSIC:	
PHYSICAL EDUCATION AND HEALTH:	
OTHER AREAS OR COMMENTS:	

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, Washington

Student _____
Teacher _____
School _____

CUMULATIVE RECORD OF CONFERENCES

What are this child's strengths and weaknesses? What activities were recommended for the continuing growth and development of this child?

First Conference:

Date _____

Second Conference:

Date _____

EDMONDS SCHOOL DISTRICT NO. 15
Lynnwood, Washington

YEAR-END PUPIL PROGRESS REPORT

Student _____ School _____
Teacher _____ School Year 19__ - 19__

This report is based on our previous parent-teacher conferences and incorporates a summary of your child's progress to date. Items considered in evaluating your child's growth and progress are listed on the reverse side of this form.

PERSONAL AND SOCIAL GROWTH:

ACADEMIC PROGRESS:

Your child has been absent _____ days during the current school year.
The assignment for next September is to _____.

The following items are considered in preparing your child's progress report:

I. Personal and Social Growth

- A. Work Habits: Is he attentive? Does he follow directions? Is his work accurate? Does he begin work promptly? Does he complete work on time? Does he make constructive use of time? Is he developing competence in self-instruction and independent learning?
- B. Growth as an Individual: Does he assume responsibility? Does he show initiative? Does he respect school rules, authority and personal and public property? Does he show a questioning mind? Is he learning to apply the processes of rational analysis and critical thinking? Is his work self-motivated? Does he adjust to change?
- C. Growth as a Group Member: Does he cooperate and get along well with others? Does he respect the rights of others? Does he contribute to school and class enterprises? Is he gaining experience both as a leader and as a follower? Is he learning the obligations and practices of citizenship in a democracy?

II. Academic Progress

A. Communication Skills:

- 1. Reading
- 2. Writing
- 3. Speaking
- 4. Listening
- 5. Spelling

B. Social Studies

C. Science

D. Mathematics

E. Art and Music

F. Physical Education and Health

III. Additional pertinent considerations as appropriate.

BALLINGER ELEMENTARY SCHOOL
6911 226th Pl. S.W.

Mountlake Terrace, Wash. 98043

Q U E S T I O N N A I R E

1. In which grade is your child this year? _____
2. Do you feel as though he/she has had a good year at school? _____
3. Do you think your conferences told you what you wanted to know about your child? _____
4. Have the written reports of the conferences been helpful? _____
5. Do you think we should continue our present plan of reporting to parents _____
6. Is there some way you would like to see the reporting program modified? _____

If yes, please describe how you would like the program changed.

7. Feel free to make any comments here regarding the operation of your school. We think constructive criticism is helpful.

BALLINGER ELEMENTARY SCHOOL
6911 226th Pl. S.W.
Mountlake Terrace, Wash. 98043

June 6, 1969

Dear Parent:

This past year your child received no report card at Ballinger School. We would like to know how you feel about this procedure.

Your name was selected at random to receive this questionnaire. It will be helpful to us if we can receive all of them back. You may insert the completed questionnaire in the enclosed envelope and return it to school sealed. These will be collected by the teachers and sent to the office unopened. If you have more than one child in school please answer the questions as they relate to the child who brought this home.

Thank you,

James M. Reynolds

Principal

JMR:dj