

A PROGRESS REPORT CARD FOR
PORTLAND SECONDARY SCHOOLS

by

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PREFACE

The purpose of writing this paper is to make a study of the development of the experimental progress report card for the Portland, Oregon, secondary schools.

The paper is not written for the purpose of giving a detailed analysis of marking systems nor lengthy evaluations of recent innovations in pupil reporting, but rather to provide a composite record of the Portland report card experimentation. It is based on the reports and studies of the various committees that were established to develop reporting forms and includes background material on pupil reporting as abstracted from the literature of authorities in the field.

The writer undertook this study at the suggestion of individuals who felt that there was a great need for it. It is the writer's hope that the compilation of materials and the suggestions presented will be of value to the entire school personnel and will aid them in the development of an equitable reporting system for the Portland schools.

The writer expresses his appreciation for the suggestions given him by Miss Francis McGill, Director of Guidance; Mr. Olin Wills, Chairman of the Report Committee and Principal of Lincoln High School; and Mr. Paul Pinckney, Director of Secondary Education.

CHAPTER I

NATIONAL TRENDS IN STUDENT REPORTING

An educational speaker is said to have remarked, "The school with its formal lifeless curriculum and its poor teaching methods has gotten into such a fix that a marking system had to be invented to make pupils work."⁽¹⁾

The statement, whether actually made or not, glaringly brings out the inadequacies of marking systems and pupil reporting that have been the rule throughout the nation's school system.

The theory of education has been that of mastery of subject matter in series of grade levels, evaluated on the basis of teacher judgment as to how well the materials have been retained ⁽²⁾ and on a competitive basis with others in the class.

The traditional system was developed to fit conditions of American life that existed years ago. In those days the schools were small and were the center of community gatherings. Life in school was one thing, and life at home was completely another. The responsibilities of the school and home did not overlap.

1. William H. Burton, Guidance of Learning Activities (N. Y: D. Appleton-Century Company, 1944), p. 479

2. Ibid.

Because of the complexity of the present-day society and huge school enrollments, parents have little opportunity to know and understand the teacher--nor even their own children. The school has taken over many of the responsibilities of the home. It has created a situation where mutual understanding and cooperation have lessened to an alarming degree. For the purpose of educating and training the child to his responsibilities in life and to himself, cooperation and harmony are absolutely essential between the school, community and home.

Present trends in educational thought and practice, derived from the philosophy of John Dewey, are beginning to place educational emphasis on the problem of home and school cooperation as a means of guiding and developing the child in the total surroundings in which he finds himself. Some teachers are beginning to express the desire to make the report to the parents in keeping with the implications of this philosophy. The trained teacher is beginning to feel the need of a report that includes more than a record of attendance and conduct, evidence of mastery of subject matter, and statements of promotion or failure. Teachers are coming to regard these matters as only a part of what should concern them in the education of the child.(3)

There is a growing dissatisfaction with systems of marking that, among other things, encourage the comparison of pupils with one another. This dissatisfaction seems to be

3. Robert O. Evans, Practices, Trends, and Issues in Reporting to Parents on the Welfare of the Child in School (N.Y.: Bur. Of Pub., Teachers College, Col. Univ., 1938), p. 8.

spreading to parents themselves. Many parents' interests have been found to be far in advance of what they are getting in the way of reports concerning the work of the school and the educational welfare of their children.(4)

The general situation of dissatisfaction with marking systems indicates that they do not meet the needs of modern theory and practice in education.(5)

Educators have been rather slow in recognizing the need for a record of educational experiences of the child and of his successes or failures with those experiences.

Criticism of the traditional report are directed at the unreliability of marks, the use of the comparative grading feature, the type of motivation inherent in the system, the use of marks as punishment, the indefiniteness of the information carried by a mark, relative values of matters marked and reported to parents, the tendency of individuals to be misled by the marking, and the obstacles which marks place in the way of effective instruction.(6)

Many studies have been made of the reliability of teachers' marks, and they seem to point to the fact that teachers differ greatly in evaluating the same pieces of

4. Ibid., p. 8.

5. Ibid., p. 23.

6. Ibid., p. 12.

work in terms of ordinary percentage scales and that they differ as much in one subject as another. Mathematical papers are not marked with no more precision than papers in any other subject. The writer participated in one class where an examination paper in history was scored by members of the class. The scores ranged all the way from 30 per cent to 95 per cent.

The usual transcript. . . . testifies that (the student) had marks of 75, 80, or 85, but whether this means 75% of what he is capable of learning of the content of the subject or 75% of what the instructor knows is not clear.(7)

It may be said. . . . that teachers in the field of science are as prone to use guesses for grades as are "unscientific" teachers in the humanities. Both groups contribute to the psychological nonsense of grades.(8)

School mark comparisons can create ill will between pupil, parents, and school. Rank in class and comparative marks tend to emphasize undesirable competition and prevents the development of wholesome relationships to the whole social environment by developing self-interest and self-centeredness. The importance of sharing with others is discounted in favor of the development of competitive attitudes and an acquisitive (too) spirit.(9)

7. E. G. Williamson, How to Counsel Students (New York: McGraw-Hill Book Company, 1939), p. 25.

8. Ibid., p. 25.

9. Evans, Op. Cit., p. 16.

Traditional marks provide little informative value. They tell the parent nothing about the child's interests, nothing about his abilities to read and comprehend, nothing about his understanding of concepts, nothing about the causes of failures or suggestions for improvement.(10)

Traditional marks do not necessarily represent the child's true worth nor do they represent a child's ability in terms of originality or adaptability. It is a known fact that a child has an influence upon the teacher in the assignment of marks.(11)

Burton has summarized the weaknesses of the traditional card (12):

1. Emphasis was entirely upon the subject, not the learner. Practically the only other items to appear besides the list of subjects were absences, tardiness, and deportment.
2. Marks were most commonly in the form of percentages. Letter and words appeared later.
3. No discussion or interpretation of marks accompanied the card. Thus, the traditional cards were not informative to either parents or pupils.
4. The real purposes of education and outcomes of learning were concealed and neglected.

10. Evans, Op. Cit., p. 17.

11. Evans, Op. Cit., p. 19.

12. Burton, Op. Cit., p. 500.

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

Today, the traditional reporting is obsolete. It is not in harmony with the extensive knowledge of child psychology and development and educational psychology. The current acceptance of the philosophy that the school is concerned with the total development of the child and that individuals differ markedly in ability; interests; social, mental, and emotional maturity; and in social-economic development and environment in which they live makes it necessary for the school to effectively meet the needs of the pupils and to develop a method of reporting that will be most accurate with these principles.

Current Trends.

Current practices in pupil reporting are in a great state of flux. A large number of school systems are beginning to abandon the traditional form of report and are searching for better procedures. Some schools still continue to report monthly or quarterly and include information only in regard to scholarship. An increasing number of schools include a report on the attitudes of the student.

Throughout the country the trend has been away from percentage marks toward a scale of fewer points--a three-point scale is recommended by many authorities.(13)

The new type cards are beginning to give some space for rating character traits and conduct habits; and in some schools formal reports are being replaced by letters to parents, or the formal reports are supplemented with notes and letters to parents.(14)

Without doubt, the problem of marks is a live issue in many school systems. Many developmental programs have been under way in many schools throughout the nation.

In general, the stages of development, in order, seem to be (15):

1. Use of percentages.
2. Use of letters interpreted in percentages.
3. Use of letters interpreted in words, phrases, sentences, or whole paragraphs.
4. Use of phrases themselves.
5. Use of words.
6. Use of letters alone.
7. Use of other symbols or check marks.
8. The elimination of marks altogether. No system of marks can take the place of personal

13. Arthur E. Traxler, Techniques of Guidance (New York: Harper and Bros., 1945), p. 239.

14. Ibid., p. 240.

15. Evans, Op. Cit., p. 24.

interest and personal inquiry, attitudes which are more or less foreign to a mechanical marking system.

Many educators are reluctant to give up the marking system and are endeavoring to increase the reliability of marks. While some have made conscious attempts in this direction, others have merely experienced vague feelings of dissatisfaction with present methods of reporting. The trend toward marking subjects, conduct, and effort on subheads rather than giving a blanket rating has within it one means of increasing the reliability of marks. Likewise the growing practice of marking on matters other than academic achievements tends to restrict the scholarship mark to the measurement of scholarship alone, thus rendering the mark reliable.

Some schools that still retain the formal report card on school achievement have taken steps ahead by supplementing it with a report on character. Others have dropped marks from the system and have inaugurated a practice of making comments carry the entire burden of telling parents about the progress of their children. Such a system is used in Garfield Heights City Schools, Cleveland, Ohio.(16)

The school system of Newton, Massachusetts, has led the movement of discarding all forms of report cards and send the information home by means of letters.(17)

Grand Junction, Colorado, Schools allow the teacher to make his own cards on a mimeograph. These cards include the objectives the teacher feels are important and provide spaces for four marking periods. The cards include divisions

16. Traxler, Op. Cit., pp. 246, 247.

17. Ibid., p. 255.

for checking general quality of work, attitudes, and dependability. The positive features of this plan are that they are responsive to changing objectives and the detailed nature of the information each report gives.(18)

Many schools are providing printed forms including objectives for each subject formulated by teacher committees. Among the school systems using this method are Cincinnati Public Schools; Indianapolis Public Schools; Long Beach, California, City Schools; and Pasadena City Schools.(19)

Elaborate systems of dual reporting have been developed in University of Chicago High School and Jackson Secondary Schools, Jackson, Missouri. Ratings are made in subjects (very poor, poor, fair, good, excellent) in specific objectives of each course and a common list of objectives for all courses.

Some schools use very elaborate, detailed reports which call for a great deal of teacher time in preparing them. Authorities state that the average school systems should provide a uniform report form which would list the most significant factors of appraisal applicable to most subjects.

Careful thinking and experimentation on the part of the school faculties seem naturally to lead to reports to

18. Ibid., p. 259.

19. Ibid.

parents in terms of the larger, general educational objectives, supplemented by the larger learning objectives in the various departments of the school.(20)

An increasing number of schools are endeavoring to get away from the comparative system of grading altogether. The formal card is being replaced by less formal types of reporting concerning the welfare of the child adapted to local needs and conditions.

Attempts at improvement are taking place in various directions. Some systems are keeping the formal card but are revising it. Others are discarding it in favor of an informal plan. . . . Many place great faith in the personal conferences as a means of achieving desired objectives. Some list teaching goals and leave the remaining space to be filled in by the teacher. Still others are developing very detailed and complicated systems of reporting in printed form. In a few instances schools have apparently endeavored to discard reports, at least for a large portion of children.(21)

The practice of sending letters home to the parents is rapidly gaining approval. These letters, giving a picture of the child and, if he is having difficulties, give suggestions that help the child.(22)

Characteristics of the new reporting systems are listed by Burton (23):

20. Ibid., p. 259.

21. Evans, Op. Cit., p. 27.

22. Evans, Op. Cit., p. 28.

23. Burton, Op. Cit., p. 501.

1. Emphasis is upon the learner rather than the subject. Report shows what learner is doing and how he is progressing and not how much subject matter he has mastered.
2. Marks are in terms of descriptive scales rather than percentages or letters.
3. Adequate description and interpretation accompany the new card, sometimes embodied in the card itself, sometimes in a separate booklet or bulletin of some size. Thus, pupils and parents are definitely informed as to ends and progress and in understandable terms.
4. The real purposes of education and learning outcomes are clearly indicated, often included in the descriptive ratings.
5. Detrimental attitudes and habits among the children are progressively eliminated.

Thus, it is becoming more and more accepted that reporting to parents is a fundamental, vital role of the school and is a medium for the proper guiding and counselling of each individual child.

In general the trend is toward a balanced consideration of all phases of child development. This consideration involves giving greater emphasis to the volitional and affective side of the child's life than has been given in the past. Emphasis upon scholarship in the report is being shifted to conform more closely with the relationship that formal education bears to living. Scholarship, as well as other aspects of education, is reported more and more in terms of growth.(24)

Apparently many educators have abandoned the hope of a satisfactory solution of the problem in terms

24. Evans, Op. Cit., p. 43.

of a school mark. They are seeking improvement in very different types of reports--reports that communicate through the spoken as well as the written language.(25)

Burton, who has studied several hundreds of new-type report cards, summarizes their development as follows: (26)

1. Conspicuous changes appear in marking by subjects.
 - a. Traditional, unexplained, single marks by subjects are steadily decreasing.
 - b. Subjects are increasingly grouped under major broad fields.
 - c. Important objectives to be gained from individual subjects are listed increasingly.
 - d. Definitions for marks, where retained, are increasing.
 - e. Scores on standard tests in fact and skill knowledge are increasingly included; relation of the individual to the norm and to class average appears.
 - f. Several cards show marks in relation to ability groups.
 - g. Mention of improvement or of reasons for poor progress is increasingly appearing.
 - h. Profiles for individual pupils appear often.

2. Social and emotional growth; special interest; attitudes; habits are increasingly included.
 - a. Subjects are marked separately for effort, or general attitude manifested, as well as for achievement.
 - b. Special interests, abilities, and extra-curricular activities are increasingly listed.
 - c. Profile charts for citizenship and attitudes appear often.
 - d. Social and emotional traits and attitudes are included in nearly all recent cards.

3. Physical growth and well-being, health knowledge and habits are increasingly included.

25. Ibid.

26. Burton, Op. Cit., p. 502.

4. Increasing opportunity for cooperation with parents is indicated.
 - a. The philosophy and aims of the school may be briefly stated on the card or included in a pamphlet to parents.
 - b. The purpose and organization of the school report itself are increasingly explained either briefly on the card or in a separate booklet.
 - c. Advice for the assistance of pupils who are not progressing satisfactorily is increasingly included.
 - d. Special interest, ability, or aptitude, is called to parents' attention.
 - e. Written comments by parents are increasingly invited.
 - f. Opportunity for the parent to report to the school on certain definite items is beginning to appear.
 - g. Parents are increasingly invited to visit school and confer.
5. Comparative or competitive markings are disappearing with considerable rapidity.
6. Individual, personalized letter-forms from teacher to parent are increasing slowly.
7. Conferences between parents and teacher appear both as supplements to report cards and as substitutes.
8. Special notices of failure sometimes supplement the report card.
9. New-type cards are increasingly printed in large type, decorated, or otherwise giving a pleasing appearance.
10. A very marked tendency is apparent so to organize and word all items that the report is easily and immediately understood by any pupil or parent.
11. Separate cards for various levels (kindergarten, primary, upper grades, high school) and for single subjects in high school are increasing.

The development and progress, it then seems, is away from the formal report of mastery of subject matter to a specific, detailed report of development and growth of the child on the basis of the psychology of the whole child.

Consideration of the whole child in the whole situation calls attention to individual differences in the . . . make-up of children, and the necessity for a broad program . . . to fit individual needs and abilities.(27)

Modern pupil reporting, it appears from investigations by numerous authorities in the field, is following the dictates of current thinking in educational psychology and philosophy; and, if it is to be successful, it should

. . . rest upon the basis of respect for individual personality. It should respect the child for what he is and what he may become. It should develop an increasing understanding and appreciation on the part of the parents and teachers of the unique possibilities for the development and guidance of each child toward satisfactory adjustments to the world of which he is a part and toward a wholesome, well-integrated personality. In this development and guidance, education and life should be more closely identified. The educational experience must include the life of the home and the community as well as the school. A consideration of the development of the whole child demands the acceptance of this larger view.(28)

27. K. Casanova, Modern Trends in Reporting to Parents in Records and Reports (Wash., DC: Assoc. Child. Ed., 1942), p. 13.

28. Evans, Op. Cit., p. 74.

CHAPTER II

A PROGRESS REPORT FOR PUPILS IN PORTLAND CITY SCHOOLS

Philosophy Underlying the Experimental Card

As has been reviewed in the preceding chapter, the current educational philosophy on pupil reporting is one of considering the whole child. The breakdown of traditional formal education, the development of large amounts of information on learning, and clearer conceptions of education in a democracy are indicative of this change in educational thinking and reveals the inadequacies of the traditional report card and creates a need for a better system of reporting pupil progress.

The very existence of the school depends, in large part, upon the allegiance and support of parents. They constitute a large percentage of the citizens of each community. Certainly, without their good will, to say nothing of their active cooperation, the effectiveness of the school is impaired. Yet, the present means of communication, the traditional report cards, is woefully inadequate. Child guidance under modern conditions requires the development of a better instrument.(29)

The Portland School Administration has been cognizant of the current trends in education and has subscribed to the

29. Evans, Op. Cit., p. 7.

viewpoint that a change is greatly needed in pupil reporting in the Portland School System. The philosophy that has prompted the study of a better method of evaluating the child is summed up in the following excerpt of a report of the Records and Reports Committee of the Portland system:

The child as an individual is unique in regard to his interests, abilities, needs, and experiences, as well as in emotional, mental, social, and physical makeup. Effort to mark a child on the basis of what some other child is able to do, rather than what he himself is able to do, ignores this uniqueness.

Increased understanding of mental hygiene points out the pernicious effects of unrestricted competition between growing children. It assumes the equality of ability and opportunity for all students, which is false. It places pressure where it is least helpful, gives rise to undesirable tensions, and often leads to dishonest practices. Directing the attention of pupils and parents away from the real purposes of education and toward marks, for the sake of marks, should be adjudged educational mal-practices.

Competition can be of value between persons of the same ability. Those who blithely generalize that life is competitive should note that competition for a livelihood is usually between persons who have gained competence in rather narrow fields on an adult level.

During the learning process what information could be more functional to the parent or child than to know whether the child's achievement is better than, consistent with, or poorer than could be expected in the light of what the school knows about him? This tells the child and parent whether added effort can be expected to produce better results. Nothing is more frustrating to a child of low ability than to be continually harassed because he cannot work up to the level

of brilliant students. Equally unproductive to the student, the school, and the community is the tolerance of high grades easily earned by the mentally bright students.

The schools need a marking system that will challenge and motivate each pupil to greater accomplishments. It should provide situations in which poor students can succeed and good students will be stimulated to capacity.

Development of the New Progress Report

The Parent-Teacher Questionnaire.

On the basis of the philosophy as summarized above, respecting the individuality of the child and recognizing him as a whole organism responding to the social pattern around him, a study was launched to develop a new system of evaluating him in school.

The extensive campaign got under way in 1944 when the Parent-Teachers Association of Portland selected a committee of parents, teachers, principals, and directors of elementary and secondary education to study procedures and forms in reporting the progress and development of students to the home. In order to find the sentiment regarding pupil progress, a questionnaire was devised and sent to a carefully selected sampling of teachers in elementary and high schools. There were 1,641 parents of elementary students, 387 parents of secondary school students, 48 teachers of elementary students, and 72 teachers of secondary students who reported. The results of tabulating, in percentages, follow:

<u>Item</u>	<u>Elementary</u>		<u>Secondary</u>		
	<u>Tchrs.</u>	<u>Par.</u>	<u>Tchrs.</u>	<u>Par.</u>	
A. PHYSICAL HABITS					
1. Shows interest in personal habits	75	66	46	51	
2. Posture	67	43	47	41	
3. Cleanliness	67	64	50	43	
4. Shows ability in skills and rhythms.	34	51	16	42	
5. Applies knowledge to his daily habits.	52	55	45	52	
6. Weight and height periodically.	48	46	10	31	
B. SOCIAL HABITS					
1. Adjusts well to other children.	82	63	72	50	
2. Is willing to share.	48	52	39	31	
3. Has pride in class accomplishments, and school activities.	67	50	72	63	
4. Courteous while others are speaking.	56	58	85	47	
5. Respects the property of others.	69	63	83	46	
6. Accepts safety responsibilities.	48	45	24	32	
7. Makes the best of a difficult situation.	34	49	26	38	
8. Has the desire to improve himself.	61	61	57	60	
9. Responds promptly, accurately, and cheerfully to school rules.	65	71	85	59	
10. Has grown in self-confidence.	50	46	42	46	
11. Takes care of personal belongings.	50	51	34	38	
D. WORK HABITS					
1. Should a child's work, even if good, be marked "U" if the teacher thinks he can do better?					
	YES	56	28	37	22
	NO	44	60	64	77

<u>Item</u>	<u>Elementary</u>		<u>Secondary</u>	
	<u>Tchrs.</u>	<u>Par.</u>	<u>Tchrs.</u>	<u>Par.</u>
2. Should a child's work no matter how poor, be marked "S" if the teacher thinks he can do better?				
YES	45	34	36	42
NO	55	60	64	57
3. Should all children in a class be marked to a single standard?				
YES	27	35	33	35
NO	73	57	67	64
E. HOW OFTEN WOULD LIKE A REPORT CARD ISSUED?				
Six Weeks-	77	86	75	79
Nine Weeks-	0	10	25	16
F. WOULD YOU LIKE TO HAVE YOUR CHILD CHECK A PORTION OF THIS CARD HIMSELF, SUCH AS HEALTH HABITS?				
YES	51	46	32	46
NO	49	46	44	53
G. DO YOU THINK A CHILD SHOULD HAVE DIFFERENT REPORT CARDS FOR VARIOUS LEVELS, AS KINDERGARTEN, PRIMARY, UPPER GRADES, HIGH SCHOOLS?				
YES	91	76	93	84
NO	9	17	7	15
H. IN MARKING YOUR CHILD IN ACADEMIC SUBJECTS WHICH OF THE FOLLOWING DO YOU PREFER?				
1. S---Satisfactory	18	13	12	8
U---Unsatisfactory				
I---Improving				
2. A---Excellent	32	33	18	20
B---Good				
C---Passable				
D---Failing				
3. A---Superior	19	37	20	27
B---Above Average				
C---Average				
D---Below Average				
E---Failure				

<u>Item</u>	<u>Elementary</u>		<u>Secondary</u>		
	<u>Tchrs.</u>	<u>Par.</u>	<u>Tchrs.</u>	<u>Par.</u>	
4. 1---Doing very well.	31	35	60	43	
2---Doing good work.					
3---Doing satisfactory work.					
4---Shows little effort.					
5---Failing.					
I. WOULD YOU LIKE TO HAVE MORE DETAILED EXPLANATION AS TO WHAT SUBJECT HEADINGS INCLUDE: SUCH AS, SOCIAL STUDIES TO INCLUDE HISTORY, CIVICS; AND GEOGRAPHY AND LANGUAGE ARTS TO INCLUDE READING, SPELLING, WRITING, LITERATURE, AND LANGUAGE?					
	YES	96	77	62	56
	NO	4	17	43	33
J. DO YOU THINK A REPORT CARD SHOULD INCLUDE A MARKING FOR SPECIAL INTERESTS, ABILITIES, AND EXTRACURRICULAR ACTIVITIES?					
	YES	85	74	63	69
	NO	15	17	32	30
K. DO YOU BELIEVE THERE SHOULD BE SPACE FOR					
1. Teacher's comments					
	YES	87	94	62	84
	NO	13	6	37	16
2. Parent's comments					
	YES	71	64	66	61
	NO	29	13	33	38
3. Child's comments					
	YES	26	36	28	53
	NO	36	61	39	47
L. WOULD YOU LIKE TO KNOW HOW YOUR CHILD RATES ACCORDING TO ACHIEVEMENT TESTS IN REGARD TO HIS ABILITY?					
	YES	85	96	80	92
	NO	15	3	20	7

<u>Item</u>	<u>Elementary</u>		<u>Secondary</u>	
	<u>Tchrs.</u>	<u>Par.</u>	<u>Tchrs.</u>	<u>Par.</u>
M. SHOULD EVERY CHILD BE PROMOTED EACH TERM NO MATTER WHAT KIND OF WORK HE DOES?				
YES	14	8	6	10
NO	16	90	94	90
N. WOULD YOU LIKE TO KNOW WHETHER HIS ACHIEVEMENT IS THAT WHICH IS TO BE EXPECTED OF A CHILD OF HIS AGE LEVEL?				
YES	84	91	88	79
NO	16	6	12	20
O. WOULD YOU LIKE TO KNOW WHETHER HIS GENERAL ACHIEVEMENT IS THAT WHICH IS TO BE EXPECTED OF A CHILD OF HIS GRADE LEVEL?				
YES	74	87	87	88
NO	26	4	13	11
P. HOW MANY TIMES HAVE YOU VISITED SCHOOL THIS YEAR?				
Once		19		26
Twice		14		13
Three times		10		6
Four times		7		4
?		17		30
Q. DOES YOUR CHILD WANT YOU TO VISIT SCHOOL?				
YES		90		64
NO		7		36
R. DO YOU THINK IT IMPORTANT TO BECOME ACQUAINTED WITH YOUR CHILD'S TEACHER?				
YES		86		75
NO		7		25
S. DO YOU CONFER WITH YOUR CHILD'S TEACHER ON YOUR OWN INITIATIVE?				
YES		56		45
NO		20		20

<u>Item</u>	Elementary Tchrs. Par.	Secondary Tchrs. Par.
T. IN TALKING WITH YOUR CHILD'S TEACHER, DOES YOUR CONVERSATION INCLUDE		
1. Just academic subjects	38	42
2. Deportment	43	44
3. His attitudes of getting along with others	41	0
4. Health?	31	0
U. IF YOU FEEL RELUCTANT TO VISIT SCHOOL IS IT DUE TO		
1. Lack of time on your part	56	65
2. Lack of interest	0	0
3. Your child's unwillingness	0	0
4. Lack of cooperation on the teacher's part	0	0
5. Lack of an invitation	0	0
6. Feeling that you are interrupting?	24	0

An examination of the results in parts A, B, C reveals marked agreement in most areas. Only in a few instances are there any marked differences of opinion.

Replies to Items D through O show substantial agreement among all groups. The replies to D2, F, H, and K3 indicate lack of agreement. The majority of elementary teachers favor giving a mark of unsatisfactory for any work no matter what its quality if they believe the child can do better. The majority of teachers in secondary schools and parents in both groups oppose the practice. The majority of the teachers in the elementary schools express the opinion that pupils should have parts of the card to check, while the opinion of the parents of those children are divided equally. The majority of the teachers and parents at the secondary level also differ.

Promotional practices and standards in marking are closely allied. It is worth noting the definite opinion expressed on question 3, section D (page 19) in contrast to questions 1 and 2 in the same section and question M (page 21).

The items to be included in a report card which would give the information which a majority of both parents and teachers in the elementary schools state to be desirable are given below:

A. Physical Habits

1. Shows interest in personal habits.
2. Cleanliness.
3. Applies knowledge to his daily habits.

B. Social Habits

1. Adjusts well to other children.
2. Has pride in class accomplishments and school activities.
3. Respects the property of others.
4. Has the desire to improve himself.
5. Courteous while others are speaking.
6. Responds promptly, accurately, and cheerfully to school regulations.
7. Takes care of personal belongings.

C. Intellectual Habits

1. Takes pride in his work.
2. Is accurate.
3. Is in the right place at the right time ready for work.
4. Completes his work.

D. Would like to have more detailed explanation as to what subject headings include.

E. Should include a marking for special interest, abilities, and extracurricular activities.

- F. There should be space for teachers' and parents' comments.
- G. How the child rates according to standard achievement tests in regard to his ability in various fields.
- H. Whether his general achievement is that which is to be expected of a child of his age level.
- I. Whether his general achievement is that which is to be expected of a child of his grade level.

The items which a majority of the parents wish to have included, but which are desired by less than a majority of teachers are

- A. Shows ability in skills, games, and rhythms.
- B. Is willing to share.
- C. Is accurate.

The items which a majority of teachers wish to have included, but which are desired by less than a majority of parents are

- A. Posture.
- B. Has grown in self-confidence.
- C. Would like to have the child check portions of the card himself, such as health habits.

The items to be included in a report card which would give the information which the majority of teachers and parents of secondary school pupils desired include, of those listed above, Item B-1, 2, 4; Section C; and Items E through I.

It was felt by the instigators of the survey that a report card which told the majority of parents of secondary school children what they wished to know would contain all the items in the preceding paragraph. The amount of agreement seems to be large and the disagreement rather small.

Study of the Committee of Records and Reports.

The results of this extensive survey of the parent-teacher group were turned over to a Committee of Records and Reports which was set up in early 1945 as a sub-committee of the Curriculum Council's work in the area of child growth and development. Olin Wills, present Principal of Lincoln High School, was made chairman of the group. The Committee was composed of elementary and high school principals and vice-principals, teachers from the elementary and secondary schools, one supervisor of art, the Director of elementary and secondary education, and three representatives of the P.T.A. -- a total of 23. Dr. Willard B. Spalding, then Superintendent of Schools, requested that the Committee produce an experimental report card that could be tried out in the spring semester of 1946.

The Committee held meetings bi-weekly after school hours until June. During this time, evaluation, marking, and reporting were defined as specific problems to be

studied. These problems entailed a great deal of research for the members of the group. Literature was abstracted and discussed, and reporting forms from many other cities were collected and studied.

From this work evolved general principles upon which tentative report cards could be built. It was the Committee's feeling that the report to parents should report the philosophy and purpose of the school system in which it is used. It should be so constructed that it can be understood by the child and the parent.

Any notice of unsatisfactory work should be accompanied by an explanation of the causes of the difficulty and suggestions for remedial measures. The Committee felt that the child should have an opportunity to assist in evaluating his own growth and progress and the proposed report form should avoid the use of a marking system that would make comparisons among pupils in subject achievement, in effort, or in ability. The form should be helpful to pupil and parent in evaluating growth in terms of the child's own needs, achievement, and potentialities. It should be a confidential matter which concerns only the child, parent, and school and should be warm and personal.

The report should provide space for written comment by teacher and parent, and vice versa. The portion of the

report devoted to the behavior of the child should be made in positive terms. The regular report should be sent home less frequently with more complete information included and should not make undue demands upon the time of the teachers. Finally, however, if the child is not making satisfactory progress, the teacher should call the parent in for a conference before the end of the term.

Meetings of the Committee were held until the end of the school year when a committee of ten principals continued the study for six weeks during the summer of 1945. This principals' committee interpreted its findings to the continuing committee in the fall. The original Committee pitched in then for hard work in the primary, intermediate, and secondary fields. The whole group was divided into small groups to study the separate problems; and the ideas, which they brought forth, were presented to the committee of the whole. The findings, when approved, were submitted to the administrative, supervisory group and, in turn, by the school principals to their teachers for comment. Thus, three forms of cards were developed and submitted to the Curriculum Council for approval, which then recommended their acceptance to the superintendent's staff in January, 1946. The cards were approved for trial but not before many heated sessions of debate and discussion were held and much compromise resorted to by both sides.

The card for trial was based on a recognition of the latest research and writing of psychologists and people in the field of mental hygiene and the philosophy that children should be evaluated on the basis of individual child growth and development. The Committee had carefully studied the questionnaire to parents and incorporated many of the suggestions and, of necessity, threw out many. Approximately forty hours of debate and discussion, as mentioned before, were necessary to reach a conclusion. Three parents voted and concurred in all decisions.

As to the questionnaire itself, as reported on pages 18 through 24 of this paper, the Committee pointed out where and where not they were able to accede to the desires of those submitting opinions:

1. (Items A, B, C) The wishes of the parents were complied with on the physical, social, and intellectual habits, although it was necessary to revise and restate many of the items in more meaningful terms.

2. (Item D) The basis for grading to be accepted was the third. Parents' requests were inconsistent in this area. The Committee felt that the method they accepted is consistent with good mental hygiene practices.

3. (Item E) After thorough discussion with parents on the Committee, it was agreed that report cards in the

first eight grades should go home twice during the semester. Reasons: (a) It takes at least nine weeks for a teacher to become well enough acquainted with the child to make a diagnostic report to the parents. (b) It will give the teacher more time to do a thorough job of reporting. (c) A complete system of reporting will demand more time and education; therefore, fewer reporting periods will gain acceptance more quickly by the teaching staff. (d) The general tendency throughout the country is to report less often and do a more thorough job of it.

4. (Item F) It is fine to have students check portions of the card, but it was necessary to keep the card as simple as possible so that it would be acceptable to the great majority of the teaching staff. There is nothing to keep the teacher and child from cooperatively marking the card in its present form.

5. (Item G) Cards were provided for the different levels.

6. (Item H) The philosophy of individual child development was accepted as a basis for marking. A three-point system was accepted as a compromise. On the high school level a compromise was accepted. This is a transitional move and it was recognized that it is not a thorough acceptance of the philosophy stated above.

It was believed that the marking of school subjects is, however, a departure in the right direction. The three-point system for attitudes and habits is in the right direction.

7. (Item I) Recommendation accepted.

8. (Item J) Recommendation accepted.

9. (Item K) Recommendation accepted, except for high school. The high school card lists detailed study habits and attitudes.

10. (Item L) It was decided that parents would not understand the meaning of standard achievement tests because they indicate the average for a class. In any one class one can expect to find as many pupils above the score as below. Also, achievement tests should not be a means of promoting or retarding school pupils. Parents can get the information through conferences with teachers.

11. (Item M) Doesn't pertain to cards.

12. (Item N) Inconsistent with accepted philosophy of child growth. The lack of understanding of individual differences on the part of the parent makes this point impractical and impossible.

13. (Item O) Identical with Item 10, above.

The Committee, in preparing the tentative report forms, felt that they were consistent in following the accepted philosophy in reporting pupil progress when they took the stand as outlined above.

Introduction of the New Forms.

Now that the tentative forms had been developed and accepted, it was necessary to try them out. Forty-three elementary and six high schools (one was a special school) offered to use them during the spring term of 1946. The other schools continued to use the old report form. It was recommended that the schools trying out the cards consider the introduction of the card, evaluate its use, and submit suggestions for its improvement; that the primary and intermediate cards be sent out at nine-week intervals and the high school cards only two or three times during the semester.

It should be known that even though the schools elected to try out the cards, many members of the teaching staff did so against their will. So it is hard to say if the cards in their tentative forms were given a fair trial in all instances. Opposition was great in many quarters from the very beginning.

In order to prepare for the introduction of the new cards, it was necessary to make a careful and an adequate preparation. A mimeographed form, "Guide to the Use of the New Progress Report Card," was sent to the participating schools, and a letter from the superintendent was distributed to parents, telling them of the experimental use of

the forms. The public was informed via the press and the radio. Panel discussions and professional meetings were held at schools in cooperation with parent-teacher groups.

The cards were explained to the students in class rooms. Naturally, the situation was far from harmonious. The teachers in many instances were not sure they understood what was taking place. The students were confused. Debate and argument flew back and forth. This was entirely a new thing; and, to many, a sudden introduction of new ideas is tantamount to revolution. After the teachers began to understand the philosophy back of the new system, acceptance began to become quite general.

Many were the groans when the worksheets to keep a records of attitudes of students were distributed. But the teachers faithfully did the work.

The cards were issued on about April 1, 1946. Two cards were issued per pupil. These were taken by the pupil to each class where the teacher entered his marks from his class book and the work sheet. At the end of the day the duplicate forms were returned to the home room to be filed for the counselor. The other form was taken home to the parents.

Evaluation Questionnaire on the Trial Cards.

At the end of the spring term, a questionnaire was sent out by the superintendent's office to determine the general reactions to the new forms. Returns were received from 15,000 parents, 10,000 students, and 745 teachers. Majority approval was secured from parents and teachers for the basic questions 1, 2, and 9 (see below). High school students approved only question 2. The total results of questionnaire are tabulated below:

1. DO YOU LIKE THE ANALYZED PICTURE OF WHAT STUDENTS DO IN DIFFERENT SCHOOL SITUATIONS?

	<u>Parents</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	1898(70.3)	803
Elemen.	10942(86.9)	1759

	<u>Teachers</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	121(61.1)	77
Elemen.	450(79.3)	117

	<u>Pupils</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	2318	2658(52)
Elemen.	3438(72.5)	1304

2. DO YOU APPROVE OF MARKING ON BASIS OF PROGRESS CHILD MAKES IN RELATION TO WHAT HE IS ABLE TO DO?

	<u>Parents</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	1818(66.9)	896
Elemen.	9371(80.5)	2271

	<u>Teachers</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	103(52.8)	92
Elemen.	452(76.8)	136

	<u>Pupils</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	2764(55.3)	2241
Elemen.	3331(74.)	1170

4. HOW OFTEN WOULD YOU LIKE CARD SENT HOME?

	<u>Parents</u>	
	<u>4 times--6 times</u>	
H. Sch.	1081	1596(60.)
Elemen.	5264	6952(56.9)

9. IN GENERAL DO YOU APPROVE OF THE NEW REPORT CARD?

	<u>Parents</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	1484(56.9)	1121
Elemen.	(80.3)	

(Question 4 continued)

	<u>Teachers</u>	
	<u>4 times--6 times</u>	
H. Sch.	110(55.0)	90
Elemen.	463(80.4)	113

(Question 9 continued)

	<u>Teachers</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	102(51.5)	96
Elemen.	(63.8)	

	<u>Pupils</u>	
	<u>4 times--6 times</u>	
H. Sch.	2133	2817(57.0)
Elemen.	2364	2384(50.2)

	<u>Pupils</u>	
	<u>Yes</u>	<u>No</u>
H. Sch.	1845	3156(63.)
Elemen.	3262(60.3)	2145

The following are comments on the High School Report Card questionnaire. The schools included were Girls Polytechnic, Jane Addams, Commerce, and Franklin. The total enrollment for the schools was 3,764 students of which 3,181 responded. Pupils responses are as follows:

Question 5: What do you like most about the card?

	<u>Frequency of answers.</u>
1. Marking based on progress according to ability.	582
2. Complete picture given.	408
3. Marking on habits and attitudes.	347
4. Shows where child needs help.	163

Question 6: What do you dislike most about the card?

1. Too large and complicated.	856
2. Too difficult for teacher to mark.	461
3. Grading on habits and attitudes.	281
4. Quality of paper.	176
5. The "S" and "C" marks.	142
6. Grading on progress and ability.	124

Question 7: What suggestion do you have:	<u>Frequency of Responses</u>
1. Make it smaller.	437
2. Return to the old card.	218
3. Omit habits and attitudes.	131
4. Omit or improve S and C grading.	87
5. Make it more understandable.	82

Responses from high school parents, numbering 1,762, are as follows:

Question 5: What do you like most about the card?

1. Student and parent know of progress made.	408
2. Habits and attitudes.	209
3. Shows where students need help.	61
4. Eliminates comparison.	47

Question 6: What do you dislike most about the card?

1. Too big.	162
2. Chance for unfairness.	128
3. Not an accurate record.	124
4. Complicated.	87
5. Habits and attitudes.	72

Question 7: What suggestions do you have?

1. Use old card.	145
2. Simplify so parents can understand.	102
3. Less items on card or omit habits and attitudes.	31
4. Make smaller and of more durable paper.	23
5. Omit S and C.	22
6. Eliminate grading on ability.	19

Responses from high school teachers (157 out of a total of 231) are as follows:

Question 5: What do you like most about the cards?

1. Complete picture it gives.	17
2. Habits and attitudes.	43
3. Grading on achievement.	31
4. Time to talk to students.	5

Question 6: What do you dislike most about the card?	<u>Frequency of Responses</u>
1. Mechanic.	80
2. Habits and Attitudes.	50
3. Too complicated.	23
4. Unfair.	43

Question 7: What suggestions do you have?	
1. Achievement, attitudes, habits.	59
2. Mechanical.	46

Revision of the Trial Forms.

During the summer of 1946, a curriculum workshop was assigned to the revision of the tentative report cards in the light of the questionnaire tabulated above. Invitations to parents, teachers, and administrators were extended. Responses were confined to four elementary principals, two high school vice-principals, and four parents. This group made further studies of the available literature of the development of the school reports; individual differences in relation to reporting effects of grades on mental health; promotional policies and college entrance requirements; and relation of reports to cumulative records. This study and the following discussion crystalized the following points of view:

The members of the section feel that evaluation, marking, and reporting are not the whole of, but parts of, the educational process; and intelligent use of these parts can give direction to the teaching-learning process. They believe that:

1. The whole child is involved in the learning process--physical, social, and emotional, as well as mental. Evaluation must consider these.

2. The child as an individual is unique in regards to his interests, abilities, needs, and previous experiences. Competitive marking ignores this uniqueness and gives rise to undesirable tensions.
3. Desirable outcomes are much broader than mere retention of subject matter. They must include subject skills and understandings, and habits and attitudes.
4. Desirable outcomes may be secured by use of a wide variety of material and activities. It is not necessary for all children to meet exactly the same requirements.
5. Students should participate in the evaluation and marking process.
6. The use of report cards is but one of the ways of keeping the parents informed.
7. The members agree that the improvement of reporting is not a simple matter of manipulation of symbols, but rather a difficult task involving formulation of educational objectives, the determination of individual abilities, and the reporting of evaluations to parents in an understandable manner.

With this as a background, the committee revised the cards on a basis of majority approval and comment and submitted these revisions in discussion meetings to other workshop groups, the elementary principals, and supervisory staff as consultants.

The format that evolved was presented to the superintendent's staff directly since the Curriculum Council holds no summer meetings. After further changes were made, the card was approved for use in all city schools for 1946-47.

It should be mentioned that the Committee recommended the use of a dual type of reporting: (1) child progress according to ability, and (2) comparison to other students.

The Committee felt that the comparison feature was essential in the transitional period from the old system to the new. Marks on the comparative part were recommended to be given according to standing in class, perhaps in quartile ratings, and were to be indicated by exponents. (Example: C¹--work commensurate to upper quartile; C²--work in the second quartile; etc., following the same system for the "S" and "N" grades.) The phase, according to ability, marked the child "C" for commendable work, "S" for satisfactory work, and "N" for not working up to ability. The number 2, comparative, phase was deleted because of the negative opinion of the groups consulted.

The elementary forms adopted have specific statements what students actually do in school. Under headings, such as "Habits and Attitudes" and "Learning to Share and Repeat Ideas", one finds "Writes legibly," "Reads with interest," and is "Courteous and considerate."

On the high school card, which has six 4-x-4 areas, one for each teacher of a six-period day, has such areas divided into two sections for reporting:

- A. Achievement in skills and understanding.
- B. Habits and Attitudes:
 - 1. Organizes and completes work.
 - 2. Accepts responsibility.
 - 3. Respects rights of others.
 - 4. Cooperates with group.

with space allowed for three more items peculiar to the teaching methods, the subject, or student.

The new reporting provides individual record cards in each class similar to the divisions on the Progress Report. The headings of these are to be filled out by the student. At the end of the grading period, the cards are returned to the students to evaluate themselves in relation to their achievement, ability, and grades. The cards are then returned to the teacher in each class who keeps them in his possession and from which he fills out the Progress Report. If the teacher's judgment differs from that recorded by the student, a brief conference is held with the student and the grade is corrected if necessary. The teachers report the need of surprisingly few changes. The Progress Reports are filled out in the classes during the day, and the attendance is recorded by the issuing teacher. No grade slips nor result sheets are necessary. The individual cards are filed with the counselors.

The marking system is the same for all three levels of cards. By reporting to the parents and students whether the student's achievement is better than (C), consistent with (S), or poorer than could be expected in the light of what

the school knows about him (N), the makers of the cards hoped that situations will be created in which poor students can achieve and succeed and good students will be stimulated to capacity.

The cards provide space for comments by parents and students and a message to parents encouraging them to seek conferences for more information. The high school card promises further reports comparing the pupil's progress with that of other students.

Introduction of the Progress Report.

The new Progress Reports were issued to the schools only a short time before they were to be marked. Printing delays made it impossible to have them ready sooner. Much criticism has been made that the administration "dumped" the cards on the teachers so suddenly that the teachers had no way of knowing what the cards were like and were confused as to how to mark them. The truth of the matter is that the schools were notified at least four weeks before the cards were issued, and guides to the use of the cards were sent to the schools urging the personnel to acquaint themselves with the principles underlying the card. A shelf of materials was set aside at the Curriculum Library for the use of the schools, but it seems no one used them. Apparently it would seem that the fault in not knowing what to do lay with each individual school. Nevertheless, the

teachers had only their observations as criteria for marking the students according to the new basis for reporting. The teachers of skill subjects maintained that "the pupil either gets it or doesn't and has to be graded accordingly."

Notwithstanding, the cards were issued and marked the best they could be, probably in most instances according to old standards of achievement. The teaching staff was unanimous, it seems, in condemning the administration for having unloaded the new philosophy upon them without adequate preparation for it; that is, adequate information on each child as a basis for marking according to ability.

In order to correct this lack of information, a minimum testing program was organized to obtain data on each child. (The program will be discussed later.) However, it was the Committee's intent that the teacher should mark the child on this first report on the basis of his observations of that child in the nine weeks of class work. It maintained that the teacher should know the child's ability in that length of time without the benefit of achievement and mental testing.

Much of the opposition to the new form was due to the conflicts in philosophy. At the start, it appears, there were many traditionally-minded teachers who were reluctant to give up long experiences of traditional marking, probably influencing others to oppose the new philosophy.

A survey of traditional marking by teachers would probably show that ability marking in their classes is reflected in the majority of their class records.

After the new report had been in use for more than half the school year, letters were sent out to parents, giving them reports on their children in each subject, showing whether the child was superior, above average, average, or below average in comparison to others in the class. Space is allowed on the form for additional information in regard to tests and data that may be pertinent. Along with the subject report was sent a report on the grade placement of the child in standardized tests.

Prior to these reports, letters were sent to parents at mid-term advising them of the availability of this further information. The letters were to be returned, signed and checked whether a comparative report was desired, or whether a conference was desired, or whether the Progress Report was sufficient.

In the writer's school, letters went out to about 1,200 parents of which only 400 requested further information. Of these, 100 desired personal conferences, but did not appear. To the remaining 300 were sent the above-mentioned comparative reports. The vast majority, it then seems, were satisfied with the information that the report card had given them.

The Minimum Testing Program to Obtain Data
for Reporting to Parents

In order to implement the progress reporting of students by the teachers, a committee, headed by Dr. V. D. Bain, has recommended a testing program for the purpose of securing basic data on each student.

Inasmuch as the new Progress Report is based on ability, the committee on testing sent out a report to teachers, defining ability, intelligence, and the use of standard tests. The report of the committee explained the C-S-N scoring in relationship to IQ and test results.

The new Progress Report calls for the report to parents to show how well the pupil is acquiring such basic skills as those involved in communicating ideas and using numbers. The committee assumed this means that from time to time as test results are obtained in reading, other communicative skills, and in arithmetic by means of achievement tests, they can be reported by levels of achievement or by brief statements indicating satisfactory progress or lack of it.

As a minimum testing program for the first year, the committee recommended the Otis Self-Administering Tests, Standardized Reading Test, and Standardized Arithmetic Test. The Bell-Adjustment test was given to all high school students above the fourth term and to about one-half of the students in the first three terms. These tests were given in the spring of 1947.

For a long-term program of testing, the committee recommended:

Grade	Test
7th, beginning of term	Otis Self-Administering; -- those having IQ's under 90, retest with non-verbal or individual test.
8th, beginning of term	General Achievement
9th, beginning of term	Personality and Reading
10th	Guidance and Counselling battery including general achievement
12th	College Aptitude

Administrative plans are being at present set up to insure that all 8th-grade pupils who have not been given an achievement battery already will have such a test this term. This may be either the Progressive, Stanford, Metropolitan, or Basic Skill; and all 7th-grade pupils, who have not had an Otis mental test within a year, be tested this semester. By doing this in the last semester of 1946-1947, rather than at the beginning of the school year of 1947-1948, the minimum testing program already approved will have a year's start.

The committee felt that a testing program is not just a high school concern but a matter that affects all grades of the school system. Therefore, it is endeavoring to have the testing program determined for the entire school program.

The results of the city-wide testing this spring were sent to each school to show how pupils rank in the system.

In the school in which the writer is employed, the teachers were given copies of the scores and grade placements of each student enrolled for the reading and arithmetic tests and scores for the Otis mental test. Accompanying the standardized tests was a breakdown by the school year of the number of students in percentile ranks, showing the median for each particular year, and a summarization of the number who are accelerated, average, or retarded. This information has proved invaluable in determining the ability of any particular student. It has proved valuable not only to the classroom teacher in evaluation, but to the counselor in guidance work.

Teachers who heretofore had been in a state of confusion regarding marking according to ability have now found the task much easier and more accurate. As has been pointed out earlier, many members of the staff were opposed to the philosophy of reporting children as integrate personalities, holding to the theories of traditional reporting. The new philosophy has now been "growing" upon them through the many teacher group discussions and teachers' meetings, through reports and literature handed to them, and through discussions in the daily press.

CHAPTER III

RESULTS OF AND REACTION TO THE PROGRESS CARD EXPERIMENT

Before the school year of 1946-1947 had ended, the Progress Report had become a controversial issue. Opposition groups joined forces in public meetings to campaign for the abandonment of it. Certain of the groups circulated petitions and resolutions demanding a return to the old competitive card.

The school administration, recognizing this opposition and wishing to establish the type of reporting the parents desired, sent out ballots to each parent, requesting him to mark whether he wanted his child to be graded competitively or whether he wanted his child to be graded according to his own ability. The ballot provided a space where the parent could check whether he wanted a report every six or every nine weeks. Space was also provided for comments.

Of approximately 15,000 ballots sent out, only 9,123 were returned. A change from the present system was requested by 5,554 parents. An approval of the present system was voted by 3,569. The vote was in a ratio of 5 to 3 for a change, with 5,877 parents not answering. This failure to reply perhaps indicates an indifferent attitude as to what type of card should be used.

Votes for a six-week interval of reporting received a majority approval of 4,385 votes.

The parents want to know more about their children's work at school it seems by the results of the questionnaire when viewed in the light of results of the previous questionnaires. On them the parents have shown a desire for a change in the reporting system.

Teachers in practically all instances, the writer believes, have become greatly aware of the inadequacies of competitive grading and have quite generally expressed themselves in favor of reports based more on ability. However, the teachers feel that the present system has been a bit cumbersome and perhaps too abrupt a change from the old method of competitive grading.

Whether the present system is good or bad, it is clear that parents, pupils, and teachers have all become alive to the importance of adequate progress and achievement reporting. The writer feels that the lethargic and the take-for-granted attitude towards report cards has ended, and that everyone concerned will be alert to what kind of reports are sent out and how "Johnny" is evaluated upon them.

Concrete, tangible results of the use of the Progress Report was seen in the action of the Portland School Board when it voted for discontinuing the present card at its meeting on June 11, 1947.

At a prior meeting, a motion was passed providing that the report card system now being used in high schools on an experimental basis be discontinued and that a simplified one, embodying desirable features of the competitive grading as well as of the present system be prepared by the administrative staff.

Acting Superintendent J. W. Edwards told the School Board

I am willing to admit we moved too fast with this new card. I think it is good, but to adopt it right now was ahead of many of our faculty and parents.

The adoption of the new plan will not include the elementary schools. The School Board directed the administration to restudy reporting in elementary schools for the purpose of a possible revision of those cards in the future.

The reporting system for Portland's secondary school for 1947-1948 will, then, be revised to include grading student achievement on a competitive basis and marking the students' attitudes and habits in much the same manner as was done during the past year. This plan, it appears and is hoped, will be a transitional phase to actual individualized progress reporting. This plan, if the reader will remember, is much the same as the plan used in the spring of 1946.

Perhaps one of the most important results from the use of the Progress Report was the discovery that preparation for any change in traditional ways of doing things must be

carefully planned and organized and simply but effectively presented well in advance of the contemplated change. There are far too many people who have to be convinced through a slow process to allow for a successful, sudden change. However, it has come to the writer's attention that quite often people do nothing about a change unless the change is made abruptly and thrown, so to speak, directly into their laps.

A gratifying result of the report experimentation is the recognition of the need for the reorganization of the guidance and testing departments. Heretofore, the testing department was a separate unit from the counseling department. Testing was done on an individual school basis and not coordinated with the other guidance services. Neither department knew what the other was doing. The need for information on the school children because of the ability reporting and general guidance activity has led to the formulation of plans to bring the entire testing program under a centralized guidance department.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Portland teachers and parents have gone through a year in which they have encountered a "renaissance" in educational thinking. They have been confronted with situations in which they have had to think through the educational implications and have had to make a decision on them. From all indications that thinking will continue until satisfactory conclusions have been reached.

The question of reporting pupils to parents has not been definitely settled. There will be revisions made. There will be more opposition to the revisions and to new plans. There will be a challenge for those who desire to follow current trends. There will be compromises. In the writer's opinion, this presents a situation that is not unhealthy. Only through an exchange of opinions can progress be made. Only then can definite results be attained that will be acceptable to the majority concerned.

The parent is becoming more and more aware of the importance of cooperation between the school and the home. The teacher is even more keenly aware of it. Both have come to the realization that such cooperation and the resulting good will can best be fostered through reporting that can be understood and reports what professes to report.

Recommendations

General Recommendations.

If the Portland School System is to keep apace with the current trends throughout the nation, it will endeavor to adopt as soon as feasible a system of reporting that will be based on the recognition of the child as an individual having his own abilities, attitudes, and peculiarities. As indicated before, steps in that direction have been taken--even though they have been on a basis of retreat. However, a step in the right direction is a step nearer the goal.

It is the writer's opinion that stronger measures should be taken to acquaint the public and parents--even the teachers--with what the school system is planning to do. The system should definitely decide its policy and then outline steps of introduction far enough in advance so that everyone concerned can have ample opportunity to apprise himself of the plans.

More teachers, perhaps all of them, ought to be brought into the thinking and planning. They will feel that it is a part of their own work and thinking if they are included in such planning. If they are not included, they will feel detached from the entire matter and will, without doubt, receive it without enthusiasm and with a feeling that it is

just another burden foisted upon them. In addition, it is a well-known fact that anyone helping in the development of a project will feel it his own, will accept it, understand it, and see that others will do the same.

Each school should have a period for conferences to discuss and plan policies during the day when the teacher is not in a hurry and is free from interruption. The time taken would pay high dividends in teacher understanding and teacher morale. If such a conference period had been in effect during the introduction period of the new card, perhaps the understanding and acceptance of it would have been more general.

The school system should consider the plans for next year as transitional, but it should at the same time be alert to the desires of parents, pupils, and teachers. They should, if possible, be consulted in the planning. When necessary, revisions should be made, but they should be made in the direction of individualized reporting. Any revision in such a direction must be preceded by a well-planned campaign of education for the public and teachers.

Parents ought to be brought into the schools to attend meetings, programs, and general "get togethers" planned to acquaint them in lucid terms what the schools are trying to do. The writer knows of at least one school that experienced very satisfying results by holding a student day.

The students took over the classes, freeing the teachers to talk and to confer with some 300 parents who visited school that day. Such activities tend to cement good will and foster understanding and cooperation.

Specific Recommendations.

In order to have a reporting system that will be effective and satisfying, the writer feels that the following items should be seriously considered in the drafting and the ultimate adoption of report forms:

1. A report should be adopted that will hold to the current educational regard to the whole child.
2. General course objectives should be formulated and listed that will include all courses, allowing space for specific objectives of any given course.
3. The form and language of a report card should be conducive to a maximum of understanding with a minimum of effort.
4. Major emphasis should be placed upon those phases of a child's development in which improvement is most possible.
5. Reports should concern themselves with the causes of problems rather than a description of them.
6. Reports should be based on practices that will be most fruitful for the growth of the child.
7. Complete and adequate cumulative records of each child should be available for the teacher if he is to do a good job of reporting.
8. Standardized achievement tests should be given at pre-determined periods and the results reported to parents.

9. Remedial work for all those who score very low in comparison to average accomplishments should be provided. This remedial work should be based on the standardized achievement test scores.
10. Frequent notes should be sent home to the parents stating pupil's progress.
11. The child should participate in the recording and reporting of his own growth and achievement.
12. The report should, if possible, make provision for comments on pupil's participation in extra-curricular activities.
13. The teacher should be free to give reporting the time necessary to make it worthwhile.
14. The teacher should understand child behavior. A simple plan should be made whereby the teacher can learn to know the children in his class.
15. In-service training on pupil reporting and understanding should be provided in such a way that teachers will not feel it is an extra duty.
16. "A report card is needed in our schools that will help change the emphasis from that of earning marks or letters to that of attaining broader understandings and ability.⁴⁵ A system is needed that will challenge and motivate each pupil to greater effort and at the same time furnish him with guidance in how to improve himself. A reporting system is required that will encourage scholarship, inspire and stimulate each young person to acquire scholarly habits."

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C O P Y

TO THE PARENTS:

The teachers and administrative staff of the Portland Public Schools are interested in improving the types of reports sent to parents.

During the past year two committees have been at work studying this problem. One committee, composed of principals and teachers, with Mr. Olin Wills, vice-principial at Franklin High School, as chairman, worked throughout the year studying methods used in other schools of recording pupil progress. The other committee, formed by the Portland Council of Parents and Teachers, with Mrs. Carroll H. Dwyer as chairman, studied the problem and prepared a "Questionnaire on Report Cards," which was sent to a large number of parents and teachers for the purpose of determining what and how parents and teachers are interested in having the schools report about children.

In addition, a group of elementary principals and high school principals and vice-principals worked upon the problem during the summer.

As a result of the work of all of these groups it is now planned to construct report cards for use in the schools of Portland. It is hoped that these cards in tentative form will be ready for use, at least in some schools, during the second semester of the present school year. After being used one semester, the cards will be revised and printed for general use next September, 1946.

Under such a plan as outlined above we believe that we can devise ways of keeping you better informed concerning the development of your school child. We are anxious to have your suggestions on this matter at all times.

(signed) Willard B. Spalding

Superintendent of Schools

Subject _____

Term _____ Quarter _____

Pupils' names

1. Organizes and Completes Work.
2. Finds Worthwhile Work to Do Independently.
3. Is Courteous and Considerate; Respects Rights of Others.
4. Is Careful of Property and materials.
5. Accepts Criticism and Profits from it.
6. Observes School Regulations.
7. Maintains Good Posture (Sits, Stands, and Walks Correctly.)
8. Applies Health Knowledge to Daily Habits.
9. Cooperates with others in Work and Play.
10. Accepts Responsibility and Leadership at Right Time.
- 11.

EXPLANATION: Record of attitudes, etc. kept by the teacher of her class.

TEACHER'S COMMENTS

Date.....

Sincerely yours,

Date.....

Sincerely yours,

Days Present

Days Absent

Times Tardy

School Year: 19..... to 19.....

Assigned to

PARENT'S COMMENTS

First Period:

Parent's Signature

Second Period:

Parent's Signature

Third Period:

Parent's Signature

To Parents:

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

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

Principal.

PORTLAND PUBLIC SCHOOLS

PORTLAND, OREGON



PRIMARY—GRADES 1 - 3

Name

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

EXPLANATION OF MARKS

"C" indicates commendation for special effort and achievement.

"S" indicates satisfactory progress consistent with ability.

"N" indicates need for more effort if progress is to be consistent with ability.

HABITS AND ATTITUDES

	1	2	3	4
1. Accepts responsibility				
2. Cooperates with others in work and play				
3. Finds worthwhile work to do independently				
4. Is courteous and considerate				
5. Observes school and group rules				
6. Applies health knowledge to daily habits				
7.				

**SOCIAL LIVING
LEARNING TO LIVE TOGETHER**

1. Is developing a variety of interests.....				
2. Contributes valuable information or materials				
3. Is growing in knowledge and understanding of the school and community				
4. Shows an interest in science found in our everyday living				
5.				

LANGUAGE ARTS

LEARNING TO SHARE AND RECEIVE IDEAS

	1	2	3	4
1. Expresses thoughts well orally				
2. Expresses thoughts well in writing.....				
3. Reads with interest				
4. Is acquiring reading skills				
5. Is a good listener				
6. Takes part in discussion				
7. Is learning to spell the words he needs				
8. Writes plainly				
9.				

MUSIC, ART, DRAMATICS

TAKING PART IN ACTIVITIES THAT ENRICH LIVING

1. Shows progress in music activities.....				
2. Shows progress in art expression.....				
3. Shows progress in dramatic play.....				
4.				

ARITHMETIC

LEARNING THE MEANING AND USE OF NUMBERS

1. Understands and uses common measurements				
2. Is acquiring number skills				
3.				

TEACHER'S COMMENTS

Date.....

Sincerely yours,

Date.....

Sincerely yours,

TEMPORARY CARD GRADES 4-8

TEACHER'S COMMENTS

PARENT'S COMMENTS

Date.....

Date.....

PORTLAND PUBLIC SCHOOLS

PORTLAND, OREGON

Sincerely yours,

Date.....

Parent's Signature

Date.....

Sincerely yours,

Date.....

Parent's Signature

Date.....

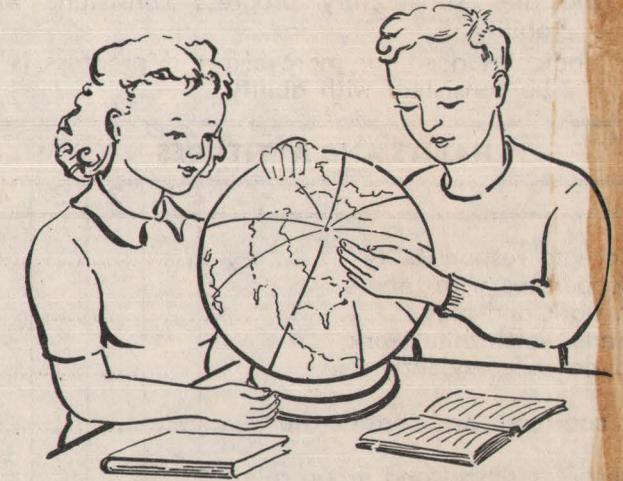
Sincerely yours,

Date.....

Sincerely yours,

Pupil Assigned to

Parent's Signature



GRADES 4 - 8

Name

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

..... 19.... to	19....	1	2	3	4
-----------------------	--------	---	---	---	---

ATTENDANCE

Days Present				
Days Absent				
Times Tardy				

LANGUAGE ARTS

READING, LISTENING, SPEAKING, WRITING

1. Expresses thoughts well orally				
2. Expresses thoughts well in writing				
3. Shows interest in increasingly mature books				
4. Reads with understanding				
5. Listens attentively				
6. Participates in discussion				
7. Is learning to spell the words he needs				
8. Writes legibly				
9.				

SOCIAL STUDIES

HISTORY, GEOGRAPHY, CIVICS

1. Is developing an interest in and understanding of the world about him				
2. Contributes additional information or material				
3. Forms judgments based on facts and experiences				
4.				

ARITHMETIC

1. Shows skill in the use of numbers				
2. Shows ability to reason in working problems				
3.				

NATURAL SCIENCE

	1	2	3	4
1. Is developing an interest in and understanding of the world about him				
2. Forms conclusions based on facts and experiences				
3.				

ART

1. Shows progress in art expression				
2.				
3.				

MUSIC

1. Shows progress in music activities				
2.				
3.				

HOMEMAKING AND INDUSTRIAL ARTS

1. Shows progress in skills				
2.				
3.				

PHYSICAL EDUCATION

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

To Parents:

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

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

.....
Principal.

EXPLANATION OF MARKS

"C" indicates commendation for special effort and achievement.

"S" indicates satisfactory progress consistent with ability.

"N" indicates need for more effort if progress is to be consistent with ability.

HABITS AND ATTITUDES

	1	2	3	4
1. Accepts responsibility				
2. Cooperates with others in work and play				
3. Finds worthwhile work to do independently				
4. Is courteous and considerate				
5. Observes school and group rules				
6. Applies health knowledge to daily habits				
7. Organizes and completes work				
8.				

OTHER ACTIVITIES AND SPECIAL ABILITIES

1.				
2.				
3.				

Progress Record of..... Room.....

School Term194..... to194.....

RECORD OF ATTENDANCE

	1	2	3	Total
Days Present				
Days Absent				
Times Tardy				

■
Signature of Teacher Issuing This Card

■
Principal

PARENT'S SIGNATURE

1st Period

2nd Period

The principal and teachers will be very happy to consult with you at any time concerning the student's development. If the student needs special help to progress with his class, you will be invited to confer with his teachers.

● **PORTLAND PUBLIC SCHOOL**

PORTLAND, OREGON



● **HIGH SCHOOL PROGRESS RECORD**

(WORK SHEET)

Name PERMANANENT CARD

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

PORTLAND PUBLIC SCHOOLS

PORTLAND, OREGON



PRIMARY—GRADES 1 - 3

EXPLANATION OF MARKS

"C" indicates commendation for special effort and achievement.

"S" indicates satisfactory progress consistent with ability.

"N" indicates need for more effort if progress is to be consistent with ability.

HABITS AND ATTITUDES

	1	2	3	4
1. Accepts responsibility				
2. Cooperates with others in work and play				
3. Finds worthwhile work to do independently				
4. Is courteous and considerate				
5. Observes school and group rules				
6. Applies health knowledge to daily habits				
7.				

SOCIAL LIVING

LEARNING TO LIVE TOGETHER

	1	2	3	4
1. Is developing a variety of interests				
2. Contributes valuable information or materials				
3. Is growing in knowledge and understanding of the school and community				
4. Shows an interest in science found in our everyday living				
5.				

LANGUAGE ARTS

LEARNING TO SHARE AND RECEIVE IDEAS

	1	2	3	4
1. Expresses thoughts well orally				
2. Expresses thoughts well in writing				
3. Reads with interest				
4. Is acquiring reading skills				
5. Is a good listener				
6. Takes part in discussion				
7. Is learning to spell the words he needs				
8. Writes plainly				
9.				

MUSIC, ART, DRAMATICS

TAKING PART IN ACTIVITIES THAT ENRICH LIVING

	1	2	3	4
1. Shows progress in music activities				
2. Shows progress in art expression				
3. Shows progress in dramatic play				
4.				

ARITHMETIC

LEARNING THE MEANING AND USE OF NUMBERS

	1	2	3	4
1. Understands and uses common measurements				
2. Is acquiring number skills				
3.				

TEACHER'S COMMENTS

Date.....

Sincerely yours,

Date.....

Sincerely yours,

TEACHER'S COMMENTS

Date.....

Sincerely yours,

Date.....

Sincerely yours,

Days Present

Days Absent

Times Tardy

School Year: 19..... to 19.....

Assigned to

PARENT'S COMMENTS

First Period:

Parent's Signature

Second Period:

Parent's Signature

Third Period:

Parent's Signature

To Parents:

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

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

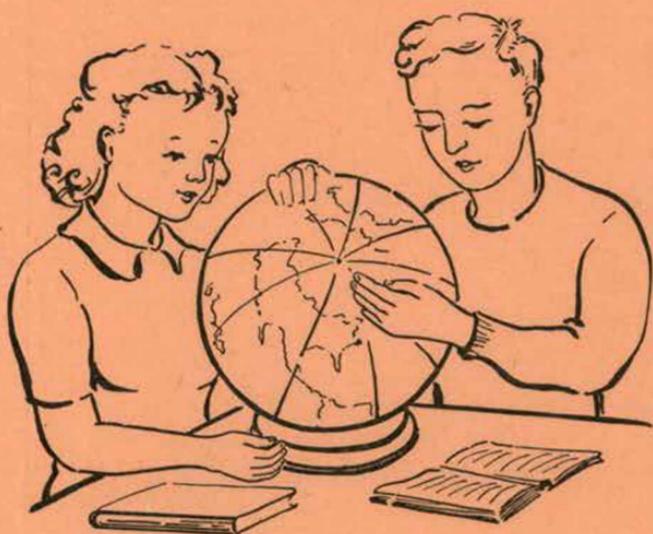
.....
Principal.

Name PERMANENT CARD

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

PORTLAND PUBLIC SCHOOLS

PORTLAND, OREGON



GRADES 4 - 8

To Parents:

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

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

.....
Principal.

EXPLANATION OF MARKS

"C" indicates commendation for special effort and achievement.

"S" indicates satisfactory progress consistent with ability.

"N" indicates need for more effort if progress is to be consistent with ability.

HABITS AND ATTITUDES

	1	2	3	4
1. Accepts responsibility				
2. Cooperates with others in work and play				
3. Finds worthwhile work to do independently				
4. Is courteous and considerate				
5. Observes school and group rules				
6. Applies health knowledge to daily habits				
7. Organizes and completes work.....				
8.				

OTHER ACTIVITIES AND SPECIAL ABILITIES

1.				
2.				
3.				

..... 19.... to	19....	1	2	3	4
-----------------------	--------	---	---	---	---

ATTENDANCE

Days Present				
Days Absent				
Times Tardy				

LANGUAGE ARTS

READING, LISTENING, SPEAKING, WRITING

1. Expresses thoughts well orally				
2. Expresses thoughts well in writing.....				
3. Shows interest in increasingly mature books				
4. Reads with understanding				
5. Listens attentively				
6. Participates in discussion				
7. Is learning to spell the words he needs				
8. Writes legibly				
9.				

SOCIAL STUDIES

HISTORY, GEOGRAPHY, CIVICS

1. Is developing an interest in and understanding of the world about him				
2. Contributes additional information or material				
3. Forms judgments based on facts and experiences				
4.				

ARITHMETIC

1. Shows skill in the use of numbers.....				
2. Shows ability to reason in working problems				
3.				

NATURAL SCIENCE

	1	2	3	4
1. Is developing an interest in and understanding of the world about him				
2. Forms conclusions based on facts and experiences				
3.				

ART

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

MUSIC

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

HOMEMAKING AND INDUSTRIAL ARTS

1. Shows progress in skills				
2.				
3.				

PHYSICAL EDUCATION

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

TEACHER'S COMMENTS

Date.....

Sincerely yours,

Pupil Assigned to

PARENT'S COMMENTS

Date.....

Parent's Signature

Date.....

Parent's Signature

Date.....

Parent's Signature

Progress Record of PERMANENT CARD
Room

PORTLAND PUBLIC SCHOOLS

PORTLAND, OREGON



PROGRESS RECORD
HIGH SCHOOL OF COMMERCE

SUBJECT		PERIOD			
TEACHER		ROOM			
ACHIEVEMENT IN SKILLS & UNDERSTANDINGS					
HABITS AND ATTITUDES:		I	II	III	Final IV
1 Organizes & completes work					
2 Accepts responsibility					
3 Respects rights of others					
4 Cooperates with group					
5					
6					
7					

SUBJECT		PERIOD			
TEACHER		ROOM			
ACHIEVEMENT IN SKILLS & UNDERSTANDINGS					
HABITS AND ATTITUDES:		I	II	III	Final IV
1 Organizes & completes work					
2 Accepts responsibility					
3 Respects rights of others					
4 Cooperates with group					
5					
6					
7					

SUBJECT		PERIOD			
TEACHER		ROOM			
ACHIEVEMENT IN SKILLS & UNDERSTANDINGS					
HABITS AND ATTITUDES:		I	II	III	Final IV
1 Organizes & completes work					
2 Accepts responsibility					
3 Respects rights of others					
4 Cooperates with group					
5					
6					
7					

SUBJECT		PERIOD			
TEACHER		ROOM			
ACHIEVEMENT IN SKILLS & UNDERSTANDINGS					
HABITS AND ATTITUDES:		I	II	III	Final IV
1 Organizes & completes work					
2 Accepts responsibility					
3 Respects rights of others					
4 Cooperates with group					
5					
6					
7					

SUBJECT		PERIOD			
TEACHER		ROOM			
ACHIEVEMENT IN SKILLS & UNDERSTANDINGS					
HABITS AND ATTITUDES:		I	II	III	Final IV
1 Organizes & completes work					
2 Accepts responsibility					
3 Respects rights of others					
4 Cooperates with group					
5					
6					
7					

SUBJECT		PERIOD			
TEACHER		ROOM			
ACHIEVEMENT IN SKILLS & UNDERSTANDINGS					
HABITS AND ATTITUDES:		I	II	III	Final IV
1 Organizes & completes work					
2 Accepts responsibility					
3 Respects rights of others					
4 Cooperates with group					
5					
6					
7					

RECORD OF ATTENDANCE

School Year— Sept. 194.. to June 194..	1	2	3	4	Total
Days Present					
Days Absent					
Times Tardy					


 Signature of Teacher Issuing This Card

COMMENTS:

PARENT'S SIGNATURE

1st _____

2nd _____

3rd _____

This card is a substitute for a personal interview with you. It does not contain all the information you will want concerning the progress of your child.

It aims to report:

1. How the student is achieving in subject skills and understandings, in relation to his ability.
2. His progress in acquiring the habits and attitudes necessary for a good citizen and a well adjusted person.
3. The record of his attendance.

The marks on this card for items 1 and 2 should be interpreted as follows:

- "C" indicates commendation for special effort and achievement
- "S" indicates satisfactory progress consistent with ability
- "N" indicates need for more effort if progress is to be consistent with ability

During the year we will report to you in person or by letter on:

1. How the pupil's progress compares with that of his group.
2. How well he is acquiring such basic skills as those involved in communicating ideas and using numbers.
3. Whether he needs special help to progress with his class.

We will be happy to schedule conferences with you to discuss information available from the guidance program, achievement tests, and teacher judgments regarding the probabilities of success of your child in further education, types of work following high school, or any other aspects of his development.

J. F. ELTON

Principal

CLASS RECORD CARD

STUDENT _____ ROOM _____

SUBJECT _____ PERIOD _____

TEACHER _____ ROOM _____

School.....194.. to194..

ACHIEVEMENT IN SKILLS & UNDERSTANDINGS				
---	--	--	--	--

HABITS AND ATTITUDES:	I	II	III	Final IV
-----------------------	---	----	-----	-------------

1 Organizes & completes work				
2 Accepts responsibility				
3 Respects rights of others				
4 Cooperates with group				
5				
6				
7				

SUBJECT ACHIEVEMENT

Date.....

Student Reg. Room.

Subject Period.....

Counselor

Evaluation: (Check one)

Superior Average

Above Average Below Average

Remarks: (e. g., Test Data, and any other objective basis for evaluation.)

Explanation: Report of the child on a comparative basis.

.....
Teacher



PORTLAND PUBLIC SCHOOLS

HIGH SCHOOL OF COMMERCE
3400 SOUTHEAST TWENTY-SIXTH AVENUE
PORTLAND 2, OREGON
LAncaster 4183

April 9, 1947.

Dear Parents:

You will note on the report card the following statement:

"During the year we will report to you in person or by letter on:

1. How the pupil's progress compares with that of his group.
2. How well he is acquiring such basic skills as those involved in communicating ideas and using numbers."

This information is now available. We believe that the best interests of your child will be served by a personal conference, and you are invited to schedule such a conference at the school. Will you please check one of the following statements, sign below, and return it with the report card.

Sincerely yours,

J. F. ELTON,

Principal.

1. The report card has given me all the information needed.
No further report is necessary
2. I will make an appointment for a conference.
3. I wish to have this report by letter.

CHECK
HERE

.....
Signature of Parent

Name of Student

Registration Room

Explanation: Letter sent to parents asking if they wish any further information on their children.



PORTLAND PUBLIC SCHOOLS

HIGH SCHOOL OF COMMERCE
3400 SOUTHEAST TWENTY-SIXTH AVENUE
PORTLAND 2, OREGON
LANcaster 4183

Date.....

Dear Parents:

One of the things a student should learn in school is to do his best work in each subject. On three occasions you have received a report card telling you whether or not your child was doing this. In addition to this, we have reported on the way he has organized and completed his work, accepted responsibility, respected rights of others, and cooperated with his group.

You have requested an additional report, which is included with this letter. This report will give you the following information:

1. A statement regarding each subject, showing whether the student's work is superior, above average, average, or below average.
2. A statement showing the student's ability in reading in comparison with nation-wide standards.
3. A statement showing the student's ability in other subjects where tests with national standards have been given.

If you wish to confer with us about this report, please call for an appointment.

Sincerely yours,

J. F. ELTON,

Principal.

Dear Parent:

This is a ballot sent to you so that you may indicate the kind of report card you prefer. Will you please mark one of the following:

- () 2. I want my child graded according to what the teacher believes he is able to do. This means he competes only with himself. (The present system)
- () 1. I want my child graded on the progress he makes in comparison with other members of his class. This means he competes against all the members of his class. (A change from the present system)

COMMENTS:

I wish to receive the card

- () every six weeks.
- () every nine weeks.

COMMENTS:

Signature of Parent

(Please return at once.)

May 6, 1947