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THE CONSTRUCTION OF A REPORT CARD FOR
USE IN THE ELEMENTARY SCHOOLS OF
FORSYTH COUNTY, NORTH CAROLINA

by

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4514

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CHAPTER I

INTRODUCTION

Need for the Study

For many years the one type of contact, designed to reach every Forsyth County home served by the public schools, was the periodic report card.¹ The form used was typical of the traditional type report card described by Ruth Strang.

The records and reports of fifty years ago were made for the purpose of judging the child rather than guiding him. His achievement in school subjects was recorded in terms of standards set for his age or grade. . . . Falling below the standard represented failure, rising above it spelled success, regardless of whether the level achieved was appropriate to the individual child.²

Frequently, the type of report card in use was the subject of discussion among Forsyth school personnel, but very little was done about it. At one time space for "Teacher's Remarks" was added to the card in use; and later, some general social and personal traits were listed for checking. There was confusion among teachers, parents, and administrators. This confusion was due in part to a lack of understanding of the real purpose of the report card.

Times changed, needs changed, and long established customs necessarily changed with them.

1. See Appendix A.

2. Ruth Strang, "Changing Purposes and Uses of Records," Records and Reports - Trends in Making and Using Them. Bulletin of the Association for Childhood Education. Washington, D. C.: The Association, 1942. p. 6.

In Forsyth County, there was a change of emphasis from stress on mastery of facts as set forth in the state adopted textbooks to a more comprehensive view of what is included in the curriculum in its widest sense; from "dosing out" the same instructional materials to all children, to the adaptation of materials to meet individual differences; from setting up specific goals for every child to hurdle before being promoted, to asking the questions: "What is best for this child?" "Is it a mastery of facts, basic skills, personal qualities, or is it growth and development of the whole child that is wanted?"

Statement of the Problem

The inadequacies of the old report card which gave only a subject and conduct grade, along with an attendance record, was recognized by all.

Promoted by the general dissatisfaction on the part of the Board of Education, the administrators, some teachers and some parents, a need was felt for the construction of a report card for use in the elementary schools of Forsyth County, North Carolina, that would be acceptable to parents, teachers, and school administrators.

In order to develop a report card that reconciles and adapts the best in recent educational theory to the demands and needs of the parents, it was necessary to find answers to the following questions:

1. What does the professional literature reveal concerning types of report cards and their function?
2. What information do parents want on the report cards?
3. What information do teachers and administrators want to convey to parents through the report cards?
4. What form will best reconcile the desires of both parents and administrators?

Delimitations

In making this study, the investigation was confined to the rural schools of Forsyth County, North Carolina. It was further restricted to the elementary schools, grades one through eight, of this county.

The literature surveyed was restricted to the best recent works on the subject - books, pamphlets, and articles in current periodicals - published from January, 1940 through December, 1950. Though much had been written on the subject of reporting to parents prior to this time, it was found that the literature of this decade carried over some of the best of the old methods and included the new.

Method

Bibliographic sources were consulted for two purposes:

1. To ascertain whether there were studies which the present study might duplicate.
2. To secure related material which would help solve this problem.

A survey of the literature dealing with research studies revealed some related studies on reporting to parents; but none was found which seemed to duplicate this study - The construction of a report card for use in the elementary schools of Forsyth County, North Carolina, which would be acceptable to parents, teachers, and school administrators.

Pertinent magazine articles, pamphlets, and books dealing with the subject were carefully examined. A selection was made of writers who are generally recognized as authorities on elementary practices, or writers whose judgments were based on experience in elementary schools.

These writings were carefully analyzed to discover: (1) recent trends in reporting to parents, (2) the purpose of reporting to parents, and (3) kinds of report cards or reporting forms which best serve this purpose.

In lieu of a canvass of all parents, and in order to get a cross-section, representative of the entire county, all elementary teachers in the county were asked to give the names of mothers and fathers who had shown special interest in their child's growth and development during the school year. These lists were checked for duplications, and a questionnaire was submitted to each parent.

The questionnaire was designed to discover: (1) whether the parent wanted a report from the school regarding his child's growth and progress; (2) how often he wanted a report from the school; (3) what system of marking he preferred used in rating his child; (4) what type of report was wanted - a report card in some form, a personal letter from the teacher, or a conference between parent and teacher; and (5) what he wanted the school to report. This last included the request that he number in order of preference the following items: attendance, deportment or citizenship, grade on subject, health habits, physical growth record (height and weight), social habits and attitudes toward others, statements to show in what phase of school work the child is strong or weak, suggestions for improving weaknesses, tardiness, and work habits as observed at school.

A similar questionnaire was sent to the two hundred and eighty-five elementary classroom teachers of the county which not only included the questions sent to the parents, but also requested an answer to the following questions: Are "extra reports" needed when subject grades or

behavior grades are considered unsatisfactory? If so, give suggestions for making these "extra reports." In addition, teachers were asked: Do you consider it desirable to indicate on the report the "level" on which a child is reading? Should items be included under subject areas to help in the evaluation of the child's work in that particular subject? Should additional items be placed under the child's personal and social growth records?

Another questionnaire designed to discover the best policy regarding certain administrative problems related to reporting to parents was sent to the superintendent, the supervisors, and the principals of Forsyth County. This included the questions sent to parents and teachers and the following additional questions: Should a school send all reports out at the same time? Should a school system have a uniform scheme of reporting? or Should the type of reporting scheme be left to the individual teacher, to the individual school, or community to decide? Should parents be asked to report items of growth noted at home to the school, and how should this report from parents be made? Should the type of reporting used for younger children differ from that used for older children in the elementary schools, and if so, at what grade level should the change be made?

Summaries of the findings from these questionnaires were made.

The writer then constructed a report card, one form for use in the primary grades and one form for use in the upper elementary grades. The cards were evaluated in terms of criteria as outlined in Chapter II, making due allowance for the demands of parents, as well as for the opinions expressed by school personnel.

The two forms of the report card were then submitted to

representatives of each group, and also to a committee of experts. The cards were redrafted in terms of their criticism and in their final form are shown in Chapter V.

CHAPTER II

TYPES OF REPORT CARDS AS REVEALED IN THE LITERATURE

Much has been written regarding the manner of reporting to parents on the growth of the elementary school child. To acquaint the reader with some aspects of the problem, a brief summary follows.

The Traditional Report Card

The literature of recent years reveals a general dissatisfaction with the system of reporting to parents on the growth of the elementary school child.

For the early American school, the "traditional report card" served its purpose. However, it did not reflect the psychology nor the philosophy of the modern school. Huggett and Millard go so far as to say:

The traditional type report card undoubtedly has done more harm than good. It has been faulty in character because it has given an evaluation of the youngster's work without noting the basis for the evaluation and without stating any of the good qualities he is developing even when his marks are low. The parent has no possible basis for interpreting progress and has tended to become antagonistic either toward the school or toward the child.¹

They also state that the traditional type of report card bases its marks upon one thing only, "proficiency in academic subjects" and claim further that a child "could be a paragon of virtue who has a desirable personality, ability and willingness to cooperate with others,

1. Albert J. Huggett and Cecil V. Millard, Growth and Learning in the Elementary School. Boston: Heath, 1946. p. 348.

emotional stability and good social attitudes," but that no mention of these appear on the report card.

Burton summarizes the characteristics and weaknesses of the traditional report by saying:

1. Emphasis was entirely upon the subject, not the learner. Practically the only other items to appear beside the list of subjects were absence, tardiness, and deportment.
2. Marks were most commonly in the form of per cents. Letters and word ratings appeared later.
3. No description or interpretation of marks accompanied the card. Thus the traditional cards were not very informative to either pupils or parents, though false meanings grew up and are today one of the chief obstacles to intelligent thinking about reports.
4. The real purposes of education and outcomes of learning were concealed and eventually neglected.
5. Wrong attitudes and ends were engendered among the children. Attention was focused not on real outcomes but on the mark. Pupils worked for the mark and to "get by". Detrimental attitudes of superiority or inferiority, envy, jealousy, etc. were engendered. Cheating and cramming were natural.²

Mehl, Mills, and Douglas list the following as some of the main limitations of the traditional card:

1. The temptation to use marking as a device to coerce children into doing better work.
2. Probability of unsatisfactory competitive comparisons by parents and children.
3. Misunderstandings of objectives of school by parents.
4. Concern of children with grade rather than with the desire to improve and to grow in the acquisition of knowledges and understanding of all types of learning.
5. Tendency to overemphasize memorization of facts.
6. Effect of overt behavior upon the mark.

2. William H. Burton, The Guidance of Learning Activities. New York: Appleton-Century, 1944. p. 500.

7. Possibility of discouraging child receiving low grades to point of giving up trying.

8. Probability of developing undesirable attitudes, such as superiority complexes, selfish pride, or snobbery, of children who receive high grades.

9. Rewards for high grades encourage child to resort to undesirable means of securing information by cheating or lying.³

Subject marking. - Much of the criticism of the traditional card is made about subject marking. Most everyone recognizes that teachers' marks play an outstanding role in evaluating the progress of all pupils on all levels. Cripe quotes Ayers' conclusion as a logical summary of whether marks should be given:

The case of marks grants the misuses which have been made of them, but presents evidence of their essential value to our educational program. Experiments prove that learners make the best progress when they are aware of the rate of their own improvement. Quantitative marks are essential for the purposes of classification, educational guidance and educational research. The elimination of teacher's marks does not do away with failure; it merely covers up poor work. The thing to do is to change the type of work so that the pupil can secure satisfactory marks. In the meantime, marks themselves should be made more reliable, more specific, and more discriminating. They should be used as checks and guides, rather than as rewards and punishments.⁴

Though research findings have made it clear that the conventional marking system is neither reliable nor valid, Strang⁵ claims that parents are reluctant to acknowledge that it is impossible for a teacher to reduce to an accurate numerical value, the many-sided aspects of a child's development.

3. Marie A. Mehl, and others, Teaching in the Elementary School. New York: Ronald, 1950. p. 419.

4. Harold E. Cripe, "The Other Side of the Report Card," Hygeia, XIX (October, 1941), 860-62.

5. Ruth Strang, Reporting to Parents. New York: Bureau of Publications, Teachers College, Columbia University, 1947. p. 10.

As shown in the references cited to give a picture of the traditional report card, there is general agreement among the writers as to its weaknesses.

Within the past ten years, reporting to parents has changed in many respects. Revisions have been made in many schools, and there are evidences of improvement in the manner of reporting to parents on the growth of the elementary school child. Gordon's study reveals that the majority of report cards in use at the present time contain a combination of traditional and modern characteristics. She feels that an attempt has been made to salvage the best characteristics of the traditional report card and to include the most desirable characteristics of the modern ones.⁶

Forms of Reports to Parents

Though the reports to parents have taken many forms, Strang⁷ claims that the large number of different forms in actual use may be reduced to three main types - the report card, the letter, and the conference with parents. To these three, Gordon⁸ adds a fourth - the evaluation of progress by the pupil with comments by the teacher and parents.

The report card. - Of these forms the most widely used is the report card. It describes many phases of the child's school activities, desirable social habits, work habits, and health habits. It defines

6. Lola Fay Gordon, Reporting the Growth of the Elementary School Child. Doctor's Thesis, Norman, Oklahoma: Graduate College University of Oklahoma, 1947. p. 12.

7. Strang, op. cit., p. 9.

8. Gordon, op. cit., p. 27.

school subjects, health goals, social and emotional habits in order to explain to parents those things that are regarded as essential to satisfactory progress. Most of the report cards contain an explanation of the symbols used in checking. Some have space for teacher's comments, and some have space for parent's comment. Modern report cards are much more friendly than the traditional cards. Most of the cards contain an invitation to the parents to visit the school, discuss the child's report with the teacher, and observe the work that is being done. The frequency of issuing reports varies from once a month to two or three times a year.

The personal letter. - Many schools, according to Huggett and Millard,⁹ have abandoned report cards, but not reporting. They believe that the personal note type of report has the advantages of informality, of directness, of personal direction, of stressing development of the whole child, and of giving fairly complete information about traits needing attention.

Some authorities contend that the less formal report lends itself to comments which build up a spirit basic to desirable home-school-child relationships. Wofford states:

Many modern teachers are employing the use of the personal letter as a substitute for the traditional monthly report card. This type has obvious advantages, provided it meets certain desirable criteria. Otherwise the letter can become as formal and meaningless as the most traditional of report cards. One of the purposes of the report to parents is the establishment of happy relationships with the teachers. Consequently, the letter should be cordial, friendly, informal, and informing. It should reveal the interest of the teacher in, and his knowledge of, each individual child and should suggest how the school and the home can cooperate in the promotion of his development. Finally, the letter should be in language that

9. Huggett, op. cit., p. 389.

parents can understand. Pedagogical terms, like medical terms, tend to confuse rather than instruct the layman in his attempt to understand child development.¹⁰

Mehl, Mills, and Douglas point out that written statements should be phrased so that parents can understand their child's progress. According to these authors, written appraisals should be characterized by the following topics:

1. Favorable comments should begin and close the letter.
2. Items pertaining to growth socially, physically, intellectually, and emotionally should be included.
3. Comparisons with the child's own previous accomplishments should be made.
4. Make evaluations on the basis of child's ability.
5. Give causes for non-progress.
6. Offer suggestions for home guidance - commenting that they may or may not work.¹¹

The chief objections to written appraisals are: (1) they require too much time, (2) with large classes they are likely to become stereotyped, and (3) many teachers not gifted in writing letters of this character, fail to enlist the confidence and support of parents.

Huggett and Millard¹² maintain that these faults are not inherent and can be overcome. They claim that after parents have become educated to the system, it is not necessary to send notes at regular intervals of four, five, or six weeks - but in some instances twice a semester is often enough, and then they need not be sent at the same

10. Kate Vixen Wofford, Teaching in Small Schools. New York: Macmillan, 1946. pp. 376-377.

11. Mehl, op. cit., p. 421.

12. Huggett, op. cit., p. 390.

time. Others, who favor the personal note type of report suggest staggering the reports, so that at no time the teacher has more than four or five notes to write each week.

Pupil appraisal. - A variation of the plan in which the teacher writes all the notes is the plan of having pupils appraise themselves. They arrive at their own grades in group discussions or in conference with the teacher. In some cases pupils report their progress to their parents in letters written at school. The teacher may or may not comment on the analysis. This plan obviously can be used only in the upper grades where children have learned to express themselves in writing, and then only if the children have been allowed a big share in setting up the goals toward which they are striving. Grim says:

Values come with self-appraisal. Self-appraisal is especially important in modern education in that it provides a technique which may function in guiding learning and adjustment throughout life In a truly modern program of evaluation many tests are used and interpreted, but always in reference to pupil purposes. The pupil sets goals, plans activities, helps carry out learning experiences, and aids in appraising his own progress. Independence in evaluating growth and achievement consequently become an important criterion of educational and social maturity. Such a learning skill as self-appraisal is valuable in every facet of well adjusted personal social living. Hence the school is serving a vital function when it enables the pupil to learn better how to judge and place values upon his daily adjustments to life. Successful social living and responsible citizenship requires the ability to evaluate regularly one's contribution to his family and to the social institutions.¹³

Teacher - parent conference. - The conference is gaining favor among school people and parents. It is used both as a supplement to the report and as a substitute for the report card.

13. Paul R. Grim, "Youngsters Take a Hand," Educational Leadership, IV (April, 1946), 440.

According to Mehl, Mills, and Douglas,¹⁴ the modern schools are stressing parent-teacher conferences as a means of reporting the child's progress in school. The conferences are held on certain afternoons during the week, or in some cases, two entire days in each reporting period may be devoted to the work. For the conference to be satisfactory, the teacher must prepare for the meeting by becoming familiar with the child's cumulative record, and by considering the following points:

1. Favorable behavior patterns which should be reported first.
2. Unfavorable behavior problems.
3. Attendance record.
4. Special difficulties in basic tools.
5. Child's ability to do school work.
6. Select parts of record which will be shown to parents.
7. Study those phases in which the child is apt to make most improvement.
8. Recall home conditions.
9. Anticipate questions which parent may ask and prepare answers to them.

If the school accepts its responsibility for the personality growth of the child as well as for his intellectual growth, D'Evelyn¹⁵ claims "that parent-teacher conferences are not an adjunct to the school program, but an integral part of it." She further feels that as an integral and vital part of the school curriculum, "conferences cannot be

14. Mehl, op. cit., pp. 420-421.

15. Katherine E. D'Evelyn, Individual Parent-Teacher Conferences: A Manual for Teachers of Young Children. New York: Bureau of Publications, Teachers College, Columbia University, 1945. p. 92.

relegated to after school day's work." They should become a part of the regular program, and time should be set aside for them, just as time is set aside for other school activities.

The teacher load, too, must be considered when the conference method of reporting is used. D'Evelyn¹⁶ points out that there is no agreement as to optimum class size, but for the younger children, no class should exceed twenty. According to D'Evelyn:

Successful counseling depends on the relationship between the parent and the teacher. It must be a relationship that permits the parent to express his thoughts and his feelings with the knowledge that he will be listened to and understood by a sympathetic and accepting person, who in understanding and accepting helps him in turn to understand and accept both himself and his child.¹⁷

Modern Trends in Reporting to Parents

Most school systems in the United States use some form of report card. There is a definite trend to supplement the report card with personal notes, diagnostic letters, parent-teacher conferences, home visitations, special bulletins on timely subjects, or reports by telephone. Letters of commendation are often a feature of the reporting practice.

Changing Purposes and Uses of Report Cards

Modern reports encourage comparison with the child's own progress with reference to his own ability, and are concerned with the most significant aspects of child development.

Modern reports are an instrument of child guidance. In order to

16. Ibid.

17. Ibid., p. 97.

serve as an instrument of guidance, Paulson¹⁸ claims they must be a part of and not isolated from the growth of the child. They must be mutual expressions among parents, teachers, and children, and their chief value lies in the help they give teachers and parents in understanding the child.

Modern reports have become more diagnostic. They furnish more specific information on carefully selected areas of development. The parent and the child are shown why more progress was not made, what the child should do to improve, and how he should proceed with his own work in order to bring about the greatest improvement. Praise is given generously when progress is made. Criticism that is offered is constructive and is given in such a manner that it will be a motivation for greater achievement.

One of the most important features of the modern report card is the cooperation which it fosters. Yeager¹⁹ states that the schools recognize the fact that the efficiency of their educational program is limited by the amount of intelligent cooperation they receive from the homes. Parents, teachers, and children have a share in making and using the report card.

Strang notes the following favorable trends:

1. The trend away from subject-centered reports and toward pupil-centered reports.
2. The trend toward using more descriptive and anecdotal material and interpretive comments to supplement the quantitative data.

18. Blanche B. Paulson, "School Reports and Reporters," National Parent Teacher, XLIV (November, 1949), 22.

19. William A. Yeager, Administration and the Pupil. New York: Harper, 1949, p. 343.

3. The trend toward reporting on character and personality development as well as on academic achievement.
4. The trend away from mere judgment passing and toward analysis of difficulties and concrete suggestions for improvement.
5. The trend toward the use of conferences with parents as substitutes for report cards or supplements to them.
6. The trend toward emphasizing the individual pupil's progress rather than comparing it with the achievement of fellow pupils.
7. The trend toward fewer and more significant reports sent when necessary or desirable instead of routine reports sent at frequent, specified intervals.²⁰

In general, she concludes that reports to parents seem to be "more humane, more personal, more astute, and more concerned with the future than with the past."²¹ Furthermore, the reports of today are more in line with sound educational objectives and are far more useful for guidance purposes than the traditional report card. Other trends noted are:

1. General movement away from using letter or percentage grades assigned to subjects.
2. A trend toward reports which recognize the difference in needs and in characteristics of children at various growth levels rather than at arbitrary grade levels.
3. A trend toward the inclusion of statements showing the child's fields of strength, or most progress so that he may enjoy a realization of success along some line at the end of every report period.²²

The parents are encouraged to supply facts about the child; the teacher knows the specific developments that should take place, and together they work out the solution to the child's problem. When

20. Strang, op. cit., p. 8.

21. Ibid.

22. Ibid.

a child works out his own grades with his teacher, he can never say, "She gave me that grade." Through self-appraisal pupils gain a new concept of grades and progress.

Standards for Effective Report Cards

After a study of the traditional report card and the recent trends in reporting, Isenberg selected the following as standards by which report cards might be evaluated:

1. The report card should be interpretive.
2. The report card should be comprehensive.
3. The report card should be understandable.
4. The report card should be an effective public relations agent.
5. The report card should be a stimulus for improving instruction.
6. The report card should result in the improvement of the child's learning.
7. The report card should be flexible.²³

Strang suggests the following as criteria for use in appraising present reports and for use in building more effective ones. She asks these questions:

1. Has your method of reporting to parents been developed cooperatively?
2. Does your report to parents show trends in each pupil's development?
3. Does your report to parents show progress in the kinds of behavior that are most important for persons in a free society? . . . Does it show whether the pupil is growing healthier; more cooperative; more responsible; more competent in the essentials

23. Harold D. Isenberg, Standards for Evaluation of the Student Report Card, Unpublished Master's Thesis, Chapel Hill, N. C.: The University of North Carolina, 1946. pp. 15-19.

of arithmetic; more effective in reading, writing, listening, and talking; and better able to understand, learn from, and control this complex modern world? Is the report concerned with the feeling of the pupil's feeling of security, adequacy, and personal worth?

4. Does your report to parents recognize individual differences?
5. Is your report to parents accurate?
6. Is your report to parents diagnostic?
7. Is your report to parents constructive?
8. Does your report to parents "accentuate the positive?"
9. Does your report provide ample space for comments?
10. Is your report to parents closely related to the cumulative pupil personal record?
11. Is your report easily understood by the different parents in your community?
12. Can your reports to parents be prepared without putting too great a burden on the teacher?
13. Do pupils share in the writing of their own reports of progress?
14. Is the philosophy underlying your report to parents consistent with the educational philosophy and procedure of the whole school?
15. Are the parents and teachers given help in using the reports for guidance purposes?²⁴

Content of the New Type Report Card

In general, the modern elementary report card contains:

1. A statement of the philosophy and objectives of the school system. This may be included on the card or on a letter or pamphlet with the card.
2. A careful explanation of marks or symbols used.
3. A report of growth in basic skills. The subjects are

²⁴. Strang, *op. cit.*, pp. 3-7.

grouped under major broad fields. The important objectives to be gained from individual subjects, and work-study habits are listed. Scores on standard tests in fact and skill knowledge, the relation of the child's score to the norm, and to the class average are often included.

4. A report on the development of social attitudes and emotional stability.

5. A report on special interests, special abilities, and extracurricular activities.

6. A report on growth in physical fitness. This usually includes specific health knowledges, health habits, and participation in physical education activities.

7. A space for written analysis by the teacher.

8. A space for parents' reports to the school.

9. An accurate attendance record.

10. A pleasing format. The organization of the card and the terminology used may be easily understood by parents and children.²⁵

25. Gordon, op. cit., p. 30.

CHAPTER III

EVALUATION OF SCHOOL REPORTS BY PARENTS

Introduction

In this study, approximately one thousand (987) questionnaires were sent to parents of elementary children in Forsyth County. These parents represented 1365 children, one seventh of the total elementary enrollment for the school year 1949-1950. The children were about equally distributed in grades one through eight, and represented the county's eighteen schools for white and eleven schools for colored children. Eighty-nine per cent, or a total of 883 of the questionnaires distributed were returned.

Analysis of Parents' Responses to the Questionnaire

From their replies, it was evident that the parents felt that the school should make a report of their children's growth and progress. Of the 883 parents responding to the questionnaire, 877 gave an affirmative answer to the question, "Do you want a report from the school regarding your child's growth and progress?" Two gave a negative answer; one stated "not necessarily"; and three made no response.

Frequency of reporting. - In reply to the question "How often should a report be made by the school to the home?" there was a marked difference of opinion. This difference ranged from a request that reports be made monthly, to an expression that reporting once a year was all that was necessary. TABLE I reveals that a majority of the parents favor either four or six reports a year. This may be explained by the

fact that Forsyth County parents have been accustomed to this method of reporting. When the state provided for eight months of school, quarterly report cards were sent home. When the school year was lengthened to nine months, report cards were sent home at the end of each six weeks period. This practice was continued until 1949-1950, when cards were sent only four times during the school year.

TABLE I
FREQUENCY OF REPORTS DESIRED BY PARENTS
(883 Parents Reporting)

Frequency	Number of Parents Indicating Frequency	Per Cent
When occasion demands	1	00.1
Once a year	1	00.1
Twice a year	9	01.0
Three times a year	1	00.1
Four times a year	427	48.4
Six times a year	424	48.0
Monthly	17	01.9
No answer	3	00.3

Type of marking system. - The choice of a marking system also reflected a preference for the traditional. A five-point system of letter grades with percentages in which A indicates 93 to 100, B indicates 85 to 92, C indicates 77 to 84, D indicates 70 to 76, and F indicates failure has been used in Forsyth County for more than twenty years. This system of marking was still desired by 498 parents, more than one half of the respondents.

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Next in preference were "letter grades with descriptive terms." This type of marking system uses A to represent excellent achievement, B to represent good work, C for average achievement, D to represent fair work, and F for failure. Almost 25 per cent of the parents (219) expressed a preference for this type of marking system.

Approximately 10 per cent of the parents (87) still cling to the idea of an exact percentage system with a range of 100 points on the percentile scale, and with 70 per cent representing the passing mark.

A small minority, approximately 8 per cent, indicated an interest in the use of a two or three point scale for marking items on the card. As usually set up, this system has an honor grade represented by some letter, such as O for outstanding progress; S for satisfactory progress, used when a pupil is working up to his capacity; and U for unsatisfactory, used when a pupil falls below his ability. A modified form of this system had been tried in the first grades of Forsyth County for two reporting periods prior to the distribution of the questionnaire. The majority of parents who indicated this system as their choice were parents of first grade children with only one child in school.

TABLE II presents the findings on this question. In replying, one parent made this observation: "I should like a report from the school to state whether or not my child is developing a well integrated personality, and whether or not she possesses the ability to progress - no grades at all."

Type of report desired. - In reply to the request to state the type of report from the school desired by the home, only 517 parents,

TABLE II
 TYPE OF MARKING SYSTEM DESIRED BY PARENTS
 (883 Parents Reporting)

Type	Number of Parents Indicating Type	Per Cent
Percentage scale from 0 - 100	87	09.9
Letter grades where per cents are grouped	498	56.4
Letter grades with descriptive terms	219	24.7
Letter grades showing growth and progress of individual child	66	07.5
No choice	13	01.5

or approximately 59 per cent, expressed their choice by ranking the three main types - the report card, the letter, and the conference. On the other hand, 352 parents, approximately 40 per cent, expressed their desire by checking only one type. Of those who made their choice known in this way, 310 checked "report cards", twenty-five checked "conferences", and seventeen checked "letters". There were five parents who wanted a combination of the report card and conference, while three asked for a combination of the report card and letter. Six gave no indication of their choice.

The possible choices were weighted and a weighting was found for each type of report. The findings are shown in TABLE III. A glance at this table will show the reader, that at the time the survey was made, the report card received not only first rank, but its weighting was 47 per cent of the total weighted score.

TABLE III
 TYPE OF REPORT DESIRED BY PARENTS
 (517 Parents Reporting)

Type	Weightings*	Rank	Per Cent of Total Weightings
Report Card	1473	1	47.
Teacher-Parent Conference	835	2	27.
Personal Letter	794	3	26.

*The total weighted choices of all parents is 3102

Items wanted on report cards. - Ten items usually found on report cards were listed in alphabetical order, and parents were asked to rank these in order of preference. Of those questioned, 648 parents (73 per cent) ranked the items they wished the school to report. The remaining 235 parents either expressed no choice; or simply checked the items they wanted, but indicated no preference.

The possible choices were weighted, and a weighting was found for each of the ten items listed. TABLE IV shows not only the relative ranking of the items, but also the per cent of each item's weighting in relation to the total weighted score.

From TABLE IV, the reader will note that the majority of parents who responded feel that a grade on the subjects their children study is most important. They want to know what progress their children are making in arithmetic, in spelling, in reading. The "subject grade" ranks first in importance, and in relation to the total weighted score is approximately 17 per cent.

TABLE IV
 ITEMS ON REPORT CARD DESIRED BY PARENTS
 (648 Parents Reporting)

Item	Weightings*	Rank	Per Cent of Total Weightings
Subject grade	5890	1	16.5
Statement to indicate strength or weakness	4780	2	13.4
Deportment or citizenship	4278	3	12.0
Suggestions for improvement	4273	4	12.0
Social habits and attitudes toward others	4167	5	11.7
Work habits observed at school	3564	6	10.0
Health habits observed at school	3144	7	08.8
Attendance	2434	8	06.8
Physical growth record (height and weight)	1909	9	05.4
Tardiness	1201	10	03.4

*The total weighted choices of all parents is 35640

Two other items closely related to the "subject grade" are ranked relatively high by these parents. They ask for a statement that indicates the strength or weakness in the work of their children. If, in arithmetic, a child knows all the multiplication facts for his grade, and can give them readily, his parents want to know it. If, on the other hand, he knows the arithmetic facts for his grade, yet cannot solve simple, everyday, practical arithmetic problems, they want to know that also. Furthermore, if the child is weak in solving arithmetic

problems, they would like the school to suggest methods which they may use to help overcome this weakness. These items, "statement to indicate strength or weakness" and "suggestions for improvement" are ranked second and fourth respectively, with their per cent in relation to the total weighted score being 13 and 12 respectively.

The parents questioned also wish to know how their children behave away from home. They ask for "deportment or citizenship" grade, and consider it important enough to rank it third on their list of items reported. They express concern, too, concerning their children's "social habits and their attitude toward others". They ask, "Does my child work and play well with others? Is she thoughtful of others? Does she respect the rights of others?" Although parents rank "social habits and attitude toward others" fifth on their list, the relative importance they place on this item can be seen in its per cent of the total weighting.

The parent's evaluation of "work habits" places this item sixth on the list. It appears that as a group, they are not too concerned about whether a child "listens to and follows directions," "finishes her work on time," or "works steadily and quietly."

Nor are they too concerned about whether their children "keep neat and clean at school," "wash their hands before eating," "use a handkerchief or kleenex when needed," or "rest and relax" sometime during the school day. "Health habits as observed in school" ranks seventh.

Forsyth County parents who replied to the questionnaire attach very little importance to the following: "attendance," "physical growth (height and weight)," and "tardiness," as items which the school

should or should not report; and place them in positions eight, nine, and ten respectively.

Summary

Briefly summarized, the responses from the parents show that they wish to have from the school a report of the work done by their children, which includes: a report card, sent four or six times a year, marked in the traditional manner with letter grades, grouped by percentages or shown with descriptive terms, and including in the order listed the following items: (1) subject grade, (2) statement of strength or weakness, (3) deportment or citizenship, (4) suggestions for improvement, (5) social habits and attitudes toward others, (6) work habits observed at school, (7) health habits observed at school, (8) attendance, (9) physical growth (height and weight), and (10) tardiness.

CHAPTER IV

EVALUATION OF SCHOOL REPORTS BY TEACHERS AND ADMINISTRATORS

Introduction

The school personnel - the 310 teachers, principals, supervisors and superintendent of Forsyth County - that bear the brunt of keeping the records and of making the reports to the homes - are unanimous in expressing the belief that schools have an obligation to keep parents informed in regard to their child's growth and progress.

Analysis of the Responses of School Personnel to the Questionnaire

Frequency of reporting. - TABLE V reveals that there is no such unanimity of opinion concerning the question of how often reports should be made. Seventy-seven per cent indicate that they want reports made

TABLE V

FREQUENCY OF REPORT DESIRED BY SCHOOL PERSONNEL (310 Reporting)

Frequency	Number of School Personnel Indicating Frequency	Per Cent
Once a year	1	00.3
Twice a year	2	00.7
Three times a year	10	03.2
Four times a year	240	77.4
Six times a year	50	16.1
Monthly	7	02.3

four times a year, 16 per cent express a preference for six reports, 3 per cent want only three reports, 2 per cent favor monthly reports, while three persons indicate they think once or twice a year is sufficient.

It is apparent from a study of TABLE I¹ - FREQUENCY OF REPORT DESIRED BY PARENTS, and TABLE V - FREQUENCY OF REPORT DESIRED BY SCHOOL PERSONNEL, that a majority of both groups favors four reporting periods during a school year. It is also apparent from the tables that the trend is away from the once popular monthly report and toward fewer reporting periods.

Of the 310 responding to the question, "Do we need 'extra reports' when subject grades or behavior are unsatisfactory?" 93 per cent (287) answered in the affirmative, while only 7 per cent (23) gave negative answers.

The trend of thinking of the school personnel group concerning additional methods of communication with parents is shown in TABLE VI. The reader will note that the personal conference is considered the most effective way of supplementing the periodic report card. Next in order is the personal letter. Very few seem to think that telephone calls are effective. However, there are some who think that the telephone calls together with letters or conferences might be helpful.

Type of marking system desired by school personnel. - Although the parents questioned seem reluctant to give up the letter grades with the five point marking system,² approximately 56 per cent of the school

1. See pages 22 and 29.

2. See TABLE II, page 24.

TABLE VI
METHOD OF REPORTING DESIRED BY SCHOOL PERSONNEL
(310 Reporting)

Method	Number of School Personnel Indicating Method	Per Cent
By personal conference	210	67.7
By letter	73	23.5
By telephone	8	02.6
Combination of all	12	03.8
No choice	7	02.3

personnel (175) go on record favoring simplification of the marking system now in use in the county. These 175 persons favor a two or three letter system that shows the growth and progress of the individual child according to his capacity to achieve, rather than a system that ranks a child with the other members of his group. Another one per cent favor using the three letter system for the primary grades, but want "letter grades with percentages grouped" for the upper grades.

This trend toward a simplification of the marking system is in keeping with the new trends pointed out in the literature on reports. Although the majority is not large at this time, it is significant.

Type of report desired by school personnel. - Preferential ranking of the three main types of reports was made by 281 of those questioned. Of those not ranking but giving first choice, twenty-five checked report cards and three checked conferences. One person failed to indicate a choice. TABLE VII shows the choices made by those who ranked the three types. This seems to require no further comment.

TABLE VII
 TYPE OF REPORT DESIRED BY SCHOOL PERSONNEL
 (281 Reporting)

Type	Weightings*	Rank	Per Cent of Total Weightings
Report Card	740	1	44.
Teacher-Parent Conference	536	2	32.
Personal Letter	410	3	24.

*Total weighted choices of school personnel is 1686

It is interesting to note that school personnel and parents both rank report cards first, conferences second, and personal letters third.

A comparison of the "Per Cent of Total Weightings" as shown in TABLE III³ - TYPE OF REPORT DESIRED BY PARENTS, and TABLE VII - TYPE OF REPORT DESIRED BY SCHOOL PERSONNEL reveals that for the report card, parents' weightings are 47 per cent of the total weighted score, while the teachers' weightings are 44 per cent; for the conference, parents' weightings are 27 per cent, teachers' are 32 per cent; and for the personal letter, parents' weightings are 26 per cent, teachers' are 24 per cent. Apparently, the schools place more value on the conference as a means of reporting than do parents.

What school personnel want reported to parents. - The list of items presented to the school personnel group was the same as that presented to the parent group. Three of the school group checked certain items, but indicated no preference. Three others gave their preference

3. See page 25.

for only six of the ten items listed. TABLE VIII shows the trend of thinking.

TABLE VIII
ITEMS ON REPORT CARD DESIRED BY SCHOOL PERSONNEL
(307 Reporting)

Item	Weightings*	Rank	Per Cent of Total Weightings
Subject grade	2376	1	14.1
Statement to indicate strength or weakness	2174	2	12.9
Deportment or citizenship	2064	3	12.2
Suggestions for improvement	2038	4	12.1
Social habits and attitudes toward others	2028	5	12.0
Work habits observed at school	1885	6	11.2
Health habits observed at school	1464	7	08.6
Attendance	1388	8	08.2
Physical growth record (height and weight)	816	9	04.8
Tardiness	652	10	03.9

*The total weighted choices of school personnel is 16885

It is interesting to note from a comparison of TABLE IV⁴ - ITEMS ON REPORT CARDS DESIRED BY PARENTS, and TABLE VIII - ITEMS ON REPORT CARDS DESIRED BY SCHOOL PERSONNEL that the ten items listed are ranked in identical order by both groups. "Subject grades" are first on the

4. See page 26.

list; "tardiness" is last. When the percentage of total weightings is compared, it becomes apparent that the school group attaches more importance to attendance (08.3 per cent as compared with 06.8 per cent), and to work habits (11.2 per cent as compared with 10 per cent) than do parents. The percentage of total weightings for other items is so nearly the same that they need no further comment.

Levels of reading. - The school personnel of Forsyth County is aware that each child's rate of progress varies. Their experience has shown that within grade groups there is a wide range of reading ability; oftentimes, as much as three grade levels. To some extent each teacher takes care of this by organizing her grade into several reading groups. Usually, there are three groups; sometimes more, sometimes less.

The question naturally arises as to whether or not it is desirable to indicate "reading levels" on the report to parents. To this question, two hundred twenty-three, or approximately 72 per cent, said "yes"; while eighty-three, or 27 per cent, said "no". Four indicated "yes" with "certain reservations", but did not state the reservations.

Items under subject headings. - For years the traditional report card used in Forsyth County merely listed the subjects a child studied.⁵ If a child made an "F", no attempt was made to analyze the various learnings under these subjects, and to see in what phase he was weak. Actually the report had no diagnostic value, and was of little help to teachers or parents for guidance.

For two reporting periods prior to the distribution of the questionnaire, the elementary teachers had experience in marking a few

5. See Appendix A.

simple items under the three subject headings - reading, spelling, and arithmetic. Other subjects on the card were listed as always.

Approximately 64 per cent of the two hundred eighty-five teachers responding to the questionnaire, believe that items placed under subject areas help evaluate the work of the child in that subject. Thirty-six per cent feel that these items have no value. One person indicated that so many grades under a subject confuses parents.

Additional areas and items. - Examination of the report card in use in Forsyth County⁶ reveals that until the report of 1949-1950 was sent, no attempt was made to report to the homes on health habits, work habits, or social habits and attitudes observed at school.

The questionnaire requested teachers to give additional items for listing under these three headings, as well as to mention the items that should be omitted.

Eight per cent of the teachers listed items under "health habits" which they want added, while 1 per cent named items they feel need to be omitted or changed. Satisfaction with those on the report card was expressed by a number of the respondents.

Additional items were listed under "work habits" by 35 per cent of the respondents. "Listens to and follows directions" was mentioned most often. Items to be omitted were named by 11 per cent. The item most frequently mentioned was "brings in outside materials."

Many teachers expressed themselves concerning "social habits and attitudes." Fifty-five per cent suggested a number of miscellaneous items to be included. By far the greatest number, sixty-nine of the 156,

6. See Appendix A.

want a specific item listed for reporting "conduct" or "deportment." About 6 per cent favor omitting some of the items listed, and the one most frequently mentioned was "willing to share with others."

Uniformity of reporting time. - The study revealed that 80 per cent of the administrators favor sending all periodic reports from the school out on the same date. Eight per cent qualify their answer by stating "not always" or "not necessarily." There is another 8 per cent who would elect to send them at different times, while 4 per cent made no answer to the question.

Uniformity of reporting scheme. - In reply to the question: "Should a school system have a uniform scheme of reporting?" a majority of the administrators, 76 per cent, said "yes." One principal said, "Yes, for the present," but added, "after a process of education along this line" it would be best not to do so.

Twelve per cent of those questioned felt that the type of reporting scheme should be one for the individual school and community to decide upon, while 8 per cent would leave it to the individual teacher. One person expressed no choice.

Parents reporting to school. - Administrators expressed a desire of having the reporting system in Forsyth County become a two-way process. Not only will the schools send reports to parents, but teachers will learn from parents something about the work habits, the behavior and personality traits, and the special interests which children exhibit in their out-of-school life.

Eighty per cent of those questioned want parents to make such report to the school; 16 per cent prefer no report from the home, while 4 per cent feel that it "depends upon the individual parent."

The majority, 60 per cent, consider the conference the best way for this report to be made. Another group, 16 per cent, suggest a combination of the conference, letter, and telephone, but disapprove of "remarks on cards." On the other hand, there is a group of 16 per cent who want "remarks on cards," with one person suggesting items to be listed on the report card for parents to check. The letter and the telephone were mentioned only once as a means for parents to report to the school.

Forms of reports for different levels. - On the whole, the curriculum for the early elementary grades is more flexible in the schools of today. If this be true, does it follow that the type or form of report card should vary to meet the needs of this age group?

This question was put to the administrators of Forsyth County, and TABLE IX reveals the trend of thinking. The reader will note from a careful study of this table the following facts: Six persons would use the conference as a means of reporting throughout the elementary

TABLE IX
FORMS OF REPORTS FOR DIFFERENT AGE LEVELS
(25 Administrators Reporting)

Form	For Younger Group	Per Cent	For Older Group	Per Cent
Report card	4	16	17	68
Teacher-Parent conference	12	48	6	24
Personal letter	5	20	1	04
Letter and conference	3	12	0	--
Report card and letter	1	04	0	--
Report card and conference	0	--	1	04

school; four favor using report cards in grades one through eight, and one wants letters used throughout the grades. Of the remaining fourteen persons who feel that a distinction should be made in the forms used for younger and older children, 76 per cent want the change made at the third grade level; 12 per cent suggest the second grade level; 8 per cent favor first grade; while 4 per cent would wait until sixth grade before making a change in form.

Summary

Briefly summarized, the responses from the school personnel show that they unanimously feel an obligation for reporting to the parents information relating to a child's growth and progress. They want the report made four times a year, preferably on report cards using a two or three letter system that shows the growth and progress of the individual child according to his capacity to achieve. They consider the personal conference the most effective way of supplementing the report cards for reports of unsatisfactory grades or conduct. The items which they wish to include on the report card in the order listed are: (1) subject grade, (2) statement to indicate strength or weakness, (3) deportment or citizenship, (4) suggestions for improvement, (5) social habits and attitudes toward others, (6) work habits observed at school, (7) health habits observed at school, (8) attendance, (9) physical growth record (height and weight), and (10) tardiness.

In addition, teachers and administrators favor a report to indicate "reading levels", and also items under subject areas to help evaluate the work of the child in that subject.

Administrators favor a uniform scheme of reporting in the schools,

with a distinction made between the form of report cards used for younger and older children. They favor sending all reports on the same day; and they would like to have parents report to the school.

CHAPTER V

SUMMARY, RECOMMENDATIONS, AND CONCLUSION

Summary

The purpose of this study was to formulate a report card for use in Forsyth County Elementary Schools that would be acceptable to parents, teachers, and school administrators.

The writer recognizes that the reporting system can be no more modern than the point of view of those who use it, namely, teachers and parents. She further recognizes that any report card to be of the greatest value should contribute information to the child, to the parent, and to the teacher.

More and more, throughout this study, the writer has come to realize that the system of reporting to parents is not an isolated problem, but is inseparably related to nearly every problem included in the elementary program. The philosophy of the school, the curriculum offerings, the methods of teaching, and the home-school relationships must be considered in determining the best system of reporting the growth of the elementary school child to his parents.

An analysis of the responses of parents and school personnel, and of the literature relating to report cards revealed the following points:

1. Report cards should be issued periodically to all pupils. There is general agreement with this principle, although not concerning the frequency of reporting. However, the

majority of both groups favors issuing report cards four times a year. More parents than teachers prefer reports six times a year. The trend as seen in the literature is definitely toward fewer reporting periods.

2. Marks should take into consideration the pupil's progress in relation to his ability to do school work.
3. The marking system, for the present, should be uniform throughout the school system.
4. The same standards of achievement cannot be applied to all pupils.
5. The report card should evaluate the work of the child in terms of his previous achievement, rather than compare his standing with that of other members of his class.
6. The report card should include a diagnosis of the child's difficulties; it should cover all areas of the child's experiences and it should be personalized.
7. The report card should be meaningful to parents, teachers, and child. It should be so clearly and simply expressed that no ambiguity exists.
8. Reporting should be a two-way process. Parents should be given an opportunity, and at the same time encouraged to make comments and suggestions.
9. Each report should offer the maximum possible encouragement and commendation.

Recommendations

In view of the facts arrived at as a result of this investigation, the following recommendations are made:

1. That the schools make use of a cooperative study of the report card problem. Let it be considered as a continuous process, one in which the participation of parents is needed. Together, let parents and teachers develop a report that will promote growth of the child and understanding for the parent.
2. That parent-teacher conferences be held early in the fall before reporting periods. At this time, the goals of the school should be explained and the objectives of particular grades be interpreted, thus avoiding later misinterpretations.
3. That every means should be made to educate parents to the value of conferences, because the personal conference is applicable to all parents and can be adapted to their language ability and to their attitudes toward schools and toward children.
4. That teachers and parents be encouraged to use the supplementary report form. Mutually helpful information regarding pupil progress, as well as suggestions as to how improvement can be made, may be exchanged.
5. That pupils have more part in evaluating their school progress. Report card day should never be a "surprise day." The card should be clearly understood by the child with whom it has been previously discussed.
6. That individual schools be permitted and encouraged to adapt a practice of reporting according to the conditions that exist in that particular school.

Proposed Report Cards for Forsyth County Elementary Schools

The report cards¹ presented here and recommended for use in Forsyth County Elementary Schools represent many hours of discussion, review, and research on the part of the writer. They represent, too, the cooperative effort of Forsyth County parents, teachers, and administrators in developing a reporting technique that is educationally sound, as well as functional.

The cards represent a change from one report card form for all grades to two forms: one for use in grades one, two, and three; one for use in grades four to eight, inclusive. Both cards embody special emphasis on the development of health, work, and social habits that are essential to the all-round development of the child.

An added feature is a separate note sheet² for the teacher to use in giving additional information felt necessary to meet more adequately the purpose of the report. They provide more space than is usually allowed for TEACHER COMMENT, and the remarks can therefore be made more personal. These supplements to the report card are unscheduled communications, made as significant changes occur in the child's development. Opportunity is hereby provided, too, for parents' comments and suggestions.

In the opinion of the writer, the items included on the report cards presented in this study fit the philosophy, objectives, and needs of Forsyth County Elementary Schools of today.

1. See pages 44-47.

2. See pages 48-49.

Dear Parent:

This report tells the story of your child's growth and progress as we in the school saw it during recent weeks. As teachers we recognize limitations in trying to describe growth by means of check lists or through the use of symbols.

Children differ in interests, abilities, past experiences, and the rate at which they grow. In this report we are trying to describe your child's progress rather than compare him with other children.

We know that besides being interested in his progress in the regular school subjects, you are interested in his development as a good citizen. Therefore, we are including a report on his attendance, work habits, and some of his social habits and attitudes.

This report is necessarily brief and presents only a limited picture of what the school is attempting to do. A visit by you to the school would be much more satisfactory. We hope you will consider this report as an invitation to come to school and talk with your child's teacher about his school program. In this way, teachers and parents may cooperate in helping the child make progress according to his ability.

Sincerely,

Principal

RECOMMENDATIONS FOR NEXT YEAR

In the judgment of the teacher and principal, this report should vary in the _____ during the period beginning _____

Teacher's signature

Principal's signature

Pupil Growth Report
Grades 1, 2, 3

Pupil _____

School _____

Grade _____

Teacher _____

Dear Parent:

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Children differ in interests, abilities, past experiences, and the rate at which they grow. In this report we are trying to describe your child's progress rather than compare him with other children.

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This report is necessarily brief and presents only a limited picture of what the school is attempting to do. A visit by you to the school would be much more satisfactory. We hope you will consider this report as an invitation to come to school and talk with your child's teacher about his school program. In this way, teachers and parents may cooperate in helping the child make progress according to his ability.

Sincerely,

Principal

RECOMMENDATIONS FOR NEXT YEAR

In the judgment of the teacher and principal, this pupil should work in the _____ grade during the period beginning _____, 19__.

Teacher's signature _____

Principal's signature _____

Pupil Growth Report
Grades 1, 2, 3

Pupil _____

School _____

Grade _____

Teacher _____

FORSYTH COUNTY ELEMENTARY SCHOOLS
Winston-Salem, North Carolina

Dear Parent:

This report tells the story of your child's growth and progress as we in the school saw it during recent weeks. As teachers we recognize limitations in trying to describe growth by means of check lists or through the use of symbols.

Children differ in interests, abilities, past experiences, and the rate at which they grow. In this report we are trying to describe your child's progress rather than compare him with other children.

We know that besides being interested in his progress in the regular school subjects, you are interested in his development as a good citizen. Therefore, we are including a report on his attendance, work habits, and some of his social habits and attitudes.

This report is necessarily brief and presents only a limited picture of what the school is attempting to do. A visit by you to the school would be much more satisfactory. We hope you will consider this report as an invitation to come to school and talk with your child's teacher about his school program. In this way, teachers and parents may cooperate in helping the child make progress according to his ability.

Sincerely,

Principal

RECOMMENDATIONS FOR NEXT YEAR

In the judgment of the teacher and principal, this pupil should work in the _____ grade during the period beginning _____, 19__.

Teacher's signature _____

Principal's signature _____

Pupil Growth Report
Grades 1, 2, 3

Pupil _____

School _____

Grade _____

Teacher _____

FORSYTH COUNTY ELEMENTARY SCHOOLS
Winston-Salem, North Carolina

Dear Parent:

This report tells the story of your child's growth and progress as we in the school saw it during recent weeks. As teachers we recognize limitations in trying to describe growth by means of check lists or through the use of symbols.

Children differ in interests, abilities, past experiences, and the rate at which they grow. In this report we are trying to describe your child's progress rather than compare him with other children.

We know that besides being interested in his progress in the regular school subjects, you are interested in his development as a good citizen. Therefore, we are including a report on his attendance, work habits, and some of his social habits and attitudes.

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Sincerely,

Principal

RECOMMENDATIONS FOR NEXT YEAR

In the judgment of the teacher and principal, this pupil should work in the _____ grade during the period beginning _____, 19__.

Teacher's signature

Principal's signature

Pupil Growth Report
Grades 1, 2, 3

Pupil

School

Grade

Teacher

MEANING OF MARKS

- S - Growth is satisfactory
- I - Improving but not satisfactory
- L - Less satisfactory than last quarter
- U - Unsatisfactory, capable of doing better

PROGRESS IN HABITS AND ATTITUDES

	1	2	3	4
WORK HABITS				
Listens attentively				
Follows directions independently				
Works without wasting time				
Does seat work				
HEALTH HABITS				
Keeps self neat and clean				
Practices good health habits in school				
Observes traffic and other safety rules				
Reflects good sleep and rest habits				
COOPERATION				
Obeys promptly and willingly				
Works well with others				
Plays well with others				
COURTESY				
Is polite				
Is thoughtful of others				
RESPONSIBILITY				
Does his part				
Cares for books and materials				
SELF-CONTROL				
Is learning to respect rights of others				
Is learning to use self-control				

ATTENDANCE RECORD

	Days Present	Days Absent	Days Belonging
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

PROGRESS IN SUBJECT FIELDS

	1	2	3	4
READING				
Reads well aloud				
Understands what he reads				
Works out new words for himself				
Reads in free time				
LANGUAGE				
Tells experiences well				
Has good speech habits				
Writes experiences well				
SPELLING (2nd and 3rd grades only)				
Learns his daily spelling list				
Is careful to spell words correctly in all written work				
WRITING				
Forms letters correctly				
Spaces words and letters well				
SOCIAL STUDIES AND SCIENCE				
Shares his experiences in group discussion				
Takes part in activities				
Brings in science material to study				
PHYSICAL EDUCATION				
Takes active part in games				
Tries to learn new skills				
NUMBER WORK				
Knows number facts for his grade				
Is able to use number facts in problems				
Understands meaning of numbers				
MUSIC AND MOVIES				
Enjoys singing with others				
Enjoys listening to good music				
Responds freely to rhythm				
ART				
Enjoys making colorful pictures				
Expresses his ideas in drawing, painting, and construction				

NOTE:

In each room, pupils are grouped for class work in reading according to levels.

Each teacher teaches as many levels as the needs of her pupils require.

Pupils progress within a room from one reading level to another at any time during the quarter.

In learning to read, every child at one time or another passes through each of the stages or levels indicated below - but at different rates.

As the pupil progresses, this card will be marked X to show this progress.

Levels of Reading	1st Q.	2nd Q.	3rd Q.	4th Q.
Chart reading				
Pre-primer				
Primer				
Easy first reader				
Advanced first reader				
Easy second reader				
Advanced second reader				
Easy third reader				
Advanced third reader				
Independent reading				

PARENT'S SIGNATURE

First Quarter _____

Second Quarter _____

Third Quarter _____

Fourth Quarter _____

MEANING OF MARKS

- S - Growth is satisfactory
- I - Improving but not satisfactory
- L - Less satisfactory than last quarter
- U - Unsatisfactory, capable of doing better

PROGRESS IN HABITS AND ATTITUDES

	1	2	3	4
WORK HABITS				
Listens attentively				
Follows directions independently				
Works without wasting time				
Does neat work				
HEALTH HABITS				
Keeps self neat and clean				
Practices good health habits in school				
Observes traffic and other safety rules				
Reflects good sleep and rest habits				
COOPERATION				
Obeys promptly and willingly				
Works well with others				
Plays well with others				
COURTESY				
Is polite				
Is thoughtful of others				
RESPONSIBILITY				
Does his part				
Cares for books and materials				
SELF-CONTROL				
Is learning to respect rights of others				
Is learning to use self-control				

ATTENDANCE RECORD

	Days Present	Days Absent	Days Belonging
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

PROGRESS IN SUBJECT FIELDS

	1	2	3	4
READING				
Reads well aloud				
Understands what he reads				
Works out new words for himself				
Reads in free time				
LANGUAGE				
Tells experiences well				
Has good speech habits				
Writes experiences well				
SPELLING (2nd and 3rd grades only)				
Learns his daily spelling list				
Is careful to spell words correctly in all written work				
WRITING				
Forms letters correctly				
Spaces words and letters well				
SOCIAL STUDIES and SCIENCE				
Shares his experiences in group discussion				
Takes part in activities				
Brings in science material to study				
PHYSICAL EDUCATION				
Takes active part in games				
Tries to learn new skills				
NUMBERS WORK				
Knows number facts for his grade				
Is able to use number facts in problems				
Understands meaning of numbers				
MUSIC and DITHYRAMB				
Enjoys singing with others				
Enjoys listening to good music				
Responds freely to rhythm				
ART				
Enjoys making colorful pictures				
Expresses his ideas in drawing, painting, and construction				

NOTE:

In each room, pupils are grouped for class work in reading according to levels.

Each teacher teaches as many levels as the needs of her pupils require.

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Levels of Reading	1st Q.	2nd Q.	3rd Q.	4th Q.
Chart reading				
Pre-primer				
Primer				
Easy first reader				
Advanced first reader				
Easy second reader				
Advanced second reader				
Easy third reader				
Advanced third reader				
Independent reading				

PARENT'S SIGNATURE

First Quarter _____

Second Quarter _____

Third Quarter _____

Fourth Quarter _____

MEANING OF MARKS

- S - Growth is satisfactory
- I - Improving but not satisfactory
- L - Less satisfactory than last quarter
- U - Unsatisfactory, capable of doing better

PROGRESS IN HABITS AND ATTITUDES

	1	2	3	4
WORK HABITS				
Listens attentively				
Follows directions independently				
Works without wasting time				
Does seat work				
HEALTH HABITS				
Keeps self neat and clean				
Practices good health habits in school				
Observes traffic and other safety rules				
Reflects good sleep and rest habits				
COOPERATION				
Obeys promptly and willingly				
Works well with others				
Plays well with others				
COURTESY				
Is polite				
Is thoughtful of others				
RESPONSIBILITY				
Does his part				
Cares for books and materials				
SELF-CONTROL				
Is learning to respect rights of others				
Is learning to use self-control				

ATTENDANCE RECORD

	Days Present	Days Absent	Days Belonging
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

PROGRESS IN SUBJECT FIELDS

	1	2	3	4
READING				
Reads well aloud				
Understands what he reads				
Works out new words for himself				
Reads in free time				
LANGUAGE				
Tells experiences well				
Has good speech habits				
Writes experiences well				
SPELLING (2nd and 3rd grades only)				
Learns his daily spelling list				
Is careful to spell words correctly in all written work				
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Forms letters correctly				
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Shares his experiences in group discussion				
Takes part in activities				
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PHYSICAL EDUCATION				
Takes active part in games				
Tries to learn new skills				
NUMBER WORK				
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Is able to use number facts in problems				
Understands meaning of numbers				
MUSIC and RHYTHM				
Enjoys singing with others				
Enjoys listening to good music				
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Chart reading				
Pre-primer				
Primer				
Easy first reader				
Advanced first reader				
Easy second reader				
Advanced second reader				
Easy third reader				
Advanced third reader				
Independent reading				

PARENT'S SIGNATURE

First Quarter _____

Second Quarter _____

Third Quarter _____

Fourth Quarter _____

Dear Parent:

This report tells the story of your child's growth and progress as we in the school saw it during recent weeks. As teachers we recognize limitations in trying to describe growth by means of check lists or through the use of symbols.

Children differ in interests, abilities, past experiences, and the rate at which they grow. In this report we are trying to describe your child's progress rather than compare him with other children.

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This report is necessarily brief and presents only a limited picture of what the school is attempting to do. A visit by you to the school would be much more satisfactory. We hope you will consider this report as an invitation to come to school and talk with your child's teacher about his school program. In this way, teachers and parents may cooperate in helping the child make progress according to his ability.

Sincerely,

Principal

Recommendations for next year:

In the judgment of the teacher and principal, this

pupil should work in the _____ grade during

the period beginning _____, 19____.

Teacher's signature _____

Principal's signature _____

PUPIL GROWTH REPORT
Grades 4, 5, 6, 7, and 8

Pupil _____

School _____

Grade _____

Teacher _____

Dear Parent:

This report tells the story of your child's growth and progress as we in the school saw it during recent weeks. As teachers we recognize limitations in trying to describe growth by means of check lists or through the use of symbols.

Children differ in interests, abilities, past experiences, and the rate at which they grow. In this report we are trying to describe your child's progress rather than compare him with other children.

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Grades 4, 5, 6, 7, and 8

Pupil _____

School _____

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Principal's signature

PUPIL GROWTH REPORT
Grades 4, 5, 6, 7, and 8

Pupil _____

School _____

Grade _____

Teacher _____

MEANING OF MARKS

- S - Growth is satisfactory
- I - Improving but not satisfactory
- L - Less satisfactory than last quarter
- U - Unsatisfactory - Is capable of doing better

PROGRESS IN HABITS AND ATTITUDES

	1	2	3	4
WORK HABITS				
Listens attentively and follows directions				
Uses time and material to good advantage				
Takes pride in neat and accurate work				
Shows initiative in planning				
Works independently				
HEALTH HABITS				
Keeps self neat and clean				
Practices good health habits in school				
Practices safety rules in building and on grounds				
Reflects good sleep and rest habits				
COOPERATION				
Obeys promptly and willingly				
Works and plays well with others				
Accepts corrections and suggestions				
Shows good sportsmanship				
COURTESY				
Is thoughtful of others				
Has pleasant manners				
RESPONSIBILITY				
Does his part				
Cares for books, materials and property				
Recognizes need for school rules and respects them				
Does useful things without being told				
Takes pride in appearance of building and grounds				
SELF-CONTROL				
Uses self-control in the room and on playground				
Respects the rights of others				

PROGRESS IN SUBJECT FIELDS

	1	2	3	4
READING				
Reads well aloud				
Understands what he reads				
Reads widely				
Gets new words for himself				
LANGUAGE				
Expresses ideas clearly in speech				
Expresses ideas well in written work				
Has good speech habits				
Uses correct forms in written work - punctuation, capitalization, etc.				
SPELLING				
Learns his daily spelling list				
Careful to spell words correctly (in all written work)				
WRITING				
Writes plainly and neatly				
LOCAL STUDIES (Geography, history)				
Takes part in group discussions and gives reports				
Learns important facts				
Makes good use of maps, graphs, dictionaries, newspapers in getting information				
PHYSICAL EDUCATION				
Takes active part in games				
Tries to learn new skills				
SCIENCE				
Likes to investigate and experiment				
Brings in science materials to study				
Contributes information				
ARITHMETIC				
Knows number facts for his grade				
Is able to use number facts in problems				
MUSIC				
Enjoys singing with others				
Enjoys listening to good music				
Is learning to read music				
Responds freely to rhythm				
ART				
Expresses his ideas in drawing, painting and construction				

ATTENDANCE RECORD

	Days Present	Days Absent	Days Belonging
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

PARENT'S SIGNATURE

First Quarter

Second Quarter

Third Quarter

Fourth Quarter

MEANING OF MARKS

- S - Growth is satisfactory
- I - Improving but not satisfactory
- L - Less satisfactory than last quarter
- U - Unsatisfactory - Is capable of doing better

PROGRESS IN HABITS AND ATTITUDES

	1	2	3	4
WORK HABITS				
Listens attentively and follows directions				
Uses time and material to good advantage				
Takes pride in neat and accurate work				
Shows initiative in planning				
Works independently				
HEALTH HABITS				
Keeps self neat and clean				
Practices good health habits in school				
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COOPERATION				
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Shows good sportsmanship				
COURTESY				
Is thoughtful of others				
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RESPONSIBILITY				
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SELF-CONTROL				
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Respects the rights of others				

PROGRESS IN SUBJECT FIELDS

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SPELLING				
Learns his daily spelling list				
Careful to spell words correctly (in all written work)				
WRITING				
Writes plainly and neatly				
SOCIAL STUDIES (Geography, History)				
Takes part in group discussion and gives reports				
Learns important facts				
Makes good use of maps, graphs, dictionaries, newspapers in getting information				
PHYSICAL EDUCATION				
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SCIENCE				
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ARITHMETIC				
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MUSIC				
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Enjoys listening to good music				
Is learning to read music				
Responds freely to rhythm				
ART				
Expresses his ideas in drawing, painting and construction				

ATTENDANCE RECORD

	Days Present	Days Absent	Days Belonging
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

PARENT'S SIGNATURE

First Quarter _____

Second Quarter _____

Third Quarter _____

Fourth Quarter _____

MEANING OF MARKS

- S - Growth is satisfactory
- I - Improving but not satisfactory
- L - Less satisfactory than last quarter
- U - Unsatisfactory - Is capable of doing better

PROGRESS IN HABITS AND ATTITUDES

	1	2	3	4
WORK HABITS				
Listens attentively and follows directions				
Uses time and material to good advantage				
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Shows initiative in planning				
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HEALTH HABITS				
Keeps self neat and clean				
Practices good health habits in school				
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COOPERATION				
Obeys promptly and willingly				
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Shows good sportsmanship				
COURTESY				
Is thoughtful of others				
Has pleasant manners				
RESPONSIBILITY				
Does his part				
Cares for books, materials and property				
Recognizes need for school rules and respects them				
Does useful things without being told				
Takes pride in appearance of building and grounds				
SELF-CONTROL				
Uses self-control in the room and on playground				
Respects the rights of others				

PROGRESS IN SUBJECT FIELDS

	1	2	3	4
READING				
Reads well aloud				
Understands what he reads				
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LANGUAGE				
Expresses ideas clearly in speech				
Expresses ideas well in written work				
Has good speech habits				
Uses correct forms in written work - punctuation, capitalization, etc.				
SPELLING				
Learns his daily spelling-list				
Careful to spell words correctly (in all written work)				
WRITING				
Writes plainly and neatly				
SOCIAL STUDIES (Geography, History)				
Takes part in group discussion and gives reports				
Learns important facts				
Makes good use of maps, graphs, dictionaries, newspapers in getting information				
PHYSICAL EDUCATION				
Takes active part in games				
Tries to learn new skills				
SCIENCE				
Likes to investigate and experiment				
Brings in science materials to study				
Contributes information				
ARITHMETIC				
Knows number facts for his grade				
Is able to use number facts in problems				
MUSIC				
Enjoys singing with others				
Enjoys listening to good music				
Is learning to read music				
Responds freely to rhythm				
ART				
Expresses his ideas in drawing, painting and construction				

ATTENDANCE RECORD

	Days Present	Days Absent	Days Belonging
1st Quarter			
2nd Quarter			
3rd Quarter			
4th Quarter			

PARENT'S SIGNATURE

First Quarter

Second Quarter

Third Quarter

Fourth Quarter

Forsyth County Schools, North Carolina

REPORT CARD SUPPLEMENT

NOTE TO PARENTS

Forsyth County Schools, North Carolina

REPORT CARD SUPPLEMENT

NOTE TO PARENTS

Forsyth County Schools, North Carolina

REPORT CARD SUPPLEMENT

NOTE TO PARENTS

Pupil's Name _____

Date _____

TEACHER'S COMMENTS:

Date _____

PARENT'S COMMENTS: (Make any comments about health habits, home duties, play interests, schoolwork, schoolmates, and add other suggestions that you think will help in the planning.)

Signature _____

Signature _____

Pupil's Name _____

Date _____

TEACHER'S COMMENTS:

Date _____

PARENT'S COMMENTS: (Make any comments about health habits, home duties, play interests, schoolwork, schoolmates, and add other suggestions that you think will help in the planning.)

Signature _____

Signature _____

Pupil's Name _____

Date _____

TEACHER'S COMMENTS:

Date _____

PARENT'S COMMENTS: (Make any comments on work habits, class duties, play interests, schoolmates, schoolmates, and add other suggestions that you think will help in the planning.)

Signature _____

Signature _____

Conclusion

No one report card can answer the perplexing problem of reporting to all parents in all schools. Just as every child needs to be measured by his own yardstick, so every report card needs to be measured by the yardstick of the school it represents. Schools with small classes, informal methods of instruction, and intelligent and cooperative parents can make a more detailed and personal report than schools with large classes, formal methods of instruction, and teachers who do not have the personal point of view.

The present time calls for continued study and experimentation in evaluating the achievement of children. The two report cards presented in this study are not expected to become permanent, static forms, but forms that will be studied, tried, and revised as needs arise.

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AP. ENDIXES

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APPENDIX A

REPORT CARD, 1929 - 1930

(Outside)

<p>HINKLE'S BOOK STORE Is The Best Place to Buy SCHOOL SUPPLIES</p> <p>High School Books</p> <p>Fountain Pens Books Bags</p> <hr/> <p>STATIONERY - GIFTS</p> <hr/> <p>Name Stamped Free On All</p> <p>BIBLES</p> <p>Fountain Pens Leather Goods</p> <p>Engraved Wedding Invitations Announcements Calling Cards Commencement Invitations</p> <p>PORTABLE TYPEWRITERS</p> <hr/> <p>425 N. Trade St., Winston-Salem, N.C.</p>	<p>FORSYTH COUNTY ELEMENTARY PUBLIC SCHOOLS REPORT OF</p> <p>_____</p> <p>School _____</p> <p>Grade _____</p> <p>For the term beginning 19__</p> <p>and ending _____ 19__</p> <p>Promoted to Grade _____</p> <p>Retained in Grade _____</p> <p>_____ Teacher</p> <p>_____ Principal</p>
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APPENDIX B

COPY OF LETTER AND FORM SENT TO THE
ELEMENTARY TEACHERS OF FORSYTH COUNTY

March 14, 1950

Dear

Some departures in the form used for reporting to parents were made this fall. These changes were made for the purpose of stimulating thinking and discussion, not only among school personnel but among the parents of our pupils.

Now in order to get the pulse of the thinking of some of our representative parents, we would appreciate your giving us the information asked for at the bottom of this sheet. Please return this to us by Friday, March 24.

Sincerely,

Kathleen Emerson
Elementary Supervisor

 Teacher's Name _____ Grade _____ School _____

Mothers who have shown interest in the growth and development of their child (by visits to school, by letters, by telephone conversation, by personal interviews, or by other contacts with you).

Name of Mother	Address	Child's Name	Age	Sex
_____	_____	_____	---	---
_____	_____	_____	---	---
_____	_____	_____	---	---

Father who has shown interest - preferably one from a family not listed above.

Name of Father	Address	Child's Name	Age	Sex
_____	_____	_____	---	---

APPENDIX C

QUESTIONNAIRE TO PARENTS

The following is a copy of the questionnaire sent to 987 parents in Forsyth County:

Under each question, some possible answers have been listed. A space has also been left for you to add your own ideas.

1. Do you want a report from the school regarding your child's growth and progress? Check one.

_____ yes

_____ no

2. How often do you want a report from the school? Check one.

_____ Once a year

_____ Twice a year

_____ Four times a year

_____ Six times a year

3. What system of marking would you prefer your child to be rated under? Check one.

_____ A percentage scale from 0 - 100, with passing about 70.

_____ Letter grades where per cents are grouped: A = 93-100; B = 85-92; C = 77-84; D = 70-76; F = Failure

_____ Letter grades with descriptive terms, as A = Excellent; B = Good; C = Average; D = Fair; F = Failure

_____ Letter grades that show growth and progress, as O = Outstanding; S = Satisfactory; U = Unsatisfactory progress.

_____ Others

APPENDIX C

QUESTIONNAIRE TO PARENTS (Continued)

4. There are three main types of reports to parents - the report card, the letter, and the conference. Number in order of preference the type you want.

_____ A report card in some form

_____ A personal letter from the teacher

_____ A conference between parents and teacher

5. Number in order of preference what you want the school to report on.

_____ Attendance

_____ Deportment or citizenship

_____ Grade on subject

_____ Health habits

_____ Physical growth record (height and weight)

_____ Social habits and attitudes toward others

_____ Statements to show in what phase of school work the child is strong or weak

_____ Suggestions for improving weaknesses

_____ Tardiness

_____ Work habits as seen at school

6. In what grade (s) is your child (ren)? Circle the numbers that tell the grades.

1 2 3 4 5 6 7 8

Remarks:

APPENDIX C

COPY OF LETTER SENT WITH QUESTIONNAIRE TO PARENTS

Forsyth County Board of Education
Winston-Salem, North Carolina
April 17, 1950

Dear Parents:

The report card is one way that Forsyth Schools use to tell all parents about their children.

There are other ways. Some schools have teachers write letters to parents. Some have parents come to the school to talk with teachers. Others have teachers visit the pupils' homes.

What kind of report do you want from the school regarding your child? We feel that this is a matter of importance to you. We know you are interested.

If we have report cards, we want them to be clear. We want them to tell you what you want to know. We would like to know what you think about the matter. We would like to have your help to make our report card better.

I have listed a few questions on the attached sheet. Will you please check your answers and return them by your child to the school? I will appreciate any suggestions you have to offer.

Sincerely,

Kathleen Emerson
Elementary Supervisor

KE:ank

APPENDIX D

QUESTIONNAIRE TO TEACHERS

The following is a copy of the questionnaire sent to 285 elementary teachers of Forsyth County:

Under each question, some possible answers have been listed. Please list your own ideas on the space left under each question.

1. Do the schools need to report to the parent in regard to his child? Check.

_____ yes

_____ no

2. How often should the school report? Check.

_____ Once a year

_____ Twice a year

_____ Three times a year

_____ Four times a year

_____ Six times a year

_____ Monthly

3. Do we need "extra reports" when subject grades or behavior are unsatisfactory? Check.

_____ yes

_____ no

APPENDIX D

QUESTIONNAIRE TO TEACHERS (Continued)

4. If "extra reports" are made, what is the best way to make them? Check.

_____ By personal conference

_____ By letter

_____ By telephone

5. What system of marking do you prefer? Check.

_____ A percentage scale, with passing about 70

_____ A series of letter grades, where per cents are grouped, as A = 93-100; B = 85-92; etc.

_____ A series of letter grades with such descriptive terms as A = Excellent; B = Good; etc.

_____ A series of letter grades that indicate growth and progress, as O = Outstanding growth; S = Satisfactory growth; U = Unsatisfactory growth

6. Do you consider it desirable to indicate the "level" on which the child is reading? Check.

_____ yes

_____ no

7. Shall we continue to use items under subject areas to help evaluate the work of the child in that subject? Check.

_____ yes

_____ no

APPENDIX D

QUESTIONNAIRE TO TEACHERS (Continued)

8. Number in order of preference the areas that schools should report to parents.

_____ Attendance
 _____ Deportment
 _____ Grade on subjects
 _____ Health practices observed at school
 _____ Physical growth record (height and weight)
 _____ Social habits and attitudes toward others
 _____ Statements to show in what phase of school work the child is strong or weak
 _____ Suggestions for improving weaknesses
 _____ Tardiness
 _____ Work habits as seen at school

9. In general there are three main types of reports - the report card, the letter, and the conference. Number in order of preference.

_____ The report card in some form
 _____ The letter
 _____ The conference

10. On the report card in use now, note the items under Work Habits:

List additional items you want to include.

List items you want to omit.

APPENDIX D

QUESTIONNAIRE TO TEACHERS (Continued)

11. On the report card in use now, note the items under Health (First grade report):

List additional items you want to include.

List items you want to omit.

12. On the report card in use now, note the items listed under Social Attitudes or Good Citizenship.

List additional items you want to include.

List items you want to omit.

Name _____

Grade _____

APPENDIX D

COPY OF LETTER SENT WITH QUESTIONNAIRE TO TEACHERS

To the Elementary Teachers of Forsyth County:

In Forsyth County, the one way we have of reaching all the parents of the children we teach is the report card. Some schools have tried different ways. Some write letters to parents. Some have parents come to the school to talk with teachers. Others have teachers visit parents.

This matter of reporting is important to you, for it is on you that the chief responsibility lies. What system of reporting do you want to use? What do you think the school should report to parents?

If we continue to use report cards, we feel that we should tell parents other things than his child's subject achievement. We want a report card that is clear - a type that parents and children can understand. We want to have a type that fits children of different ages. We want one that will be useful when children transfer. Above all, we want to tell parents what they want to know.

We would like to know what you think. We would like to have your help to make our report card better. We know you are busy - so we want to make a report card that does not take too much of your time.

I have listed some questions on the attached sheets. Will you please check your answers and return them to your principal? I will appreciate your suggestions.

Sincerely,

Kathleen Emerson
Elementary Supervisor

KE:ank

APPENDIX E

QUESTIONNAIRE TO ADMINISTRATORS

The following is a copy of the questionnaire sent to principals, supervisors, and superintendent in Forsyth County:

Under each question, some possible answers have been listed. Please list your own ideas on the space left under each question.

1. Do the schools need to report to the parent in regard to his child? Check.

_____ yes

_____ no

2. How often should the school report? Check.

_____ Once a year

_____ Twice a year

_____ Three times a year

_____ Four times a year

_____ Six times a year

_____ Monthly

3. Should a school send all reports out at the same time? Check.

_____ yes

_____ no

APPENDIX E

QUESTIONNAIRE TO ADMINISTRATORS (Continued)

4. Do we need "extra reports" when subject grades or behavior are unsatisfactory? Check.

_____ yes

_____ no

5. If "extra reports" are made, what is the best way to make them? Check.

_____ By personal conference

_____ By letter

_____ By telephone

6. Should a school system have a uniform scheme of reporting; or should the type of reporting scheme be left to the individual teacher, or to the individual school and community to decide? Check.

_____ A uniform scheme of reporting

_____ Left to individual teacher

_____ Left to individual school and community

7. What system of marking do you prefer? Check.

_____ A percentage scale, with passing about 70

_____ A series of letter grades, where per cents are grouped: A = 93-100; B = 85-92; etc.

_____ A series of letter grades, with such descriptive terms as A = Excellent; B = Good; etc.

_____ A series of letter grades that indicate growth and progress: O = Outstanding progress; S = Satisfactory progress; U = Unsatisfactory progress

APPENDIX E

QUESTIONNAIRE TO ADMINISTRATORS (Continued)

8. Do you consider it desirable to indicate the "level" on which the child is reading? Check.
- _____ yes
- _____ no
-
9. Should parents report items of growth noted at home to the teacher? Check.
- _____ yes
- _____ no
-
10. How can this report from parents best be made? Check.
- _____ Conference
- _____ Letter
- _____ Remarks on report card
- _____ Telephone
-
11. Number in order of preference the areas the school should report on.
- _____ Attendance
- _____ Deportment or citizenship
- _____ Grade on subjects
- _____ Health practices observed at school
- _____ Physical growth record (height and weight)
- _____ Social habits and attitudes toward others
- _____ Statement to show what phase of school work the child is strong or weak

APPENDIX E

QUESTIONNAIRE TO ADMINISTRATORS (Continued)

_____ Suggestions for improving weaknesses

_____ Tardiness

_____ Work habits as seen at school

12. In general there are three main types of reports to parents - the report card, the letter, and the conference. Number in order of preference.

_____ Report card in some form

_____ Personal letter by teacher

_____ Conference between teacher and parent

13. Should the type or way of reporting used for younger children differ from that used for older children in the elementary school? If so, check type for each.

For younger children:

For older children:

_____ Report card

_____ Report card

_____ Letters by teachers

_____ Letters by teachers

_____ Conference

_____ Conference

14. If a different type is recommended for younger children, at what grade level should the change be made? Check.

_____ Grade one

_____ Grade two

_____ Grade three

_____ Grade _____

Name _____

School _____

APPENDIX E

COPY OF LETTER SENT WITH QUESTIONNAIRE TO ADMINISTRATORS

To the Principal:

Inasmuch as a report card is the only way that we use in Forsyth County to reach all the parents, it is important that we have a card that meets our needs. Depending upon the kind of message it bears, this report builds good will or ill will; it enlists or alienates the cooperation of the parents.

We want first of all to have a type of reporting system that tells parents what they want to know. We want one that fits children of different ages. We want one that will be useful when children transfer. We want one that is not too time consuming for teachers.

I have three requests to make of you. At a meeting of your elementary teachers, please give them each a questionnaire and let them fill it out. Ask the teachers to have the children take home the questionnaires to parents, and when they bring them back, return them to your office. Last of all, please fill out the attached questionnaire and give me your own opinion.

I will appreciate your suggestions and your help.

Sincerely,

Kathleen Emerson
Elementary Supervisor

KE:ank