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ABSTRACT

This report is a compilation of record-keeping techniques being used in elementary schools in New York State. The materials compiled are not all-inclusive nor meant to be an exemplary collection; they represent the response to a request sent by the Board of Elementary Curriculum Development in June 1971. Five major sections include program description, organization of the day, social growth, academic growth, and communication with parents. Both program descriptions and daily organization present examples according to schools. Academic growth is developed on the basis of skills to be learned, reading, mathematics, general record-keeping, writing, and creative arts. A 16-item bibliography and an appendix listing the contributing schools are presented. (MJM)

Pupil Progress

Record-keeping

"I've been wondering what goes on there and wondering over how things are..."

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Foreword

Schools throughout the State involved in changing approaches to education to better meet the needs of individual children have expressed concern about recordkeeping. Teachers, administrators, and parents realize that a more individualized program requires a more individualistic system of recording the child's progress and problems. There are many ways of doing this,and each community needs tc find the system which wcrks best for them. However, there is great value in studying how others have attacked this problem and in gleaning ideas from what has worked in other places. This publication is an attempt to disseminate some successful practices.

The material presented here was gathered from a large number of schools throughout the State in response to a request sent out by the Bureau of Elementary Curriculum Development in June 1971. This material was reviewed, compiled,and prepared for publication by Barbara R. Clark, formerly of Marcellus Central Schools; Jeanette L. Miccinati of Lansing Elementary School, Ludlowville; Sister Loretta Somerville,formerly of Sacred Heart Academy, Buffalo; and Dorothy M. Foley, Bureau of Elementary Curriculum Development.

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PREFACE

Elementary Schools throughout New York State are continuously reevaluating their programs to better meet the needs of their children. Old programs are being updated, new programs are being modified to meet local needs, and successfully tried plans are being adapted. This struggle to find the ideal program for all children and/or situations is impossible because it does not exist; the ideal program for a particular child and/or a particular situation is fluid. As the child, the teacher, and the situation change from day to day, so, too, do elements of the program. Yet a few givens persist throughout these changes, and a thread of sameness is found running through the vast variety of programs now in existence.

The basic philosophy of the elementary schools of the State assumes that children: are individuals; will learn the basic skills of reading, writing, and mathematics; need experiences in the arts and sciences; require physical activity; and enjoy participating in the learning process. The implementation of this philosophy is as varied as the number of schools, teachers, and children in the State. Teachers are different. Children are different. Schools are made up of people who are all different. It is academic, therefore, that programs will and should differ. Many of the needs of schools, communities, teachers, and children, however, remain the same. One of these needs, expressed by school communities throughout the State, is assistance in devising techniques of recordkeeping.

No matter what system of organization nor what program a school becomes involved in, the keeping of records of children's progress is a vital element of its success. In diagnosing children's strengths and weaknesses; in assessing children's individual progress; in "keeping track" of where each child is, where he has been, and where he might be going; in communicating with parents; in communicating with others in the child's school life; in planning with the child; there is no substitute for records. The type of records kept by the school, the teacher, the child, the parent, and all others involved is a decision to be made by them.

This publication has been prepared to provide some communication between local school districts on the types of recordkeeping techniques being used in schools of the State. This is not an all-inclusive listing,nor is it meant to be an exemplary collection. Rather,it is a compilation of materials sent in by schools in response to a letter sent to elementary principals in June of 1971. It is hoped that schools examining material presented here will find ideas and suggestions adaptable to their situation and useful to them in answering the "unanswerable" question of how to keep records. It is further hoped that schools interested in an exchange of a wider variety of techniques will mail examples of their techniques to the Bureau of Elementary Curriculum Development for inclusion in a future compilation.

Contents

Program Descriptions

Many teachers throughout the State are searching for feasible alternatives to current classroom practices. The following pages include programs that have evolved from their endeavors. The programs described are not presented as "models" to be copied: considering the uniqueness of the individuals involved, no program could ever nor should ever be a duplicate of another. Rather, it is hoped that from the variety of programs presented, a teacher desirous of change beneficial to children might find bits and pieces to call her own and incorporate them into the classroom.

KASSON ROAD KINDERGARTEN

Many schools, in an attempt to "humanize" education, are moving in a direction of openness and child-centered learning. The kindergarten program of Kasson Road Elementary School in Marcellus is exemplary of an "open classroom"--open both physically and philosophically. They did not approach open education as "another bag of tricks" to coerce the child into learning but as the exemplification of their philosophy stressing a basic trust in and respect for children and the way they learn. Kasson Road's philosophy incorporates the following:

- Children want to learn, are active agents in their learning; given a stimulating, interest-centered environment, each child will learn what he personally needs for functioning in his world.
- Learning and life are inseparable. Accordingly, school is not a place where life is degenerated into separate subjects: all learning is interrelated and amalgamated.
- Preplanned courses of irrelevant instruction have no place in children's learning; activity is important only insofar as it is relevant to a child's present needs.
- It is not so important what is done; rather, one must stress how something is done.
- Children need time to redefine their impressions of the world. They must be given much time to experiment with and make sense of their environment.
- Work and play are inseparable: both are seen as one in learning.
- Education implies much more than academic growth. Educators must be equally concerned with a child's social and emotional aspects.
- Creative experiences contribute a large part to a child's growth in self-awareness.

Without a similar philosophy, open education practices degenerate into a method for control and for adult direction of children's learning. Many programs have held a similar philosophy, but incorporated procedures negating its basic openness. Kasson Road Kindergarten has created a program which is in harmony with its philosophy: they have actualized their philosophy of open education.

The program this year (1970-1971) evolved around the child's involvement in a choice of learning centers. Interest centers included a large muscle area with climbers, blocks, balance beams, etc.; a housekeeping area; a library area; a science-animal center; a creative arts center; a woodworking area; a teacher-child conference area; a quiet area; and a task area. The quiet area consisted of tables and of shelves for each child's work folder. Folders included skills for which the child had evidenced a need and might want to accomplish. He was free to work here anytime. Typical materials in the task area included readiness activities of letter matching games, sequencing and rhyming, manipulative math materials allowing for a variety of individual interpretation, a homemade balance, a weight scale, and various odds and ends to weigh, measure, sort, and count.[1]

[1] For a list of materials and books for the open classroom with some suggestions for their use and where they can be obtained, consult Education Department Center's publications including "Instructional aids, materials, and supplies," "Ideas in Green," and "Materials List (ECES)." E.D.C.; 55 Chapel St., Newton, Mass. Helpful suggestions are also included in the appendix of The Integrated Day in the Primary School by M. Brown and N. Precious, (Agathon Press, Inc. 1968).

In certain areas, the number of children was limited by signs requesting "4 only, please" or "6 only." The child was free to flow from center to center throughout the day or free to pin his name on a conference sheet if he desired a conference with the teacher that day. Conferences evolved around teacher and pupil assessment of the child's work folder, activities in interest centers, or any particular problem or accomplishment the student wanted to share with the teacher. Student's skills were sometimes checked at this time by verbal questioning complemented with the use of manipulative materials.

Each day in the Kasson Road Kindergarten would reveal children everywhere learning, creating, working, thinking, and talking. Individual children and small groups would be experimenting, trying, questioning. On a typical day, an observer would note children working at the work bench, building with blocks, utilizing measuring devices, creating with scraps of material, playing games, and generally being involved in concrete learning experiences. In order to appreciate what is actually happening, it is necessary to focus on the children, observe closely what they are doing, and listen to a little of their conversation.

We note two children busy at the work bench making model racers "...just like the ones we saw on TV last night." At the moment, they are deep in a discussion of what they shall use to measure the sides of the racer "...because they should fit the bottom and they're too long now." Later, they want to construct a race track, sell tickets, and have an auto race with their models. One friend working with them is engaged in cutting up carrot pieces, weighing them on a scale to be "as heavy as our white pebbles," and wrapping they up for "sale" at the race.

Several children in the block area are experimenting with small and large blocks, building a garage for their toy trucks. Conversations here reveal a beginning understanding of the half and whole block size relationships. They are also starting to give names to the rectangular and square shapes.

In another corner, two girls are sharing a pile of glass beads which they will later make into doll jewelry. They are busy figuring out how they can make sure each has the same number of beads.

One little boy is engrossed in play at the sand table. He can be heard to mumble, "Hey, lookit this. Sand makes a pile when it comes out of this funnel. Water doesn't. Water just goes out all over."

Several children in the art area are working with clay. They are giving their imaginations free reign as their lump of clay changes from an airplane to a ship to a mommy to a house...their conversation runs on and on as the clay changes form in their hands. One little boy in the same area is wrapped up in making a concoction called his "hairy pumpkin" out of bits and pieces from a scrap bag.

Two children sitting on pillows in the library area are enjoying stories recorded for the listening station. A third child is curled up with a book in the library's large overstuffed chair. She is snuggling up to a teddy bear who "...wants me to read him a story."

Several children in the science area are working with rocks gathered on the way to school that morning. They are busy sorting them according to like characteristics. A third child in this area is feeding the classroom's pet canary.

Four children are busy in the task area. Two are experimenting with a balance scale and an assortment of stones, pine cones, beans, weights, washers and styrofoam pieces. One boy is using readiness materials involving sequencing events. A fourth child in the task area is busy measuring and pouring oatmeal into a plastic bin. He can be heard to comment, "It takes two of these to fill up this one. Every time, it takes two."

Throughout the room, other children are found in self-engaged learning activities. The atmosphere sparks with excitement. Learning is contagious!

Obviously, the children's freedom to choose from interesting materials has created many situations for learning. What does the teacher do to aid this learning? Is her job merely setting the stage for learning and then sitting back? Definitely not. Open education does not mean supplying materials and then letting children go without adult guidance. However, the role of "guide" is not to be confused with that of "director": she is a facilitator, not a director of the child's learning. Her job as a facilitator means "not only understanding of the individual child in all his complexity but also a thorough understanding of the materials at hand and the knowledge they embody."[2] In addition, it acknowledges the fact that learning should be based on the child's interest and his own unique direction

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[2]Dr. Charles Rathbone's discussion, "Our Own Perspective in Perspective," from "Proceedings: Open Class Workshop: State Education Department 1970."

of learning within an activity, not on the teacher's notion of what learning should evolve from a particular material. Rosemary Williams, headmistress of Westfield Infants School in Leicestershire, emphasizes this point:

> It's very easy, say when children are working with structured matn material to go in and to think "he's using this kind of block. This is an opportunity for me to show how to count in twos." The teacher may think that this is the learning that will occur. But, if she is watchful, she may see that this isn't at all where the child is, that he's not paying attention to the two-ness of the blocks at all, that it's some other concept that he's on the verge of acquiring. [3]

The teacher in an open classroom setting steps back to listen, watch,and learn from children, then steps in to facilitate learning in the direction the child wants to go.

In actual classroom practice, how is this manifested? In order to understand the teacher's role in Kasson Road's Kindergarten setting, it is necessary to spend some time following and observing her as she moves around tne room.

As the children first trickle into the room, they stop to greet her and share bits of happenings. Jimmy and Steve are particularly excited about rocks they have brought. The teacher clears space at the science center and a rock corner is created. Jimmy is interested in,"What's inside these rocks, anyway?" The boys and the teacher discuss ways of finding out and soon the two children are busy pounding rocks with a hammer.

The teacher then steps back and observes Anne sauntering into the room. She notes Anne's eyes light up as she skips happily over to several girls in the housekeeping corner and announces,"I'll be the Mommy and fix breakfast." The teacher makes a mental note of this. Anne previously has chosen quiet areas in which she could be alone. Now, she seeks other children's company and seems to be drawn more and more to creative activities. Good!

Two children come to her now and seek aid in unbuttoning their coats. She suggests they help each other. They do and then decide they'll button their coats again and start all over. This time, they count each button,but one counts eight while the other child says there are nine. The children decide no. They still want to button and unbutton. They are engrossed that way for 20 minutes. One manages to undo her own coat successfully. One finisned with,"Well, I tried. I can get the bottom o.k. I'll do the top again later."

Next,she approaches children using the balance scale. One little boy is telling the other to "Make the balance go like the desk," in an attempt to illustrate leveling. The teacher stops to introduce the word "level" to the children and watches as they note,"It isn't level. This side goes down. It has something bigger on it." She then sees a need for redefining their use of "bigger" to "heavier." After a short discussion,the children proceed to find which of their materials in their scrap box are heavier than Tim's crayon box. As they pursue this activity, the teacher suggests they might want to divide the material into two piles labeled "heavier than Tim's crayon box" and "not heavier." They eagerly agree and start testing and sorting many materials.

She then notes a child painting in the art corner. She stands watching for a few minutes and then encourages the child to talk about his design. He does,and then requests she print on his picture,"My house."

Next, she stops by a child puzzling over measuring in the task area. He is mumbling over the fact that,in order to fill his big container with oatmeal, he has to empty the smaller container into it twice. She takes time to insert the idea of "half and whole" and suggest the child try the same experiment with beans, water, soap flakes, etc. Does it always take two of the smaller cups to fill the larger tin? The child then sets happily on his way, experimenting with filling his containers with various materials.

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[3] Williams, Rosemary, "Interview with Courtney Cazden." Newton, Mass. Follow Through Project (unpublished transcript) 1968.

Children in the water play area are working with containers having different shaped holes punched out of the bottom. One container has a small round hole, another a small oblong hole, and a third a square hole. They are delighted by the spraying of water. The teacher asks if the streams of water look alike. This causes the children to observe closely and brings on a discussion of the various sprays. Some twist a lot (round hole); others twist at first then go straight out (square hole); others twist, spray, then twist again (oblong hole). The teacher encourages the children to observe why. This leads to a discussion of the holes' shapes. They then proceed to find out which container empties out the fastest, and why.

Susie had pinned her name on the conference board. She would like to discuss her work with the teacher. Susie and the teacher settle down in the conference area and Susie checks her progress on several papers. Then she requests the teacher help her learn how to print her name. In printing, she notices,"I have two S's. One, two. My mommy has an S in her name,too. It's Sandy. Print 'Sandy.' Yup. There's the S. Right at the front like mine. Susie, Sandy. SSSSSSSusie. SSSSSSSSandy." The teacher, from this lead, suggests Susie find objects around the room or in books that start with an S sound like Susie and Sandy. "Can I put them in my folder? Will you help me write them?" Susie and the teacher then go about the room gathering S objects and printing them in "Susie's book."

And so the teacher progresses. She moves slowly from child to child, listening, questioning, learning, and furthering children's activities. At day's end, she draws the children together for a group meeting. Here, Jimmy and Steve tell the class about their rock collection, discuss their findings on the insides of rocks, and share a book they found in the class library on rocks. "Tomorrow we'll write some rock names. And, if you have any rocks at your house, bring them in. Rocks are kind of neat - especially the shiny ones." Susie wants to share her collection of S objects. Other children then decide they'd like to find objects beginning with the same sound as Mary's name,"Because my name has M and I like M," offered Mary. Tim shows the group materials he and friends had discovered to be,"heavier than my crayon box." He then demonstrates by using the balance. "I wonder if those are heavier than my crayon box," thought Joe out loud. "Guess I'll see tomorrow." Several other children share experiences, and then the children drift slowly towards home with interests for the next day's work already sparked.

The teacher returns to her desk to mull over the day's happenings. She quickly jots down notes to herself. "...I must remember to bring in my rocks from home and check with other teachers for their rock collections. Children might also want to go to the museum to collect information. Check on procedure for this...children seem intrigued with the idea of weighing and balancing. Perhaps now is the time to bring in a weight scale...Scrap bag needs more scraps...Bobby is puzzling over the properties of sand and water...." She then jots down notes on children. She has been writing similar notes throughout the day, but adds to these now. "Anne is seeking other children's company now. She also is participating in creative drama and arts to a greater degree...Sammy is confused in counting. One-to-one correspondence is still bothering him. He'll need many experiences with sorting and matching... Elaine learned how to button and unbutton her own coat today. She is obviously very proud. ...Robert seems to enjoy painting more and more. He now heads for it first thing in the morning. He is very verbal in explaining his pictures, and enjoys seeing his stories written down...Susie seems to recognize the S beginning sound. She found 21 things in our room beginning with S today. She also adeptly copied her name in her practice book this afternoon..."

The day draws to a close. She is mentally exhausted yet at the same time stimulated. It has been a demanding day, an exciting day, a challenging day.

EAST HILL ELEMENTARY SCHOOL

For the past 2 years, East Hill School in Ithaca has served as a resource center for people interested in programs approaching open education. Last year over 400 interested people, ranging from board members to teachers to parents, observed East Hill's program. The entire staff at East Hill is committed to the belief that a child-centered program is most conducive to education of the total child--socially, emotionally, and mentally. Childhood, they believe, is a critical time to develop all aspects of self and to live for the here and now, not for next year or some hazy future called adulthood. In implementing their plan, the staff has been concerned with the basic question,"What is learning all about? Is it learning facts and things textbook manufacturers think important,and engaging in activities teachers want? Or is it a child living in a community of other children and adults, who are doing things which are important to them now, and learning skills which help them enjoy life more fully?" East Hill believes learning and living are synonymous,and that real learning can take place only when a child can see a need, has the desire, and is ready socially and emotionally. Their program is formulated around these principles.

East Hill has been experimenting with an open school plan as a means of implementing their philosophy. They have now evolved to a program stressing an open classroom basis within an open school setting. As a part of their program in 1971-1972, each child will be home-based in one of three main family-grouped units. One unit will house learning experiences for children 5- to 8-year-olds, another will contain learning centers for 8- to 10-year-olds, and a third unit will have learning activities in which 10- to 12-year-old children might be interested. Each unit will house interest centers stocked with interesting materials conducive to experimenting and learning in both the creative arts and academic areas.

At the beginning of each day, children will convene in their family units for general announcements and introduction of new materials. During this time, each child, with teacher guidance, will commit himself to a reading activity and a math activity for the day. As East Hill has a resource center of many different approaches to learning within reading and math, the child is free in his commitment to involve himself in many different types of activities. He may, in math for example, choose an activity card, manipulative material, a project with several other children, or work directly with the teacher.

After the general convening period in which each child has decided what he will do sometime during the day in the areas of reading and math, he is free to explore interests within the total school environment. East Hill's library, art, music, shop, printshop, and drama areas are open to children of all age groups. Thus, an 8-year-old, after meeting with his teacher to discuss what he would like to do in math and reading, may go directly to music and spend an hour concocting musical instruments from a variety of materials. Perhaps next he might go to the shop and work on a birdhouse project. After this activity, he may decide to go back to his home unit to work on his math activity for the day. Children proceed in a like manner from activity to activity within the school, returning to their home units for commitments in math and reading or perhaps for an interest center activity presented there. Sometime during the day, each child enters in his own booklet something he feels is important to him. At the end of the day, children again convene in their family groups for sharing the day's events and planning future activities.

East Hill's program for the school year 1971-1972 will be a merger of the open classroom concept with that of an open school concept. It is the result of 2 years of searching on the part of a dedicated staff for a better way of educating children. The staff has been extremely open not only in attitudes toward children but also in their willingness to learn from and share their endeavors. As quoted from their progress report:

> During the past two years the staff and parents have spent countless hours discussing, planning, evaluating, and constantly improving the school. We have made mistakes, but it has been from these and the many worthwhile experiences that we have had with children that we have learned and grown together as a community...The Staff at East Hill is eager to share the things we have learned from working with children in the past two years...
>
> - Children need a certain amount of direction on the part of adults. Expectations have to be made clear, and these must be worked out between the adult and child.
>
> - Too many adults in the room or building creates confusion and children become dependent on them. Thus, children do not necessarily become independent workers, but dependent. They sometimes look to adults to entertain rather than help them with their needs.
>
> - Projects started by children or teachers should be concluded, not necessarily finished, in some logical way.
>
> - Requiring a child to do something is not a bad thing. It's what you require the child to do that could be a poor experience for him.
>
> - The first thing that must develop between an adult and a child is a bond of trust. Once this is established, all types of good learning can occur.
>
> - If adults are organized and consistent, it will be easier for children to cope with freedom. Their expectations and boundaries will be clear.

- The school day should be somewhat organized, and it is essential that this be consistent, and that children and adults are made aware of this organization.

- If children get interested and started in some activity they do need adult help and direction from time to time.

- Most children are capable of directing a lot more things in their lives than perhaps adults give them credit for. If adults continue to solve their problems, children will learn only slowly to become independent workers. This is not to say that we leave children alone, but give them help and guidance only when it seems important.

- If group meetings are not held at least twice a day, communication between adult and child may break down.

- Areas like art, gym, shop, cooking, music, printing, and photography are not areas children go to only after they have worked in the skills areas of language arts and numbers. All areas are equally important. Every effort should be made to make these available at all times.

- When children are involved in worthwhile activities, teachers must be careful not to impose adult standards on them.

- When you allow freedom and openness, the needs of children seem to surface quickly.[4]

Utilizing what they have learned, the staff of East Hill has created a child's environment where children can be themselves, to learn and grow together. That is the beauty and essence of East Hill. The following, written by an East Hill teacher, captures this essence:

> Once upon a time, when animals were going into hiding and plants were browning and getting closer to the ground children were doing things like that too and childrening little individual pots to put things in, houses to live in, and lines and traces of where they had been and how they felt, or were feeling, kept centering in big sheets of paper. Many were loning, disjointed from the summer or getting ready for the quiet times of winter; making contentedness out of life.
>
> Inside of winter we could see older people not being so contented, and tried to share some of how the teachers were being by making with the older children. Printing on cloth, making designs out of the fall. Once building kites, trying to make shapes out of the pieces. And collaging with pieces of paper and felt, making patterns of how things are. Putting together murals, muralling, and there were smaller times, too. Such are the ways people are in the late winter and early spring.
>
> Lately many animals have taken to being seen as clay in little hands getting ready for summer. And plants greening under skies bluing have mixed with spring cloth and hair to remake livelinesses. Little loners come in little groups now, going places together, or sitting down with a little group of elephants, or teensy people, doing together, and smilingness is around.
>
> Later on when plants are browning and children are schooling we will be trying to make understandings and acceptances of life and our world, later on, with more of the older children, in older ways. And younger children more clearly realizing, if that is possible, what they are happening to be....[5]

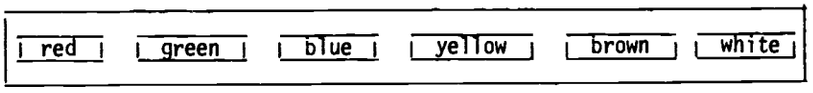
[4] "East Hill School - A Progress Report 1971" prepared by East Hill Staff and Parents.

[5] "The Same Old Thing But New Each Time." by Svern Warner - taken from "East Hill School - A Progress Report 1971."

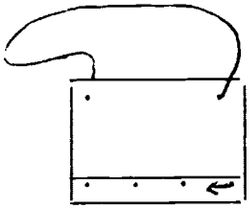
Organizing the Day

Sumner School Kindergarten - Syracuse

In a Sumner School kindergarten in Syracuse, the teacher has created a classroom which embodies individual over group activity, a wide range of materials for self selection by the children, and learning made enjoyable through the use of games. The environment allows room of movement and adequate space for children to spread out their activities. In order to organize the classroom, all materials are color coded according to the major skill involved. Each activity falls into one of the following categories, each category being represented by a different color plastic tape: library books or listening to recorded stories, reading readiness skills, math readiness skills, prewriting skills, science projects, creative projects, and thinking games for construction. After a morning class gathering for general announcements and introduction of new material, children proceed from one color to another according to prepared individual color-coded maps each child carries with him. The color-coded maps are made by the teacher, or at times by the children. These maps are made on tagboard strips and are similar to:



Each map is put in a heavy plastic-coated, see-through bag which the child hangs around his neck.



In the bag, he also carries his name card or possessions that he wishes to take with him.

Within each color area, the child is free to choose what he would like to work on from a large collection of games and other activities. While each game represents a readiness skill, it is presented in an interesting manner that requires active participation on the part of each child. As a child finishes an activity, he collects materials and replaces them on the appropriate color-coded shelf before proceeding to the next interest area.

Within this environment, the teacher moves from child to child, or group to group, encouraging and asking questions which will further activity and help children realize exactly what has been learned from each particular game. The teacher closely observes the successes and frustrations individual children encounter as they work on various activities. She utilizes this information to prepare subsequent maps and activities to meet the needs of the individuals involved.

A daily snack is prepared by a committee of children. Small groups of five to eight get together for eating and conversing as a snack time fits into their day. The session ends with another total group meeting where announcements are made and the day's activities discussed or displayed.

In order to facilitate one-to-one guidance and also multi-age advantages, student aides from other grades in the school come into the kindergarten during the morning to join in the activities and to give help where needed. Three first graders, three second graders, three fourth and three sixth graders volunteer one-half hour three or four times a week during free time in their own schedules. The program is also enriched by four parent volunteers who come for a specified hour each week to work with individual children or small groups.

In addition to parent aides, student aides, and regular volunteer helpers, this particular class has one or more visitors almost daily who do not just visit, but become active participants in the learning program. These are teachers from other schools or school systems, University students, and interested citizens.

Vanderbilt School - Fourth Grade

The Vanderbilt School in Staten Island has developed a fourth grade program with an interest-centered, workshop atmosphere. In the classroom, children schedule themselves weekly for various interest center choices. Students made their selections at the beginning of each week from a teacher-made chart entitled,"Our Centers, Week of ---." The choice listing for a typical week might include cre ting, proofreading, globe skills--latitude and longitude, area and perimeter of polygons, lis enter, multiplication and addition of unlike fractions, linear measurement, SRA Organizing and Reporting Kit, science--classifying and comparing mammals. Pupils record their selections for the coming week on a record similar to:

Susan

My Workshop Schedule
Week of 3/18 - 3/22

3/18

Monday	Creative Writing SRA Map Skills
Tuesday	Area and Perimeter of Polygons Proofread
Wednesday	Listening Center Science
Thursday	Organizing and Reporting Linear Measurement
Friday	Unlike fractions Listening Center

Comments

The teacher then arranges the children's names on a large display schedule according to the centers they have self-selected to work in for the day.

3/18

WORKSHOP SCHEDULE - A.M.

S.R.A. Map Skills

David Felicia
Tod Mirian
Bobby

Perimeter and Area

Kevin Stephen
Jay Georgianna
Milton

S.R.A. Organizing and Reporting

Billy Larry
Rebecca Colleen

Coordinate Numbers

Ruth Timmy
Suzzanne Matthew
Lisa

Globe-Latitude and Longitude

Karen James Danny
Andy Joanie Peggy

Creative Writing

Ted
O'dell

The children proceed from center to center each day according to their schedules. Each center contains a variety of materials and study cards with suggestions for topic investigation. Answer cards for the work in most centers are provided so the children can check their own work. The advantages of this are manifold. The child is provided immediate feedback; if a student is repeatedly answering incorrectly, he can ask for help immediately. Since no premium is put on correct answers and since students are taking an active part in the learning process, they receive satisfaction out of first deriving answers and then checking. Therefore, there is no problem of students using this system to look at the answers in advance.

After the students' papers are checked by them, they are deposited in a bin entitled "Completed Workshop Papers." The teacher looks at these papers at the end of each day and then files them in each child's individual folder. This material is later used in teacher/child conferences. If a student does not complete his work at a center during the time he has alloted himself, he may put his papers in a bin entitled "Papers Not Completed" and return to them during the week when he has some free time.

An integral part of the program is the students' active role in their learning processes. Accordingly, centers are stocked with manipulative and resource materials. Each child is able to adapt the

materials to his own unique style of learning. Students also help the teachers select center topics for the coming week. Selections may be based upon students' interest. Or, many times a request is made for a particular center again for the following week because a student feels he has not fully learned what he had set out to in that center. The material is presented again as an option for learning during the next week. Interest center topic selection and materials, then, are based upon joint teacher-student planning. The student is active not only in his learning but also in the planning of his environment.

The teacher checks each child's progress in many ways. She checks progress within topic investigation by asking guided questions of each child in a center to see if he understands what he is doing. Many times, children work in pairs and in this way learn from each other. Another progress check is class meetings. These are held to help children summarize what was learned in particular centers and clarify concepts which were developed. During class meetings, a student often shares his work and problems. The children help him evaluate his work, and give suggestions for alternative ways of approaching a solution.

The student's progress from center to center is checked upon and recorded at the end of each day. At that time, the teacher indicates the center each child has worked in on a large master chart mounted on a bulletin board. In this way, she can tell at a glance in which centers a child has worked. Such charts are similar to:

WORKSHOP SCHEDULE

	3/18	3/19	3/20	3/21	3/22
JAY	Creative Wr. SRA map skills	Absent	Area & Perim Proofread	Globe - Lat. & Long SRA Org. & Rep.	
BOBBY	Science - Cl. & Comp Proofreading	Creative Wr. SRA - map Sk.	mult. & Add Fractions Linear Meas.	Listen Ctr. Globe - Lat & Long	
LAWRENCE	Frac. - Mult. & Add Science - Mammals	Proofreading Area & Perim.			
TOD	Proofreading Linear Meas	Creative Wr. Area & Perim.	Globe - Lat. & Long Listening Ctr.		
KEVIN					
THEODORE					
TIMOTHY					

Progress checks, they are many. As was true for learning and classroom environment, progress checks arise from both the teacher and pupils.

Fourth grade environment of Vanderbuilt has actualized many important premises. It is based upon a basic trust in children, in allowing students to choose and be responsible for their own learning and classroom environment. It stresses, children learn from each other and progress best when learning is active and choice-oriented. Individuality in learning styles is emphasized by allowing each child to learn in the uniqueness of his own particular way. The actual act of learning and understanding how a child thinks is felt to be more important than correctness of answers. In such an environment, children grow more completely in awareness of themselves, others, and their environment.

LAUREL PARK SCHOOL - BRENTWOOD

The kindergartens of Laurel Park School in Brentwood have evolved a philosophy based upon the consideration that each child brings his own special interests, desires, likes and dislikes, strengths and weaknesses, maturation or lack of maturation to the classroom. They tried to accommodate each child individually in each of the major areas of child development--social, emotional, physical, and mental. The implementation of their program involved two kindergarten teachers, their classes, volunteer parents and older students as classroom helpers, and two kindergarten rooms that were divided into creative and academic interest centers. One room was labeled a Creative Activity Room: this housed the block interest area, painting area, housekeeping area, pasting, cutting, etc. area, and woodworking area. The other room accommodated a music center, listening center, library center, puzzle and games center, science center and math center. Students were allowed to participate in any of their choice. As teachers diagnosed needs through testing and observing children in various centers, instructional programs for needs of small groups or individuals were implemented. In giving students increased opportunities to make meaningful choices within a wide range of activities offered in interest centers, the student's responsibility and awareness in making choices increased. The openness of their program broadened the range of activities, increased the student's adult and peer contacts, and made education more meaningful and enjoyable to the children while it guided each child through a definite individualized skills program in langauge arts and math.

GUGGENHEIM SCHOOL - FIFTH AND SIXTH GRADE

The Guggenheim School in Port Washington (two classrooms, two teachers, and a fifth and sixth year combined class) has an experimental program stressing a warm atmosphere with an individualized, choice oriented program. The environment is subdivided into eight learning centers: reading, language, literature, math, study skills, inquiry, social science, and science. The children proceed from center to center in small working groups according to teacher-prepared schedules. Specifically, Guggenheim teachers describe their program as follows.

> In a typical day when a learner comes into the classroom he is already a member of a working group called a "clan." He has two 5th year girls, two 6th year girls, two 5th year boys and one or two other sixth year boys as compatriots. He knows that his strengths and weaknesses are counter-balanced by others in the clan. During the year, he will be a member of a changing, flexible clan with the opportunity to make and extend many new human relationships.
>
> Until the opening activities, the students move freely between rooms socializing with friends, often both 5th and 6th year students. Sometime during this period, one of the teachers will return to each student the activities which he had completed the day before. The teacher will have recorded any appropriate comments on the student's record sheet and probably will amplify the comments verbally when the activities are handed back.
>
> After the opening activities, each student will consult his schedule sheet to determine in which learning center he will spend the first 40 minutes of the day. A typical weekly schedule sheet might be similar to the one on the following page.

NAME _____

DATE _____

CLASSROOM ORGANIZATION

PERIOD SCHEDULE-PHASE FIVE

	CLAN #1	CLAN #2	CLAN #3	CLAN #4	CLAN #5
MON					
1	SPECIALS				
2-	Literature	Reading	Social sci	Math	Inquiry
3-	Reading	Social sci	Math	Inquiry	Language
4-	Social sci	Math	Inquiry	Language	Study skills
5-	Math	Inquiry	Language	Science	Study skills
6	FREE		LEARNING		CHOICE
7	CLASS		MEETING		
TUES					
1-	Inquiry	Language	Science	Study skills	Literature
2-	Language	Science	Study skills	Literature	Reading
3-	Science	Study skills	Literature	Reading	Social sci
4-	Study skills	Literature	Reading	Social sci	Math
5-	Literature	Reading	Social sci	Math	Inquiry
6	FREE		LEARNING		CHOICE
7	CLASS		MEETING		
WED					
1	SPECIALS				
2-	Reading	Social sci	Math	Inquiry	Language
3-	Social sci	Math	Inquiry	Language	Science
4-	Math	Inquiry	Language	Science	Study skills
5-	Inquiry	Language	Science	Study skills	Reading
6	FREE		LEARNING		CHOICE
7	CLASS		MEETING		
THURS					
1-	Language	Science	Study skills	Reading	Math
2-	Science	Study skills	Reading	Math	Language
3-	Special	Special	Special	Special	Special
	Inquiry	Literature	Social sci	Science	Literature
4-	Study skills	Reading	Math	Language	Social sci
5-	Reading	Math	Language	Study skills	Literature
6-	Special	Special	Special	Special	Special
	Inquiry	Literature	Social sci	Science	Literature
7	CLASS		MEETING		
FRI					
1-	Special	Special	Special	Special	Special
	Literature	Social sci	Science	Inquiry	Inquiry
2-	Special	Special	Special	Special	Special
	Literature	Social sci	Science	Inquiry	Inquiry
3-	Math	Language	Study skills	Literature	Reading
4-	Language	Study skills	Literature	Reading	Science
5-	Study skills	Literature	Reading	Social sci	Math
6	FREE		LEARNING		CHOICE
7	CLASS		MEETING		

SKILLS: Reading
Language
Math
Study Skills

DISCOVERY: Literature
Inquiry
Social Science
Science

Note that there are seven periods, the first being a free or socializing period. The next four are skills or discovery centered and the last two are choice and group discussion oriented.

A student might begin his first scheduled period in the Language Arts Learning Center. This Learning Center consists of a series of tables and desks with enough space for about 11 learners. The many materials available for language arts activities are readily available.

As he completes each activity he goes to the Teacher's manual and corrects his own work, placing a fraction indicating the number of right responses over the total of correct responses. When he feels he has enough "evidence" of competency, he takes a "Check-Off" test. "Evidence" is a number of activities which enable the learner to feel that he has covered a skill in sufficient depth to score 90% or better on the check-off test.

During the next forty minute period this same student might go to the mathematics learning center with his clan. His skill area in math, according to prediagnosed strengths and weaknesses, might be adding decimals. He has a number of materials from which to choose: a teaching machine unit, programmed learning materials, various text sources, manipulative materials and many more resources.

Perhaps next he moves to the social science center. Here he works on a topic of personal interest. He may have chosen it from a list of suggestion cards, from reading some of the books available, or from an interest keyed by another student, TV, etc. The learner might chose to be a sociologist to investigate the topic "How does the educational system of Switzerland compare to that of the USA". He may chose to write a pamphlet on his topic, take an individualized test, or construct a project.

Each learner will move through a total of 7 periods in a similar manner attempting to find satisfaction for his individual needs. The teachers will be available to provide friendly guidance, should the need arise, as he makes his way down his individual path to learning.[1]

Guggenheim teachers feel that the advantages of their program seem to outweigh the disadvantages. As advantages, they cite that the two teachers have more freedom to work on a 1-1 basis and discipline problems have greatly decreased. They feel that the mobility of teachers and students, the encouragement to accept personal responsibilities, and the wide range of activities might account for this.

Future plans for the experimental group include doubling some periods for indepth activities in science, social science, and language arts, and allowing larger time blocks for other creative activities.

CORTLAND'S LABORATORY SCHOOL

Cortland's campus laboratory school program, QUEST, is based upon a rationale stressing openness in education for youngsters aged 3 to 11. Emphasis is upon teachers and students sharing responsibility for learning in an environment rich with learning centers.

The pupils are "family grouped" in units containing 3- to 6-year-olds, units containing 6- to 8-year-olds, and units of 9- to 11-year olds. Family grouping allows older children to help the younger, gives every child a chance to grow at his own rate, and helps to dispel the idea that every student should learn a certain subject at a certain age. Teachers are forced to look at children rather than at age groups and their presupposed "norms." Relationships encompass a wider range of social as well as academic experiences. Family grouping can be seen, then, to be not only a more "natural" setting for the child but also a definite complement to and, in many cases, a necessary component of open education.

A typical day at QUEST starts with a "family room period" during which time the teachers help students prepare individual daily schedules. The students' schedules include a required segment of language arts, reading, and math. They then schedule free choices from a wide range of interest areas including science, social studies, photography, folk dancing, foreign language, physical education, industrial arts, vocal music, instrumental music, art, and home economics. Most activity periods are one-half hour long, but a child may schedule himself for a longer time if desires. A student may choose

[1] "FIFTY-TWO FOR THE SEESAW." L. Onody and M. Schwartzberg, Guggenheim School, Port Washington Public Schools.

to devote all of his elective time to one area or may choose several interest areas for one day.

Because of the openness of scheduling, classes in the areas of math, language arts, and reading are small in number, usually about 12 students. Individualization is inherent in such openness: learning is enhanced. Open, interest-centered learning has resulted in education of the total child - socially, emotionally, physically, and mentally.

Parents for a New Education and School Affairs Committee in Schenectady have proposed QUEST's program as a feasible alternative for an open school setting incorporating levels prekindergarten to fifth. They were particularly interested in creating an atmosphere similar to QUEST's because of its emphasis on, "learning how to learn, developing an inquiring, curious mind, and enabling the child to cope with, function in, and find happiness in, a world of diversity and change."[1] It incorporates their belief that, "children are born with a desire to learn, to make sense out of their world,"[2] and that there is "no distinction between learning and living."[3] Such a program views learning as a natural, integral, and inseparable part of childhood.

GRIBBIN ROAD SCHOOL-GLEN COVE

The Gribbin School in Glen Cove is a primary school which is utilizing the concepts of open education to provide a more individualized, more personal, and more exciting approach to education. The children work independently and in small groups, by themselves, with each other, and with the teacher. They move freely from one activity to another, work with a variety of materials, and become involved in a variety of tasks.

On arrival each morning, each child fills out a work agreement. Each must sign up for reading and math and two activities of individual choice.

Work Agreement

For: _____ Date: _____

	Listening Station		Games and Puzzles
	Inventions		Math
	Reading		Painting
	Science		Blocks
	Writing		Puppets and Plays
	Sewing and Weaving		Crafts

Later on, the children fill out a work agreement for the week.

Name:	Mon.	Tues.	Wed.	Thur.	Fri
Reading					
Math					
Writing					
Listening Station					
Blocks					
Games and Puzzles					
Painting					
Sewing and Weaving					
Arts and Crafts - Puppets					
Woodworking and Inventions					

[1] Draft #2 Planning Details An Open School Alternative for the Schenectady School District, developed by Parents for a New Education and the Schenectady School Affairs Committee for presentation at the Schenectady Board of Education, April 1971.

[2] Ibid.

[3] Ibid.

As the children move about the room involved in the activities they have committed themselves to, the teacher works with small groups presenting new material or guiding discussion, helping individual children with specific problems, or offering guidance and suggestions to facilitate ongoing activities. She provides encouragement, motivation, and assistance. She notes success and frustrations and in a quiet moment jots these down on anecdotal cards. She keeps a brief record of each child's accomplishments and problems to help her in guiding his growth, and as a basis for parent conferences.

The children in the Gribbin School are encouraged to develop independence, make decisions, and to accept responsibility for agreed-upon tasks. They are given many alternatives, but the teacher works closely with them to assist them in their academic, social, and emotional growth.

JOYCE ROAD SCHOOL AND OAK DRIVE SCHOOL-PLAINVIEW

The Joyce Road School and the Oak Drive School in Plainview, New York are intermediate schools. Each is evolving a program whereby youngsters are given an opportunity to work independently and in small groups, to plan and pace their daily work, and to accept responsibility for their own learning.

At the Joyce Road School, the youngsters are provided with a framework within which they plan their activities. At the fourth level, a daily framework is provided; at the fifth and sixth levels, a broader framework is provided. These frameworks help the youngsters to see the alternatives available to them and help the teachers in diagnosing and perscribing. The youngsters indicate their daily plans on planning sheets, maintain a record of work done, and keep notebooks for their skill work. The teachers keep anecdotal record cards for each child and have individual conferences with the youngsters on a scheduled basis.

MY DAILY PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday	Homework
READING						
Be a Better Reader - B						
Reading - Thinking #2						
Be a Better Reader - A						
Reading - Thinking #1						
Wordly Wise						
High Roads						
Practice Readers #1						
Practice Readers #2						
Skills - School Read A						
S.R.A.						
Title of Book						
MATHEMATICS						
Singer Kit						
C.P. I Kit						
Other						
ENGLISH						
Composition						
Assigned Skills						
Thinking Box						
Math Lab						
SCIENCE						
SOCIAL SCIENCE						
SPELLING						

Reading Instructions

A.. You are to read your individual book at least 2 times during the week.
B. Use 2 aims of your choice that you have not used.
C. Work in your skillbooks at least 2 times during the week.
D. Use one of the other reading activities at least once during the week.
E. When you have completed a book, sign up for book assignment sheet.
F. Check bulletin board for reading conference.

Name: _____ Date: _____

Reading
Name of Book _____
Pages _____
Aim _____
Skills _____
Pages _____
Other _____

Arithmetic
Skill Sheet _____
Pages _____ Test _____
Math Lab Activity _____
Other _____

Language Arts
Spelling _____ Level _____ Unit _____
Pages _____ Test _____
English _____ Topic _____
Pages _____
Creative Writing _____

Optional Activity
_____
_____
_____
_____

NAME _____

READING
- Pacemakers/Individual
- SRA Lab/RFU
- Kaleidoscope of Skills
- Be a Better Reader
- Specific Skill Series
- Spring Boards
- Scholastic

SPELLING
- Shostak (6,7,8)
- Spelling Games (C-D-E)
- New York City Program
- Vocabulary Words

LANGUAGE ARTS
- Language Roundup Gaining Ideas
- Composition/Creative Writing
- Listening Skill Tapes ( )

SCIENCE
- Matter and Energy Kit
- Solar System Kit
- Weather and Climate Kit
- Baker Science Packet
- Science Skill Cards
- Earth of Space Skill Cards
- Physical Science Skill Cards
- Work-A-Text (3-4-5-6)
- Work-A-Text (Earth Science)
- Work-A-Text (Physical Science)
- Special Inst. ( )

MATH
- SRA Computational Skill Kit
- Singer Individualized Kit
- Franklin Mathematics Series
- Mathematics Classroom Library
- Text ( )
- Math Games ( )

SOCIAL STUDIES
- Exploring the Old World
- Man and His Changing Culture

STUDY SKILLS
- Thinking Box
- Graph and Picture
- Organizing and Reporting
- Map and Globe
- EDL Library

RESEARCH PROJECT

ARTS AND CRAFTS PROJECT

At the Oak Drive School, the youngsters also plan their own work within a prescribed structure. Each day the youngsters write out their daily plan. Long range assignments are written across the subject slot and the due date noted. In the comment column, the youngster jots down specific questions or ideas he wants to discuss with the teacher. Teachers check the daily plans periodically and many note specific suggestions in the comment column.

Since the youngsters move from room to room, a master control panel is kept in one classroom. Here, themes and assignments are listed by subjects or topics. The child draws his work from these. For immediate check of daily work there is a color-coded pegboard. Each child fills in his attendance peg upon arrival. As he completes his work in any given subject he puts a peg for that subject in a slot next to his name. In this way the child paces himself and the teacher can determine at a glance the child's activity and tempo.

As each child develops responsibility and independence, he departs from the provided structure, works more on his own, and spends more time on activities which integrate various subject areas.

Complete independence has become the desirable working situation with children moving more flexibly and having greater choice in curriculum.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	COMMENTS
Book Reading pages time						
Language Arts time						
Spelling time						
Math time						
Social Studies time						
Science time						
Homework						

Color Key
Reading - Yellow
Lang. Arts - Green
Spelling - Red
Math - Blue
Social Studies - Orange
Science - Purple

Social Growth

Social development is an important facet of a child's total growth. When a child is a comfortable part of a group, he is better able to grow academically and emotionally. Through freedom to socialize with other children, he learns to have respect and consideration for others, to work with others, to teach others, and to learn from others.

In most school situations, children are grouped by "families." Older and younger children help each other. In this type of arrangement they learn to relate to each other socially as well as academically. The older child learns to express himself so that a younger one can understand. He learns to be a leader thus becoming aware of "self." The younger child sets his sights higher because of the example set by the older child.

The teacher's role in either situation is to see the child as an individual. A total belief in the child helps the child see others in the same light, and himself worthy of respect. Through the teacher's consistent behavior, the child can be led to develop responsible behavior patterns for himself, as well as towards others. His ability to have a free choice in what he does presupposes set limits and his own individual responsibility. He does not become overwhelmed by the free choice environment.

Social growth can be best measured, if one can talk about measuring this quality, through anecdotal records. No standardized tests have yet been developed to review a child's, "self-esteem, his sense of independence, the automomy with which he goes about learning, his fear of displaying ignorance, his generosity while assisting others' learning, his flexibility...his tenacity and persistence...."[1]

Attitudes of children towards themselves and towards others can be seen in the following teacher anecdotal records from Prospect School, No. Bennington, Vermont:

Attitudes to Self:

_____has gradually been growing in self-confidence. She is still occasionally hesitant and unsure but her fear of being "wrong" is lessening. She is stable and reliant and with encouragement will try out new experiences. There are times when she becomes worried and confused--this results in little outbursts and spurts of anger or temper. This only happens when she is unhappy.

She gives appearance of being stolid and phlegmatic but she is sensitive and cares about many things.

[1]Proceeding Open Classroom Workshop, Bureau of Child Development and Parent Education, 1970.

She likes order and method: there are few shades of gray with _____. However, I do think that she has become more tolerant and "giving".

Attitude to Others:

_____is not a leader but she is a "rock". She has many qualities that are not obviously apparent. She is a loyal friend and a reliable co-worker. Her relationships with the group are good. There are times when she is aroused to anger but this is generally in defense of a friend. She works well and happily with several children within the group.

Social development can carry over to the total child's personality as evidenced by the comments of parents in reacting to a parent survey at Fort Hunter Elementary School, Guilderland Central Schools. The school is now using interage grouping.

Comments:

I have seen my son change completely. Last June I, he wasn't ready for the first grade. He has changed to a child of confidence. He seems to be satisfied with his own progress and quite proud of his own accomplishments.

My daughter had a dissatisfactory first year because she was shy and withdrawn. Because of this, the teacher assumed she could not participate in class discussion and oral reading. The relaxed atmosphere in the interage grouping seems to have brought her out of "shell". She no longer seems to resent school work.

My son seems to be developing confidence and has derived satisfaction from recognition and rewards for good work.

In such a mixed age group and the variety of groups, they are bound to learn more socially and emotionally.

My daughter's interest and advancement is better than last year in the first grade. The relaxed manner and attention helped her overcome her shyness, therefore allowing her to learn more and participate more.

Because the child is given the opportunity to relate to a much larger group of people thus poise and sociability are enhanced.

The children have received not only help in their schoolwork from these aides, but have grown to know better more adults than they would have in another situation, consequently, they feel free to talk and associate.

It is beneficial, in my estimation, to have a child interact with a number of peers. This presents the child with a variety of personalities and thus enhances personal as well as social adjustment.

No, I have no suggestions for improving the program. I would like to see more emphasis put on special projects. Both my children amazed me with the fact that they absorbed so much. Also the projects are beneficial from a social viewpoint. My daughter had problems working with others and now she is much better.

The Teacher's Anecdotal Diary

The Teacher's anecdotal diary is a very useful way of gaining insight into the child's world and one's own point of view. The basic form is to jot down daily thoughts and perceptions. A few excerpts from such a diary follows:

September On the whole I was quite pleased with my reception. The children were friendly and reasonably cooperative. Keith, Martin and Ernest are rather noisy. Paul obviously doesn't meet people half-way. Why?

Early October There are many signs of tension in individual children

a) screaming, yelling - Simon and Frank, Martin, Paul, Sammy - especially when under pressure from the other boys. Keith and Frank bother him particularly.
b) banging, without being aware when reading or writing
c) paper tearing, throwing and chewing
d) inability to concentrate or be still, (though very good at story time)
e) retreating into corners and under tables
f) inability to communicate with other members of the group

October Comment

There is very little to write about today. Was anything achieved? Perhaps.

Martin had an upset this morning. He had listened to the girls who were in the cloakroom at "clean up". He rushed into the classroom and burst into tears saying that he was poison and that when he walked in everyone else left. This was part genuine feeling and part dramatized. Nevertheless, he was genuinely upset.

Academic Growth

SKILLS AND ABILITIES TO BE LEARNED

In an innovative classroom, a child has time to look, to listen, to feel, and to become curious about his environment and what it has to offer. If this curiosity is encouraged, it is unlikely that there will be many children unaware of the importance of being able to read and write. They will soon learn that much in life is bound up with the printed word and with books. However, there is no guarantee that in this enriched environment children will automatically learn to read, be able to learn mathematics, and develop skills in other academic areas. The teacher needs to do many things in order to individualize a child's learning. He should:

Have specific learning goals.
Assess pupil achievement of learning goals.
Diagnose learning characteristics.
Plan long and short term learning with students.
Guide students with their learning tasks.
Evaluate the learner.[1]

The following pages attempt to show ways of assessing whether a child has acquired the needed skills, whether some need to be retaught, and the teacher's plans for the development of new skills. Various methods of keeping records are illustrated. These are not meant to be used as models, but as a beginning point for the individual teacher or school. To look closely at each student the teacher or school will want to adapt these methods to his own situation. However, it is important for those using any type of record keeping to remember that not all children need the same skills and not all need a particular skill at the same time.

[1] Provoking Change in Education, Teacher Corps National Conference, U.S. Department of Health, Education and Welfare, Washington, D.C. (Oct. 16-18, 1969).

DAILY RECORDS FOR MATH, READING AND WRITING, MAIN ACTIVITIES

The samples are self-explanatory. In fact, any efficient form is satisfactory for these records. Especially useful for teachers

NAME	READER PAGE	WRITING	NUMBERS	WEEK OF JANUARY 4
	82			Storyland Favorites number pattern + by 5's from 100 - 90 back to 10's
	101	V	V	Story about angels playing Good, precise - spoken grouping for 24
	110	V	V	Wrote about his airplane Fractions - trying 1/3, 1/5
	23	V		Fractions 1/2 + 1/4 odd numbers
	121	V	V	Watch Me - long story about a dog and bones Subtraction pattern X-5's
	34	V	V	Poem about worm Fractions 1/2 + 1/4
		V		Story
	35	V	V	Writing a rabbit book Number bases 4 + 6
	49	V	V	Carrying 10's About a cat and mouse
	13	V	V	Pig Poem, Peppermint Fence Sub-pattern from 100
		V	V	Fractions odd #'s

THIS IS A DAILY "TICKING OFF" RECORD. IT COVERS ONE WEEK.

Did it very quickly when the children were there. It was a check for the children and a reminder for me. Age 8+ to 11.

READING	VVV	VVV	V	VVV	VV	VV	VVV	VVV	VV
STORY WRITING	VVV	VVV	VV			VVV		VVV	VV
STUDY-INDIVIDUAL	VVV		VVV			VVV	VV	V	VVV
DESCRIPTIVE WRITING	V	V	VV		V			V	VVV
HANDWRITING		VVV	V	VV	V		VV	VV	V
PRACTICAL MATH	VVV	V		VV	VVV	V	VV	VV	VVV
MECHAN. MATH PRACTICE	V	VV	VVV		VVV	V	V	VVV	VV
GROUP MATH	VV	VVV	VVV	V	VV	V	V	VVV	VVV
CLASS STUDY	V	VV	V	VVV		VV	VV	VVV	V
SCIENCE-NATURE STUDY	VVV	VV	V	V	VVV	VVV		V	VV
PAINTING-DRAWING	VV	VVV	VVV		VV			VVV	

READING

As educators, we recognize that children have different learning styles, that we need a diagnostic-prescriptive approach to teaching. This is emphatically true in reading. It is vitally necessary to the child to determine his style of learning. Depending upon this, the child may respond more readily to a phonics program, a language experience program, a linguistics program, or a visual approach. For example, some children learn best by a whole word approach for many years and do not begin to acquire ability to use word and structural analysis skills until they are more mature. Some children learn best by a strictly word analysis (phonics) approach. Some children have great difficulty learning by either means, and some learn equally well by both methods. To insure a child's success in early reading, it is necessary to determine how he learns best, and then use that method in order to help him realize his potential. It should be kept in mind that, "after teaching initially to his strength, instructional approaches should be broadened so that the child has a variety of approaches to use recognizing and interpreting words...."

Some of the points listed on the following check sheets will apply for some children but not for others. Also, the skills are not necessarily listed in sequence but many may be taught at the same time or in relation to others. Arbitrary achievement levels are not included. They are unrealistic in that they expect all children to be at the same place, same page, at the same time. They do little but to foster anxiety, the feeling of failure; and these in turn hinder a child's progress. However, when a child is either not progressing or progressing too slowly then it is important to find out why and take steps to correct this deficiency through a change in methods.

In order to do this, it is important that teachers conscientiously keep a record of each child's progress. There are many ways for a teacher to observe an individual's progress and his difficulties. She may use anecdotal records of her observations, a file card of a student's folder, and check sheets of skills acquired and those needed.

Anecdotal recording is one of the better ways of keeping records that is used widely by many teachers. It is much like a "living record" showing the child's development or lack of it in particular areas such as reading. It gives a picture of where the child is and skills that need developing.

Lillian Weber of the City College of the City University of New York suggests a number of ways of keeping anecdotal records for the teacher as well as for the student.

"To individualize record keeping, the teacher has a dated folder of each child's work. In addition to this, a topical folder of children's papers is kept for comparison. Notebooks are used by the teacher for reading and language development, stressing certain major areas and noting, with dates, when each child seemed to master that particular area. Included is a plan of ways to help the child in that area. A file of cards on each child is kept with notes on specific problems that come up.

Children also keep records of where they are in reading, the things they have tried each week, and a diary of things that are important to them."

ANECDOTAL RECORDS

Teacher-made records are a valuable means of assessing an individual child's growth and development. Through daily or weekly observations, the pattern of a child's progress, his attitudes and behavior, the teachers reactions, and future needs of the child can be recorded. The following sample anecdotal record in reading attempts to show a way of recording some of these things:

An Individual Child's Anecdotal Record for Reading
(7-year-old: fictitious name)

Sept. 1-4 Johnny has remembered beginning sounds from last year. Needs short vowel sounds so that he can sound out words. Doesn't seem to remember words by wholes. Tried tracing technique and it doesn't seem to work. Used high interest words that he asked for. Might try this again later after he has a better sight vocabulary. Likes to be read to by older children.

Sept. 7-11 Has learned the short a and o and can use them to sound out words. Can identify the sounds when he hears them and can make words by himself from alphabet letters. Is reading linguistic preprimer from _____ series to Jim. The series uses these two

vowel sounds. Must make some bingo games that he can play with Jim using these words. Good for reinforcement.

Sept. 14-15 Has learned the short i sound by himself from wall picture of Indian. He made up his own word cards using this sound. "Pin" etc. Can make sentences of his own now using his word cards that we have both made. Is asking Jim to help him make up word cards for words that he wants to use in sentences. Took a preprimer home to read to his mother. Must watch to see if he is ready for a primer book by the 1st of October. Is still doing very well discussing the stories he reads. Does it critically.

Sept. 25-24 Knows all vowel sounds and has figured out the long vowel sounds with some help from me. The linguistic reader seems to be his "thing" until he gets a better word recognition background. Need to explore getting the words from context as another means of getting words by wholes. Noticed he was trying to do that this week on his own. Try some fill-in-the-blanks kind of sentences using word cards. Do some orally first so he gets the idea. (use funny poems) He's really "gung-ho" on reading.

Summary Johnny has made good progress in reading this month. With a great deal of initiative on his own he has learned all the short vowel sounds. Has even attempted the long ones. Is remembering his words that he's learning. Making his own cards, has improved his printing. Discusses pictures from the preprimer from a critical viewpoint. Definitely knows when a picture is impossible and can explain why in a few words. Also is equally critical concerning story line used in preprimer. Have encouraged this. Shouldn't accept everything written at face value. He seems to dislike animals represented as real people.

When he's working in the primer linguistic book must see that he has available some of the other preprimer or trade books to try out. May not be ready for this yet. Haven't spent as much time on comprehension as with other children. He hasn't seemed to need it. Must have him summarize what he reads just to make sure. Might also see if he can do it one sentence. Should also give him practice in going back and finding a sentence to prove an answer to a question, etc. Shows his determination to read on his own--doesn't give up.

RECORDKEEPING ON CHARTS

Charts can be useful in that they show the teacher, student, or parent at a glance how each child is doing in a particular area. Charts can be used to show an individual progress or the progress of an entire class.

An interesting chart is used at the Gloversville Public Schools, Gloversville, New York. This type of chart is used to set up teaching groups every week or two. These are also used in parent conferences to show what the child has accomplished. In using them for parent conferences, the names of the pupils are folded back. This is a quick way for teachers or parents to see if a child is making any progress, and those children who are having difficulties are spotted quickly. Skills that need emphasizing are clearly defined.

Chart Title (Beginning Reading Readiness, Math., etc.)	Letter names	Matches Lower & Upper	Sight word	Initial Const.	Skills are listed across here				
Johnny Jones									
Shirley Brown									
Pupils are Listed here									

CHECK SHEETS

Another way of checking a child's progress is by looking at his growth in terms of a total spectrum of reading skills. The next list shows these skills in broad terms. The teacher needs to see the entire spectrum of skills in order to meet the needs of individual children reading at many different levels.

However, it should be kept in mind that it is not necessary for children to learn these skills in any particular order, that not every child will need the same skill at the same time, and that some children may never need some of these skills because they successfully use other means to learn. Skills should be presented to each child as he evidences a need for them.

STUDENT READING PROGRESS RECORD

A. Oral Language Development
B. Auditory Discrimination
   1. Rhyming Words
   2. Beginning sounds and ending sounds
C. Visual Discrimination
   1. Name colors
   2. Differentiate shapes and sizes
   3. Differentiate letter forms
   4. Differentiate word forms
D. Uses Left to Right Progression
E. Word Recognition
   1. Sight vocabulary
   2. Word analysis
      a. Configuration clues
      b. Picture clues
      c. Contextual clues
      d. Phonetic analysis
         (1) single consonant sounds
         (2) consonant blends
         (3) digraphs
         (4) long vowel sounds
         (5) short vowel sounds
         (6) use of r as clue to vowel sound
         (7) identify vowel digraphs; ai, ee, oa, etc.
         (8) identify vowel diphthongs
         (9) recognize silent letters
   3. Structural analysis
      a. Inflectional endings, nouns, verbs, adjectives
         (1) identify plurals
         (2) identify possessives
         (3) identify y changed to i
         (4) drop final e
         (5) double final consonant
         (6) irregular
      b. Prefixes, suffixes
      c. Compound and hyphenated words
      d. Contractions
      e. Principles of syllabication
F. Word Meaning
   1. Root recognition
   2. Context clues
   3. Synonym, antonymns, homonymns
   4. Derivations
   5. Denotation, connotation
   6. Slang colloquialism
   7. Figurative language
   8. Speaking and listening vocabulary
   9. Mass media vocabulary
   10. Technical vocabulary
G. Comprehension
   1. Main idea
   2. Word meanings
   3. Sequence

4. Detail
5. Conclusions (factual)
6. Summarizing
7. Recognize cause and effect

H. Critical Thinking
1. Fact/option differences
2. Judge reliability
3. Draw conclusions (interpret)
4. Make inferences
5. Anticipation of events or predicting outcomes
6. Application

I. Study Skills
1. Habits and Skills
a. Working independently
b. Following directions
c. Scanning and skimming
d. Differentiate purpose
e. Locate and select information
f. Evaluate information
g. Recall of information
2. Organization of information
a. Note taking
b. Outlining
c. Written reports
3. Graphic material
4. Dictionary use
5. Locational skills
a. Alphabet order
b. Parts of book
c. Bibliography
d. Card catalog
e. Reference books
f. Uses media effectively

Guilderland Central School District, Lynwood Elementary School, Guilderland, New York
English Language Arts Booklet, The University of the State of New York, The State Education Department.

Check List For a Particular Area of Development

To observe and assess an individual child's growth in a particular area of skill development in reading, it may be necessary from time to time to use a more definitive type of check list. It enables teachers to record the student's learning experiences over a long period of time and prescribe work on an individual basis.

E=exposure, readiness
T=taught systematically
RT-reviewed, retaught if necessary.and related skills
I-can work independently

STRUCTURAL ANALYSIS

Recognizing and reading plural forms of nouns	T	T	RT	I			
Recognizing verbs with s, ed, ing endings	T	T	RT	I			
Reading known root words with added prefixes and suffixes	E	E	T	RT	RT	I	
Knowledge of the meaning of frequently used prefixes and suffixes	E	E	E	T	T	RT	I
Finding base words in derivatives and variants			E	T	T	RT	I
Identifying and understanding contractions	E	T	T	RT	RT	I	

Hearing pronunciation units within a word	E	T	RT	I		
Marking words into syllables		E	T	RT	I	
Forming generalizations after marking words into syllables			T	RT	RT	I
Using principles of syllabication			T	RT	RT	I
Using common syllables			T	RT	RT	I
Adding an apostrophe to make new words	E	T	T	RT		
Noting hyphenated words	E	E	E	T	RT	
Changing the verb form of word	E	T	T	RT		
Identifying compound words a. One known word and one unknown word b. Both words are known	E	E	T	RT		
	E	T	RT			

Sample: Paper by Susan MacMillan, University of Iowa, 1967.

Reading Disability Progress List

On this check list sheet, the specific area of a child's reading disability and his improvement over a period of time can be watched whether it be days, weeks, or months. This is appropriately used following a reading evaluation. Emphasis is placed only on the areas needing attention. No growth in these categories over a period of time would indicate that a change in methods is appropriate.

Name _____
Age _____
MA _____
IO _____
Period Covered _____
Materials used:

Inst. Level _____
Grade Level _____
Teacher _____
Room _____

Key: Disability Present

Disability Present but Improved

Specific Reading Disability

	Inst. Periods (Weeks, Months, etc.)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A. Reading Habits																				
1. Omits words																				
2. Adds words																				
3. Subs. words																				
4. Repeats words																				
5. Reverses words																				
6. Reads word by word																				
7. Vocalizes excessively																				
8. Ignores punctuation																				
9. Points to words																				
10. Expressionless reading																				
11. Faulty voice, volume or pitch																				
12. Poor book - body position																				
13. Head movements																				
14. Poor enunciation																				
B. Sight Vocabulary																				
1. Configuration clues																				
2. Contextural clues																				
3. Phonetic analysis using:																				
a. initial sounds																				
b. initial blends																				
c. medial sounds																				
d. final sounds																				
e. final blends																				
f. syllabication																				

Inst. Periods
(Weeks, Months, etc.)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
4. Structural Analysis using																				
a. root word																				
b. compound words																				
c. plurals																				
d. prefixes																				
e. suffixes																				
5. Dictionary Skills																				
C. Vocabulary																				
1. oral vocabulary																				
2. general vocabulary																				
3. technical vocabulary																				
4. dictionary skills																				
D. Composition and Study Skills																				
1. reading in thought units (phrasing)																				
2. retelling a story																				
3. following a sequence of events																				
4. following directions																				
5. locating central thoughts of a paragraph																				
6. detecting related details																				
7. reading maps, charts, tables, graphs																				
8. locating information																				
9. drawing conclusions																				
10. summarizing																				
11. outlining																				
12. rate																				

MATHEMATICS

Children need to be free to explore their environment in order to develop math concepts. They need to figure out things for themselves through the process of discovery. In the past and even now, children spend years in school memorizing dull facts, often not seeing their value. Some children are "turned off" by this and give up. Some learn the facts primarily so that they can continue on to higher education. It is far more exciting to give children interesting things to do so that the facts evolve from the discoveries that they make. If math were to be treated as something to explore, then children might cover more material, move faster than ever dreamed.

It has also been found that children learn better when they set up their own problems. Teacher made problems are just that--the teacher's problem--not half as exciting or interesting as a child's own. In order for a child to set up his own problem he needs time to be free--to explore--maybe even play. This process involves looking, feeling, and seeing the math materials. This way the child does not need to be afraid of failure, to be afraid of being wrong, or of disappointing the teacher by not knowing what he's supposed to do. Through this "messing around" the child learns to change his methods and the plan and learning can become more sophisticated. It can become a way of probing and exploring that is part of creativity in the world of math.

"Messing around" cannot take place in a sterile environment. Classrooms need to be equipped with many materials; some homemade, some inexpensive, and some donated. The outside environment needs to be used as well--the school grounds, and the neighboring area for a start.

Always in the background, near at hand, will be the teacher who will give aid, sustenance, and encouragement. To bring out the best learning, the teacher will need to use good questioning techniques in order to help the child see and understand what he's learning. This will require a knowledge of these techniques by the teacher in order to get the best results--further searching and further learning.

The object of any math evaluation done by the teacher should be to find weaknesses and remedy them so that there is improvement. Not only must the child be evaluated, but also the materials, the teacher himself, and the methods, in order to bring about improvement. The following pages will give some examples of types of recordkeeping that might be used for math specifically. These are examples and are to be adapted to each new situation. They are not models, and are not to be used as such. The recordkeeping methods suggested in the reading section are also recommended to be used for math---anecdotal records, teacher's diary, charts, and the child's folder.

An Inventory Sheet

One method of assessing a pupil's progress in math is through the use of an inventory sheet. This can be used not only to indicate progress but also areas which need further developing. An alternate use for the inventory sheet might be a listing of activities that the student has engaged in to accomplish his particular goals. It will also readily lend itself for use in child-teacher conferences. This inventory was developed at Hannibal Central School.

MATH INVENTORY AND PROGRESS

NAME _____

Reads and writes 6 place numbers	
Understands place value	
Reads Roman Numerals	
Uses ruler with fractions of an inch	
Uses clock, calendar, thermometer, scale	
Knows equivalents of common measures	
Knows abbreviations of measures	
Compares numbers and measures	
Uses measures in problems	
Finds fraction of a group	
Compare fractions (1/2, 1/4, etc.)	
Understands some fraction equivalents (1/2=1/4, etc.)	
Knows addition facts	
Adds with carrying	
Knows subtraction facts	
Subtracts with borrowing	
Knows multiplication facts	
Multiplys by 1 figure number (carrying)	
Multiplies by 2 figure number	
Knows division facts	
Divides by 1 figure number	
Checks all four processes	
Solves 1 step problems	
Solves 2 step problems	
Finds and uses averages	
Uses number tables and charts	
Constructs and reads graphs	
Knows arithmetic words and signs	
Understands zero	

Materials

Another type of check sheet incorporates the use of materials. The following sample shows the child's involvement with concrete materials in seeing likenesses and differences in shapes and sizes, units of measure, measuring various objects, types of measuring devices, and understanding unit fractions. Through this practical work the child understands the relationships and uses of measurement and simple geometry theory.

MATHEMATIC CHECK SHEET - Level I (Kindergarten)

Student's Name _____

GEOMETRY AND MEASUREMENT

_____ devise methods of measuring various objects (distance, weight, capacity, etc.). These methods do not necessarily have to be conventional. Students may develop their own units of measure.

_____ identify with some common units of measure (half-pint, quart, inch, foot, etc.) These will depend on how many and how often the students use them; i.e. half-pint containers of milk, etc.

_____ recognize the need for various instruments of measuring which may not be as obvious to him (clock, thermometer, calendar, etc.) Actual use of these instruments at this level is not as

important as is their knowledge of them.

_____discriminate between sizes and shapes of various objects (bigger, smaller, heavier, lighter, etc.)

_____discriminate between the similarities and differences of various geometric shapes (squares, triangles, rectangles, circles, etc.)

When and if the occasion arises, the students should take part in simple money matters within the classroom. This is not to be thought of as part of any unit at this time.

_____has some basic money concepts

First grade

OPERATIONS OF FRACTIONS

_____use manipulative aids to develop the meaning of 1/2. 1/3, 1/4

_____demonstrate the basic understanding of unit fractions (as being one of several equal parts of the whole through the use of manipulative aids)

GEOMETRY AND MEASUREMENT

_____expand upon and develop a greater sophistication in his comparative activities (greater, smaller, etc.)

_____recognize the similarities and differences in various patterns

_____recall and expand upon his knowledge of geometric forms (squares, circles, rectangles, triangles, cubes, rectangular prisms, spheres,pyramids, etc.)

_____further develop and recognize the common units of measure (day, week, hour, foot, inch, temperature, pint, cup, gallon, pound, etc.)

_____begin working with money equivalents (pennies, dimes, nickles)

_____show evidence of developing a meaningful vocabulary

_____recognize two-ness and three-ness without counting

Specific Check Sheets

Individual check sheets can be developed for specific skills in math. Through the use of these check sheets the development of skills can be watched over a period of time. The teacher is then able to see the growth pattern and mastery in a particular area. These sheets can be part of a child's accumulative record. A more involved check sheet can be seen in the following. This shows specific skills, each child's progress, weakness in a particular area, and whether the skill has been mastered.

Name _____

Key I-Introduce
E-Extend
M-Master

Table #1	k	1	2
A. SETS			
1. One-to-one matching - including use of cardinal numbers			
2. Subsets			
3. Fractional parts of sets			
B. COMMON UNITS OF MEASUREMENT			
1. Time to hour, half hour, quarter hour			
2. Temperature			
3. Inch, foot, yard			
4. Cup, pint, quart, gallon			
5. Pound			
6. Day, week, month, year			

Table #2 Key C concept presented at this level

W child demonstrated a weakness in this concept
S child has satisfactorily mastered this concept

	1	2	3	4	5	6
I. Number and Numeration						
A. Cardinal and Ordinal Ideas						
1. Manipulate objects	C	C				
2. Read	C	C	W	W	S	
3. Write	C	C	W	W	S	
B. Place Value	C	C	W	W		
C. Number Line						
1. Counting	C	C	S	S	S	
2. Number sequences	C	C	W	W	S	
D. Negative Numbers					C	
E. Exponents					C	
F. Prime and Composite					C	
	I. A. Ordinal to 10 Cardinal to 100 B. 1's and 10's C. 1. Order 1-1 2. Count by 1's and 2's	I. A. Ordinal to 31 Cardinal to 100 B. 1's, 10's, 100's C. 1. Order 1-100 2. Count by 2's, 5's, 10's	I. A. Ordinal to 1,000 Cardinal to 1,000 B. 1's, 10's, 100's, 1000's C. 1. Order 1-1000 2. Count by 2's 5's, 10's, 3's, 4's, 6's, 7's, and 9's. 3. Count by 1/2's and 1/4's from any point on no. line	I. A. Ordinal to 1,000,000 Cardinal to 1,000,000 B. Thru millions C. 1. Even numbers group by 2's Odd numbers by 2's with remainder		I. A. Ordinal to 1,000,000,000 Cardinal + 1,000,000,000 B. Thru billions C. Order to 1,000,000,000 D. Read and write negative whole numbers on number line E. 10^4=10,000 F. Might use sieve

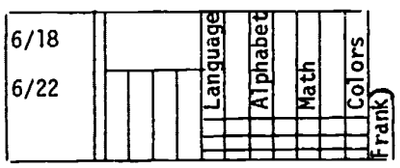
GENERAL RECORDKEEPING

It is important that records be kept for all learning that takes place in the classroom or elsewhere. A child's recordkeeping folder; check lists for language ability; and thinking process skills; a child-teacher check list; a class discussion technique with follow-through on correction; and techniques used for assessing a pupil's progression in a particular area are all useful.

A child's recordkeeping folder is as important as the recordkeeping done by the teacher. Here a child can keep a record of his own work. On this particular folder that is used in the Abraham Lincoln Elementary School, Kenmore, town of Tonawanda Public Schools, the sheet on the right side of the folder has places where the child can check or record pages done, or he can also record the number on the work sheet he has completed in a certain area. The plain sheet on the left is where the teacher records work completed, how it was done and the problems encountered. Here, also, through a weekly conference, the teacher and child will outline the work for the coming week.

The folder contains completed or unfinished work, writing papers, etc. It is kept in a special place--in a box on the shelf--or perhaps in a plastic tray of his own with other materials in daily use.

Folder



Some check sheets focus on the skills needed to grasp concepts in a particular subject. These are the process skills utilized in oral and written language development, social studies, and science. Such a check list may be useful to a teacher in guiding a child's skill development.

LANGUAGE - Oral	
Clarity of Expression	
Correct Usage	
Grammar	
LANGUAGE - Written	
Clarity of Thought	
organization of ideas	
correct usage	
grammar	
Correctness of Language	
grammar	
structure	
punctuation	
Spelling	
suffix and prefix	
root words	
silent letters	
Application of Handwriting	
ease in handwriting	
legibility	
letter formation	
Originality	
variety of structure	
independent thinking	
creative expression	
SOCIAL STUDIES & SCIENCE	
Inquiring Attitude	
question initiation	
Essential Concepts & Skills	
Time-Space	
Cause-Effect	
Classification	
Vocabulary	
Scientific Method	
identification of problem	
research	
form hypothesis (reasonable guess)	
investigates or experiments	
conclusion or solution to problem	
PROCESS SKILLS	
Thinks logically and systematically	
Makes accurate distinctions and associations	
Organizes information for his own use	
Uses many sources of information	
Makes use of the library	
Can outline and prepare oral and written reports	
Keeps accurate records of information	

A more definitive evaluation sheet can cover specific skills learned in an interest center. This sheet happens to show the degree of mastery in making and using a compass, and the principal of magnetic force. This utilizes materials, the child's previous knowledge, and the child's ability to discover the solution to a problem.

This student has demonstrated that he/she can: (a check indicates that this skill has been successfully demonstrated)

1. Make a compass by magnetizing a steel needle. _____
2. Recognize that the compass needle always points north. _____
3. Locate a given position with the aid of a compass and ruler _____
4. Demonstrate that the North Pole of a magnet attracts the South Pole of a compass needle. _____

5. Demonstrate that the lines of force coming from a magnet form long lines from the end of a bar magnet and semi-circular lines from the side of a magnet. _____
6. Demonstrate that the lines of force coming from the North Pole of a magnet are attracted to the North magnetic pole of the earth. _____
7. Show with iron filings the lines of force between the two like poles of a magnet and those between opposite poles of two magnets. _____

Lansing Elementary School, Ludlowville, New York

WRITING

Part of the total program in any classroom is writing. It enters into every area of the curriculum. It is part of a child's development from the moment he enters school. The very youngest child can begin with a title under a picture or by an experience story. This is a way for the child to learn vocabulary words and word analysis skills at the same time. If the stories are put in booklets they can be shared with classmates, encouraging more learning. This type of booklet can be used irrespective of grade level.

Emphasis in writing needs to be on the child's own desire to write about things that are important to him. His total involvement and actual participation in any experience tends to generate more creativity in writing. An important part of this endeavor is the teacher's ability to build the child's confidence so that he can express himself on paper.

Often a child may want what he's written to be a private matter for only his own eyes. Sometimes it may be for the eyes of the teacher and sometimes the child may want to share what he's written with classmates. Little sharing will take place if the written work is poorly corrected through use of many red marks. This will only discourage the child. However, those at East Hill Elementary School in Ithaca believe that "proper spelling and grammar should not be ignored," but these skills aren't pushed until the child "feels relaxed and writes freely." In order for this to occur, it is important that the teacher respect the content of a child's written work and correct with empathy and concern for the child's feelings.

One means of evaluating, other than teacher correction, is to use the children in the classroom. Other children in the class can spot errors, and bring them to the attention of the writer so that corrections can be made. Work can also be read aloud to classmates and evaluated. Then the teacher, in a child-teacher conference, can help the child make corrections. Other means that the teacher can use are to compare the child's written work done previously, compare the issues dealt with, or perhaps even the thought or feeling that was to be communicated.

Written work can be kept in the child's folder, put in booklet form with other written work or printed in a newspaper. East Hill School uses a school newspaper to share children's written work with others in the school as well as with parents. The following are some of the samples taken from their June 18, 1971 issue:

EAST HILL SCHOOL

In East Hill you learn just as much as in any structured school. Just because we run around and wear funny clothes it doesn't mean that we don't learn anything. We learn the three r's and spelling as well as skills that will help us in our adult lives. Such as photography, tie dying, and learning how to use the potters wheel.

East Hill staff reporters Gary & Dana

HOCKEY

I'm tense and nervous yet confident before face-off. I'm thinking of what I'll do depending on where the puck goes.
Then chuckling and feeling pleased when I out maneuver or out-fake the opposition. Then I pass it off to a teammate who scores. I feel jubilant then I realize how tired I am.

D. Fine

STALKING WILD FOODS
by Marvant Duhon

Want to save money, eat well, learn a little biology, have fun?

Here around Ithaca there are many plants which are good to eat. Dandelions have leaves which are very nutritious, but you need to eat them early in spring. Dandelion roots can be cooked like potatoes, or roasted in an oven and used for coffee. Dandelion flowers can be made into wine. A half-cup of Violet leaves or blossoms contains more Vitamin C than 4 oranges. Mint is tasty to eat raw -- or you can make tea from it. There are lots of Wild Carrots around. Chives taste much better fresh than storebought. Cattails have delicious stem cores. Their roots can be eaten several different ways. Their bloom spikes are like corn. Their pollen is fine flour.

Many, many more wild plants are good to eat. (of course, don't eat anything unless you know what it is.) Euell Gibbons has written several good books on wild food, which include descriptions and recipes. His most recent book was published entirely on recycled paper (saving acres of trees!) A good book to start on is Stalking the Wild Asparagus.

A Baby Chick

A baby chick hatched.
It has big feet. And
it has a tiny comb attached to its beak.
It's skin is pink. But
you can just barely see it.
It's feathers are about
1/8 of an inch long.

by Jenny Archibald

BABY CHICKS

The number room hatched a chick today 6-11-72. We are not sure of the date either 5-12-71 or 5-21-71. If you have any suggestions on naming it come to the number room and put it in the suggestion box.

Jennifer Pasternack

We moved into Ithaca going from Motel to Motel, with 7 (and 1/2) people in our family. We have been here since October. Pretty hard living that long with that many people in a Motel. No kitchen, we had to eat in a restaurant. Pretty expensive. All this has made some of us pretty cross and bad to be with. If I had been in a strict school, I would have gone bananas by now. East Hill is really a great cure for a tense kid. I love East Hill. It's a pretty cool place to be. There are a few bad things going on, but isn't there in other schools? I just had to tell someone.

Kathy Poser

West Virginia Caves - Part 3

In the last chapter, Dorr claimed he found a glorious cave with gold-bearing sand and blind flying fish. No one believing him, however, they made fun of him and his "glorious cave".

But now Dorr, growing fearful of his precious cave being stolen, the entrance being on another man's land, overflowed with gold fever and began to think the other men were planning a plot against him and his wonderful cavern. Several days later, some of his friends entered the cave, and found Dorr rushing out yelling. "You'll never get the gold! I've dynamited the entrance shut so you can never reach it: The men ventured further, and sure enough, found a blockade of rock that had fallen over a passage. Nearby they saw signs of a burned-out dynamite fuse and began to wonder, "Had Dorr really blasted shut a passage leading to rich findings, or was his cave completely in his mind?" For years Dorr went to mining companies and tried to get them to dig an entrance on his land into the blocked shaft. Finally one of the companies agreed. Two shafts were dug, the first one of them failing. The second one partway down, they struck lead, and decided lead in the hand was worth gold in the bush. Dorr pleaded, but they wouldn't go on. The legend of Dorr has been buried ever since.

CREATIVE ARTS

Another measurement of growth, in addition to paper and pencil tasks, is the arts. Through the arts, a child can develop inventiveness and creativity as well as learn to express reality. Children learn to express themselves through many forms of art: drama, movement, music, and arts and crafts.

A unique contribution of drama is the development of a child's personality. Participating in dramatic activities helps him to learn about himself and others in an imaginative setting. He learns to express himself through a pretended character. Movement may take the form of expressing oneself through better management of the body--through the use of gymnastic equipment; through learning to understand movement--the idea of quickly--slowly, lightly--heavily; and the development of dramatic quality through bodily movement. In music, through the use of modes of expression such as rhymes, jingles, and poetry, children can learn to express themselves, developing at the same time language ability. Using percussion and melodic instruments, children learn to create music on their own or with the help of a teacher. Recently, the concept of art has changed to include crafts. Materials that are now part of every art center include not only the usual art supplies but also materials from their environment such as wood and metals. It may even include woodworking equipment.

With creative arts, "fooling around" is a necessary prerequisite in order for the child to explore the medium. Then through careful teacher's guidance, the child can move into some form of art that he wishes to explore in more detail. In this way, he may reach his potential in the form of art chosen as his means of expression.

For recording a child's growth in these areas, an anecdotal record seems to be the most appropriate. The following is a sample of an individual child's progress in creative art:

Child's Name _____
Class _____
Teacher _____

Sept. 1-4 — Woodworking - balsa wood airplanes, tracing a ram, some writing-- seems tentative -- slightly hesitant about requests -- geo-boards with great skill.

Sept. 7-11 — Woodworking -- especially watching older boys; took great pleasure in number work -- cooked, playing mainly with (child) --tendency to be haughty with same. Drew some -- also a funny play.

Sept. 14-18 — Difficult week - working largely with (child), some woodworking, some blocks, also made a pillow. Still tentative and appears confused about own misbehavior.

Sept. 21-25 — Quieter week -- spent some time with blocks and lego - spent one day with stop watch timing people around building, also tie-dying - drew an elephant, did a little writing, still seems sad and/or hesitant.

Summary: _____displays some interest and skill both in constructive activities and in drawing. Has spent the month alternating between being busy and being mischievous and/or sad. Has explored a variety of media.

_____has a solid beginning in both reading and writing skills; he seems neutral or negative about exercising tnem. He reads or writes if I ask him to, but not otherwise.

Prospect School, North Bennington, Vermont

Communicating With Parents

An aim of a humanistic school is that of community participation. All work together for the good of the whole, a whole which extends far beyond the walls of the classroom.

In order to concretize the ideal of a home-school-community, communication is a prerequisite. Communication between the home and school is vital to the full development of a child. Most school personnel and parents realize the benefits of close interaction between home and school.

Evaluation may take many forms. Each one of us knows that he depends on others for feedback. Evaluation must not connote the idea of standing before the firing squad - rather it must take on a positive thrust in our thinking if it is to bear fruit. Again, evaluation of any sort must be in terms of goals laid out. Several means of evaluation have already been discussed in this publication - teacher evaluation, self-evaluation, evaluation for the sake of communication with the parent. Students and parents alike have the right to the results of others' opinions formulated about them. But we must recall that any form of evaluation is only one tool in the process and can never be relied on as the sole instrument in the evaluative process.

Why do schools report to parents? What attitude is connoted by the term "report"? What other terms better express the type of shared concern about the progress of the child? Parents have a right and a duty to be concerned about the progress of their children, and the teachers have a reciprocal right and duty. They must share the attitude of parents toward their children in order to provide the milieu most conducive to maximum development of the latter. Joint evaluation of the child in the school milieu is taking place in the Syracuse Follow Through Program. Parents, teachers, and children share in the evaluative process. Miss Marguerite Bly describes the new evaluation as "...a step in the direction of making research rather than records the important involvement of teachers and parents in the exciting mystery of how children learn."

Some Techniques

The Syracuse Follow Through Program has attempted to involve parent, teacher, and child in the assessment of growth. Miss Bly states, "This we did in a joint conference which became a living report card." Teacher and parent made notations on check-up lists as the child actually performed the tasks listed. Printed here is the mid-term evaluation form.

LANGUAGE SKILLS

Does he ask for stories to be read to him? _____
Can he remember parts of the story when you ask simple questions? _____
Does he know the names of some capital letter forms? _____
Does he know the names of some small letter forms? _____
Can he find several objects whose names begin with the same letter sound? _____
Can he pick out the rhyming words in a series? _____
Does he like to copy words and labels? _____
Can he tell about an incident putting events in order? _____

NUMBER UNDERSTANDINGS

Can he determine how many by counting and touching each object as he counts? to 5? to 10? over 10? _____
Can he tell how many objects are in a group without counting? to 5? to 10? over 10? _____
Can he read numerals when they are out of sequence? 9-4-6-2-1-5-3-7 _____
Can he measure how many blocks or squares will fill a certain space? _____
Can he show number relationships with blocks or counters? 5 is the same as 3 + 2, etc. _____

Can he compare objects according to size? highest, narrowest, etc. _____
Can he recognize common geometric shapes? _____

BALANCE SKILLS

Can he walk on a tape or chalk line without stepping off? _____
Can he trace over a simple pattern? _____
Can he copy a simple shape? _____
Can he write his name with a pattern? _____
Without a pattern? _____
Can he write other letters and numerals? _____
Can he do puzzles with more than 15 pieces? _____
Does he usually start at the left when arranging objects of letters? _____
Does he understand position and placement? on - in - over - beside _____

SCIENCE INTERESTS

Does he often ask why? _____
Can he perform simple experiments with magnets, scales, batteries, water, etc? _____
Can he tell the names and purposes of at least 5 of the materials on the science table? _____

THINKING SKILLS

Can he repeat a series of several words? 3____5____4____8____other _____
Can he reproduce a pattern that you make with checkers or shapes? _____
Can he classify a collection of objects by like and unlike qualities? _____
red and not red, round and not round, etc. _____

EXPRESSION THROUGH ART AND MUSIC

Can he imitate a musical pattern? _____
Can he create a pattern of his own? _____
Can he reproduce simple designs? _____
Can he create his own designs with art materials? _____

ATTITUDES

Does he think of schools as a place where we learn? _____
Can he perform independently? _____
Does he respect ground rules without adult supervision? _____
Is he sensitive to the feelings of others? _____
Does he appreciate kindness? _____

Some techniques among evaluative procedures stress the acquisition of skills. Skills are of great concern to educators and parents. Lists suggesting various skill accomplishments are supplied and marked whether by letters, numerals, or checks. In some systems, this skills development is reported both in terms of an individual and in relation to levels of attainment of the peer group. Other schools have devised this type of report, marking both levels of achievement reached, and the quality of work in relation to level and ability.

NAME

AGE 6, 7, 8, 9, 10, 11, 12, 13

LEVELS

SUBJECTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
READING																	
MATH																	
SOCIAL STUDIES																	
LANGUAGE ARTS																	
WRITING																	
SPELLING																	
SCIENCE																	
HEALTH																	

Writing	Science & Health	Spelling	Language Arts	Social Studies	Arithmetic	Reading	
							Level
							Quality of work
							Level
							Quality of work
							Level
							Quality of work
							Level
							Quality of work

Kingston City Schools Consolidated, Tillson School, Tillson, New York - Ernest P. Hopper, Principal.

In many reports, allowance is made for comments, in addition to the marks. So too, certain aspects of behavioral and social development, as well as limited psychomotor performance are indicated.

Self-control, concern for others, respect for property, and ability to observe limits, are all included in one form or other, on most reports. The attainment of these qualities is difficult to measure. However some methods of marking seem to give a better idea of a child's progress in these areas than others. Some reports stress the process of showing growth on an evolving continuum.

PUPIL _____	Proficient	Showing Growth	To be achieved
PROCESS SKILLS			
Logic & system			
Distinctions & associations			
Organizes			
Use of sources			
Use of library			
Report of library			
Report preparation			
Accurate recording			
SELF-CONCEPT			
Purpose of learning			
Estimates ability			
Independence			
Perseverance			
SELF-DIRECTION & SELF-CONTROL			
Shows interest			
Follow through			
Group participation			
Self-control			
RELATIONSHIP WITH OTHERS			
Sensitivity & respect			
Relating to adults			
Relating to children			
Manners			
ATTENDANCE			
Number of half day absences			
Number of whole day absences			
Number of times tardy			

Union-Endicott Central School District - Thomas J. Watson Elementary School - Dal. A Chadwick, Principal

Reporting should reflect the attitudes of the school toward the child in terms of respecting and valuing the attributes of childhood: individuality, manner of learning; levels of involvement in the school environment, interests manifested and pursued. Some schools, too, prefer to evaluate by subject matter and include the child's interests, responses to the work, as well as his general manner of approaching the work. These factors appear more significant on the form than an actual recital of tasks accomplished or stressed deficiency. The following is a very interesting specimen of a reading progress evaluation form in which stress is on the attitude of the child toward his work taking into allowance very human realities such as tenseness and fatigue:

READING PROGRESS EVALUATION

Name_____

Interests:

Responses:

Attitude:
- cooperative
- cheerful
- uncooperative
- sad
- tense
- fatigued
- hostile

Hannibal Central School, Hannibal, New York 13074

Some Alternative Suggestions

Areas covered by present evaluative systems vary from specific, highly structured report cards, to brief comments on overall progress. As long as the reporting is consonant with the aims of a particular program, it can be a valid means of communicating with parents. Thus, reports will continue to vary with different emphases in different schools.

> In Cortland's Campus Laboratory School Program,"The evaluation of a child's progress is approached as a cooperative effort on the part of a student, teacher, and parent. Through this method it is possible to gain a real and composite appraisal of a child's growth. The arbitrary assignment of letters or numbers as representative of a child's progress is no longer necessary." This is very much an integral part of the philosophy of the QUEST program. Parents, along with educators, are on the steering committee of the school. Mr. Toomey, principal of the school, notes that parent involvement is necessary by virtue of the fact that the program is in such a continuum of evolution that they must be involved in order to keep up with the changes.

The Prospect School believes in child's progress, then gives specific examples to illustrate the point at hand.

> Parent's report
>
> Name: _____ Class: _____
> Age: _____ Date: _____
>
> John continues to experiment with varieties of materials - he uses construction equipment or clay or woodworking tools with equal interest and inventiveness. He also cooks, and draws, and tries crafts. He is beginning to display some sustained interest in investigating the changing qualities in substances such as water, flour, alum, etc. He is also interested in the mechanical aspects of cars and batteries.
>
> Academically, John has made most progress in writing; he is writing more and more independently, his stories have greater length and somewhat more complete form. He is gaining skill in reading, particularly towards phonic understanding. He is reading Stories to Remember and should move on very soon to the next level. In numbers, he is working on subtraction and addition patterns involving two place numbers up to 30, and also on grouping and regrouping, also within numbers up to 30.
>
> John is increasing his contribution to discussions - his insights are both fanciful and logical. His relationships with his peers are good - he is largely friendly and enthusiastic.

Mrs. Jenny Andrea, of the New Rochelle Schools cites a rationale behind the reporting technique she employs.

"Children in our classes take achievement tests but don't score any better or worse than other children. These tests don't help much. They don't tell you how much interest and concentration a child has, if he can solve problems, how much imagination he has, how he relates to other people, or how resourceful he is. These things are important.

Some children have problems outside the school. The teacher has to get some communication going with the parent to help each child."

Reports go home first and parents bring them and use them as a basis for discussion at conference. Suggestions are then formulated for helping the child.

> If no conference takes place parents return form with written comments.
> Teachers write in suggestions if no conference takes place.

For Teachers

Things to keep in mind when reporting

1. Start off with the good points so that parents could more easily accept the bad.
2. Be personal when praising but impersonal when criticizing.
3. Avoid passing moral judgements but show how the child could be helped and when he needs help.
4. Bear in mind the basic idea of reports is to win parents to co-operate; this is only possible if our concern for the child is apparent.

Reprinted here are some of the anecdotal or comment-type reports written by Mrs. Andrea for her children. They reflect an atmosphere of parent-teacher rapport already built-up prior to evaluation time.

City School District, City of New Rochelle, New York, 515 North Avenue, New York 10801

Stacy

Stacy made such beautiful paintings! She expressed herself with such confidence in art - everything from junk to lovely clay pieces. Her sewing was fantastic - beautiful stitch work. She learned to create patterns as well as follow a ready-made one.

Both she and Linda enjoyed Ann so much. They wrote some original songs, one of which was "Camp, Camp, Camp, which all the children loved singing. She seemed to like music so much.

Reading. Stacy can read but doesn't seem to accept it. She loses all confidence with a book. She loves stories and loves to have someone read to her. She seems to want to be independent of Linda's help. She is writing much more on her own. She is filled with so many original thoughts.

Freddie

Freddie really enjoyed all areas of math. He especially liked to play the math games. His number concept was excellent. Toward the end of the year he wanted to learn subtraction borrowing - I think he might need some help in this operation.

Reading. He began to read to the class. Please encourage him to read on his own as he seemed to think he needed an adult to hear him read. He enjoyed painting and made some interesting design paintings. He seemed to enjoy the class animals and was extremely proud of his plants. His recent concern about the bird was wonderful! He is still finding it difficult to get along with other children. He gets upset very quickly and this often makes the others tease him. On the other hand he often antagonizes the other children but can't handle the situation when they retaliate.

I want to thank you again for all the time you gave us this year. The children loved it.

The wording is not that of pedantic, stereotyped evaluation procedures, but rather a very warm and real comment based on a personal concern for the child and adaptation to his or her whole way of life.

Thus, in all reporting today, there is a greater concern for the student's growth process. Mutual cooperation is being stressed. Attempts are made to involve parents in striving toward new and more effective techniques, in preparing a better earning environment.

PARENT INVOLVEMENT

It is for educators to recall that if parent communication is really a priority, then the schools must solicit and be open to the reactions of parents and treat them with the same respect which they demand and value for the children.

One school of the City School District of New Rochelle has issued a questionnaire which presupposes trust and respect for the views of parents. The kinds of questions asked demand an honesty of the parent and presupposed an atmosphere congenial to openness between the parent body, students, and teachers. The answers are, in fact, the parents' report on the school.

How often this year did your child bring home something which he made at school and then work on it some more at home simply because he wanted to? (Check one)

Not at all _____
1-2 times _____
3-4 times _____
5-6 times _____
7 times or more _____

How many times did you visit your child's classroom this year to see what the children were doing? (Check one)

0 _____
1-2 _____
3-4 _____
5-6 _____
7 or more _____

How many times did you talk to your child's teacher this year, in person or by phone? (check one)

0 _____
1-2 _____
3-4 _____
5-6 _____
7 or more _____

How happy has your child been in school this year? (Check one)

Very happy most of the time _____
Happy most of the time _____
Neither happy nor unhappy most of the time _____
Unhappy most of the time _____
Very unhappy most of the time _____

How interested has your child been in school this year? (Check one)

Very interested most of the time _____
Interested most of the time _____
Neither interested nor disinterested most of the time _____
Disinterested most of the time _____
Very disinterested most of the time _____

How pleased are you with what your child has been doing in school and his progress this year? (Check one)

Very pleased _____
Pleased _____
Neither pleased nor displeased _____
Displeased _____
Very displeased _____

Thank you for your responses to these questions. Please return this questionnaire in the envelope provided.

During the current school year (September 1970 - May 1971) how did you learn about the program in your child's class? Check as many lines as apply.

1. I heard about it from my child _____
2. I heard about it from someone else's child _____
3. I heard about it from my child's teacher this year _____
4. I heard about it from the school principal _____
5. I heard about it from the director of the program _____
6. I heard about it from someone else who works at the school _____
7. I heard about it from a friend or neighbor _____
8. I heard about it at a PTA meeting _____
9. I read about it elsewhere _____
10. I read about it in the newspaper _____
11. I visited one of the classes _____
12. I did not learn about the program _____

If reporting is meant to be a coming together of people concerned about persons, the children involved in our schools, is not openness and sincerity and a style of reporting that will foster these things a desired goal for all of us?

Much is to be learned, even for the most progressive and free style of reporting, if real communication is to be fostered. Does the following give you food for thought?

INDIVIDUALIZED REPORTING

Esther M. Bearg, fifth grade teacher, Mt. Pleasant School, West Orange, New Jersey.

We educators have tried numerous grading systems over the years. But how far have we really progressed in our quest for sincere, explicit reporting?

I finally had my students write their own report cards as auxiliaries to the official ones, encouraging them to write comments about themselves as though they were I. The result? Their comments were better than mine.

Why? Because as you can see below, I was polite; my students were direct. Perhaps the task of reporting should belong to us both.

I SAID	THEY SAID
Donna needs firm yet gentle discipline to help her see what is appropriate both in her academic work and in interaction with her peers.	She should not make fun of people just because others do.
John means well. Firm, consistent, regular guidance will develop his ability to sustain his positive feelings and behavior toward school.	I think he needs a lot of improvement.
Arlene's probing questions and general curiosity add a refreshing ingredient to our class.	Arlene is getting better and better as the days go by.
Bryna is a hard worker and an independent thinker whose eagerness to learn is a pleasure to witness.	Bryna enjoys school. She puts her best work into things. She is very attentive.
Dale is trying hard to settle down and do his work.	Dale is doing well but he can improve.
Skippy has good ideas and interpretative ability, but he often fails to complete assignments. He looks for the easy way out.	Your son is an above average student, but he is very sneaky.
There has been some improvement in Bruce's work because his attitude toward school is better. However, he must keep after his work daily.	I think Bruce is doing so-so.
Basically Joe is capable and enthusiastic. Regular guidance and understanding will help him see the need for doing what is required.	He shouldn't talk so much. And he should have more self-control and respect everything in the room. And he should talk in turn.
Dick is a fine boy with a good attitude toward learning. Let's work on helping him to follow directions and select the main ideas in reading.	Dick should not have chewed gum and not made paper airplanes.
Pete tries very hard. His vocabulary is good, but his overall comprehension is weak. This affects his work in all areas. We must help him build self-confidence.	I think in lots of things your son is good, but in handwriting and reading he needs improvement. If he keeps trying, he may move his grade up.
Rita is trying her best. How she feels about herself directly affects her schoolwork and her relationships with others in the class.	She does her best in subjects, I suppose.
Bonnie is trying hard to do all her work well.	Bonnie is keeping her work in the same. She needs work in self-control.

I SAID	THEY SAID
Sally is improving in effort and attitude	Sally is doing better. Now at least she does her work.
Dan is imaginative and has creative ideas We have to encourage him to use these talents at appropriate times.	Dan is smart, bu' he needs to do his work and not tell stories or make excuses.
Jack has worked hard and he knows his math. However, he must beware of overconfidence which results in carelessness.	Jack has worked hard and has settled down, but is still a little fresh.
Mike is a harder worker in those areas he enjoys. His leadership and initiative are mature for one of his age.	Mike should work more to improve his attitude toward classwork.
Bill is good in math but weak in language arts. We must give him direction to help him improve.	He should do better in reading. He is not that good in it so next time he is going to try harder.

Appendix

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A more extensive bibliography for the Open Classroom is obtainable from the Bureau of Elementary Curriculum Development. State Education Department. Albany, New York.

Contributing Schools

The Bureau of Elementary Curriculum Development is most appreciative to the following schools for submitting material for this publication.

Abbot Road Elementary School, Buffalo, N. Y.
Abraham Lincoln Elementary School, Kenmore, N. Y.
Ballston Spa Primary School, Ballston Spa, N. Y.
Campus Laboratory School, Cortland, N. Y.
Church Street School, White Plains, N. Y.
Columbus Street School, New Rochelle, N. Y.
City College of New York, New York, N. Y.
East Hill School, Ithaca, N. Y.
Fort Hunter Elementary School, Schenectady, N. Y.
Gribbin School, Glen Cove, N. Y.
Guggenheim School, Port Washington, N. Y.
Hannibal Central School, Hannibal, N. Y.
Joyce Road School, Plainview, N. Y.
Kasson Road School, Marcellus, N. Y.
Lansing Elementary School, Ludlowville, N. Y.
Laurel Park School, Brentwood, N. Y.
Lynwood Elementary School, Schenectady, N. Y.
Manor Plains Elementary School, Huntington, N. Y.
McKinley School, Gloversville, N. Y.
Prospect School, N. Bennington, Vt.
Oak Drive School, Plainview, N. Y.
P. S. 220 Queens, Forest Hills, N. Y.
Sumner School, Syracuse, N. Y.
Tillson School, Tillson, N. Y.
Thomas J. Watson Elementary School, Endicott, N. Y.
Trinity School, New Rochelle, N. Y.
Vanderbilt School, Staten Island, N. Y.
Washington Irving Building, Schenectady, N. Y.
Wetzel Road Elementary School, Liverpool, N. Y.