ERS REPORT

Reporting Pupil Progress:

Policies, Procedures, and Systems

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Educational Research Service, Inc.

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CONTENTS

LIST OF TABLES AND FIGURES

FOREWORD

Reporting pupil progress is one of the school's most visible functions. For some parents, the only direct link they have with their sons' or daughters' education is through a printed or computerized report form. For students, reporting and marking has a profound effect on their academic, as well as their personal, development.

Yet there are considerable variations of the kinds of methods by which schools and school systems evaluate pupil progress. Indeed, many questions are frequently asked about reporting pupil progress, such as: How can student achievement be measured accurately? How can the subjective element be diminished in the grading process? What kind of reporting best reflects real student achievement? How often should parents and students be informed of pupil progress? For all these questions and others, many solutions have been proposed, implemented, and changed.

The purpose of this Report is to examine current methods of reporting pupil progress from data collected in a nationwide survey of school systems. A review of the literature on grading and examples of reporting policies, guidelines, and forms also are included.

ERS is grateful to the many school administrators in school systems who provided the information and materials that made this Report possible.

Glen Robinson
Director of Research
Educational Research Service

Introduction

An 1851 report card from the Tuscarora Academy (Tuscarora Valley, Pennsylvania) reported the following grades for one of its pupils:

> Behaviour tolerably good; tolerably studious; in Arithmetic, 2; in English Grammar, 2; in Algebra, 3; in all other exercises respectable. Recited 445 [Bible] verses, and lost but little time by absence.*

A 1977 progress report from a neighboring district in Pennsylvania reflects the evolution of a considerably more detailed system of reporting pupil progress. (See p. 2.)

CONTROVERSY OVER TRADITIONAL GRADING SYSTEMS

Although methods of grading have changed in the years between these two examples, one thing has remained constant: the *controversy over grades*. This debate did not originate in America during the turmoil of the recent 1960s, but goes back at least a half century. The published controversy seems to have started with a series of articles appearing in the 1912 and 1913 issues of the *School Review*. [52; 53; 54]**

Daniel Starch and Edward C. Elliott attempted to discover how teachers' personal values and expectations influenced their grading standards. The researchers sent copies of two English test papers, written by two students nearing the end of their first year in high school, to 200 high schools. Instructed to mark these papers according to their schools' grading standards, 142 teachers of first-year English returned the graded exam papers. The results that Starch and Elliott found "shook the roots of the educational world." [28:54-55, 259]

With 75 points deemed the lowest passing grade, one paper received grades ranging from 64 to 98 (the average was 88). Teachers graded the second paper within the range of 50 to 97, with an average of 80 points. Some teachers included neatness, spelling, and punctuation in their grading, while others concentrated more on content. Fifteen percent of the responding teachers gave failing marks to one paper, while 12 percent of the respondents gave the same English paper a score of over 90 points. (The student had originally received an 80 on the paper from his own teacher.) [28:55, 56]

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* On display at the restored Tuscarora Academy in Academia, Pennsylvania.

** *References cited in the body of the text are noted by numbers within brackets. The number before the colon indicates the entry number within the bibliography on page 112; the number following the colon indicates the page within the entry. Where no colon appears, the citation refers to the entire entry.*

JUNIATA VALLEY SCHOOLS
(Alexandria, Pennsylvania)   Team _____

Student _____

Year in School: K 1 2 3 4 5 6 7

SUBJECT DEVELOPMENT

Marking Key: A - Excellent; B - Good; C - Fair
              D - Having Difficulty

Reading	Instructional Level				
	Gains Skills Needed to Read				
	Learns and Uses Sounds				
	Reads Well Orally				
	Understands What Is Read				
	Shows Interest and Makes Effort				
Language	Communicates Well Orally				
	Communicates Well in Writing				
	Shows Interest and Makes Effort				
Spelling	Spells Correctly in Written Work				
	Masters Assigned Lists				
	Shows Interest and Makes Effort				
Hand-writing	Prints Legibly (manuscript)				
	Writes Legibly (cursive)				
	Shows Interest and Makes Effort				
Mathe-matics	Understands Number Concepts				
	Masters Number Facts and Skills				
	Solves Word Problems				
	Shows Interest and Makes Effort				
Social Studies	Understands Main Ideas				
	Shows Interest and Makes Effort				
Science	Understands Main Ideas				
	Shows Interest and Makes Effort				
Music	Learns Concepts and Skills				
	Shows Interest and Makes Effort				
Art	Learns Concepts and Skills				
	Shows Interest and Makes Effort				

Phys. Ed.	Learns Concepts and Skills				
	Shows Interest and Makes Effort				
Libr'y	Learns Concepts and Skills				
	Shows Interest and Checks Out Books				
	DAYS ABSENT				

Unmarked spaces indicate that these items are not applicable at this time.

SOCIAL DEVELOPMENT

Marking Key: S - Satisfactory N - Needs Improvement

Works Neatly				
Works Quietly				
Finishes Work on Time				
Follows Directions				
Listens Well				
Obeys Cheerfully				
Works and Plays Well with Others				
Tries to be Courteous				
Tries to Keep the School Clean and Attractive				

TEACHER COMMENTS

_____

_____

_____

_____

_____

_____

_____

_____

To answer critics who claimed that the subjectivity of the subject matter could have biased the results, Starch and Elliott replicated their study using a geometry test paper. They discovered that in the 138 returned papers there was even a larger range in scores than was found in the English papers. With 75 again being the passing mark, one paper was scored as low as 28 and as high as 95—a range of 67 points. Neatness, organization, and the inclusion of all preliminary figuring were valued by some teachers; others did not count off if the answer was partially correct and the student used the right method. [28:56, 259]

Results of a third experiment by Starch and Elliott involving history papers approximated those found with the earlier study of English papers. [28:259]

The Starch and Elliott findings shattered many of the then existing myths surrounding the objectivity of grading. Researchers began to examine the ways teachers mark pupil progress and some schools began to experiment with different marking systems. In their book entitled *Wad-Ja-Get? The Grading Game in American Education*, Kirschenbaum, Napier, and Simon described the changes in reporting and marking systems that followed the Starch and Elliott studies. They recount that many educators' immediate reaction was to shift away from the 100 point scale to other types with fewer categories. Among these were three-point scales (e.g., Excellent, Average, Poor), five-point scales (e.g., A, B, C, D, F), and seven-point scales. Grading on the curve (where a majority of students in a class receive an average grade and those at the extremes receive high and low grades) also was introduced at this time. [28:57]

In the 1920s, the trend away from the 100 point scale continued, with many schools adopting the five point-scale (A, B, C, D, F)

based on percentages. Some persons advocated administering IQ tests to students and allocating grades to classes of students on the basis of students' IQ scores. Thus, classes with pupils scoring high on the IQ tests would receive predominately A's and B's, while classes with pupils scoring low on the IQ tests would receive mostly C's, D's, and F's. Some schools replaced A's, B's, and C's with Excellent, Good, Fair, although the latter marks often were based on the same percentages as the former. Still other marking methods that were tried included: separate grades for conduct, citizenship, etc.; verbal evaluation of student progress; pass/fail approaches; and "mastery approaches." Some schools did away with grades altogether. [28:58-60]

By the 1930s, the battle over grades centered on two major groups: the test and measurement advocates, who stressed the quantification of learning, and the progressives, who stressed the development of the whole pupil as an individual. [28:61-62] By the 1940s, most schools had adopted the five-point system, in part, at least, because it was easy to handle administratively and was acceptable to college admissions officers. [28:68] The debate continued until the 1960s, when it erupted anew. Student protests at colleges and universities over the whole concept of grading resulted in many colleges adopting a four-point scale (as Yale University did—Honors, High Pass, Pass, Fail, with no cumulative grade point average calculated), a three-point scale (Honors, Pass, Fail), or a two-point scale (Pass/Fail, Credit/No Credit, Satisfactory/Unsatisfactory) either for all courses or for specific courses only. [28:69]

By 1971 approximately three fourths of the colleges and universities offered some form of pass/fail grading system, with many elementary and secondary schools adopting similar forms of grading. However, by the

mid-1970s, many college students, in contrast
to their counterparts in the 1960s, had begun
to object to pass/fail grading and to view
such practices as a hindrance to their enter-
ing highly competitive graduate and profes-
sional schools. [12] Similar trends and con-
cerns were also becoming evident at the
secondary level regarding student acceptance
at the college level.

PROS AND CONS OF DIFFERENT GRADING SYSTEMS

Summarized below are advantages and dis-
advantages of six different types of marking
systems, as cited in the professional liter-
ature: (1) letter grades, (2) Pass/fail,
(3) checklists, (4) letters to parents,
(5) parent conferences, and (6) written
evaluations.

Letter Grades

Pros

1. easy and convenient to use for adminis-
   trative and college admissions purposes

2. apparently easy to interpret

3. fairly good predictors of future grades

4. a motivator for some students
   [14:16; 20:5]

Cons

1. meaning varies within schools and among
   teachers

2. usually indicate a combination of achieve-
   ment, effort, and conduct

3. do not indicate students' strengths and
   weaknesses

4. become an end in themselves

5. provide unfair competition among
   students

6. produce cheating, anxiety, and poor self-
   concept among students

7. stifle creativity, produce academic con-
   formity, and influence students' confi-
   dence and level of expectation

8. may become biased by student's sex

9. have no correlation with future occupa-
   tional success [14:14-15; 20:5; 28:251-
   291; 35]

Pass/Fail

Pros

1. easy and convenient to use for adminis-
   trative and college admissions purposes

2. removes pressures of competing for letter
   grades

3. encourages creativity and exploration of
   new subject matter

4. provides better learning atmosphere

5. greatly reduces the need for cheating
   [20:5; 28:304-305]

Cons

1. provides less information than letter
   grades

2. is less reliable than the five-category
   marking system

3. may encourage minimal, rather than maximum,
   performance

4. cannot be used to predict future academic
   success

5. does not distinguish between students of
   different abilities

6. presents pressures of traditional grading
   for students close to failing [20:5-6;
   28:305]

Checklists

Pros

1. give detailed report of student's strengths
   and weaknesses

2. inform students and parents of the school's
   instructional goals

3. can pinpoint weaknesses in the school's
   instructional program [20:6]

Cons

1. time consuming

2. objectives not always understood by all parents

3. changes in instructional objectives necessitate changes in reporting system [20:6]

Letters to Parents

Pros

1. furnish individualized means of reporting student's strengths and weaknesses

2. allow teachers to concentrate on specific content areas essential to student progress at one point in time

3. allow teachers to report how well the interrelation of the student's development in different areas is taking place [20:6]

Cons

1. time consuming and difficult to write

2. student weaknesses can be misunderstood by parents

3. may develop into meaningless, generalized statements

4. provide no cumulative record of student progress [20:6]

Parent-Teacher Conferences

Pros

1. flexible--allow communication from parent to teacher, as well as from teacher to parent

2. allow for more extensive reporting and interpretation of the learning method

3. misunderstandings can be avoided or clarified

4. mutual understanding between parent and teacher can develop with a joint plan for improving student performance [20:6-7]

Cons

1. very time consuming

2. many teachers lack the special counseling skills that this type of reporting system demands

3. some parents may be unwilling or unable to attend such conferences

4. kinds of information discussed may be limited by inadequate student records or lack of access to them

5. difficult to summarize for student's permanent records [20:7]

Written Evaluations

Pros

1. more helpful to students than traditional grades

2. more meaningful to parents and admissions officers

3. encourage teachers to focus on the individual student, "rather than as a set of numbers in the grade book"

4. more emphasis on student needs, better home-school relations in those schools using an ongoing evaluation with parental response [28:294]

Cons

1. permit more teacher subjectivity

2. difficult to write; may degenerate into meaningless generalizations

3. time consuming for both teachers and school records office [28:294-295]

RECENT PRACTICES IN REPORTING AND MARKING PUPIL PROGRESS

Although some schools and school systems, in an attempt to resolve the grading controversy, have tried to implement one or more of the nontraditional methods of grading, the results of recent surveys have indicated that

letter grades are still the most widely-used method of reporting pupil progress. James S. Terwilliger sent two types of questionnaires to 187 public secondary schools in fall 1963 to ask administrators which types of grading policies were in effect in their schools, and to ask teachers which kinds of individual guidelines they used in their grading methods. Teachers and administrators from 129 schools responded. [57:6-8]

Through administrator responses, Terwilliger found that 70 percent of the schools used a five-category system to record final course grades on pupils' permanent records, while 26 percent used a percentage scale. [57:10] Administrators also indicated that the primary basis for grading as stipulated by their school policy was achievement with regard to ability (used in 29 percent of the schools), absolute achievement (used in 27 percent of the schools), and achievement with respect to the class (used in 16 percent of the schools). [57:11] When teachers were asked to denote the primary basis they used in determining their students' grades, over 40 percent indicated that they graded on achievement with respect to ability and from 20 to 30 percent graded on achievement with regard to the class. Grading on an absolute basis was most popular with mathematics, foreign language, and business education teachers. [57:17-18] Over 90 percent of the teachers stated that they did not assign grades to correspond with a predetermined distribution (i.e., "grading on the curve"). [57:19-20] Some teachers said that they included effort, conduct, and other behaviors in a student's grades and some administrators said their school had a policy for reducing student grades as a means of punishment, even though these nonacademic behaviors may have little impact on a student's actual knowledge of the subject matter in a particular course. [57:33-34]

Three studies conducted by the National Education Association (NEA) in 1966, 1969, and 1971 also addressed the question of reporting and marking practices existing in the schools. In a 1966 survey, the NEA found that parent-teacher conferences and written evaluations were used most widely at the kindergarten level. A classified grading scale and parent-teacher conferences were used most frequently in grade 1, grade 4, junior high school, and senior high school. These results are detailed in Table A.

In a survey conducted in spring 1969, the NEA Research Division reported that letter grades dominated the grading systems of both elementary and secondary teachers at that time, as shown in Table B.

Results of a 1971 NEA survey (shown in Table C) indicated the wide usage of parent-teacher conferences across each of the five grade levels examined and letter grades at all levels except kindergarten.

Woodrow Mousley surveyed 200 school districts in summer 1971 to find which reporting and marking systems were used most often in the elementary grades. Of the 100 usable responses, letter grades were the most popular method of reporting pupil progress in both the primary and upper elementary grades, followed by checklists in the primary grades and letter grades with a percentage equivalent in the upper elementary grades. Table D includes the results of the survey.

Barbara Pinchak and Hunter Breland reported the results of a survey conducted by the Educational Testing Service as part of the National Longitudinal Study of the High School Class of 1972. One part of the

TABLE A.--Reporting Pupil Progress to Parents, 1966

Reporting Procedure	Kindergarten	Grade 1	Grade 4	Junior High	Senior High
Classified scale (e.g., A-F, 1-5, percentage grades)	29.1%	75.8%	89.0%	92.4%	91.7%
Parent-teacher conference	66.5	54.1	46.3	29.5	21.3
Written evaluation	57.3	31.3	20.8	14.0	10.5
Pass/fail	9.8	12.0	9.4	9.2	9.3
Other	1.1	0.1	0.0	0.0	0.0
Estimated number of systems	7,025	11,699	11,698	10,812	10,526

SOURCE: *Reporting Pupil Progress to Parents, 1966 and 1971*. Research Memo 1972-10. Washington, D.C.: National Education Association, Research Division, September 1972. p. 2.

TABLE B.--Reporting Pupil Progress to Parents, 1969

Reporting Procedure	Elementary Teachers	Secondary Teachers
Letter grades	71.6%	83.1%
Parent-teacher conference	59.9	20.0
Written evaluation	24.3	10.4
Number grades	10.0	8.8
Percentage grades	2.4	10.0
Pass/fail	8.2	2.6

SOURCE: "Reporting Pupil Progress," *NEA Research Bulletin*, 47 (October 1969), p. 75.

TABLE C.--Reporting Pupil Progress to Parents, 1971

Reporting Procedure	Kindergarten	Grade 1	Grade 4	Junior High	Senior High
Letter grades	14.0%	45.1%	71.6%	82.4%	83.8%
Parent-teacher conference	85.4	77.2	69.6	48.0	39.7
Descriptive words (e.g., excellent, poor)	30.7	32.6	16.6	6.7	6.0
Letter to parents or written evaluation	27.5	23.0	17.8	14.3	16.2
Pass/fail	7.3	7.3	4.7	4.3	6.2
Number grades (e.g., 1-5)	2.3	5.1	6.5	5.3	4.8
Percentage grades	0.8	2.8	4.4	8.7	11.1
Dual grades (e.g., A/S, 91/s, C/A)	0.8	4.0	5.1	6.1	4.1
Other	3.9	5.5	4.0	2.1	1.3
Estimated number of systems	8,722	11,017	10,983	10,492	10,194

SOURCE: *Reporting Pupil Progress to Parents, 1966 and 1971.* Research Memo 1972-10. Washington, D.C.: National Education Association, Research Division, September 1972. p. 1.

TABLE D.--Reporting Pupil Progress to Parents, 1971

Reporting Procedure	Primary Grades (1-3)	Upper Elementary Grades (4-6)
Letter grade (e.g., A-F)	57%	73%
Checklist	13	2
Letter grade with percent equivalent	3	11
S/I/N (Satisfactory, Improvement Shown, Needs Improvement)	8	2
O/S/N (Outstanding, Satisfactory, Needs Improvement)	6	2
S/N (Satisfactory, Needs Improvement)	6	2
Pass/fail	4	2
Number grades (e.g., 1-5)	1	4
Letter grade plus national norm percentile equivalent	2	2

SOURCE: Mousley, Woodrow. "Report Cards Across the Nation," *Phi Delta Kappan,* 53 (March 1972). p. 437.

questionnaire concerned grading practices in the schools. Data received from 1,066 schools reflected the following breakdown of grading practices used in American high schools:

Method of grading used	Percent of schools using method
Letter grades only	68%
Percentage grades only	16
Systems other than letter or percentage grades	4
Combination of systems	9 [42:21]

The researchers found large variations in the standards applicable to the same grading system in different schools. In the letter-grade equivalent of percentages, an A+ was considered a grade of 100 to 97 in most schools; an A, a grade of 95 or 96 in the majority of schools. But a grade of 85 could represent an A- in one school and a C in others. Even greater variation was present in percentage grades given to a particular letter grade (e.g., an A+ could represent 100 or 91). [42:22-23]

The National School Public Relations Association (NSPRA) reviewed the literature on reporting and marking, interviewed a number of educational practitioners, and collected data on a national sample of school districts in an attempt to identify trends in school grading policies and programs. In its 1972 publication *Grading and Reporting,* NSPRA outlined the following trends and emphases that it observed in school reporting systems:

A. Highlights
  1. Traditional report cards coexist with new and innovating reporting procedures--frequently in the same school system, in the same school.

  2. Valiant efforts are being made to personalize and individualize grading and reporting at the elementary level.

  3. Computerized cards are increasingly used in secondary schools, posing new barriers in reaching students and parents with individualized information.

  4. The widespread search for improved methods of grading and reporting has brought about a rich variety of forms and formats, flexibility in the frequency of reporting, and general agreement that grading and reporting should be used to promote growth rather than reward, punish, or fix a student's rank in school or society.

B. Primary Level
  1. Parent-teacher conference is the goal universally accepted and is spreading widely in actual use.

  2. Emphasis is on assessing stage of development rather than on formal grades or ratings; "failing" grades are practically eliminated.

  3. Checklists, narrative reports, letters to parents are three commonly used media.

  4. The child as a citizen and the child as a scholar are not clearly distinguished; grades for achievement and grades for citizenship are frequently blurred.

  5. Great diversity of forms and formats is found at this level.

  6. Scattered attempts are made to involve the child in self-evaluation, with the help of the teacher.

C. Elementary Level
  1. Parent-teacher conference is the goal as the major reporting procedure, but is more difficult to achieve.

  2. Failing marks are regarded with disfavor; teachers are asked to emphasize accomplishments.

  3. Efforts to individualize grading and reporting to help the student improve in relation to his/her abilities are increasing; establishment of class rankings is declining.

  4. The child as a scholar and the child as a citizen are treated with sharper distinction.

  5. Checklists and rating scales are common forms of progress reports.

  6. Experimental forms provide students and parents with detailed

accounting of subject matter in
which the student is involved
and the degree of success in each.

D. Secondary Level
    1. Parent-teacher conference is rec-
        ognized as a goal, but rarely
        used except in unusual or disci-
        plinary cases.

2. A-B-C grading is firmly entrenched,
    but efforts to modify or eliminate
    it are increasing. New approaches
    include Pass/Fail, Credit/No Credit.

3. Many efforts to modify or change ex-
    isting practices are hampered by
    college admissions procedures.
    [19:64]

ERS Survey of Methods of Reporting Pupil Progress

In April 1977 ERS conducted a national survey of school systems to determine the current methods of reporting pupil progress to parents and pupils, how often progress is reported, and whether or not grading practices have changed in recent years or are expected to do so in the future. Materials such as reporting forms, grading guidelines, and school board policy statements on grading were collected and examined.

SURVEY DESIGN AND RESPONSE

The survey instrument was mailed to a stratified random sample of the 11,509 school systems in the nation having 300 or more pupils enrolled. Superintendents in large, medium, small, and very small school systems were requested to ask the appropriate person on their respective staffs to complete the survey instrument. The findings of this Report reflect the data reported by responding school administrators.

Usable returns were received from 341 (31.7 percent) of the selected school systems. The return by enrollment group was as follows:

Size Group and Pupil Enrollment	Number of School Systems in Sample	Responding School Systems Number	Responding School Systems Percent	Group as Percent of Total Responding Systems
Large (25,000 or more pupils)	186	93	50.0%	27.3%
Medium (10,000 to 24,999 pupils)	289	112	38.8	32.8
Small (2,500 to 9,999 pupils)	300	81	27.0	23.8
Very Small (300 to 2,499 pupils)	300	55	18.3	16.1
TOTAL	1,075	341	31.7	100.0

FINDINGS OF THE SURVEY

Reporting and marking practices used in
those school systems responding to the April
1977 ERS survey are the subject of Tables 1
through 12. Shown in Tables 1 through 5 are
the most common methods of reporting pupil
progress at the kindergarten level, in the
primary and upper elementary grades, and in
junior high/middle school and senior high
school. A summary of these methods from
kindergarten through senior high school is
highlighted in Table 6. Methods of report-
ing grades on pupils' permanent records is
the focus of Table 7. Standards for measur-
ing achievement in reporting pupil progress,
as stipulated by official school board pol-
icy, are shown in Table 8. The number and
percent of school systems which separately
rate behavior, work habits, or citizenship
are listed in Table 9. The frequency of
reporting pupil progress is detailed in
Table 10. Changes made in school systems'
grading and reporting practices during the
previous five years (Table 11) or those
currently under consideration (Table 12)
also are noted.

Numbers and percentages in all tables
in this Report represent only the number of
respondents to a particular question—not
the total number of respondents to the sur-
vey as a whole. Thus, the total responses
may vary from one table to another.

Methods of reporting pupil progress to
pupils and parents.--School administrators
were asked to "please indicate the typical
method(s) your school system uses to report
pupil progress to pupils and parents at
various grade levels." An analysis of
their responses follows.

Kindergarten.--Of the 306 respondents to the
section on kindergarten reporting practices
shown in Table 1, three fourths (77.8 percent)
indicated that their school systems utilize a
parent-teacher conference to report pupil prog-
ress in school. Checklist rating scales were
used in one half (51.6 percent) of the respond-
ing systems and pupil-teacher conferences in
one third (34.3 percent). Satisfactory/unsat-
isfactory grades were given in 29.4 percent of
the reporting systems. (It should be noted
that, across all grade levels, many school
systems responding to the survey which used
this method indicated that their classification
included at least one more category (e.g.,
"satisfactory, unsatisfactory, needs improve-
ment"). Pupil progress was detailed in a
letter from the teacher to the child's parents
in one quarter of the school systems. In 8.2
percent of the responding systems, letter
grades were used to mark pupil progress. Four
school systems used a pass/fail designation at
this level. (Almost without exception, re-
spondents who have instituted pass/fail as a
part of their grading system in kindergarten
and the other four grade levels indicated that
pass/fail was used in conjunction with other
methods of reporting pupil progress. More-
over, it was used almost exclusively in a few
selected subject areas.) One system (0.3 per-
cent) employed number or percentage grades.

Further examination of Table 1 shows that
of the school systems using parent-teacher
conferences to report pupil progress, large
systems (85.0 percent) made use of this method
most often, while very small systems (63.3
percent) used it least. Medium systems (57.1
percent) used checklists/rating scales more
frequently than any other size category; very
small systems (42.9 percent), least often.
Although approximately 21 to 28 percent of the

TABLE 1.--Methods of Reporting Pupil Progress: Kindergarten

Method of Reporting	Size of School System				
	Large	Medium	Small	Very Small	Total
Letter grades (A, B, C)	3	7	7	8	25
	3.8%	6.7%	9.7%	16.3%	8.2%
Number or percentage	...	1	...	...	1
	...	1.0	...	...	0.3
Satisfactory/unsatisfactory	17	29	17	27	90
	21.3	27.6	23.6	55.1	29.4
Pass/fail	1	2	1	...	4
	1.3	1.9	1.4	...	1.3
Checklist/rating scale (good, fair, poor)	41	60	36	21	158
	51.3	57.1	50.0	42.9	51.6
Pupil-teacher conference	31	34	25	15	105
	38.8	32.4	34.7	30.6	34.3
Parent-teacher conference	68	79	60	31	238
	85.0	75.2	83.3	63.3	77.8
Letter to parent with details of pupil's progress	23	22	15	15	75
	28.8	21.0	20.8	30.6	24.5
TOTAL REPORTING SYSTEMS[*]	80	105	72	49	306

[*]Totals add to more than 100.0 percent because many school systems used more than one method of reporting pupil progress at this grade level.

large, medium, and small school systems used satisfactory/unsatisfactory grades, 55.1 percent of the very small systems utilized this method at the kindergarten level. Use of letter grades varied inversely with the size of the school system--3.8 percent of the large systems, 6.7 percent of the medium systems, 9.7 percent of the small systems, and 16.3 of the very small systems used them.

Primary grades.--As in kindergarten, pupil progress in the primary grades (typically grades 1-3) was reported most often through a parent-teacher conference, as shown in Table 2. Of the 325 respondents to this item, 72.9 percent indicated that pupil progress was reported in this fashion. Next, checklists/ rating scales were used most frequently (46.2 percent), followed by: letter grades (37.2 percent), satisfactory/unsatisfactory marks (35.1 percent), and pupil-teacher conferences (34.2 percent). A letter from the teacher informed parents of their children's progress in 20.0 percent of the responding school systems. Few systems used number or percentage grades (5.2 percent) or pass/fail grades (2.2 percent) at the primary level.

TABLE 2.--Methods of Reporting Pupil Progress: Primary Grades

Method of Reporting	Size of School System				
	Large	Medium	Small	Very Small	Total
Letter, grades (A, B, C)	33	30	31	27	121
	37.1%	28.0%	40.8%	50.9%	37.2%
Number or percentage	3	6	3	5	17
	3.4	5.6	3.9	9.4	5.2
Satisfactory/unsatisfactory	34	32	26	22	114
	38.2	29.9	34.2	41.5	35.1
Pass/fail	2	2	2	1	7
	2.2	1.9	2.6	1.9	2.2
Checklist/rating scale (good, fair, poor)	37	56	37	20	150
	41.6	52.3	48.7	37.7	46.2
Pupil-teacher conference	35	33	26	17	111
	39.3	30.8	34.2	32.1	34.2
Parent-teacher conference	66	78	62	31	237
	74.2	72.9	81.6	58.5	72.9
Letter to parent with details of pupil's progress	16	19	14	16	65
	18.0	17.8	18.4	30.2	20.0
TOTAL REPORTING SYSTEMS*	89	107	76	53	325

*Totals add to more than 100.0 percent because many school systems used more than one method of reporting pupil progress at this grade level.

Further analysis shows that small school systems (81.6 percent) most often scheduled a parent-teacher conference to report pupil progress, while very small systems (58.5 percent) least often used this method. Letter grades were used in 50.9 percent of the very small systems and in 28.0 percent of the medium systems. Pupil progress was reported by letters to parents in 30.2 percent of the very small school systems compared with 17.8 percent of the medium systems, 18.0 percent of the large systems, and 18.4 percent of the small systems.

Upper elementary grades.--Two methods of reporting pupil progress in the upper elementary grades (typically grades 4-6) dominated the 323 responses to this part of the survey. As is indicated in Table 3, parent-teacher conferences (70.0 percent) again headed the list, followed closely by letter grades (69.0 percent). One third of the respondents denoted that their school systems made use of checklists/rating scales (33.1 percent) and pupil-teacher conferences (32.8 percent). A system of satisfactory/unsatisfactory grades was employed in 22.9 percent of the school systems

TABLE 3.--Methods of Reporting Pupil Progress: Upper Elementary Grades

| Method of Reporting | Size of School System | | | | |
	Large	Medium	Small	Very Small	Total
Letter grades (A, B, C)	61	63	60	39	223
	68.5%	59.4%	77.9%	76.5%	69.0%
Number or percentage	1	6	5	11	23
	1.1	5.7	6.5	21.6	7.1
Satisfactory/unsatisfactory	24	21	19	10	74
	27.0	19.8	24.7	19.6	22.9
Pass/fail	2	2	2	...	6
	2.2	1.9	2.6	...	1.9
Checklist/rating scale (good, fair, poor)	32	43	22	10	107
	36.0	40.6	28.6	19.6	33.1
Pupil-teacher conference	32	32	24	18	106
	36.0	30.2	31.2	35.3	32.8
Parent-teacher conference	63	74	59	30	226
	70.8	69.8	76.6	58.8	70.0
Letter to parent with details of pupil's progress	11	17	13	12	53
	12.4	16.0	16.9	23.5	16.4
TOTAL REPORTING SYSTEMS*	89	106	77	51	323

*Totals add to more than 100.0 percent because many school systems used more than one method of reporting pupil progress at this grade level.

and letters to parents, in 16.4 percent. Number or percentage grades were used in 7.1 percent of the responding school systems and pass/fail, in 1.9 percent.

Compared with the school systems in the three other size categories, very small systems (58.8 percent) reported pupil progress least often by a parent-teacher conference. Of the total respondents to this section of the survey, medium systems (40.6 percent) used checklists/rating scales the most; very small systems (19.6 percent), the least. Medium systems (59.4 percent) least often employed letter grades at this level. Very small systems (21.6 percent) used number or percentage grades most frequently, as compared with large (1.1 percent), medium (5.7 percent), and small (6.5 percent) school systems.

Junior high/middle school.--Listed in Table 4 are the methods of reporting pupil progress in the junior high/middle schools (typically grades 7-9 or 6-8) of the 319 responding school systems. Letter grades predominated the other types of marking systems at this level--90.9 percent of the school systems used them. Second in use were parent-teacher conferences (35.1 percent); third were

TABLE 4.--Methods of Reporting Pupil Progress: Junior High/Middle School

| Method of Reporting | Size of School System | | | | |
	Large	Medium	Small	Very Small	Total
Letter grades (A, B, C)	81 93.1%	95 89.6%	73 94.8%	41 83.7%	290 90.9%
Number or percentage	4 4.6	12 11.3	8 10.4	11 22.4	35 11.0
Satisfactory/unsatisfactory	16 18.4	11 10.4	8 10.4	2 4.1	37 11.6
Pass/fail	5 5.7	9 8.5	4 5.2	4 8.2	22 6.9
Checklist/rating scale (good, fair, poor)	9 10.3	8 7.5	8 10.4	5 10.2	30 9.4
Pupil-teacher conference	22 25.3	18 17.0	17 22.1	14 28.6	71 22.3
Parent-teacher conference	23 26.4	37 34.9	32 41.6	20 40.8	112 35.1
Letter to parent with details of pupil's progress	16 18.4	16 15.1	13 16.9	13 26.5	58 18.2
TOTAL REPORTING SYSTEMS[*]	87	106	77	49	319

[*]Totals add to more than 100.0 percent because many school systems used more than one method of reporting pupil progress at this grade level.

pupil-teacher conferences (22.3 percent). A letter to parents detailing pupil progress was the reporting device used in 18.2 percent of the school systems. Satisfactory/unsatisfactory grades were given in junior high/middle schools in 11.6 percent of the systems, number or percentage grades in 11.0 percent, and checklists/rating scales in 9.4 percent. Pass/fail marking was the method least employed to report pupil progress--it was used by 6.9 percent of responding school systems.

Of the 11.0 percent of the systems which used number or percentage grades, very small systems (22.4 percent) made use of this method the most; large systems (4.6 percent), the least. Although 11.6 percent of all respondents used satisfactory/unsatisfactory marks, only 4.1 percent of the very small school systems did so. Very small systems (26.5 percent) sent letters to parents more often at this level than any of the three other size categories.

Senior high school.--As in the junior high/middle schools, letter grades were the most commonly used method of reporting pupil progress in the senior high schools (typically

grades 9–12 or 10–12). As noted in Table 5, 90.0 percent of the 319 responding school systems used letter grades. One quarter (25.7 percent) of the systems utilized a parent-teacher conference. A conference between the pupil and his or her teacher was used in 21.6 percent of the school systems. Reporting methods used in less than 20 percent of the systems responding to this section of the survey were: letters to parents (15.7 percent), pass/fail (14.1 percent), and number or percentage (13.2 percent). Used in less than 10 percent of the systems were satisfactory/unsatisfactory grades (9.4 percent) and checklists/rating scales (5.6 percent).

Of the 13.2 percent of total school sys-

tems using number or percentage grades, large systems (5.6 percent) used them the least and very small systems (25.0 percent) the most. Satisfactory/unsatisfactory grades were employed in 13.5 percent of the large systems, compared with 4.2 percent of the very small systems. Medium systems (13.2 percent) used pupil-teacher conferences the least; very small systems (31.3 percent), the most. One third (33.3 percent) of the very small school systems also used the parent-teacher conference as a vehicle of reporting pupil progress. Letters to parents were used most often in very small systems (22.9 percent) and least often in medium systems (11.3 percent) at the senior high school level.

TABLE 5.--Methods of Reporting Pupil Progress: Senior High School

Method of Reporting	Size of School System				
	Large	Medium	Small	Very Small	Total
Letter grades (A, B, C)	82	93	72	40	287
	92.1%	87.7%	94.7%	83.3%	90.0%
Number or percentage	5	14	11	12	42
	5.6	13.2	14.5	25.0	13.2
Satisfactory/unsatisfactory	12	10	6	2	30
	13.5	9.4	7.9	4.2	9.4
Pass/fail	13	17	9	6	45
	14.6	16.0	11.8	12.5	14.1
Checklist/rating scale (good, fair, poor)	6	5	4	3	18
	6.7	4.7	5.3	6.3	5.6
Pupil-teacher conference	21	14	19	15	69
	23.6	13.2	25.0	31.3	21.6
Parent-teacher conference	18	28	20	16	82
	20.2	26.4	26.3	33.3	25.7
Letter to parent with details of pupil's progress	16	12	11	11	50
	18.0	11.3	14.5	22.9	15.7
TOTAL REPORTING SYSTEMS*	89	106	76	48	319

*Totals add to more than 100.0 percent because many school systems used more than one method of reporting pupil progress at this grade level.

Summary of methods of reporting pupil progress: kindergarten through senior high school.-- Figure 1 summarizes in graphic form the methods of reporting pupil progress to pupils and parents for each type of five grade levels as reported by all school systems responding to the survey. These bar graphs are based on the summary data presented in Table 6.

These summary data indicate that the methods used most often by reporting school systems in all five grade levels can be grouped into three categories:

- those most often used in the kindergarten, primary, and upper elementary grades
- those most often used at the junior high/middle school and senior high school level
- those consistently used across all grade levels.

The *parent-teacher conference* was the method *most often used in the kindergarten, primary, and upper elementary grades*. Of all responding school systems, 77.8 percent used this reporting procedure at the kindergarten level, 72.9 percent at the primary level, and 70.0 percent at the upper elementary level. Moreover, a number of systems used parent-teacher conferences in their junior high/middle schools (35.1 percent) and their senior high schools (25.7 percent), though not as widely as in the three lower grade levels.

Checklists/rating scales were the second most frequently used method in the kindergarten and elementary grades. The kindergartens of 51.6 percent of the school systems used this method, as well as the primary grades in 46.2 percent of the systems, and the upper elementary grades in 33.1 percent of the systems. At the upper levels, this method was used in the junior high/middle schools of 9.4 percent of the responding

systems and in the senior high schools of 5.6 percent of the responding systems.

The *satisfactory/unsatisfactory* designation was the third most frequently reported procedure for reporting pupil progress in the lower grades. Of the responding school systems, 29.4 percent used it in kindergarten, 35.1 percent in the primary grades, and 22.9 percent in the upper elementary grades. Satisfactory/unsatisfactory was used in the junior high/middle schools of 11.6 percent and in the senior high schools of 9.4 percent of all responding school systems.

A system of *letter grades* was the method *most often used at the junior high/middle school and senior high school levels*. Letter grades were employed in the junior high/ middle schools of 90.9 percent of the responding systems and in the senior high schools of 90.0 percent of responding systems. This method of reporting also was widely used at the upper elementary level (69.0 percent), less widely used at the primary level (37.2 percent), and least widely used at the kindergarten level (8.2 percent).

Likewise, *number or percentage grades* were found most often in the upper grade levels though the percentage at all levels was small. Senior high schools in 13.2 percent and junior high/middle schools in 11.0 percent of the responding school systems used this method of reporting pupil progress. At the lower levels, number or percentage grades were used in the upper elementary grades of 7.1 percent, the primary grades of 5.2 percent, and the kindergartens of 0.3 percent of all responding school systems.

Pass/fail was used in the senior high schools in 14.1 percent of the responding school systems and 6.9 percent of the junior high/middle schools, compared with 2.2 percent in the primary grades, 1.9 percent in

FIGURE 1.--Summary of Methods of Reporting Pupil Progress:
Kindergarten through Senior High School for All Reporting Systems

Percent of Reporting Systems

Percent of Reporting Systems

Method and Level

| | 0 | 25 | 50 | 75 | 100 |

LETTER GRADES
Kindergarten 8.2%
Primary grades 37.2%
Upper elementary grades 69.0%
Junior high/middle school 90.9%
Senior high school 90.0%

NUMBER OR PERCENTAGE
Kindergarten 0.3%
Primary grades 5.2%
Upper elementary grades 7.1%
Junior high/middle school 11.0%
Senior high school 13.2%

SATISFACTORY/UNSATISFACTORY
Kindergarten 29.4%
Primary grades 35.1%
Upper elementary grades 22.9%
Junior high/middle school 11.6%
Senior high school 9.4%

PASS/FAIL
Kindergarten 1.3%
Primary grades 2.2%
Upper elementary grades 1.9%
Junior high/middle school 6.9%
Senior high school 14.1%

Method and Level

| | 0 | 25 | 50 | 75 | 100 |

CHECKLIST/RATING SCALE
Kindergarten 51.6%
Primary grades 46.2%
Upper elementary grades 33.1%
Junior high/middle school 9.4%
Senior high school 5.6%

PUPIL-TEACHER CONFERENCE
Kindergarten 34.3%
Primary grades 34.2%
Upper elementary grades 32.8%
Junior high/middle school 22.3%
Senior high school 21.6%

PARENT-TEACHER CONFERENCE
Kindergarten 77.8%
Primary grades 72.9%
Upper elementary grades 70.0%
Junior high/middle school 35.1%
Senior high school 25.7%

LETTER TO PARENT
Kindergarten 24.5%
Primary grades 20.0%
Upper elementary grades 16.4%
Junior high/middle school 18.2%
Senior high school 15.7%

TABLE 6.--Summary of Methods of Reporting Pupil Progress: Kindergarten through Senior High School
for All Reporting School Systems

Method of Reporting	Grade Level				
	Kindergarten	Primary Grades	Upper Elementary Grades	Junior High/ Middle School	Senior High School
Letter grades (A, B, C)	25	121	223	290	287
	8.2%	37.2%	69.0%	90.9%	90.0%
Number or percentage	1	17	23	35	42
	0.3	5.2	7.1	11.0	13.2
Satisfactory/unsatisfactory	90	114	74	37	30
	29.4	35.1	22.9	11.6	9.4
Pass/fail	4	7	6	22	45
	1.3	2.2	1.9	6.9	14.1
Checklist/rating scale (good, fair, poor)	158	150	107	30	18
	51.6	46.2	33.1	9.4	5.6
Pupil-teacher conference	105	111	106	71	69
	34.3	34.2	32.8	22.3	21.6
Parent-teacher conference	238	237	226	112	82
	77.8	72.9	70.0	35.1	25.7
Letter to parent with details of pupil's progress	75	65	53	58	50
	24.5	20.0	16.4	18.2	15.7
TOTAL REPORTING SYSTEMS[*]	306	325	323	319	319

[*]Totals add to more than 100.0 percent because many school systems used more than one method of reporting pupil progress
at each grade level.

the upper elementary grades, and 1.3 percent in the kindergartens.

Two reporting systems were *used rather consistently across all grade levels*. *Pupil-teacher conferences* were used by one third of the responding school systems in their kindergartens (34.3 percent), primary grades (34.2 percent), and upper elementary grades (32.8 percent). The upper levels employed this method of reporting pupil progress slightly less frequently--responding systems used pupil-teacher conferences in 22.3 percent of their junior high/middle schools and 21.6 percent of their senior high schools.

Letters informing parents of their children's progress were utilized most often at the kindergarten level (24.5 percent), followed by the primary grades (20.0 percent), junior high/middle schools (18.2 percent), the upper elementary grades (16.4 percent), and the senior high schools (15.7 percent).

Methods of recording grades on pupils' permanent records.--School administrators were asked to indicate the type of reporting system that they used to record final course grades on pupils' permanent records. Contained in Table 7 are their responses for each of the five grade levels.

Kindergarten.--More than half (55.1 percent) of the 247 responding school systems used a checklist/rating scale to record final grades of kindergarten pupils. More than one third (36.4 percent) employed satisfactory/unsatisfactory grades. In 13.4 percent of the systems, letter grades were used; in 6.5 percent, pass/fail marks noted final progress. One very small system used percentage grades.

Large systems (65.5 percent) used the checklist/rating scale method most often; very small systems (37.0 percent), least often.

Satisfactory/unsatisfactory was used by 56.5 percent of the very small systems, but by only 24.4 percent of the medium systems. Use of letter grades varied inversely with the size of the school system, with 6.9 percent of large systems, 11.0 percent of medium systems, 14.8 percent of small systems, and 23.9 percent of very small systems using them. While six large systems (10.3 percent) used a pass/fail method to record final grades, one very small system (2.2 percent) did so.

Primary grades.--The systems most frequently used to record final grades on pupils' permanent records at the primary level were letter grades (42.3 percent), checklists/rating scales (35.3 percent), and satisfactory/unsatisfactory (33.3 percent). Pass/fail was used by 5.0 percent of the respondents. Percentages were employed in 2.3 percent of the school systems (by two medium and five very small systems). One very small system used grade points to record final progress at the primary level.

Of the school systems using letter grades, very small systems (53.1 percent) used them the most and medium systems (32.7 percent), the least. Pass/fail marks were used most often to record final grades by 10.2 percent of the very small systems and least often by 2.0 percent of the medium systems. On the other hand, medium systems (46.9 percent) utilized checklists/rating scales most frequently, while very small systems (24.5 percent) used them least.

Upper elementary grades.--At this level nearly three fourths (72.4 percent) of the responding school systems used letter grades to record pupils' final course grades. Checklists/ rating scales (22.1 percent) and satisfactory/ unsatisfactory (17.0 percent) were the methods

TABLE 7.--Methods of Recording Grades on Pupils' Permanent Records

Method of Reporting	Size of School System				
	Large	Medium	Small	Very Small	Total
KINDERGARTEN					
Letter grades (A, B, C)	4 6.9%	9 11.0%	9 14.8%	11 23.9%	33 13.4%
Grade points	... ...	... ...	... ...	... ...	... ...
Percentages	... ...	... ...	... ...	1 2.2	1 0.4
Satisfactory/unsatisfactory	21 36.2	20 24.4	23 37.7	26 56.5	90 36.4
Pass/fail	6 10.3	5 6.1	4 6.6	1 2.2	16 6.5
Checklist/rating scale (good, fair, poor)	38 65.5	52 63.4	29 47.5	17 37.0	136 55.1
TOTAL REPORTING SYSTEMS*	58	82	61	46	247
PRIMARY GRADES					
Letter grades (A, B, C)	37 46.8%	32 32.7%	32 43.2%	26 53.1%	127 42.3%
Grade points	... ...	... ...	... ...	1 2.0	1 0.3
Percentages	... ...	2 2.0	... ...	5 10.2	7 2.3
Satisfactory/unsatisfactory	30 38.0	28 28.6	27 36.5	15 30.6	100 33.3
Pass/fail	6 7.6	2 2.0	2 2.7	5 10.2	15 5.0
Checklist/rating scale (good, fair, poor)	23 29.1	46 46.9	25 33.8	12 24.5	106 35.3
TOTAL REPORTING SYSTEMS*	79	98	74	49	300
UPPER ELEMENTARY GRADES					
Letter grades (A, B, C)	57 74.0%	61 62.2%	60 85.7%	35 71.4%	213 72.4%
Grade points	... ...	1 1.0	... ...	3 6.1	4 1.4
Percentages	... ...	3 3.1	... ...	9 18.4	12 4.1
Satisfactory/unsatisfactory	18 23.4	15 15.3	12 17.1	5 10.2	50 17.0
Pass/fail	4 5.2	3 3.1	1 1.4	3 6.1	11 3.7
Checklist/rating scale (good, fair, poor)	15 19.5	33 33.7	10 14.3	7 14.3	65 22.1
TOTAL REPORTING SYSTEMS*	77	98	70	49	294

TABLE 7 *(Continued)*

Method of Reporting	Size of School System				
	Large	Medium	Small	Very Small	Total
JUNIOR HIGH/MIDDLE SCHOOL					
Letter grades (A, B, C)	78	93	73	35	279
	95.1%	90.3%	97.3%	74.5%	90.9%
Grade points	8	7	2	4	21
	9.8	6.8	2.7	8.5	6.8
Percentages	1	11	4	12	28
	1.2	10.7	5.3	25.5	9.1
Satisfactory/unsatisfactory	6	4	4	4	18
	7.3	3.9	5.3	8.5	5.9
Pass/fail	3	5	3	3	14
	3.7	4.9	4.0	6.4	4.6
Checklist/rating scale (good, fair, poor)	3	4	3	1	11
	3.7	3.9	4.0	2.1	3.6
TOTAL REPORTING SYSTEMS[*]	82	103	75	47	30.7
SENIOR HIGH SCHOOL					
Letter grades (A, B, C)	82	91	68	35	276
	96.5%	88.3%	90.7%	74.5%	89.0%
Grade points	12	18	9	6	45
	14.1	17.5	12.0	12.8	14.5
Percentages	3	11	5	13	32
	3.5	10.7	6.7	27.7	10.3
Satisfactory/unsatisfactory	4	3	2	1	10
	4.7	2.9	2.7	2.1	3.2
Pass/fail	8	10	4	3	25
	9.4	9.7	5.3	6.4	8.1
Checklist/rating scale (good, fair, poor)	...	1	1	1	3
	...	1.0	1.3	2.1	1.0
TOTAL REPORTING SYSTEMS[*]	85	103	75	47	310

[*]Totals add to more than 100.0 percent because some school systems used more than one method of reporting grades on pupils' permanent records.

utilized by fewer systems. Percentages (4.1 percent), pass/fail (3.7 percent), and grade points (1.4 percent) were used least.

Small school systems (85.0 percent) employed letter grades the most; medium school systems (62.2 percent), the least. No large or small systems indicated they used either grade points or percentages in their upper elementary grades. Yet 18.4 percent of the very small systems marked final pupil progress with percentage grades. While 23.4 percent of the large systems used satisfactory/unsatisfactory grades, only 10.2 percent of the very small systems did so. Checklists/rating

scales were used most often by medium systems (33.7 percent) and least often by small and very small systems (14.3 percent) each.

Junior high/middle schools.--By far the most widely used method of recording final course grades on the junior high/middle school level was a system of letter grades, employed by 90.9 percent of the responding school systems. Percentage grades were utilized by 9.1 percent of the systems, grade points by 6.8 percent, satisfactory/unsatisfactory by 5.9 percent, pass/fail by 4.6 percent, and checklists/rating scales by 3.6 percent of the systems.

Practically all of the medium school systems (97.3 percent) and large school systems (95.1 percent) used letter grades at this level, while only three fourths of the very small systems (74.5 percent) used them. However, very small systems (25.5 percent) used percentages the most; large systems (1.2 percent), the least.

Senior high schools.--As in the junior high/middle school level, the dominant method of recording final course grades on senior high school students' permanent records was a system of letter grades--used by 89.0 percent of the 310 responding school systems. Grade points were used by 14.5 percent and percentages by 10.3 percent of all school systems. Less frequently utilized recording methods at this level included: pass/fail (8.1 percent), satisfactory/unsatisfactory (3.2 percent), and checklists/rating scales (1.0 percent).

The more specific comparisons at the senior high school level followed those made at the junior high/middle school level. While 96.5 percent of the large systems used letter grades on pupils' permanent records, 74.5 percent of the very small systems did so.

Percentages were employed by 27.7 percent of the very small systems at this level, compared to 3.5 percent of the large systems.

Stipulated school board policy standards for reporting pupil progress.--The standards by which pupil achievement is measured have long been a part of the continuing controversy over reporting pupil progress. Should pupils be measured against some absolute set of standards? Should they be graded against the performance of their peers? Should they be judged according to their own abilities? ERS included a question on the survey asking respondents to indicate the primary basis for reporting pupil progress as stipulated in their school systems' board policies. The results are recorded in Table 8. (p. 26)

Of the responding school systems, 43.2 percent had a school board policy standard for reporting pupil progress at the *kindergarten* level which measured achievement on the basis of pupil ability. Achievement was measured against specific standards in 13.7 percent of the systems, and against overall class performance in 12.9 percent of the systems. Over one third (37.4 percent) of the respondents had no board policy in this area.

At the *primary* level, too, pupil ability was the criterion for measuring pupil achievement most often stipulated in board policies. Nearly half (47.2 percent) of the respondents indicated that their board policy was based on this standard. Large systems (61.4 percent) most frequently incorporated pupil ability in their board policies on measuring pupil achievement, in contrast to 34.0 percent of the very small systems. Almost one fifth of the school systems used specific standards (18.6 percent) or overall class performance (18.2 percent) to measure pupil achievement. There was no board

policy on pupil achievement standards in 28.3 percent of the school systems.

As in the two previous grade levels, pupil ability was used by most (44.9 percent) of the responding school systems as a standard for measuring pupil achievement in the *upper elementary grades* as specified in official board policy. Moreover, twice as many large systems (60.5 percent) as very small systems (30.6 percent) used pupil ability as the measurement criterion in their policies. Pupils' grades were based against overall class performance (22.1 percent) and specific standards (19.8 percent) in fewer systems. In 28.4 percent of the systems, there was no board policy.

At the *junior high/middle school* level, many of the responding school systems used a combination of the three types of standards. Overall class performance was used in 31.2 percent of the systems' board policies on reporting pupil progress, as were pupil ability and specific standards (used in 28.9 percent and 25.5 percent of the responding school systems, respectively). No such board policy existed in 30.2 percent of the systems.

One third (33.8 percent) of the school systems responding to the item on the survey regarding board policy standards at the *senior high school* level measured pupil achievement against overall class performance. Slightly more than one fourth of the systems had a board policy provision in which achievement was gauged against specific standards (28.0 percent) or pupil ability (25.7 percent). Respondents in 29.7 percent of the systems noted the absence of any board policy delineating standards for reporting pupil progress in their school systems.

Separate ratings for behavior, work habits, or citizenship.--Shown in Table 9 (p. 28) are the responses received to the following question, grouped according to grade level: "Do your school system's reporting forms have separate grades or ratings for items such as behavior, work habits, or citizenship?" Results indicate that the majority of systems do provide a separate mark for these items. *Kindergarten* pupils are given a separate grade in one or all of these areas in 83.9 percent of the responding school systems. In the *primary grades* (91.4 percent) and *upper elementary grades* (92.3 percent), more systems separately mark pupil activity for behavior, work habits, or citizenship. At the higher levels, students are assigned separate grades for these items slightly less frequently--78.2 percent of the responding school systems give them in *junior high/middle school* and 68.1 percent of the responding systems in *senior high school.*

Frequency of reporting pupil progress.--The preponderance of responding school administrators stated that their systems report pupil progress every nine weeks, across all grade levels. Responses are shown in Table 10 (p.30).

At the *kindergarten* level, over half (55.9 percent) of the responding school systems reported pupil progress every nine weeks. Nearly one fourth of the systems (22.4 percent) did so twice a year. Pupil progress was reported every six weeks in the kindergartens of 12.4 percent of the systems. Of the 27 systems (9.3 percent) which reported pupil grades at other times, 10 gave reports three times a year; eight, every 10 weeks; and five, every 12 weeks.

Pupils in the *primary grades* received their report cards every nine weeks in 69.1

TABLE 8.--Stipulated School Board Policy Standards
for Reporting Pupil Progress

Standards for Measuring	Size of School System				
Achievement	Large	Medium	Small	Very Small	Total
KINDERGARTEN					
Specific standards	11	11	7	9	38
	15.3%	11.6%	10.8%	19.6%	13.7%
Pupil ability	39	40	26	15	120
	54.2	42.1	40.0	32.6	43.2
Overall class performance	6	13	8	9	36
	8.3	13.7	12.3	19.6	12.9
No board policy	20	38	29	17	104
	27.8	40.0	44.6	37.0	37.4
TOTAL REPORTING SYSTEMS[*]	72	95	65	46	278
PRIMARY GRADES					
Specific standards	18	17	10	12	57
	21.7%	16.7%	13.9%	24.0%	18.6%
Pupil ability	51	43	34	17	145
	61.4	42.2	47.2	34.0	47.2
Overall class performance	16	21	8	11	56
	19.3	20.6	11.1	22.0	18.2
No board policy	13	33	25	16	87
	15.7	32.4	34.7	32.0	28.3
TOTAL REPORTING SYSTEMS[*]	83	102	72	50	307
UPPER ELEMENTARY GRADES					
Specific standards	18	18	12	12	60
	22.2%	17.5%	17.1%	24.5%	19.8%
Pupil ability	49	42	30	15	136
	60.5	40.8	42.9	30.6	44.9
Overall class performance	16	24	12	15	67
	19.8	23.3	17.1	30.6	22.1
No board policy	13	33	24	16	86
	16.0	32.0	34.3	32.7	28.4
TOTAL REPORTING SYSTEMS[*]	81	103	70	49	303
JUNIOR HIGH/MIDDLE SCHOOL					
Specific standards	24	26	17	9	76
	30.4%	26.0%	23.3%	19.6%	25.5%
Pupil ability	27	23	23	13	86
	34.2	23.0	31.5	28.3	28.9
Overall class performance	31	27	18	17	93
	39.2	27.0	24.7	37.0	31.2
No board policy	14	34	25	17	90
	17.7	34.0	34.2	37.0	30.2
TOTAL REPORTING SYSTEMS[*]	79	100	73	46	298

TABLE 8 *(Continued)*

Standards for Measuring Achievement	Size of School System				
	Large	Medium	Small	Very Small	Total
SENIOR HIGH SCHOOL					
Specific standards	25	30	20	8	83
	30.9%	30.0%	28.2%	18.2%	28.0%
Pupil ability	27	21	16	12	76
	33.3	21.0	22.5	27.3	25.7
Overall class performance	33	28	22	17	100
	40.7	28.0	31.0	38.6	33.8
No board policy	15	33	25	15	88
	18.5	33.0	35.2	34.1	29.7
TOTAL REPORTING SYSTEMS*	81	100	71	44	296

*Totals add to more than 100.0 percent because some school systems used more than one standard for measuring achievement in their board policy on reporting pupil progress.

percent of the responding school systems. While 17.5 percent of the systems reported pupil progress every six weeks, 5.0 percent presented report cards twice a year. In the 27 systems (8.4 percent) which reported pupil progress at different times, 11 did so every 10 weeks and 11, three times a year.

In the *upper elementary grades* of 69.7 percent of the responding school systems, pupil progress was reported every nine weeks. Report cards were presented every six weeks in 18.3 percent of the systems and twice a year in 4.4 percent of the systems. Other frequencies were noted in 24 school systems (7.6 percent)--10 issued pupil reports every 10 weeks; six, three times a year; and four, every 12 weeks.

The nine-week reporting period was most often used at the *junior high/middle school* level as well, as 70.5 percent of the respondents indicated. Students in nearly one quarter (22.4 percent) of the school systems received their grades every six weeks.

Nine of the 21 systems (6.5 percent) operating under different reporting schedules gave students their report cards every 10 weeks. Four systems had a reporting period of 12 weeks and four, of three times a year.

Senior high school students in 68.7 percent of the responding systems received their report forms every nine weeks and one fourth (25.0 percent), every six weeks. Of the 18 systems (5.7 percent) reporting pupil progress at other times, eight scheduled this procedure every 10 weeks and four, every 12 weeks.

Changes made in grading and reporting practices during the past five years.--When asked if their school systems had made any changes in their grading and reporting practices over the last five years, many respondents indicated that changes had been made at various grade levels. As shown in Table 11, over half of all responding systems have altered their method of reporting pupil progress at

TABLE 9.--Separate Ratings for Behavior,
Work Habits, or Citizenship

Type of Rating	Size of School System				
	Large	Medium	Small	Very Small	Total
KINDERGARTEN					
Separate behavior ratings, citizenship grades, etc. are used	59 81.9%	79 81.4%	56 87.5%	40 87.0%	234 83.9%
Separate behavior ratings, citizenship grades, etc. are not used	13 18.1	18 18.6	8 12.5	6 13.0	45 16.1
TOTAL REPORTING SYSTEMS	72 100.0	97 100.0	64 100.0	46 100.0	279 100.0
PRIMARY GRADES					
Separate behavior ratings, citizenship grades, etc. are used	81 94.2%	95 88.8%	64 91.4%	46 92.0%	286 91.4%
Separate behavior ratings, citizenship grades, etc. are not used	5 5.8	12 11.2	6 8.6	4 8.0	27 8.6
TOTAL REPORTING SYSTEMS	86 100.0	107 100.0	70 100.0	50 100.0	313 100.0
UPPER ELEMENTARY GRADES					
Separate behavior ratings, citizenship grades, etc. are used	82 95.3%	96 89.7%	65 92.9%	46 92.0%	289 92.3%
Separate behavior ratings, citizenship grades, etc. are not used	4 4.7	11 10.3	5 7.1	4 8.0	24 7.7
TOTAL REPORTING SYSTEMS	86 100.0	107 100.0	70 100.0	50 100.0	313 100.0
JUNIOR HIGH/MIDDLE SCHOOL					
Separate behavior ratings, citizenship grades, etc. are used	69 81.2%	77 77.8%	58 79.5%	33 71.7%	237 78.2%
Separate behavior ratings, citizenship grades, etc. are not used	16 18.8	22 22.2	15 20.5	13 28.3	66 21.8
TOTAL REPORTING SYSTEMS	85 100.0	99 100.0	73 100.0	46 100.0	303 100.0
SENIOR HIGH SCHOOL					
Separate behavior ratings, citizenship grades, etc. are used	67 77.9%	65 66.3%	46 66.7%	25 55.6%	203 68.1%
Separate behavior ratings, citizenship grades, etc. are not used	19 22.1	33 33.7	23 33.3	20 44.4	95 31.9
TOTAL REPORTING SYSTEMS	86 100.0	98 100.0	69 100.0	45 100.0	298 100.0

the three lower grade levels. Approximately one third did so at the two upper levels.

In the *kindergartens* of 59.1 percent of the school systems responding to the item, changes in grading and reporting have been made over the last five years. Likewise, 58.8 percent of the responding systems have varied their reporting method in their *primary grades*, with 54.5 percent of the respondents doing so at the *upper elementary* level. Of the school systems responding, 33.9 percent reported that their grading system had been modified at the *junior high/middle school* level. In the *senior high schools*, 29.7 percent of the responding systems have varied the way their students are graded and their marks reported.

Changes in grading and reporting practices
currently under consideration.--School administrators also were asked if their school systems were currently considering changing their grading and reporting practices at any of the grade levels. Although many systems indicated that grading and reporting changes have occurred over the last five years (Table 11, p. 31), this trend appears to be diminishing. As presented in Table 12 (p. 32), one fourth (23.3 percent) of the responding school systems noted that changes in grading and reporting procedures were currently being considered for the *kindergarten* level. School administrators indicated that similar changes were being discussed in 30.6 percent of the responding systems at the *primary* level and 31.5 percent of the systems at the *upper elementary* level. For school systems responding at the upper grade levels, this percentage fell to 18.0 percent of the systems contemplating changes at the *junior high/middle school* level and 13.4 percent of the systems considering changes at the *senior high school* level.

TABLE 10.--Frequency of Reporting Pupil Progress

| Frequency | Size of School System | | | | |
	Large	Medium	Small	Very Small	Total
KINDERGARTEN					
Every six weeks	10	14	4	8	36
	13.2%	14.6%	5.7%	16.7%	12.4%
Every nine weeks	42	50	44	26	162
	55.3	52.1	62.9	54.2	55.9
Twice a year	15	20	20	10	65
	19.7	20.8	28.6	20.8	22.4
Other	9	12	2	4	27
	11.8	12.5	2.8	8.3	9.3
TOTAL REPORTING SYSTEMS	76	96	70	48	290
	100.0	100.0	100.0	100.0	100.0
PRIMARY GRADES					
Every six weeks	17	19	11	9	56
	19.3%	18.1%	14.5%	17.6%	17.5%
Every nine weeks	60	66	59	36	221
	68.2	62.9	77.6	70.6	69.1
Twice a year	4	8	3	1	16
	4.5	7.6	3.9	2.0	5.0
Other	7	12	3	5	27
	8.0	11.4	4.0	9.8	8.4
TOTAL REPORTING SYSTEMS	88	105	76	51	320
	100.0	100.0	100.0	100.0	100.0
UPPER ELEMENTARY GRADES					
Every six weeks	17	20	11	10	58
	19.5%	19.2%	14.7%	19.6%	18.3%
Every nine weeks	60	67	58	36	221
	69.0	64.4	77.3	70.6	69.7
Twice a year	3	7	3	1	14
	3.5	6.8	4.0	2.0	4.4
Other	7	10	3	4	24
	8.0	9.6	4.0	7.8	7.6
TOTAL REPORTING SYSTEMS	87	104	75	51	317
	100.0	100.0	100.0	100.0	100.0
JUNIOR HIGH/MIDDLE SCHOOL					
Every six weeks	20	24	16	12	72
	22.2%	22.4%	20.8%	25.0%	22.4%
Every nine weeks	63	75	58	31	227
	70.0	70.1	75.3	64.6	70.5
Twice a year	1	1	...	...	2
	1.1	0.9	...	...	0.6
Other	6	7	3	5	21
	6.7	6.6	3.9	10.4	6.5
TOTAL REPORTING SYSTEMS	90	107	77	48	322
	100.0	100.0	100.0	100.0	100.0

TABLE 10 *(Continued)*

Frequency	Size of School System				
	Large	Medium	Small	Very Small	Total
SENIOR HIGH SCHOOL					
Every six weeks	22 24.7%	27 26.5%	18 24.0%	12 24.0%	79 25.0%
Every nine weeks	61 68.6	68 66.7	54 72.0	34 68.0	217 68.7
Twice a year	1 1.1	... ...	1 1.3	... ...	2 0.6
Other	5 5.6	7 6.8	2 2.7	4 8.0	18 5.7
TOTAL REPORTING SYSTEMS	89 100.0	102 100.0	75 100.0	50 100.0	316 100.0

TABLE 11.--Proportion of School Systems Making Changes in Grading
and Reporting Practices During the Past Five Years

Procedure	Size of School System				
	Large	Medium	Small	Very Small	Total
KINDERGARTEN					
Changes made in grading and reporting practices during the past five years	48 64.9%	56 57.7%	43 67.2%	18 40.9%	165 59.1%
No changes made in grading and reporting practices during the past five years	26 35.1	41 42.3	21 32.8	26 59.1	114 40.9
TOTAL REPORTING SYSTEMS	74 100.0	97 100.0	64 100.0	44 100.0	279 100.0
PRIMARY GRADES					
Changes made in grading and reporting practices during the past five years	52 61.2%	60 56.6%	45 64.3%	26 52.0%	183 58.8%
No changes made in grading and reporting practices during the past five years	33 38.8	46 43.4	25 35.7	24 48.0	128 41.2
TOTAL REPORTING SYSTEMS	85 100.0	106 100.0	70 100.0	50 100.0	311 100.0

TABLE 11 *(Continued)*

Procedure	Size of School System				
	Large	Medium	Small	Very Small	Total
UPPER ELEMENTARY GRADES					
Changes made in grading and reporting practices during the past five years	46 54.1%	58 54.2%	40 58.0%	24 51.1%	168 54.5%
No changes made in grading and reporting practices during the past five years	39 45.9	49 45.8	29 42.0	23 48.9	140 45.5
TOTAL REPORTING SYSTEMS	85 100.0	107 100.0	69 100.0	47 100.0	308 100.0
JUNIOR HIGH/MIDDLE SCHOOL					
Changes made in grading and reporting practices during the past five years	26 32.9%	28 31.1%	24 34.8%	17 40.5%	95 33.9%
No changes made in grading and reporting practices during the past five years	53 67.1	62 68.9	45 65.2	25 59.5	185 66.1
TOTAL REPORTING SYSTEMS	79 100.0	90 100.0	69 100.0	42 100.0	280 100.0
SENIOR HIGH SCHOOL					
Changes made in grading and reporting practices during the past five years	24 30.8%	24 26.1%	18 27.7%	16 39.0%	82 29.7%
No changes made in grading and reporting practices during the past five years	54 69.2	68 73.9	47 72.3	25 61.0	194 70.3
TOTAL REPORTING SYSTEMS	78 100.0	92 100.0	65 100.0	41 100.0	276 100.0

TABLE 12.--Percentage of School Systems Currently Considering
Changing Their Grading and Reporting Practices

Procedure	Size of School System				
	Large	Medium	Small	Very Small	Total
KINDERGARTEN					
Changes in grading and reporting procedures currently under consideration	17 23.0%	27 27.6%	14 21.2%	8 17.8%	66 23.3%
No current consideration to changing grading and reporting practices	57 77.0	71 72.4	52 78.8	37 82.2	217 76.7
TOTAL REPORTING SYSTEMS	74 100.0	98 100.0	66 100.0	45 100.0	283 100.0

TABLE 12 *(Continued)*

Procedure	Size of School System				
	Large	Medium	Small	Very Small	Total
PRIMARY GRADES					
Changes in grading and reporting procedures currently under consideration	25 30.1%	37 36.6%	17 24.6%	14 27.5%	93 30.6%
No current consideration to changing grading and reporting practices	58 69.9	64 63.4	52 75.4	37 72.5	211 69.4
TOTAL REPORTING SYSTEMS	83 100.0	101 100.0	69 100.0	51 100.0	304 100.0
UPPER ELEMENTARY GRADES					
Changes in grading and reporting procedures currently under consideration	27 32.1%	38 36.9%	18 26.5%	13 26.0%	96 31.5%
No current consideration to changing grading and reporting practices	57 67.9	65 63.1	50 73.5	37 74.0	209 68.5
TOTAL REPORTING SYSTEMS	84 100.0	103 100.0	68 100.0	50 100.0	305 100.0
JUNIOR HIGH/MIDDLE SCHOOL					
Changes in grading and reporting procedures currently under consideration	13 16.3%	15 16.1%	14 20.6%	10 20.8%	52 18.0%
No current consideration to changing grading and reporting practices	67 83.7	78 83.9	54 79.4	38 79.2	237 82.0
TOTAL REPORTING SYSTEMS	80 100.0	93 100.0	68 100.0	48 100.0	289 100.0
SENIOR HIGH SCHOOL					
Changes in grading and reporting procedures currently under consideration	11 13.9%	11 12.0%	11 16.4%	5 11.1%	38 13.4%
No current consideration to changing grading and reporting practices	68 86.1	81 88.0	56 83.6	40 88.9	245 86.6
TOTAL REPORTING SYSTEMS	79 100.0	92 100.0	67 100.0	45 100.0	283 100.0

Policies, Procedures, and Systems for Reporting Pupil Progress

In the preceding sections of this Report, various methods used in reporting pupil progress are described. Provided in this segment of the Report are examples of current practice in reporting pupil progress throughout the United States. The scope of the 24 examples included here covers three areas: (1) school board policy statements on reporting pupil progress; (2) guidelines and procedures for reporting pupil progress; and (3) sample report cards and pupil evaluation forms, from kindergarten through senior high school.

These examples were selected for their scope, variety, and form. Their inclusion in this Report does not imply either endorsement or recommendation by ERS.

I. SCHOOL BOARD POLICY STATEMENTS ON REPORTING PUPIL PROGRESS

Evaluation of Student Progress
East Allen County Schools (New Haven, Indiana)

Evaluating and Reporting Student Progress
Montgomery County Public Schools (Rockville, Maryland)

Grading, Promotion, and Graduation
Princeton City Schools (Cincinnati, Ohio)

Report to Parents on Pupil Progress: Elementary and Secondary Board Policy
Wichita Unified School District 259 (Wichita, Kansas)

Reporting to Parents: Grading and Promotion
Hardin Northern Local School District (Dola, Ohio)

II. GUIDELINES AND PROCEDURES FOR REPORTING PUPIL PROGRESS

Report Forms and Parent Conferences
Kanawha County Schools (Charleston, West Virginia)

Report Card Handbook: Grades 1-6
Portage Public Schools (Portage, Michigan)

Reporting Progress of Pupils: Elementary Schools
Public Schools of Hammond (Hammond, Indiana)

Guide for Grading and Reporting to Parents: Secondary Level
Houston Independent School District (Houston, Texas)

III. REPORT CARDS AND PUPIL EVALUATION FORMS

A. Kindergarten
Leon County Public Schools (Tallahassee, Florida)
Pasadena Unified School District (Pasadena, California)
El Paso Independent School District (El Paso, Texas)

B. Primary Grades
    Visalia Unified School District (Visalia, California)
    Winston-Salem/Forsyth County Schools (Winston-Salem, North Carolina)
    Governor Mifflin School District (Shillington, Pennsylvania)

C. Upper Elementary Grades
    Ann Arbor Public Schools (Ann Arbor, Michigan)
    Lowell Public Schools (Lowell, Massachusetts)
    Kansas City Public Schools (Kansas City, Kansas)

D. Junior High/Middle School
    Schenectady City School District (Schenectady, New York)
    Dayton Public Schools (Dayton, Ohio)
    Jefferson County Public Schools (Louisville, Kentucky)

E. Senior High School
    Greater Egg Harbor Regional High School District (Mays Landing, New Jersey)
    Tulsa Public Schools (Tulsa, Oklahoma)
    Mesa County Valley School District No. 51 (Grand Junction, Colorado)

SCHOOL BOARD POLICY STATEMENTS
ON REPORTING PUPIL PROGRESS

E
X 1
          EAST ALLEN COUNTY SCHOOLS (New Haven, Indiana)

Evaluation of Student Progress

The administrative staff, principals, and teachers shall continuously review and improve
the methods of evaluating student progress. Grading procedures should be explained thor-
oughly to all students during the first week of school.

The issuance of grades on a regular basis serves to promote a process of continuous evalu-
ation of student performance to inform the student and parents of progress and to provide a
basis for bringing about change in student performance if such change seems necessary.

The grading criteria for East Allen County Schools is as follows:

Grading Criteria

Excellent, A+ 99-100	A 97-98	A- 95-96

Masters all assigned work. Completes work on time. Makes a real contribution to class
discussion. Does all written work neatly. Works with vigor and enthusiasm. Evaluates and
improves his own efforts. Willing to do more than the assigned work. Works independently
of teacher and fellow students. Applies principles to daily experiences.

Above Average, B+ 93-94	B 90-92	B- 88-89

Masters a major portion of assigned work. Completes work on time. Does all written work
neatly. Makes a good response in class. Shows a decided interest in work. Tries to evalu-
ate and improve own efforts. Willing to do more than assigned work. Shows evidence of
ability to apply principles. Works with little assistance from others.

Average, C+ 85-87	C 81-84	C- 78-80

Masters the minimum assignments. Completes work on time. Does all written work assigned.
Makes an average response in class. Shows some interest in work. Evaluates and improves
work under direction. Makes an honest effort to do work.

Below Average, D+ 76-77	D 72-75	D- 70-71

Completes less than the minimum assignments. Completes work in reasonable time. Does most
written work. Responds poorly in class. Makes some effort to do work.

EAST ALLEN COUNTY SCHOOLS *(Continued)*

Failure, F Below 70
Indicates work inferior to accepted standard for passing. This may be due to indifference, irregular attendance, or incomplete work.

Incomplete Work, I
Incomplete work at the end of the grading period, semester or year will be recorded as an I or F according to the policy of the individual school. Each school shall determine the length of time students have to make up incomplete work.

Cr -- Means passing without defining a grade. Usually used either as a D or an F in computing Grade Point Average.
W   -- Withdrew before a grade could be assigned. Usually before the end of the first grading period.
WF -- Withdrew failing.
WP -- Withdrew passing.
P   - Means passing without defining grade. It is not used in computing Grade Point Average.

Tests
In grades seven through twelve students will be tested periodically to help them determine whether they have mastered the objectives of the course as defined and determined by the teacher. Tests are to be given at appropriate times throughout the school year to determine that students are accountable for the material being taught. The grades that students receive on such tests will be a major factor in determining the student's nine weeks' and semester grades. The building administrator is responsible for developing a school policy concerning the giving of final examinations and distributing said policy to teachers and students at the beginning of each school year.

Special Education
Students enrolled in special education classes shall use a grading key based on the curriculum for the educable. The letter grade shows achievement and the number indicates level of material. (B1, C2, A2, etc.)

Emotional Problems
When a student has an emotional problem which has been identified by the teacher and psychometrist, a grading scale is to be used that will be helpful to the student. The grading key for these students is to show that satisfactory work is being done on a particular grade level. The symbol S1 would indicate that satisfactory work is being done on first grade material. (S2, S3, S5, etc.)

The decision to use this key must be approved by the teacher, principal, psychometrist, and parents. Parental permission is to be in writing and is to be filed in the pupil's cumulative folder.

Learning Problems
When students have learning problems which have been identified by the teacher and the building principal, such students may be placed at the level of instructional materials where they would experience success. The grades given to these students will indicate their achievement at that level of instructional materials. If a fifth grade student receives a mathematics grade of B/4, this would mean that he is doing B work on fourth grade mathematics material. It is not intended that this grading plan would be used to accelerate students.

An explanatory statement is to be stamped on the progress report card of students. This statement will also be stamped on the student's permanent record card.

Educational Program Development
As educational programs are designed to meet the needs of students, new methods of evaluating student progress will need to be developed. All new methods for evaluating student progress must have the approval of the Associate Superintendent for Instruction on an annual basis.

EAST ALLEN COUNTY SCHOOLS *(Continued)*

Grade Book
The grades which appear on the report cards are to be substantiated by the grades recorded
in the teacher's handbook. Students will be permitted to make up all school work that is
missed due to excused or unexcused absences and full credit for such daily work is to be
given the student. The grade book and attendance register are to be forwarded to the prin-
cipal's office at the close of the school year.

<div style="text-align:center">Regulation Approved 3/18/75   Amended 8/3/76</div>

E X 2

MONTGOMERY COUNTY PUBLIC SCHOOLS (Rockville, Maryland)

<div style="text-align:center">

EVALUATING AND REPORTING STUDENT PROGRESS

(revised July 15, 1975)

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PURPOSE

To establish policy and procedures for evaluating and reporting student progress and to
establish procedures for the development of alternate methods of evaluating and reporting student
progress.

POLICY

The Montgomery County Board of Education adopted the following policy for evaluating and
reporting student progress at the March 27, 1972, meeting:

WHEREAS, The evaluating and reporting of student progress is one of the ways in which the
schools account to parents for the quality of the educational experiences they provide, and

WHEREAS, Evaluations should be a positive influence on the lives of children, and

WHEREAS, If evaluating and reporting is to be valid, useful, and constructive, the process
must be fair and objective as possible, must be understandable to students and to their parents,
and must honestly and realistically indicate the strengths and weaknesses of student performance,
and

WHEREAS, The evaluation of student progress is based on the attainment of the instructional
objectives in accord with MCPS curriculum guides that are appropriate to the subject offering,
grade, or age level, and

WHEREAS, Common criteria are necessary to assure reliable and fair evaluation practices; now
therefore be it

Resolved, That students shall be informed of the general objectives of each course or unit
and of the basis upon which their performance will be evaluated; and be it further

Resolved, That every student should be informed about his progress, learning activity by
learning activity, or unit by unit, during as well as upon completion of the course of his
instruction; and be it further

Resolved, That the Montgomery County Public Schools are committed to establishing at the
earliest feasible time instructional objectives and assessment measures for each course and unit
as the basis for an informative and equitable evaluating and reporting system, and that these be
installed course by course or unit by unit as soon as the objectives have been established, and
teacher inservice training has been accomplished; and be it further

Resolved, That these instructional objectives and assessment measures be used by teachers
in preparing specific performance objectives and assessment measures; and be it further

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

Resolved, That a plan for implementing this policy be established by the superintendent to clearly designate the departmental and staff responsibility for producing the instructional objectives, assessment measures and inservice training programs, determining time schedules for achieving these tasks, and preparing budget reviews for maintaining the effort; and be it further

Resolved, That in the interim the basic methods of evaluating and reporting student progress at particular grade levels shall be as follows:

Student progress is evaluated and reported in terms of the extent of performance on assessment measures corresponding with instructional objectives. These objectives are based on the MCPS curriculum guides appropriate to the subject, grade, and age level. (The terms *instructional objectives,* and *assessment measures* are defined in the procedures section.)

1. For kindergarten, there will be a minimum of:

(a) A group conference in September to orient parents to the nature, objectives, and format of the kindergarten program.

(b) An individual conference by midyear with the parents of each child to evaluate the child's progress. A checklist or narrative report will be provided.

(c) A checklist or narrative report will be provided at the end of the year for the parents of each child. This report may be supplemented by a conference at the request of either the teacher or the parent.

2. For grades 1 and 2, a report form with the symbols O, S, and N will be used. Evaluation will be based on evidence of the attainment of the instructional and performance objectives assigned the student in subjects other than art, music, and physical education. The degree to which the student has attained the objectives will be determined by performance on assessment measures. Evaluation in art, music, and physical education will be based on interest and effort of the student in these subjects. The report form will be distributed four times during the school year. At least one parent-teacher conference will be conducted during the first semester of each year.

3. For grades 3, 4, 5, and 6, a report form will be used with A through E letter grades for subjects other than art, music, and physical education. Evaluation will be used on evidence of the attainment of the instructional and performance objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on assessment measures. In addition, reading and mathematics will be evaluated according to grade level.

Art, music, and physical education will be reported with the symbols O, S, and N. Evaluation will be based on interest and effort of the student in these subjects.

The reports will be distributed four times during the school year. At least one parent-teacher conference will be conducted during the first semester of each year.

4. For grades 7 and 8, a report form with A through E letter grades will be used. Evaluation will be based on evidence of the attainment of the instructional and performance objectives assigned the student. The degree to which the student has attained these objectives will be determined by performance on assessment measures.

The reports will be distributed four or six times during the school year.

5. For grades 9, 10, 11, and 12, a report form with A through E letter grades will be used. Evaluation will be based on evidence of the attainment of the instructional and performance objectives of the subject. The degree to which the student has attained these objectives will be determined by performance on assessment measures. Students who have the written permission of their parents may be evaluated on a credit-no credit basis instead of by the standard letter grades in subjects not specifically identified as required for graduation by the State Department of Education or MCPS.

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

    (a) The decision must be made at the beginning of the course, and

    (b) A student may have one credit-no credit option in grade 9, one in grade 10, two in grade 11, and three in grade 12, and

    (c) The minimum standard for a credit will be achievement at the same level as for a passing mark in any other course.

The reports will be distributed four or six times during the school year;

and be it further

Resolved, That in grades 1 through 8, an evaluation of the student's work habits within the school environment in relation to attainment of instructional objectives will supplement the progress report for academic achievement; and be it further

Resolved, That parent-teacher-student conferences at all levels in addition to the regular parent-teacher conferences provided for above are particularly encouraged at appropriate intervals during the school year for students who are experiencing learning difficulties; and be it further

Resolved, That the superintendent is authorized to approve alternate evaluation and reporting methods when there is evidence that faculties and school communities have been involved in their development and that there is broad support in the faculty and among parents to use the proposed method, research literature has been reviewed, objectives have been clearly stated, and procedures for assessing their effectiveness are valid, provided that within two years of its installation, a reliable survey of opinion among parents and faculty has determined that the alternate method is preferred by a majority of those responding; and be it further

Resolved, That letter grades will, at the request of an individual parent, supersede any approved alternate method for reporting at grades 3 to 12 when requested at the beginning of the school year or of the second semester; in elementary schools in which the methods outlined in this policy statement are in use, any parent may decline to have his child's progress evaluated and reported by these methods. In such cases, parents will be provided a standard alternate method of reporting; and be it further

Resolved, That the professional staff shall continue to give sustained consideration to its present evaluation and reporting practices, and that an annual report be provided the Board of Education.

<div align="center">

PROCEDURES FOR IMPLEMENTING THE POLICY CRITERIA FOR
EVALUATING AND REPORTING STUDENT PROGRESS

</div>

The MCPS curriculum guides and Program of Studies represent the basic framework or reference source for the validation of student reporting practices. The evaluation and reporting of student progress are based on performance on assessment measures identified for the instructional objectives in accordance with the MCPS source documents that are appropriate to the subject offering, grade, or age level. Student work is evaluated in terms of performance relating to the objectives of the subject including those cognitive, psychomotor, and affective behaviors outlined in the Program of Studies and other MCPS curriculum documents.

The following criteria are used in evaluating and reporting student progress:

Kindergarten

Student evaluations are based on performance in accordance with the objectives of the primary (K-2) program and reported through parent conferences and the narrative report or checklist.

Conference

One group conference in September and one individual conference with the parents of each child by midyear are required.

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

Grades 1 and 2

Evaluation is based on evidence of the attainment of the instructional and performance objectives assigned the student in subjects other than art, music, and physical education.

O   Outstanding level of performance
S   Satisfactory level of performance
N   The level of performance needs to be improved.
NA   Report on progress is not applicable at this time.

Art, music, and physical education

O   Interest and effort are outstanding.
S   Interest and effort are satisfactory.
N   Interest and effort are needed.

Work Study Skills

A check (✓) in the appropriate place indicates the level of work study skills.

_____ The student does the work that is assigned, is seldom late in completing work, and gives excellent attention to classroom tasks.
_____ The student usually does the work that is assigned, usually completes the work on time, and gives attention to classroom tasks.
_____ The student sometimes does the work that is assigned, seldom completes the work on time, and gives little attention to classroom tasks.

Conference

One parent-teacher conference is required during the first semester.

Attendance

The report of attendance will be entered on the report form at the end of each semester as a cumulative total number of days absent during the semester.

Grades 3-6

Evaluation is based on evidence of the attainment of the instructional and performance objectives assigned the student in subjects other than art, music, and physical education. The following symbols and statements are used to report progress:

A   Outstanding level of performance
B   High level of performance
C   Satisfactory level of performance
D   Minimal level of performance
E   Unsatisfactory level of performance

Reading and Mathematics

In addition, progress in reading and mathematics is reported according to grade level, using the following symbols:

1. The student is performing above grade level.
2. The student is performing on grade level.
3. The student is performing below grade level.

Art, music, and physical education

O   Interest and effort are outstanding.
S   Interest and effort are satisfactory.
N   Interest and effort are needed.

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

Work Study Skills

A check (✓) in the appropriate place indicates the level of work study skills.

_____The student does the work that is assigned, is seldom late in completing work, and gives excellent attention to classroom tasks.

_____The student usually does the work that is assigned, usually completes the work on time, and gives attention to classroom tasks.

_____The student sometimes does the work that is assigned, seldom completes the work on time, and gives little attention to classroom tasks.

Conference

One parent-teacher conference is required during the first semester.

Attendance

The report of attendance will be entered on the report form at the end of each semester as a cumulative total number of days absent during the semester.

Grades 7-8

Evaluation is based on evidence of the attainment of the instructional and performance objectives assigned the student. The following symbols and statements are used to report progress:

A   Outstanding level of performance
B   High level of performance
C   Satisfactory level of performance
D   Minimal level of performance
E   Unsatisfactory level of performance
I   Incomplete - Due to extenuating circumstances, the student has been given an approved extension of time
W   Withdrawn with school approval in accordance with MCPS procedures

Work Study Habits

O   The student does the work that is assigned, is seldom late in completing work, and gives excellent attention to classroom tasks.
S   The student usually does the work that is assigned, usually completes the work on time, and gives attention to classroom tasks.
N   The student sometimes does the work that is assigned, seldom completes the work on time, and gives little attention to classroom tasks.

Grades 9-12

Evaluation is based on evidence of the attainment of the instructional and performance objectives for the subject. The following symbols and statements are used to report progress:

A   Outstanding level of performance
B   High level of performance
C   Satisfactory level of performance
D   Minimal level of performance
E   Unsatisfactory level of performance
Cr   The student is maintaining a level of performance that is acceptable for credit purposes.
NCr   The student's level of performance is unsatisfactory.
I   Incomplete - Due to extenuating circumstances, the student has been given an approved extension of time.
W   Withdrawn with school approval in accordance with MCPS procedures

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

Attendance

Attendance is recorded by class sections. The total days absent from each class is reported.

Credit–No Credit Courses

To be graduated, each student must have eighteen credits earned in grades 9–12 and evaluated under the standard MCPS procedures. Students entering grade 9 in September, 1975 or later must have twenty credits. *Credit–no credit* options apply only to credits earned in courses other than those specifically required by the State Department of Education or MCPS for graduation. Each student should plan his program for grades 9–12 with his counselor to determine the desirability of taking specific courses on a *credit–no credit* basis. The course work of the student who has the written permission of his parents may be evaluated on a *credit–no credit* basis subject to the conditions outlined below. The student and his parents should consider the student's academic interests and strengths, his career plans, and the entrance requirements of the colleges to which he may wish to apply for admission.

1. The decision to have evaluations reported on a *credit–no credit* basis must be made by the student with parental consent during the first three weeks of the course. This decision is to be considered final as of the last day of the first grading period for the course.

2. The *Cr* or *NCr* will be entered on both the student report form and the cumulative record form.

3. The minimum standard for a *Cr* grade will be achievement at the same level as for earning credit in any other course.

4. A student may have one *credit–no credit* option in grade 9, one in grade 10, two in grade 11, and three in grade 12.

5. Credits earned on a *credit–no credit* basis will not be included in computing grade point averages for determining class rank.

6. A student who receives approval for this option is required to meet all attendance and academic requirements for the course.

7. To comply with provision 3 above, the teacher will maintain the letter grade equivalent to the *credit–no credit* in his classroom grade book, which will be filed with the principal at the close of the school year as part of the final clearance. The grade book will be securely maintained for future reference in the event a *credit–no credit grade* must be substantiated or a student's record must be checked and evaluated by the principal in terms of requirements for graduation. The grade book shall be considered the official record of the letter grade equivalent to the *credit–no credit* option.

DEFINITIONS

Instructional objectives are general statements of what the student should attain. These objectives are included in MCPS curriculum guides appropriate to the subject offering, grade, or age level, and represent the purposes of instruction appropriate for all students.

Performance objectives are specific statements of what the student should be able to do. These objectives are formulated by teachers to assist the student in the attainment of the instructional objectives in MCPS curriculum guides. Performance objectives are used for planning classroom instruction and are assigned based on a student's progress in the subject.

Assessment measures are indicators which are used to provide evidence of the attainment of instructional or performance objectives. The degree to which each student has attained these objectives is determined by performance on assessment measures. The nature and number of these measures necessary to demonstrate attainment are an integral part of evaluating student progress and are central to the teacher's instructional planning.

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

EVALUATION PRACTICES

Evaluation is based on performance on assessment measures identified for the objectives of the curriculum. The objectives that a student might be expected to attain during a reporting period will be considered when the assessment measures are assigned. All assessment measures for the objectives of the unit of instruction in the course will be considered when a letter grade is determined. At all grade levels, assessment activities selected by teachers for each objective will be used to establish standards of acceptable performance for students in their schools or departments.

Each teacher is charged with the responsibility for using valid and reliable evaluation procedures. Teachers should assess outcomes beyond the routine recall of facts. Teachers should have training in the kinds of assessment required for the objectives of the curriculum with which they are working. The professional staff should work together to develop common and fair standards for evaluating student work.

Grades should not be forced into a pattern of the normal frequency distribution or any other kind of rating scale or curve. When relatively large numbers of low letter grades are noted in the distribution of grades for a class group, the instructional program should be re-examined to find ways of improving the learning experiences of students who are not achieving.

Letter grades are not adjusted by personality factors, social achievement, or deportment. Such criteria as attention in class, submitting assigned work on time, and other work study habits are considered only as they are germane to the achievement of the defined objectives of the course or subject.

EVALUATION FEEDBACK

Student

Instructional objectives and assessment measures should be made clear to each student, and he should be given continuous feedback on the quality of his work. The purpose of such feedback should be to assist him in attaining each objective of the unit of instruction, not to tell him where he ranks in relation to others.

All quizzes, tests, and examinations will be evaluated and returned as soon as feasible and reviewed with the student before the next test is administered. Essays, papers, and long-term projects will be evaluated, returned, and reviewed with the student before the administration of a test that will cover the subject of that assignment.

Parent

Parents should be apprised of learning difficulties through the reporting system and by conferences as they may be needed. When the student is experiencing learning difficulties, the teacher should confer with the student in advance of the reporting period to bring about improvements and minimize the chances of a continuing problem. A conference with the parent is encouraged when there is a marked difference in student achievement from the previous reporting period, such as a decrease of more than one letter grade. Conferencing with parents is encouraged beyond the minimum conferencing provisions of this policy so that parents may be aware of the student's progress at all grade levels.

Interim Progress Report

Secondary schools that use a nine-week reporting system must also use an interim report form. This form must be sent to parents of each student who is in danger of failing or dropping more than one letter grade during the nine weeks. The form must be sent between the fourth and sixth weeks of each report period. MCPS Form 355-24, *Interim Progress Report*, is recommended.

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

FINAL EVALUATION ACTIVITY--GRADES 7 THROUGH 12

A final evaluation activity (e.g., a written examination, an oral examination, a term paper, a project, an oral presentation, or any other pertinent activity) is required in all courses or mini-courses, at their conclusion. The teacher will involve students in determining the type of final evaluation activity. This activity must be based on the objectives of the course. The final decision rests with the teacher.

The grade for the final evaluation activity is part of the grade for that marking period.

The semester grade is determined by averaging the grades of each marking period of the semester.

In grades 9-12, each semester average grade is determined independently. All grades except the semester average grades are used in determining the final average grade. For semester courses, the semester grade is the final grade.

When determining the semester or final grade, any average above midpoint receives the higher grade. If the average falls at the midpoint, the trend (student's progress during marking periods) is used to determine the grade unless the teacher and the principal concur that a grade other than that which the trend would indicate better represents the student's achievement.

If a student receives E's for two or more reporting periods in the second semester of a full-year course, he shall receive an E for the year. However, the principal and teacher may decide on the basis of evidence that the overall achievement of the student warrants his passing the course.

FORMS FOR REPORTING STUDENT PROGRESS

Listed below are the standard forms for reporting student progress.

Report to Parents on Student Progress in Kindergarten	MCPS Form 355-10
Report to Parents on Student Progress in Elementary Grades 1-2	MCPS Form 355-11
Report to Parents on Student Progress in Elementary Grades 3-6	MCPS Form 355-12
Report to Parents on Student Progress, Grades 7-8	MCPS Form 355-13
Report to Parents on Student Progress, Grades 9-12	MCPS Form 355-14
Report to Parents on Student Progress, Grades 9-12	MCPS Form 355-15
Report to Parents on Student Progress, Special Education Programs	MCPS Form 355-18
Report to Parents on Student Progress, Special Education Schools	MCPS Form 355-19
Report to Parents on Student Progress, Alternate Form, Grades 1-6	MCPS Form 355-20
Parent-Teacher Conference Form, Grades 1-6	MCPS Form 355-21
Interim Progress Report	MCPS Form 355-24

Special Education

A minimum of two parent-teacher conferences are provided each school year for all students enrolled in special education programs. A report form is used in conjunction with these conferences (MCPS Form 355-18).

Three special schools for the moderately retarded use an evaluation form which has been developed to parallel the curriculum guide (MCPS Form 355-19).

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

REPORTING ATTENDANCE

For students in grades K through 6, the number of days absent will be reported for each month. For students in grades 7 and 8, the number of days absent, the number of days present, and the number of times tardy will be reported for each month of the school year.

For students in grades 9 through 12, the number of periods absent from each class will be recorded for each subject for each reporting period. The letter grade and the number of periods absent will be recorded in the appropriate columns of the reporting form. The teacher is not required to make a distinction between excused and unexcused absences on the form.

REPORTING PERIODS

Narrative reports or checklists for kindergarten students will be issued at the end of the first semester and at the end of the year.

Four reports will be issued annually for students enrolled in grades 1 through 6 according to the established calendar for the school year. The grades for the year reported to parents on the June report are an average of the grades for the four reporting periods and will be recorded on the permanent record.

Students enrolled in grades 7 through 12 will be issued four or six reports annually according to the established calendar for the school year.

DEVELOPMENT OF ALTERNATE METHODS OF EVALUATING AND REPORTING STUDENT PROGRESS

If a faculty desires to use or develop an alternate method of evaluating and reporting student progress, the principal will submit a proposal to the area assistant superintendent which meets the following criteria:

1. There is evidence of adequate faculty and parent/student involvement. Examples of evidence include the number of meetings on the topic held by faculty, parents, and student; an attendance roster of those present at each meeting; a comparison of the number of parents present in relation to the number of parents of the school.

2. There is evidence that the proposed alternative has broad faculty and parent/student support. Examples of evidence include the number of teachers, students, and parents who voted to support the proposed alternate; the method used to obtain the evidence of support; the material that was sent to students and parents to indicate the nature of the proposed alternate.

3. There is evidence that the research literature related to the proposed method has been reviewed.

4. The proposed method states or refers to student instructional objectives which can be assessed reliably by teachers and are based on MCPS curriculum guides.

5. The advantages of the method are stated with reference to the MCPS policy on evaluating and reporting student progress. There is evidence that the effectiveness of the proposed alternate method can be evaluated during the two-year trial period. The evidence will be a list of anticipated student/parent behaviors and a plan for data collection and assessment.

6. The proposed method has been reviewed by the area director for instruction.

A committee consisting of the area assistant superintendent, director of pupil and program appraisal, and director of curriculum and instruction will review and approve requests for alternate methods of evaluating and reporting student progress. Proposals must be approved for initial use in September of any school year. For permanent use of an alternate method in a school, a reliable survey of opinion among parents and faculty will be made within two years of its installation, and the survey must show that the alternate method is preferred by the majority.

MONTGOMERY COUNTY PUBLIC SCHOOLS *(Continued)*

PARENT OPTION FOR REPORTING STUDENT PROGRESS--GRADES 3-12

At the request of a parent, letter grades will supersede any approved alternate method of reporting in grades 3 to 12 when requested at the beginning of the school year or the beginning of the second semester.

In elementary schools in which the methods outlined in this policy statement are in use, a parent may request to have his child's progress evaluated and reported by MCPS Alternate Form 355-20.

CONTINUED CONSIDERATION OF EVALUATION AND REPORTING PRACTICES

The professional staff shall continue to give sustained consideration to its present evaluation and reporting practices, and an annual report will be provided to the Board of Education.

EX3

PRINCETON CITY SCHOOLS (Cincinnati, Ohio)

437 - GRADING, PROMOTION, AND GRADUATION

The primary objective of reporting student progress in the Princeton City School District is to accurately inform the student and his parents of the student's progress toward established goals. In recognition of the fact that students learn at different rates for a variety of reasons, it is imperative that reasonable expectations be set for each student and that his parents be made aware of these expectations. Measurement of achievement must be based on reasonable expectations and on comparisons with typical standards of performance which are made on a district-wide basis. The district standards are set on the basis of sound learning theory and on national standards.

A secondary objective of reporting student progress is the establishment of a permanent written record of achievement for all students.

Goals shall be established against which student performance can be judged, and the building principal and teachers are accountable for the use of sound evidence and good judgment in evaluating progress toward these goals.

437.1 - GRADING GUIDELINES

The following general principles must be followed in evaluating and reporting student progress:

- 1. The concept of failure must be minimized. If a student has made reasonable progress, he should not be made to feel that he has failed.

- 2. The report shall be clear and understandable to students, parents, and others who must use the records.

- 3. A basic reporting system shall be uniform district-wide at the elementary level, at the junior high school level, and at the high school level.

- 4. The reporting system shall be recognized as an accurate report of academic achievement and shall not be a punitive or motivational tool.

- 5. The reporting system shall indicate to parents and students:

     - how well the student is performing, based on reasonable expectations.

     - how well the student is performing compared to his peers.

PRINCETON CITY SCHOOLS *(Continued)*

In keeping with these principles, the reporting system may include student-teacher conferences, parent-teacher conferences, and periodic written reports.

437.2 – PROGRESS REPORTING – PREKINDERGARTEN/KINDERGARTEN

The progress report for prekindergarten and kindergarten shall be as personal and individualized as possible and shall include the number of days present and absent for each student.

- 1. A written statement of the goals of prekindergarten/kindergarten shall be given to each parent at the beginning of the school year.

- 2. A regularly scheduled group parent-teacher meeting shall be held early in the school year in each elementary school having a kindergarten to explain the objectives.

- 3. A regularly scheduled individual parent-teacher conference shall be held near the conclusion of the first semester to report each student's progress toward the established goals.

- 4. A written report at the end of each semester shall be made for each student indicating the achievement objectives which have been reached.

437.3 – PROGRESS REPORTING – GRADES 1 THROUGH 6

Progress reporting in grades 1 through 6 shall include an indication of the instructional level at which the student is achieving and the quality of work being done at that level as well as the number of days present, absent, and tardy for each student. The term "instructional level" includes the definitions normally applied to the terms "grade level" or "age level." The major purpose is to help the student and his parents establish reasonable goals for a given instructional period and to keep them informed of progress toward those goals.

- 1. Group instructional level meetings shall be held in each elementary building early in the school year to explain the goals of that instructional level to the parents.

- 2. The division of staff and program development shall establish instructional level objectives for each of the grades 1 through 6 in each area for which evaluation is to be made.

- 3. Individual conferences shall be held between teachers and parents during the first semester to discuss the student's progress.

- 4. A written report shall be issued quarterly for each student indicating the approximate instructional level at which the student is achieving, the quality of work being done at that level, and any special needs the student may have.

- 5. Near the end of the school year, individual parent-teacher conferences shall be held to personally report the student's progress toward the established goals.

437.4 – PROGRESS REPORTING – GRADES 7 THROUGH 9

The reporting system for grades 7 through 9 shall continue to describe progress toward established goals as well as the days present, absent, and tardy for each student.

Inasmuch as Carnegie Units required for graduation begin to accumulate at grade 9, the rules governing the acquisition of credit which exist for grades 10 through 12 are also applicable for grade 9.

- 1. Written reports shall be sent to parents each quarter which will include a letter grade for each course, a statement of effort, and a need statement if appropriate.

48

- 2. The division of staff and program development shall establish instructional-level objectives for grades 7 through 9 in each area for which evaluation is to be made.

- 3. The letter system of grading, "A," "B," "C," "D," "F," shall be used with a letter grade being assigned for each course taken. The letter grade assigned must represent a combination of actual achievement and amount of growth, based on potential. Each teacher must learn what the achievement level is for each of his students, set standards which are reasonable, and assign letter grades based on those standards. The standards for an "A" or "B" should be challenging, but attainable, even for the students whose instructional level is low. A grade of "F" shall be assigned only to students who are making little or no progress based on their ability.

437.5 - PROGRESS REPORTING - GRADES 10 THROUGH 12

The reporting system for grades 10 through 12 shall continue to describe progress toward established goals as well as the days present, absent, and tardy for each student.

- 1. Written reports shall be sent to parents each quarter. The written report will include a letter grade for each course, a statement of effort, and a need statement if appropriate.

- 2. The letter system of grading "A," "B," "C," "D," "F," shall be used with one of these letter grades being assigned for each course. The letter grade assigned shall be based on the stated objectives of the course and the extent to which these objectives have been met.

- 3. The department chairman shall be accountable for his department's insuring that adequate course descriptions and objectives are established for each of its course offerings and setting standards for assignment of letter grades based on the objectives. The course descriptions and objectives must be approved by the building principals involved and the division of staff and program development. These objectives and standards shall be shared with the students at the beginning of each course.

- 4. Each teacher shall be accountable for the objectives and standards for each course he is teaching and shall interpret those objectives and standards to all of his students and parents.

- 5. In grades eleven and twelve, pass-fail options which encourage students to explore broader course offerings may be implemented at the discretion of the principal.

437.6 - LETTER GRADES DEFINED

The letter grades assigned to students in grades 7 through 12 shall be interpreted as follows:

"A" - outstanding progress or superior achievement

"B" - above-average progress or above-average achievement

"C" - normal progress or normal achievement

"D" - below-average progress or below-average achievement

"F" - little or no progress or unsatisfactory achievement

EX 4

WICHITA UNIFIED SCHOOL DISTRICT 259 (Wichita, Kansas)

PUPIL SERVICES DIVISION – GUIDANCE AND PUPIL EVALUATION

P5213.00   REPORT TO PARENTS ON PUPIL PROGRESS - ELEMENTARY AND SECONDARY BOARD POLICY:

EVALUATION OF PUPIL PROGRESS AND ACHIEVEMENT TO PUPILS AND PARENTS IS AN IMPORTANT
FUNCTION OF THE SCHOOL. A REPORT CARD FOR EACH CHILD WILL BE USED AS ONE METHOD OF
COMMUNICATION REGARDING PUPIL EVALUATION OR PROGRESS AND ACHIEVEMENT.

Administrative Implemental Procedures:

Elementary Level

1. The format of Report to Parents on Pupil Progress consists of a four-carbon report
   form. The pupil receives a separate report card each nine-week period. This report
   card is kept by the parent. The teacher retains the last carbon copy for the school
   record.

2. Elementary school teachers will prepare grade cards according to the time schedule
   on the official school calendar.

3. Pupils will receive report cards the first three reporting periods of the school year
   on the dates indicated by the official school calendar. The report card for the last
   reporting period for elementary pupils will be available on the last day of school at-
   tendance. (Director of Data Processing and Pupil Accounting Division will issue a
   bulletin explaining any change in procedure.)

4. The letter marks, A, B, C, D, and U, are restricted to the measurement of current
   academic achievement. The letter mark at the end of the school year reflects the cur-
   rent level of achievement as related to instructional objectives rather than the average
   of marks received throughout the year.

5. The number marks (1, 2, and 3) reflect the habits, skills, and attitudes which are sig-
   nificant and observable by the teachers. Such marks are not a part of the report on
   academic achievement. Explanation of letter marks are frequently found by examining
   this part of the report.

6. Academic Achievement and Personal-Social Development for first grade pupils will be
   reported using the number marks, 1, 2, 3, and 4.

7. Readiness Progress and Personal-Social Development for kindergarten pupils will be
   reported using the number marks, 1, 2, 3, and 4.

8. The specific habits, skills, and attitudes listed under each section are factors used
   by teachers to appraise the performance of the pupil. The items that are checked in-
   dicate the specific areas in which improvement is needed. The items that are not
   checked indicate positive, acceptable achievement or development.

9. Other methods may be used in reporting pupil progress to parents:

   a. The use of parent-teacher conferences and descriptive written reports are
      strongly encouraged.

   b. Unsatisfactory marks given at the regular nine weeks' reporting period should
      generally be preceded by a warning to parents, using the form titled "Teacher's
      Report to Parents."

10. A two-way communication, regardless of the method used, between the school and home
    should be of mutual concern to the child, parents, teacher, and principal.

WICHITA UNIFIED SCHOOL DISTRICT 259 *(Continued)*

11. Parents should be encouraged to visit their child's class at least once a year to become acquainted with the teacher and the principal.

12. An "informal note" with positive or negative pupil information for parents or guardians may be prepared and mailed to the home address whenever a professional employee believes , it advisable to do so.

13. Provision for Alternative Evaluation Plans at all Educational Levels--Innovative plans and deviations from standard evaluation and reporting procedures shall be submitted in written form well in advance of desired implementation and shall be reviewed by the Superintendent or his designee, the Director of Pupil Services, and the Coordinator of Pupil Evaluation. This includes both regular and special education programs.

Secondary Level

1. The format of the Report Card for secondary pupils consists of a three-carbon report form. The pupils receive a separate report card each nine-week period. This report card is printed in the Data Processing Center after the proper information has been recorded on the IBM cards.

2. Secondary teachers will prepare report cards and submit them to the principal according to the time schedule on the Board-Adopted School Calendar.

3. Pupils at the secondary school level will take report cards home for the first three reporting periods of the school year on the dates indicated on the Board-Adopted School Calendar. At the end of the school year, report cards will be sent by mail by the Friday of the following week.

4. The letter marks A, B, C, D, and F are restricted to the measurement of academic achievement. I may be used for a temporary incomplete status. W will be used for courses from which the pupil has withdrawn either passing or failing at the time of withdrawal.

5. Beginning with the 1976-77 school year, pupils will also be assessed in the area of effort expended. Each report card will contain information that reflects the results of such assessments made in each subject area by teachers.

6. Other methods may be used in reporting pupil progress to parents:

   a. Parent-teacher conferences and descriptive written reports are used. These conferences should be held during the teacher's planning-conference period.

   b. At the secondary level a report of pupils not making satisfactory progress will be mailed to parents or guardians three or four weeks before the end of any reporting period.

   c. A "positive failure" list on seniors only, if desired by the principal, will be submitted to the office two weeks before the end of any reporting period. Notices of failing grades will be mailed to parents of junior and senior high school pupils on or before the end of each semester. Unsatisfactory or failing marks given at the regular nine weeks' reporting period should generally be preceded by a written warning to parents, using the form titled "Teacher's Report to Parents" or "Report on Pupil Progress."

7. A two-way communication, regardless of the method used, between the school and home should be of mutual concern to the pupil, parents, teacher, and principal.

8. Provision for Alternative Evaluation Plans at all Educational Levels--Innovative plans and deviations from standard evaluation and reporting procedures shall be submitted in written form well in advance of desired implementation and shall be reviewed by the Superintendent or his designee, the Director of Pupil Services, and the Coordinator of Pupil Evaluation. This includes both regular and special education programs.

E X **5** HARDIN NORTHERN LOCAL SCHOOL DISTRICT (Dola, Ohio)

REPORTING TO PARENTS: GRADING AND PROMOTION

A prime requisite of measurement is that it should be objective and unbiased. Teaching and learning, however, are so complex and include so many elements for which there are no impersonal measures, as to defy measurement on a strictly scientific basis.

One of the most complex problems faced by school administrators and teachers is that of reporting adequately and fully the progress of pupils to parents. Reporting to parents gets its direction, as does our entire education program, from our American ideals and values. What the school reports, then, is directly related to what the school is trying to do for each child.

The teacher attempts to create the situation in the classroom which will be conducive to child growth and which will motivate the child to do the best he or she can in all areas of activity. Then, by consistent reasoning, the teacher reports the child's progress in those areas in terms of his or her known capacities.

Through cumulative and up-to-date test materials the teacher has a fair concept of what to expect from each pupil and is thus able to judge his or her day-by-day growth and progress.

Far more important than the written report is the Parent-Teacher Conference that will be scheduled at the end of the first grading period. At this conference, parent and teacher would talk about whether the child is a slow or fast learner, and why he or she seems emotionally insecure, or appears to lack energy. At the parent's request, the child's cumulative history would be discussed. The parent could see first hand the results of a Standardized series of mental maturity tests (not I.Q. scores), reading tests, achievement tests. The parent and teacher would observe test papers in academic subject matter which had been temporarily filed in a folder for this purpose. Together they would talk about the progress this child is making in terms of his or her capacity to learn. They would also talk about the report sent home to parents at intervals. The reporting medium then should include teacher-parent conferences as well as the report card.

The program of instruction determines largely the type of reporting system used by a given school. A teacher can't believe fully in the American ideal of respect for the worth and dignity of human personality and still subject all children in his or her class to the same regimented program. <u>Individual differences must be provided for</u>. <u>If the teacher attempts to adjust the program to the needs of the individual, he or she is truly concerned with child growth, and he or she will report accurately the growth of each child in terms of his capacity</u>. An eminent educator has said, "We should consider individual variation as precious because by this means society replenishes and refreshes itself." (Jennings)

In order to achieve as valid, reliable, and uniform marks as possible, the following policy is recommended:

1. If a child has been examined psychologically and seems to be a slow learner or a candidate for special education, his or her grades should be discussed each grading period with the administrator and the supervisor <u>before</u> being reported to parents. Passing grades <u>may not</u> be given <u>pupils eligible for special education</u> classes without specific permission. (Pupils are legally eligible for special education classes when their I.Q.'s on an individual psychological test fall below 80.) An <u>E</u> grade has been provided for children who are unable to meet academic requirements because of lack of ability. (Minimum academic requirements are spelled out in the Elementary Course of Study.)

2. Since the first few weeks of the first grade are a period of adjustment in which readiness for the year's work is built, a list of activities and a commentary on the pupil's participation are sent the parents at the end of the first four (4) weeks. The first grade report card is completed at the end of the first nine-week period. Ability in reading is the most important consideration. Failure in this area will retain a pupil in grades one through three. D's do not retain. Questionable cases of maturity and ability should be recognized by mid-year and referred

HARDIN NORTHERN LOCAL SCHOOL DISTRICT *(Continued)*

at that time for more intensive examination. It creates an extremely difficult situation if it is delayed until the end of the school year. Further, it causes a rather touchy public relations problem many times. Children with I.Q.'s below 80 on an individual psychological test rarely profit academically from retention. These pupils should be placed in a special education class. If no special class exists their <u>placement</u> should be discussed with the administrator and supervisor. Children with I.Q.'s from 80 through the low 90's or children who lack reading proficiency usually benefit most from retention at first grade level. (Refer to section 1.)

3. The first four weeks of second and third grades are spent in reviewing the preceding year's work. Consequently a check list and commentary are being used at the end of the first four weeks. The grade card is completed at the end of the first nine weeks.

4. In subsequent grading periods, the parents will be notified of failures and any pronounced drop in grades, at the end of four weeks of each grading period. (Forms will be provided.)

5. Grades recorded on the report card determine assignment. <u>Failure in reading in grades one through three or failure in two or more subjects in grades 4-6 is necessary if a pupil is to be assigned to the same grade level</u>. Teacher opinion is reflected in grading.

The report card is the one common means by which teachers communicate with parents. It should be sufficiently complete to give a fair picture of standing and progress. Grades should be based on concrete evidence and professional judgment. Diplomatic communication of pupil progress is a public relations tool which can affect public support of schools. Grief caused by failing marks which must be recorded in certain circumstances can be avoided by individual attention and assistance to pupils whose work points toward failure, and personal contact with parents as soon as difficulty is discovered. Most parents respond effectively and favorably; at least the teacher is free of the charge of unfairness.

When assignment to the same grade level is inevitable, parents should know the decision before report cards are distributed for the final time. The final decision rests with the administrator as to assignment.

6. Absence, if sufficient to cause failure, should show clearly by grades that it has affected the pupil's work enough to warrant assignment to the same grade level. <u>Assignment to a higher grade level should be considered in those cases where it is clearly evident</u>:

    a. That the pupil will not benefit from remaining at his present grade level.

    b. That the pupil is definitely overage and a social misfit.

    c. That no special class exists to which this child could be assigned.

Complete reports of the pupil's functioning achievement level, materials successfully used, and anecdotal comments should accompany this pupil.

7. Averaging grades - Each grading period will count 40%; the semester exam 20%. The following grading system to be used: (Grades 2-12)

        A = 92 - 100   Excellent
        B = 83 - 91   Above Average
        C = 74 - 82   Average
        D = 65 - 73   Below Average
        E = Student achieving at ability, but not passing
        F = Below 65   Failing

All failing grades are to indicate the "F" and numerical grade on the report card. <u>The plus and minus may not be used</u>.

8. Passing means satisfactory completion of a unit of work. Therefore, an incomplete (Inc.) should be recorded for those pupils and a subsequent denial of credit, if the work is not completed. It is recommended that all incompletes be entered in pencil, in order that the proper grade may be recorded when completed. The amount of time allowed to erase "incompletes" varies

HARDIN NORTHERN LOCAL SCHOOL DISTRICT *(Continued)*

with different schools. It is recommended that under normal circumstances, incompletes should not be allowed to exist longer than a reasonable period, prolonged illnesses and other acceptable excuses excepted.

GUIDELINES AND PROCEDURES
FOR REPORTING PUPIL PROGRESS

E
X **6**

KANAWHA COUNTY SCHOOLS (Charleston, West Virginia)

(SOURCE: *Report Forms and Parent Conferences, 1975-76.* Charleston, West Virginia: Kanawha County Schools, 1975.)

PROGRESS REPORTING

More than a decade ago, the Kanawha County School System had its first experience with the Continuous Progress Organization. These experiences have evolved into a plan which requires that curriculum be adjusted to the individual learning pattern of each student, thus providing for the independent movement of every student in the school program.

The Continuous Progress Plan provides the opportunity for continuous success, the elimination of failing, a good self-concept and a positive attitude toward learning. Evaluation becomes more meaningful for all concerned (the child, parent, and teacher) through the report form and implementation of the parent-teacher conference.

The Kanawha County Board of Education requested that a committee comprised of teachers, principals, and county office personnel study and revise the present procedure used for reporting student progress to parents in the Kanawha County Schools. The purpose of doing the study was to design a reporting form which would be more informative in reporting both student progress and performance to parents.

The Board approved the new reporting system at the October 1975 meeting which will be used for the 1975-76 school year in all elementary schools. The report form will be sent home at the end of the first semester, January, and at the end of the second semester, June. In addition to the reporting period there will be two parent-teacher conferences scheduled at the end of the first and third nine weeks.

There will be a separate report form for *kindergarten, primary,* and *intermediate* levels. Skill sheets have been revised in Language Arts and Mathematics to be used as a part of the Parent-Teacher Conferences.

The following pages have been prepared as a guide to aid you in pupil evaluation throughout the year. This material should be followed closely in order to have a more uniform reporting system (report form and conference) throughout Kanawha County Schools. . . .

KANAWHA COUNTY SCHOOLS *(Continued)*

EXAMPLE - LEFT SIDE OF PRIMARY REPORT FORM

PERSONAL GROWTH

Personal growth as observed by staff and student.

Satisfactory ☑   Needs to Improve ☒

WORK HABITS

	1	2
Accepts responsibility		
Completes work		
Does work neatly		
Listens attentively		
Follows directions		
Works well independently		
Is creative and resourceful in use of time and materials		

SOCIAL ATTITUDES

	1	2
Accepts and respects authority		
Works and plays well with others		
Practices self-discipline		
Shows a good attitude toward school		

FURTHER EXPLANATION OF ABOVE MARKINGS:

First Semester _____

_____

Second Semester _____

_____

EXPLANATION OF LEFT SIDE OF PRIMARY REPORT CARD

Each work habit and social attitude is to be marked with a ☑ or ☒ . The evaluation of the work habits and attitudes is based on teacher observations in varied situations; however, it becomes more effective if the student is included in a pupil-teacher conference when the teacher is marking the report form. Habits and attitudes generally reflect the student's feelings toward his or her entire school environment.

The lines provided at the bottom of the page, by semesters, are to be used for an additional comment or explanation for suggested improvement.

TEACHER NOTES

KANAWHA COUNTY SCHOOLS *(Continued)*

EXAMPLE - RIGHT SIDE OF PRIMARY REPORT FORM

NAME _____

GROWTH IN SCHOOL SUBJECTS

Year in School   1   2   3
              1   2   3   4

Each bar graph ⬚⬚⬚ shows the student's placement in Reading/
Language Arts and Mathematics.

The following symbols show the student's performance at his or her place-
ment level:

☑ Satisfactory   ☒ Needs Improvement   ☐ Blank denotes
                                                   Skill not
                                                   taught

The following letters show the quality of performance:

     A - Accelerated performance   S - Satisfactory
     C - Commendable performance   N - Needs improvement

READING/LANGUAGE ARTS   K   1   2   3   4   Performance   Quality
                                                 1   2   1   2

	Performance 1	Performance 2	Quality 1	Quality 2
READING				
Word Attack Skills				
Comprehension				
Study Skills				
LANGUAGE SKILLS				
Oral Communication				
Written Communication				
SPELLING				
HANDWRITING				
Directed				
Other Work				

MATHEMATICS   K   1   2   3   4

	Performance 1	Performance 2	Quality 1	Quality 2
MATHEMATICS				
Basic understanding				
Computation				
Application				
SOCIAL STUDIES				
Understanding				
Application				
SCIENCE AND HEALTH				
Basic understanding of scientific facts				
Application in daily living				
PHYSICAL EDUCATION				
Participates in physical activities				
Development of skills				
MUSIC				
ART				

KANAWHA COUNTY SCHOOLS *(Continued)*

EXPLANATION OF RIGHT SIDE OF PRIMARY REPORT FORM

Year in school   1   2   ③

> The classroom level at which the student is formally enrolled on the teacher's register should be circled. Thus, a child enrolled in third level has the number 3 circled. It does not mean the number of years a child has attended school.

Bar Graph

> The bar graph shows the student's placement in Language Arts and Mathematics at the end of each reporting period. Thus, a student who is halfway through the second year materials would have his or her report form marked as follows:

> The arrow indicates the materials covered in the previous year or years. The shaded area, <u>blue</u> indicates his/her progress during the first semester; <u>red</u> indicates his/her progress during second semester.

> Placement should be made through teacher's estimation of material covered in relation to long-range planning.

Performance Symbols   ☑   ☒   ☐

> The two symbols ☑ or ☒ show the student's individual performance (in relation to himself/herself) at the place-ment level where the student is working. A blank ☐ symbol denotes that a skill has not been taught.

Quality Symbols   Ⓐ , Ⓒ , Ⓢ , Ⓝ
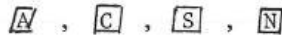
> These letters A, C, S, N indicate the quality of perform-ance as shown by the symbols ☑ or ☒ based on his/her placement level.

> The symbol Ⓐ indicates that a student is achieving, com-mensurate to his or her ability, at a level beyond the majority of his or her class. (There may be few or no students receiving this symbol in an average classroom.)

> The symbol Ⓒ indicates that the quality of the student's work is commendable based on his or her ability and performance in relation to his or her placement in the classroom. (For a child to receive a C the quality of performance must be above average based on individual ability.) . . . .

PARENT-TEACHER CONFERENCE

The most effective means of pupil evaluation and reporting to parents is the parent-teacher conference.

Each child has a different background - family, neighborhood, religion, social and economic - therefore, both parents and teachers have a common goal to help the child.

KANAWHA COUNTY SCHOOLS *(Continued)*

Many teachers and parents are apprehensive about conferences. If we are worried and fearful about those first meetings with parents, remember the parents feel dubious and nervous about the meeting too. They come to school with mixed emotions. Many of them have a hard time saying what they really think and feel, are extremely defensive, and feel ill at ease and inadequate when talking to the figure of authority - the teacher. The following suggestions have proved successful in easing strain on parents and in building real communication between parent and teacher.

1. Provide a relaxed atmosphere away from the teacher's desk (symbol of authority).

2. Decide in advance what is to be discussed during the conference.

   Have available:
   Conference Check List
   Progress Report Form
   Daily Papers
   Current Tests
   Skill Sheets (Language Arts - Mathematics)
   Test Record
   Pupil Folder

3. Show parents ways they can help their child overcome his or her learning problems.

4. Be willing to agree with parents whenever possible. When the answer must be "No" take a long time to say it, and say it softly, without hostility.

5. Listen with enthusiasm. Try not to argue if a parent is upset. Control your facial expression of disapproval or anger. Your emotional reactions may be getting a message across in an unspoken way.

6. Gear the talk to the parent's interest and avoid pedagogic terminology at all cost. At the same time don't talk down to parents.

7. Don't let comments or comparisons of other children creep into the conversation.

8. Provide parents with one-action step - one thing they can do at home to help their child overcome a particular problem you have been discussing.

9. Begin and end the conference with a positive and encouraging comment about the child and his or her school activities.

10. Don't forget the follow-up. The first step is to write down the list of what was discussed, so you won't forget it when writing the student's next report form or when preparing for the next parent conference.

KANAWHA COUNTY SCHOOLS *(Continued)*

' EXAMPLE OF TEACHER'S CONFERENCE CHECK LIST

TEACHER'S CONFERENCE CHECK LIST

Name of Student _____ Date _____

Notes to be helpful for individual conference:

Personal Growth   Growth in School Subjects

__Accepts responsibility   __Reading
__Shows a good attitude toward school   __Spelling
__Works well independently   __English
__Listens and follows directions   __Handwriting
__Uses free time wisely   __Social Studies
__Completes work accurately   __Music
__Works up to potential   __Art
__Respects right of others   __Physical Education
                                             __Mathematics
                                             __Science

Additional notes _____

_____

_____

School _____

PARENT TEACHER CONFERENCE CHECK LIST

The Parent Teacher Conference is scheduled for our school on

_____ from _____ to _____.

Please check the following areas that you would like to discuss with your child's teachers.

WORK HABITS   GROWTH IN SCHOOL

__Accepts responsibility   __Language Arts (Reading, English,
__Works well in group   Spelling, and Writing)
__Follows through in planned
    activities   __Mathematics
__Works well independently   __Science
__Listens and follows directions   __Social Studies
__Uses free time wisely   __Music
__Completes work accurately   __Art
__Works up to potential   __Health
                                             __Physical Education

KANAWHA COUNTY SCHOOLS *(Continued)*

PARENT TEACHER CONFERENCE CHECK LIST *(Continued)*

Additional Notes: _____

_____

Student's Name _____

Parent's Name _____

* Desired Conference Time

1st Choice   _____
2nd Choice   _____

*We will make every attempt to adhere to your choice of conference time.

Parent, please return this form to your child's school immediately....

EX 7

PORTAGE PUBLIC SCHOOLS (Portage, Michigan)

(SOURCE: *Report Card Handbook: Grades 1-6.* Portage, Michigan: Portage Public Schools, May 1970; revised December 1976.)

TABLE OF CONTENTS

(Only sections I and II-A are reproduced here.)

PORTAGE PUBLIC SCHOOLS *(Continued)*

PART I

BACKGROUND INFORMATION

The Reporting to Parents Committee worked with the entire staff to develop a report card that is superior to the card developed in the 1950's. The staff was sampled by a questionnaire in the school year 1967-68. The results indicated two important things: (a) teachers were dissatisfied with the report cards and desired a new report card, (b) teachers favored evaluation without using letter grades.

The committee examined report cards from eighty school districts. These sample cards provided ideas which were presented to the staff. After many meetings and much sampling of opinion from the staff, the committee developed three different cards: one for first grade; one for second and third grades; and one for fourth, fifth and sixth grades. These cards were submitted to the elementary staff at large through their building representatives. Ninety-four percent of the first, second and third grade teachers were in agreement with the proposed cards. The upper elementary card, while it was generally accepted as superior to the one now being used (84%), had areas which caused some dissatisfaction. Late in the spring there were suggestions made to improve the card. These suggestions were submitted to the fourth, fifth and sixth grade teachers again through their building representatives, and areas of dissatisfaction were resolved.

During the summer of 1969 members of the committee met with parents. During these meetings the cards were presented and discussed in small informal sessions. Approximately sixty parents representing all eleven buildings attended three meetings to discuss the proposed cards. Invitations were sent to sixty couples or one hundred and twenty individuals whose names were supplied by the building principals. Comments concerning the proposed cards were very favorable.

In 1976, comments for improvement of the present card were received from teachers through their principals. Most of the changes made dealt with the fourth, fifth and sixth grade card. It was also decided to give parents definitions of the achievement terms used on the cards. These terms and definitions are the same as those that appear here in the handbook. Definitions for <u>Attitude and Habit</u> areas of the card are not included with the materials sent home to parents with the cards.

PART II

HINTS FOR USING CARD

During the spring of 1970 committee members met to clarify the different subtopics on the cards. In 1976, the cards were reviewed and some changes made.

The following clarification evolved after much discussion. This list is intended to help you with interpretation. Each sub-heading is accompanied by the statements.

PART II - A

FIRST GRADE

PROGRESSING ACCORDING TO ABILITY

This child is demonstrating, by attitude, habits, and achievements, that he/she has been doing all he/she is capable of, at this time, in the subject areas.

SHOWING IMPROVEMENT

The student is bettering the quality of his/her work.

HAVING DIFFICULTY

This is a definite problem area for the child. The child is having trouble understanding or performing.

PORTAGE PUBLIC SCHOOLS *(Continued)*

CAPABLE OF DOING BETTER

This child is demonstrating, by attitude, interest, habits, and achievements, that he/she has not been doing all he/she is capable of, at this time, in the subject areas.

NOTE: In all cases, the ability of the student must be considered the teacher's personal opinion. This opinion, hopefully, is arrived at through observation of the child's behavior. The behavior observed should be social and emotional as well as academic.

READING

UNDERSTANDS WHAT HE/SHE READS

Is able to retell the story or recall main points. Is able to put stories in sequential order.

IDENTIFIES NEW WORDS INDEPENDENTLY

Is able to figure out words without the constant aid of the teacher. This should be done by a combination of sounding words out, using the context and observing the pictures.

READS FOR PLEASURE

Shows interest in books by looking at them, or reading them in spare time, by choice. Uses library resources.

LANGUAGE ARTS

EXPRESSES ORAL IDEAS CLEARLY

This child speaks out so you can hear and decipher what is being said. Speaks in sentences. In discussions can express ideas with reasonable fluency. Has vocabulary adequate to express ideas. Can organize own thoughts.

HOLDS TO TOPIC UNDER DISCUSSION

Can stick to the topic and can organize thoughts.

EXPRESSES WRITTEN IDEAS CLEARLY

This child can express ideas in writing to convey thoughts in a logical manner. Uses language skills taught.

NOTE: Creativity can be mentioned in the comment space if desired.

DEVELOPING LISTENING SKILLS

Listens to explanations and directions. Follows group discussion and can respond to it.

NOTE: Use of structured listening materials may be used, such as *SRA Skill Builders, News Pilot Listening Tests*.

HANDWRITING

FORMS LETTERS CORRECTLY

Letters are formed in accordance with the adopted handwriting method. Forms letters without reversals. Uses proper lines and spaces.

SPACES LETTERS CORRECTLY

Spaces letters and words for easy legibility.

62

PORTAGE PUBLIC SCHOOLS *(Continued)*

HANDWRITING *(Continued)*

DISPLAYS NEATNESS

Everyday work is neatly written. There isn't retracing or erasing of letters or unnecessary marks on the paper.

MATH

UNDERSTANDS MATH TERMS PRESENTED

Understands math terms. Can see relationship between concrete objects and numbers. Can understand terms, such as +, -, etc.

KNOWS BASIC NUMBER FACTS PRESENTED

Is able to perform addition and subtraction problems with concrete objects.

SOLVES PROBLEMS ACCURATELY

Arrives at correct answers to problems.

WRITES NUMERALS CORRECTLY

Is able to form numerals properly and without reversals (backwards), in correct place.

REASONS IN PROBLEM SOLVING

Can see relationship of what happens in addition and subtraction problems to concrete objects.

Is not only able to solve the problems, but has an understanding of why that is the answer and how he/she arrived at it. There is a deeper understanding than just computation.

SOCIAL LIVING

CONTRIBUTES INFORMATION AND MATERIALS TO THE GROUP

The child shares outside information and materials with the group.

IS LEARNING ABOUT HIS/HER ENVIRONMENT

Is becoming aware of the life around him/her - his/her part in a community. Is aware of surroundings and how they affect him/her and others. Understands and uses vocabulary pertaining to the topics studied.

IS LEARNING ABOUT OTHER ENVIRONMENTS

Can compare life and activities of families from other environments with his family.

SCIENCE

CONTRIBUTES INFORMATION AND MATERIALS TO THE GROUP

Shows interest and shares outside information with the group.

IS GROWING IN SCIENTIFIC KNOWLEDGE

The student is learning new scientific facts as evidenced by discussions and classwork.

Is gaining an understanding of the currently accepted principles which rule the physical world.

PORTAGE PUBLIC SCHOOLS *(Continued)*

ATTITUDE AND HABITS

IS THOUGHTFUL OF THE RIGHTS AND FEELINGS OF OTHERS

Does he/she: Follow school rules?
                Call other children names?
                Respect other people's property?

WORKS WELL WITH CLASSMATES

Does he/she: Share equipment?
                Take turns?

PLAYS WELL WITH CLASSMATES

Does he/she: Share equipment?
                Take turns?

CLAIMS ONLY HIS/HER SHARE OF ATTENTION

Does he/she: Raise hand?
                Interrupt?
                Tend to be an overdependent child?
                Achieve without special attention?

SHOWS RESPECT FOR AUTHORITY

Does he/she: Show respect for adults? (parents, teachers, cafeteria and playground super-
                  visors, office personnel, etc.)
                Accept the rules that have been set up by other students?
                (safety patrol, student council, room rules)

SHOWS CARE FOR PERSONAL PROPERTY

Does he/she: Keep track of personal supplies? (lunch tickets, clothing, pencils, paste, etc.)
                Keep work area neat?

SHOWS CARE IN PERSONAL APPEARANCE

Does he/she: Show personal care during the school day?
                Wash when necessary?
                Maintain reasonable personal appearance?

NOTE: Poor hygiene from home situations to be taken care of by conference with parents.

FOLLOWS DIRECTIONS

Does he/she: (either as an individual or group member)
                Follow oral directions?
                Follow written directions?
                Remember directions?

FINISHES WORK ON TIME

Does he/she: Need extra time to finish work?
                Use time well?

DISPLAY CARE IN WRITTEN WORK

Does he/she: Display neatness?
                Turn in paper in reasonable condition?
                Doodle?

PORTAGE PUBLIC SCHOOLS *(Continued)*

ATTITUDES AND HABITS *(Continued)*

USES TIME TO ADVANTAGE

Does he/she: Begin work on time?
Find useful things to do?
Play with things in desk?
Daydream excessively?
Wander around?
Stick to task at hand?

ASSUMES RESPONSIBILITY FOR HIS/HER OWN WORK

Does he/she: Copy others?
Carry out assigned tasks (academic or non-academic) without being reminded?

LISTENS ATTENTIVELY

Does he/she: Pay attention in class?

ATTITUDES AND HABITS - Vertical

STEADY GROWTH

Showing consistent improvement as he/she matures.

CAPABLE OF DOING BETTER

Inconsistent, or is not improving as he/she matures.

EX 8

PUBLIC SCHOOLS OF HAMMOND (Hammond, Indiana)

(SOURCE: *Reporting Progress of Pupils: Elementary Schools.*
Hammond, Indiana: Public Schools of Hammond, October 1970.)

CONTENTS

SECTION ONE
(White Pages)

SECTION TWO
(Green Pages)

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

CONTENTS *(Continued)*

SECTION THREE
(Yellow Pages)

APPENDIX
(White Pages)

USING THE REPORT CARDS

Some Basic Ideas

Although much emphasis has been placed in our program on the use of reporting conferences to communicate children's progress, report cards also serve valid purposes. Both children and parents profit from a systematic written review of learning progress. The report cards identify the areas of growth and development which the school considers important for each child. In other words, the report cards reflect the objectives held by the school system. These instruments provide a means for a teacher to look at the overall educational program and to diagnose and evaluate each child as an individual in relation to these learning expectations.

The following ideas state some specific purposes of cards as an integral part of the educational program.

1. Report cards should be used to encourage each child to become aware of his/her progress and his/her need for continued growth. Throughout each school day, a teacher should guide individual children to assess the specific things they do well and the things which they can do better.

2. Report cards should provide an opportunity for encouragement and stimulation of all learners. This can be accomplished by a detailed analysis of each pupil's growth in terms of his/her ability. The standards for a child with much potential are naturally much higher than for a child who learns at a slower rate or who has a limited experience background.

3. Report cards should help teachers, children, and parents consider growth in all phases of development. In relation to subject areas, it points out to a child and to a parent the specific skills, appreciations, and knowledge which the school considers important.

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

For example, instead of a general marking for arithmetic, the attention of a child and parent is directed to progress being made in specific phases of the subject.

4. Report cards emphasize that the home and the school are partners in the process of helping children attain maximum growth. Written comments of teachers and parents provide an opportunity for an exchange of ideas relating to the growth and progress of a child.

5. Parents regard a report card as a record of a child's progress during any one school year and throughout his/her total school experience.

6. Report cards can be used as instruments to communicate information about a child's growth and progress from one teacher to another and to other professional staff members.

7. Basic information on report cards is recorded on a child's cumulative record. . . .

Suggestions and Directions for Writing Report Cards

| The writing |
| of comments |

Teacher comments: The comments written by teachers on a report card comprise a very essential part of the report to parents. Through comments the card becomes personalized and individualized for a particular child.

On the report card for elementary children there is space at the side of items for the teacher to make specific comments pertinent to particular phases of growth. Specific comments should also be used on the kindergarten card, except that the comments are not written next to particular items. An "R" indicates that a comment is written. Whenever the symbol "W" is used, a comment must be written for explanation.

Great care needs to be taken regarding the type of comments the teacher writes. Comments should be explicit and for the most part should be positive in tone. The results of a survey of parents during the process of revision indicated they felt that more specific comments regarding next steps in learning were essential. Therefore, since the report is for the benefit of the child and the parents, comments should be diagnostic and should indicate next steps in learning for the child.

Sometimes words or phrases are used as comments which could leave undesirable impressions. Two lists are presented below which might be helpful in making a choice of words.[6]

Expressions to Avoid	More Positive Expressions
Uncooperative	Should learn to work with others
Lazy	Is capable of doing better
Below average	Working at his/her own level
Stupid	Can use better judgment
Stubborn	Insists on having his/her own way
Sloppy	Could do neater work
Mean	Difficulty in getting along with others
Troublemaker	Seeks attention in inappropriate ways
Clumsy	Not physically well coordinated
Selfish	Seldom shares with others
Rude	Inconsiderate of others
Bashful	Reserved
Show-off	Tries to get attention

Parent comments: To make the reporting of progress a cooperative venture, parents are encouraged to write comments which will aid the teacher in understanding and guiding the child. During group conferences, and other possible times, teachers need to stress the importance and helpfulness of comments from parents on the report card. To stimulate parents to write comments, teachers might end their comments with some specific questions and ask that a written reply be returned.

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[6] National School Public Relations Association, *Conference Time for Teachers and Parents*, p. 13.

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

| Use of kindergarten cards | Page 1: The blanks on the front of the card are to be filled in. The school year should be indicated by the two calendar years in which the school year falls. |

Page 2: This page will be completed at the end of the third reporting period and at the close of the school year (end of fourth period).

The teacher is to assess each item listed and indicate in the appropriate column by a check mark whether this development is evidenced "Most of the time," "Some of the time," or "Not yet." A choice of the appropriate column will be based upon observation, a child's work, and anecdotal records. A teacher will need to use judgment in assessing whether the development is "Most of the time" or "Some of the time." The "Not yet" is to be used to indicate that the child has not developed to the point where growth can be reported. An "R" instead of a (✓) may be placed in any column. The "R" refers to a comment written on pages three and four. In the section, "Work Habits and Educational Readiness," a numeral is to be written after the items "Can count objects" and "Recognizes numerals."

Some blank lines are left for a teacher to write an item which describes growth in a particular area under any of the three headings. An item may be written in phrases which best describe a particular aspect of development and a check mark or "R" shown in the appropriate column.

Page 3: The child's first and last names are to be written in manuscript in the place so indicated at the top of the page.

Each item is to be marked in the appropriate column. Lines are left for teachers to insert items which describe other phases of development.

The teacher's comments may refer to items on pages 2 or 3 or may be general comments. The space on this page is for the third period.

Page 4: A place is available for parents to write comments related to the report made at the end of the third period.

Teachers will write comments in the space allowed which refer to the items checked for the fourth report or comments which indicate overall growth, characteristics, or recommendations.

The attendance record is to be completed at the end of each reporting period. It is to be remembered, however, that the parents will not be given the report card for Periods One and Two. However, this information should be completed and can be used during conference periods during the first half of the school year.

When the card is issued at the third period, the teacher will check YES or NO to indicate whether a conference has been held.

The placement for the next year can be indicated as follows: Kindergarten, First Grade, room number, or an appropriate nongraded designation.

The date under the teacher's signature should be the last day of the school year.

| Use of elementary report card | Page 1: The blanks on the front of the card are to be filled in. The school year should be indicated by the two calendar years in which the school year falls. The placement refers to either grade level or a designation for nongraded organization. |

Page 2: Page 2 is to be completed by the end of the first reporting period or by the end of the second reporting period, depending upon when a reporting conference is held. Dates are to be inserted for the period. Each year the Elementary Department will issue a calendar of dates for reporting progress.

Teachers are to study the key to marking and use their best judgment for the use of these symbols to indicate growth and progress for the items listed under the major headings on this page.

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

"S" is used to designate strength and indicates continuous growth broadened by creative use of ideas, educational materials, or activities. A check mark (✓) designates steady and continuous growth. "W" designates weakness and improvement is urged for this item. IF "W" IS USED, A COMMENT IS TO BE WRITTEN. The "X" will be used for those items which do not represent the curriculum at a particular level. For example, "X" would be placed after cursive handwriting for children until such time when it has been taught. Additional symbols, such as plus or minus, are not to be used. Comments indicating strengths and weaknesses should be written instead of using these symbols.

Space is left for comments at the side of the items. These comments should be placed close to the items. . . .

Reading and arithmetic levels are reported only by conference during the first semester and thus are not indicated on page 2.

Page 3: The key to marking is identical to the key for page 2 except that "X" will not be used for any item. The teacher may write comments about items on the right-hand side.

Space is left at the end of the listing to insert items related to Attitudes, Behaviors, and Habits. These inserts may describe a phase of development and growth which the teacher feels is important to identify.

Space is left for teachers to write comments to the right of the listing. There is space below the line for parents to write comments to the teacher and a space for them to indicate convenient conference times if desired.

Page 4: Directions for completing the remainder of the page are identical with the directions for page 2 except reading and arithmetic levels will be reported. . . . The period of reporting for each child will be indicated by the beginning and ending dates for the third period.

Page 5: Directions for completing this page are identical with the directions for page 3.

Page 6: The school year should be indicated by the two calendar years in which the school year falls. This summary form is similar to the conference reporting form. However, the content of the comments will vary from the report of the conference. The comments used as a summary report should indicate overall growth and achievement during the school year. In a sense, this is a status report. Clues can also be given to the parents as to how a child can be helped during the summer months. The reading and arithmetic levels will not be reported on the End of Year Summary.

Page 7: Space on this page allows for additional comments throughout the year at the end of any one reporting period. It is not necessary that comments be written on this page for each reporting period. It is important that each comment be dated. If parents do not date comments, the date can be inserted after the card is returned to school.

Page 8: The attendance recorded is to be completed at the end of each reporting period. It is to be remembered, however, that parents will be given the report card only for either Period One or Two. Attendance information can be used during conference periods.

A check after YES or NO should be made to indicate whether a conference has been held. This should be checked no later than when the card is issued at the third period.

The date under the teacher's signature should be the last day of the school year.

The placement for the next school year can be indicated by grade level, a room number, or by a nongraded designation. The form for reporting the placement should be consistent throughout any one school. . . .

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

Evaluating and Communicating Children's Daily Progress

Children, of course, are at the heart of the learning program. Therefore, it is essential that they are the ones who should continuously be informed regarding their progress. In fact, this feedback to them is necessary if they are to take their next steps in learning. In other words, children need to be helped to understand their "state-of-learning."

Much exchange of information regarding a child's progress takes place on a daily basis. Through verbal comments, non-verbal expressions by the teacher, and interchange of ideas during learning experiences, children receive messages from the teacher as to how well they are doing. (The behavioral modification program offers techniques for positive reinforcement.)

Another avenue of communication to children regarding learning progress is through their daily written work. As teachers mark children's daily papers, messages should be written which tell a child how well he or she is doing and inform him or her as to the next steps of learning. Comments on papers can be general phrases such as "Good Work," "The best you've done so far," "Could this have been completed more neatly?" "Do you need more help?" "Let's talk about your paper today," "Keep up the good work." Also, specific comments should indicate to the child his or her mistakes and what he or she can do about them.

In areas such as spelling and arithmetic, there can be an indication of the number of items that were completed correctly compared to the total number of items. A child with real learning problems would rather hear, "Johnny, today you got four arithmetic problems correct. Yesterday you had only two correct answers!" instead of, "Johnny, you missed six problems today!" Accent the positive. The teacher also needs to re-evaluate the kind, level, and amount of assignments in relation to number of errors a child makes.

For many reasons it is imperative that letter grades or percentages not be used on children's written work. First of all, the marking of papers must be consistent with the total program of reporting progress. If letter grades and percentages are used, children and parents would naturally expect these symbols on the report cards. Also, the old argument that letter grades prepare a child for the realities of future school years is unrealistic in itself. A comment from the teacher, a simple word or two, or an indication of mistakes mean much more to a child than an ambiguous A, B, C, 85%, or 100%.

Teachers' records of progress for children should contain comments and running notes which will indicate what a child still needs to know as well as the number of correct and incorrect items. A loose-leaf notebook or a card file system may prove most convenient for the recording and filing of data and notes about a child's progress. This procedure places the teacher in much the same position as the family doctor.

Interpreting the Plan to the Children and Parents

Teachers recognize the need to help the children and parents understand the plan of reporting. Calling attention to the items on the written report of progress when daily evaluation of work is in progress will emphasize the items and help the children understand the things the teacher and the school believe are important.

It would be helpful to list the items under "Attitudes, Behaviors, and Habits" on charts to post in the classroom. These charts may be used for occasional group evaluation of growth in habits and attitudes.

It would also be helpful to list the items from the card in various subject areas as a means of emphasizing the important phases of growth for which each child should strive. This suggestion is more appropriate for children at upper primary or intermediate levels.

Group meetings of parents and individual parent-teacher conferences are essential in helping parents to understand the report cards. . . .

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

THE USE OF READING AND ARITHMETIC LEVELS

The following explanations for determining and marking reading and arithmetic levels on the report card and the conference report form are given so that there will be consistency in reporting the levels. The term "level" refers to the instructional level for a pupil.

The following factors should be used in determining the reading level. The level of textbook the child reads comfortably and successfully with no more than three to six recognition errors per one hundred words is one indication. The pupil will read fluently but will slow down when there are recognition and comprehension difficulties. Some repetitions and omissions may occur. The comprehension will be generally correct (seventy percent or above). Specific skill levels (such as indicated by the Barbe Skills Check List) will provide additional information, as will any available test data. THE TEACHER'S OVERALL JUDGMENT BASED ON USE OF SUCH DATA WILL THEN DETERMINE THE LEVEL.

Various factors will also be used in determining the arithmetic level. The skills presented in the basic program for each year as shown in the curriculum guide and textbooks will be basic. The textbook used for instruction will not necessarily determine the level. More important factors are: ability of the pupil to handle the various processes; his accuracy in using these processes; and the depth of his understanding of concepts. Available test data will contribute information also. THE TEACHER'S OVERALL JUDGMENT BASED ON USE OF SUCH DATA WILL THEN DETERMINE THE LEVEL.

The reading and arithmetic levels will be reported twice during the year. During the first semester, the levels will be reported only at the parent-teacher conferences. The levels will be reported on the report card only at the third period. On the conference form and report card, the following form is provided for marking of levels:

Reading   RR PP P 1 2 3 4 5 6 Above 6

Arithmetic   R 1 2 3 4 5 6 Above 6

In reference to the symbols for reading -- the RR is for Reading Readiness, PP for Pre-Primer, and the numerals for the year of reading level. In reference to the symbols for arithmetic, R is for Readiness and the numerals for the year of arithmetic level. To indicate beginning reading and arithmetic levels, the teacher will circle the RR and R. After the readiness levels, the teacher is expected to circle two levels in order to indicate the child's range in the many skills involved in these two areas. During the conference when the levels are communicated for the first time during the year, the teacher should help the parent become aware of this fact by explaining the child's progress in different skills. For example, in word attack skills, a child might be at a third-year level in use of phonetic clues and at a fourth-year level in use of context clues. Similar differences would be true in arithmetic. If the child's skills are 6 and above 6, both categories should be circled.

INTERPRETATION OF SUB-TOPICS ON THE ELEMENTARY REPORT CARD

In order to have a more uniform interpretation for the marking of items listed on the report card, sub-topics under each heading are described for teachers' reference. The description of each sub-topic is not intended to be comprehensive. Also, the descriptions are to be regarded as relative, since these must be considered in terms of a particular pupil's stage in learning. Teachers might wish to use some of these descriptive phrases as comments on the card to help parents understand strengths or weaknesses related to a pupil's learning. It is recognized, however, that many teachers will have other ways of describing the specific skills or learnings indicated by the items.

READING

Understands what he or she reads -- Remembers details, main ideas, sequence; understands characters; follows directions in both work-type materials and general reading materials.

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

READING *(Continued)*

Works out new words and their meanings --
New words: uses phonetic skills, structural analysis (endings, prefixes, etc.), configuration, context clues in both work-type materials and general reading materials.

Meanings: Uses context clues, synonyms, dictionary skills; understands figurative speech in both work-type materials and general reading materials.

Reads well aloud -- Uses good phrasing and expression; observes punctuation; has good voice quality.

Reads for enjoyment and information -- Actively seeks opportunities to read; reads trade books of literature and information; reads to solve problems and to answer questions.

LANGUAGE

Listens for information and directions -- Comprehends details, general significance, inferences, and directions in individual or group situations.

Expresses ideas well when speaking -- Uses standard sentence structure and standard usage; selects precise and appropriate vocabulary.

Speaks clearly -- Uses good enunciation, pronunciation, adequate volume.

Expresses ideas well when writing -- Uses standard sentence structure, standard usage, good vocabulary, correct punctuation, proper sequence of ideas.

Can locate and organize information -- Uses index, table of contents, and reference materials; uses skills of note-taking and outlining.

SPELLING

Spells correctly the words taught -- Learns and retains spelling of words taught; develops a sense of spelling patterns.

Spells correctly in written work -- Applies spelling patterns to new words; retains spelling of words taught in all language work.

HANDWRITING

Manuscript (good letter form and spacing) -- Forms letters correctly; uses proper spacing between letters and words; uses an appropriate size.

Cursive (good letter form and spacing) -- Forms letters correctly; uses proper spacing between letters, words, and sentences; uses an appropriate size.

ARITHMETIC

Learns skills taught -- Learns skills of place value, measurement, addition, subtraction, multiplication, and division.

Knows basic facts -- Knows facts well enough to use them readily in all processes.

Reasons well in problem solving -- Understands question(s) asked; selects needed facts; determines process(es) needed.

Works accurately -- self-explanatory. (Caution -- determine carefully whether a weakness is a result of inaccurate work, lack of knowledge of facts or basic skills, or inability to copy numerals correctly.)

PUBLIC SCHOOLS OF HAMMOND *(Continued)*

SOCIAL STUDIES, SCIENCE, HEALTH AND SAFETY (Points combined)

Takes part in discussions and activities -- Contributes thoughtfully to discussions; works cooperatively as leader and/or participant in projects; seeks information and clarification by use of questions.

Uses many sources of information -- Uses materials other than textbooks, such as newspapers, magazines, encyclopedias, audio-visual materials, resource people, community resources.

Looks for and uses reliable information -- Uses same sources as above. The sciences are more exact, however, and require authentic information. Thus, pupils need to question validity and authenticity of materials used.

Is developing understandings -- Uses specific facts to build towards larger ideas; is able to use known facts and ideas and relate them to new situations in order to form conclusions, make judgments, and develop new concepts.

Observes, investigates, experiments -- self-explanatory.

Practices health habits taught -- Has habits related to cleanliness, prevention of disease, nutrition, and posture.

Practices safety habits taught -- Has habits related to personal safety and safety of others on way to and from school, on the playground, in the classroom (including use of equipment).

MUSIC, ART, PHYSICAL EDUCATION -- Is developing skills, understandings, and appreciations in these areas.

ATTITUDES, BEHAVIORS, HABITS

Is attentive -- Pays attention when others are speaking in group or individual situations.

Follows directions promptly -- Begins a task immediately once directions are presented.

Does neat work -- Presents work that is legible, well-spaced, well-organized, and clean.

Takes care of materials -- Keeps materials well-organized for ready use; keeps desk orderly; disposes of trash properly; respects all school and personal property; uses materials economically.

Finishes work on time -- Completes work neatly and accurately in assigned time.

Works well independently -- Is self-directive; seeks to solve problems by thoughtful use of his own background and materials available; makes good use of free time.

Works well with others -- Assumes both leadership and participant roles; helps make and carry out plans; respects opinions of others.

Is considerate of others -- Respects rights and feelings of others; is not ego-centered; does not disturb others; is courteous.

Assumes responsibility -- Takes initiative for developing skills and knowledge; can be depended upon for consistent and proper behavior in any situation; carries out duties successfully; is reliable.

Obeys school rules -- Obeys rules established for the total school or by any teacher for carrying out the school program.

Respects proper authority -- Is courteous and considerate of instructional staff, non-instructional staff, and patrols; recognizes and follows directives given by people in these positions.

E
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HOUSTON INDEPENDENT SCHOOL DISTRICT (Houston, Texas)

(SOURCE: *Guide for Grading and Reporting to Parents: Secondary Level.*
Houston, Texas: Houston Independent School District, 1976.)

TABLE OF CONTENTS

DISTRICT POLICY ON GRADING AND PROMOTION

The policies of the Board of Education of the Houston Independent School District regarding grading and promotion are as follows:

630.00   Evaluation of Students

    Students shall be evaluated on a continuous basis in the most effective manner to determine the extent of their progress.

631.00   Kinds of Evaluation

    The evaluation process shall include the use of multiple techniques, such as informal tests, observations, standardized tests, and written and oral presentations.

632.00   Reporting to Parents

    Teachers in all schools shall report every six weeks the performance of students to their parents, using the approved marking system.

USING CONTENT OBJECTIVES AS STANDARDS OF ACHIEVEMENT
FOR GRADING AND REPORTING TO PARENTS

Curriculum bulletins that cover a specific content area include a statement of objectives for instruction in that content area. Most bulletins produced in the 1970's have objectives that are stated in terms of student performance; whereas, most bulletins produced in the 1960's generally have objectives that are stated in terms of teacher performance or the content to be taught.

Obviously, the objectives stated in terms of student performance will be more useful to the teacher for evaluating levels of pupil performance and assigning grade marks; however, the earlier forms of content or teaching objectives can also be utilized for evaluating levels of student achievement of the content taught.

HOUSTON INDEPENDENT SCHOOL DISTRICT *(Continued)*

These objectives provide a basis for teacher judgment concerning expectations of student perform-
ance in these courses. Individual students will perform at many different levels, and not all
students will perform all the objectives at a satisfactory level. The degree to which these
objectives are performed, and the number of objectives performed satisfactorily will provide a
basis for grading the students' performance. These objectives therefore should not be considered
minimum standards for grading, but rather the goals for instruction at a particular level in the
respective courses.

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PROCEDURES FOR EVALUATING AND REPORTING
STUDENT PROGRESS

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A. *Procedures for Evaluation of Pupil Performance*

    1.   The evaluation process shall include the use of multiple techniques, such as informal
tests, standardized and/or teacher-made tests, observation, and written and oral
presentation.

    2.   Under the quarter system, secondary school students will receive computer report cards at
six-weeks' reporting periods. This report card shall be signed by the parent and re-
turned to school as a means of reporting student progress and citizenship.

    3.   On the secondary report card, each student is graded on the subjects in which he or she
is actively enrolled.

B. *Description of Report Card Marks*

MARK		CRITERIA	PERCENTAGE
A	Thorough mastery of subject matter	As reflected in daily work, reports, tests, examinations, assignments, etc.	93 – 100
B	Above average, good consistent effort	As reflected in daily work, reports, tests, examinations, assignments, etc.	86 – 92
C	Average achievement	As reflected in daily work, reports, tests, examinations, assignments, etc.	78 – 85
D	Below average achievement	As reflected in daily work, reports, tests, examinations, assignments, etc.	70 – 77
F	Poor work, lack of comprehension	As reflected in daily work, reports, tests, examinations, assignments, etc.	Below 70
I	Incomplete	Incomplete performance of daily work, reports, tests, examinations, assignments, etc.	Work must be satisfactorily completed by end of next grading period before student is given a passing mark.

HOUSTON INDEPENDENT SCHOOL DISTRICT *(Continued)*

C. *Procedures for Assigning Report Card Marks*

1. Under no circumstances shall students grade test papers or record grades of other students.

2. All marks should be determined by regular attendance, by consistent daily preparation, by promptness in completing assignments, and by the quality of work done. In case of illness, a mark may be adjusted, provided the deficiency has been made up.

3. A student should be considered passing when the mark he or she received indicated a general level of acceptable achievement and a general pattern of acceptable responses. Careful consideration should be given all the work a student has done and the responses he or she had made so that no single factor will be the basis for deciding whether he or she should pass or fail. Failure on one test or failure to do one assigned task, such as a book report or notebook, should not be a sufficient basis for failure of the course or for a grading period except as that failure is indicative of a general pattern of performance.

4. Principals shall keep on file the final examination papers for nine weeks.

5. No marks will be changed unless an error has been made. The principal will determine from facts available whether such is the case. In case of illness, a mark may be adjusted provided the deficiency has been made up. All changes in marks must be approved by the principal.

6. Students with excused absences for more than half of a grading period shall receive an "incomplete" for that grading period.

7. A student receiving an "incomplete" for a grading period has until the end of the next grading period to convert the "incomplete" mark to an earned mark.

8. Students who present acceptable excuses for absence will be given the opportunity to make up missed assignments.

9. Students whose absences are excused but who fail to make up the work within a teacher-designated period of time will not receive credit for the work they have missed.

10. Students may repeat courses in summer school for the purpose of raising marks, but only the higher mark will be computed for grade average and credit. All marks earned on courses will be recorded on the permanent record card, except where a passing grade is raised by a subsequent grade earned and averaged for class rank.

D. *Grade Point Value of Marks in Major Work Classes*

Major Work classes will be graded on the same numerical value as regular classes, but a weighted scale of grade points will be authorized as listed.

1. Students taking Major Work classes are to receive a 20 percent bonus on grade points for a maximum of two Major Work courses per year from the tenth grade through the first half of the twelfth grade, at which time seniors are ranked. The maximum grade point earned is 4.0.

2. To determine the ranking of the senior class, the usual grade point scale will be utilized plus the addition of bonus points earned for Major Work courses.

3. No bonus points are to be allowed for any grade below a "B" in a Major Work course. A student who does not maintain a mark of at least "B" at the end of any six-week report period in a Major Work class is encouraged to return to a regular class in the particular subject area. If a "B" is not maintained at the end of the quarter, the student must return to a regular class in the particular subject area.

HOUSTON INDEPENDENT SCHOOL DISTRICT *(Continued)*

4. Marks in Major Work subjects will be recorded on teachers' grade cards, grade sheets, and permanent record cards with a special designation; for example, MW English 2, or MW Biology 1.

E. *Procedures for Determining Promotion or Retention*

1. Grades 7 and 8: Promotion for junior high school students in grades 7 and 8 in quarter system schools will be on grade points -- two grade points for the quarter will be considered passing provided the student passes the last six weeks -- thus an F and a C would be passing, or two D's would be passing. A student is advanced one grade for homeroom pupil-accounting purposes unless he or she fails more than two basic subjects. The student must repeat *only* the subjects failed.

2. Grades 9, 10, 11, and 12: A total of 2.5 points is required for passing a quarter course for credit. The quarter final examination will count 20 percent and each six-weeks' grade will count 40 percent of the quarter average. The total is arrived at by assigning full grade-point value to the six-week grades and one-half grade point value to the final examination grade. Grade point values are:

   A=4 points   B=3 points   C=2 points   D=1 point   F=0 points

3. Students classified as seniors will be exempt from the final examination in a subject if a B average is maintained in the subject for which the exemption is requested and the student meets all conduct and attendance requirements described in HISD Administrative Procedures, Section 654.000. The student must submit the proper exemption form during the eleventh week of the quarter.

4. Exemptions from final examination for senior students will be effective for all courses. A senior is defined as a student who has finished all the courses required in the junior year and who has earned 15 credits. The final examination grade will be the average of the two six-weeks' grades and must be gridded on the classroom grade sheet in order for proper credit to be reflected on the report cards and gummed labels. The final quarter average will be based on the two six-weeks' grades as follows:

   A - A = A;   A - B = B;   B - B = B;   C - A = B.

5. If a student desires to take the final examination for the purpose of raising his or her grade average he or she may do so. Parental permission in writing will be required for seniors to be exempt from final examinations.

6. To receive credit, a student must earn at least 50 percent on the final examination.

7. No second final examinations will be given. Examinations missed by a student because of his or her illness or death in the family may be given after school hours by special arrangements with the principal. The student's grade will be marked "incomplete" until the examination is taken.

8. Except in case of illness or death in the family, or authorized exemption for senior students in accordance with Section 654.000, a student who misses the final examination of any course in senior high school is automatically a failure in that course.

9. Students who drop courses after the fifth week will have an F recorded as far as computing class standing is concerned. However, in addition, a W should be written in the records to indicate that the student withdrew from the course. Students must be enrolled in school before the end of the first two weeks of a quarter in order to carry a full credit load for the quarter. Students entering more than two weeks late will not be permitted to take a subject for credit without the permission of the teacher and the approval of the principal.

10. Students transferring into the Houston school system and who are enrolled for two weeks or less in any six weeks' period of a quarter will be given the grade of the previous school for that grading period.

HOUSTON INDEPENDENT SCHOOL DISTRICT *(Continued)*

F. *Units Required for Entering Senior High School*

1. Effective with 1974-75 ninth grade classes, and advancing one grade per year, students are classified on the following basis:

Grade 10	5 units
Grade 11	10 units
Grade 12	15 units

All students should be reclassified annually according to this schedule and placed with the proper registration group with the following exception: a deficiency of 1/2 unit will not lower the classification at any time except for those students entering the first semester of their senior year.

2. A minimum of 5 units of credit is required for entry into senior high school. These units should include one complete unit of credit in English, one unit in mathematics (particularly necessary for students in related mathematics), and one unit in science, history, or an appropriate elective. Deficiencies, especially in English or mathematics, should be made up in summer school at the first opportunity in order that the student might be regularly classified.

In some cases, junior high school students will have fewer than 5 units but will have such a combination of units that a satisfactory program cannot be made for them in the junior high school. If these students can be given a better program in the senior high than in junior high, exceptions to this rule should be made at the discretion of the principals involved, keeping in mind the best interests of the student.

G. *Special Promotion from Junior High to Senior High*

A student who will be 17 years of age by September 1 is to be carefully considered for placement in senior high school, with concurrence of the sending and receiving principals, even though he or she may not have given evidence of being able to do satisfactorily the work in the tenth grade. Parent permission should be obtained for such placement; and it must be understood that when a student is thus placed in senior high school, he or she cannot advance to the next higher grade level until he or she has earned sufficient credits to be so classified.

H. *Procedures for Assigning Conduct Marks*

1. The conduct mark is given according to the following guidelines:

E - Excellent	The student is not only satisfactory in conduct, but has a positive, cooperative attitude characterizing a good citizen.
G - Good	The student's conduct is satisfactory.
P - Probationary	Conduct is not satisfactory; needs improvement.
U - Unsatisfactory	Before giving a U at the end of a grading period, the teacher should have conferred with the principal or assistant principal.

2. Conduct Average:

E - Conduct is E unless two marks lower than E are recorded.
G - Not more than one P and no lower grade, provided at least one G is also recorded.
P - Two or more P's and no lower grade.
U - Two or more U's.

HOUSTON INDEPENDENT SCHOOL DISTRICT *(Continued)*

3. The marks which result in lowering the student's conduct average must be given by two different teachers, in two different classes.

4. Any teacher who plans to issue a "U" in conduct should refer the student to the principal or assistant principal for administrative review. For each student so referred, a detailed discipline report should be prepared and signed by the assistant principal and teacher stating specific incidents and dates. If a conduct cut is given by the principal or assistant principal for disciplinary reasons, it shall become the six weeks' average, regardless of what conduct marks may have been assigned by individual classroom teachers.

5. A conduct mark, once given, cannot be changed on the permanent record unless it has been determined by the principal that a mistake was made in the original mark.

I. *Procedures for Parent-Teacher Communications and Conferences*

1. Teachers should communicate with parents at any time there is a clear indication of unsatisfactory work in school subjects, or in citizenship, or any indication that a student is not working up to capacity.

2. The teacher should notify the parents before a student is given a failing or unsatisfactory report card.

   a. The teacher may communicate with parents by telephone to inform them of the student's progress.

   b. The teacher may also use the "Report to Parent's" form to inform parents of a child's unsatisfactory progress. This form must be signed and returned to the teacher.

3. Parent conferences are encouraged as a supplement to the information given on the report card.

4. The purpose of a parent-teacher conference is to develop a mutual understanding of various aspects of the student's progress and to encourage cooperative planning toward effective solutions of problems which might exist.

5. The teacher's responsibility in parent-teacher conferences:

   a. The teacher should initiate a conference where a student is not progressing satisfactorily.

   b. The teacher should have samples of the student's work and the grade book available for review by teacher and parent.

   c. The teacher should be prepared to discuss the student's behavior patterns, and relate specific situations which have occurred.

   d. The teacher should be prepared to discuss the student's classroom participation.

   e. The teacher should be prepared to work with the parent to solve the problem.

REPORT CARDS AND PUPIL EVALUATION FORMS

A. KINDERGARTEN

E
X **10**

LEON COUNTY PUBLIC SCHOOLS (Tallahassee, Florida)

GROWTH REPORT

KINDERGARTEN

19_____ - 19_____

_____
SCHOOL

NAME_____

TEACHER_____

RECOMMENDED FOR_____YEAR_____

LEON COUNTY ELEMENTARY SCHOOLS
TALLAHASSEE, FLORIDA

Dear Parents,

Most children find their first year in public school a challenging adventure away from home. Your child will develop lasting attitudes through the many experiences provided in school, with teachers and classmates.

Effective education demands teamwork between those at home and at school. Our goal is to help your child realize his or her highest possible attainment and to develop attitudes and skills which will help him or her to cope with the problems which face young children, with poise, confidence and courage. We want and need your positive support as we work with your child.

The positive development of your child's mental, physical, emotional and social growth is our primary objective. We realize that each child is different and that each develops at a different rate. Our purpose is to provide experiences which will stimulate the best efforts of your child and bring about orderly development.

The Growth Report cannot give you information of every experience which your child has in school. A teacher's observation of your child's progress is one of the most effective measurements at the kindergarten level. Conferences with the teacher will help you to better understand your child's progress in school. Each child cannot be expected to have developed all of the social behaviors and skills he/she has been exposed to during the first five months of the school year. By the end of the school term, each child will have the opportunity to accomplish the behaviors and skills listed.

_____
Principal's Signature

LEON COUNTY PUBLIC SCHOOLS *(Continued)*

YOUR CHILD CAN:	1st				2nd				3rd				4th			
	Excellent Progress	Satisfactory	Improvement Needed	Skill not yet introduced	Excellent Progress	Satisfactory	Improvement Needed	Skill not yet introduced	Excellent Progress	Satisfactory	Improvement Needed	Skill not yet introduced	Excellent Progress	Satisfactory	Improvement Needed	Skill not yet introduced
Identify familiar objects																
Describe pictures																
Identify pictures that are alike																
Identify pictures that do not belong																
Identify missing parts																
Choose a likely ending to a story																
Tell if letters are the same or different																
Put things in the right order from memory																
Recognize familiar sounds																
Tell whether sounds are the same or different																
Tell whether words sound exactly the same or different																
Tell if words rhyme or do not rhyme																
Copy geometric shapes																
Copy numerals																
Copy letters																
Tell the names of different colors																
Make comparisons about length, age, weight and height																

	1st				2nd				3rd				4th			
Understand words that give direction , ie, up, down, left, right, etc.																
Recognize shapes which are alike but different in size																
Pick out a pattern within a group of patterns																
Identify equivalent and empty sets																
Match sets which have the same number of members																
Count up to ten the number of members in a set																
Identify fractional parts																
Identify an object that is in a stated ordinal position (1st, 2nd, etc.)																
Identify a clock face which gives the time asked for (in hours)																
Substract a smaller number from a larger number of objects																
Add two small sets of objects																
Measure a line with a measuring unit																
Use what he/she knows about objects to decide which is heavier or lighter																
Identify an open curve																
Identify pictures of workers named																
Identify a worker and the equipment he uses																
Recognize activities which might be dangerous																
Identify the best way to travel to do certain things																
Recognize the flag of the United States																
Identify common American coins																
Indicate most direct route on a simple map																
Participate in music activities																
Use various art materials																

E
X **11**   PASADENA UNIFIED SCHOOL DISTRICT (Pasadena, California)

PASADENA UNIFIED SCHOOL DISTRICT

PASADENA, CALIFORNIA

PROGRESS REPORT

KINDERGARTEN

We are happy to have your child as a pupil in the Pasadena Unified School District. The Board of Education and the employees of our school district are working together to provide the kinds of educational experience which will enable your child

- — to develop and master the basic skills
- — to establish good work habits
- — to explore and develop to the maximum, individual abilities, interests and creative talents
- — to grow in good health and physical well being
- — to develop good citizenship, self responsibility, helpfulness to others, and an appreciation of the moral and spiritual values.

We continually check children's progress in order to help them improve and we communicate their growth to you four times per year.

The first is the parent-teacher conference in which the teacher reports on your child's progress as an individual according to ability. It is a time for exchange of information about your child and for long-range home and school planning.

This Progress Report, used for the last three reporting periods, gives you the teacher's estimate of your child's progress in relationship to the range of achievement expected of all students at grade level.

Because the teacher and principal are vitally interested in your child's growth, development and academic progress, they hope that you will feel free to discusss any matter relating to your child's education. We all are constantly trying to improve cooperation and understanding between the home and school. This is essential if your child is to develop to the fullest.

Please feel free to contact the school or the Education Center if you have further questions.

USE OF THIS REPORT

This report is for you to use and to keep. You will receive an updated copy at each reporting period.

175-422 WSN 0554 H2829 Rev. 1-75

PUPIL_____

TEACHER_____

SCHOOL_____

GRADE_____YEAR_____

	SECOND REPORT			THIRD REPORT			FOURTH REPORT		
	Is doing very well	Is making satisfactory progress	Needs time or effort to develop	Is doing very well	Is making satisfactory progress	Needs time or effort to develop	Is doing very well	Is making satisfactory progress	Needs time or effort to develop
PROGRESS IN KNOWLEDGE AND SKILLS									
Speaks plainly									
Expresses ideas clearly									
Gains steadily in vocabulary									
Can identify names of letters									
Can identify sounds the letters represent									
Can recognize own name in print									
Uses numbers with understanding									
Discriminates between likes and differences in shapes, sizes, and amounts									
Recognizes and compares simple coins									
Knows how to count from zero to ten									
Can identify numerals out of order from zero to ten									
Grows in knowledge and understanding of school and community									
Shows interest in science found in everyday living									
Participates in art activities									
Grows in enjoying experimentation in art									
Develops visual awareness									
Knows colors									
Participates in music activities									
Listens and tries to sing on pitch									
Can print first name — according to manuscript printing guides									
Enjoys and participates in rhythm activities									
Demonstrates motor skill development									
Practices acceptable health habits at school									
Practices safety in work and play									

	SECOND REPORT			THIRD REPORT			FOURTH REPORT		
PROGRESS IN SCHOOL ADJUSTMENT	Is doing very well	Is making satisfactory progress	Needs time or effort to develop	Is doing very well	Is making satisfactory progress	Needs time or effort to develop	Is doing very well	Is making satisfactory progress	Needs time or effort to develop
WORK HABITS									
Listens attentively									
Follows directions									
Works independently									
Uses materials properly									
Makes good use of time									
Meets new situations with confidence									
Works and plays well with others									
CITIZENSHIP									
Accepts responsibility									
Respects authority									
Respects the rights of others									
EFFORT									
Tries to do his best									

RECORD OF ATTENDANCE

	1st & 2nd Report	Third Report	Fourth Report	Total For Year
Days present				
Days absent				
Times tardy				

Original Copy — School Copy, Second Copy — Parent's 4th Quarter Report, Third Copy — Parent's 3rd Quarter Report, Fourth Copy — Parent's 2nd Quarter Report

(Section on Teacher Comments follows.)

PASADENA UNIFIED SCHOOL DISTRICT *(Continued)*

CONFERENCE REPORT

Pasadena Unified School District
Pasadena, California

Name_____ School_____ Date_____ / _____ / _____

The purpose of the conference is to provide for personal and direct two-way communication between the home and the school. The school program is planned to promote growth in fundamental skills and knowledges, work habits, citizenship, and social adjustment.

SIGNIFICANT BEHAVIOR AND ATTITUDES (suggested areas: health adjustment to school, family and peer relationships, special interests, child's attitude toward school)

LIVING TOGETHER (suggested areas: participation in group activities, participation in clean up time, responds to suggestions and understands courtesy, personality traits and emotional attitudes such as shyness or aggressiveness)

LEARNING TOGETHER (suggested areas: participation in class activities, listening attentively, participation in group conversation, participation in music and art activities)

PARENT TEACHER PLANS

_____   _____
Signature of Teacher   Signature of Parent

EL PASO INDEPENDENT SCHOOL DISTRICT

KINDERGARTEN PROGRESS REPORT

REPORTE DE PROGRESO
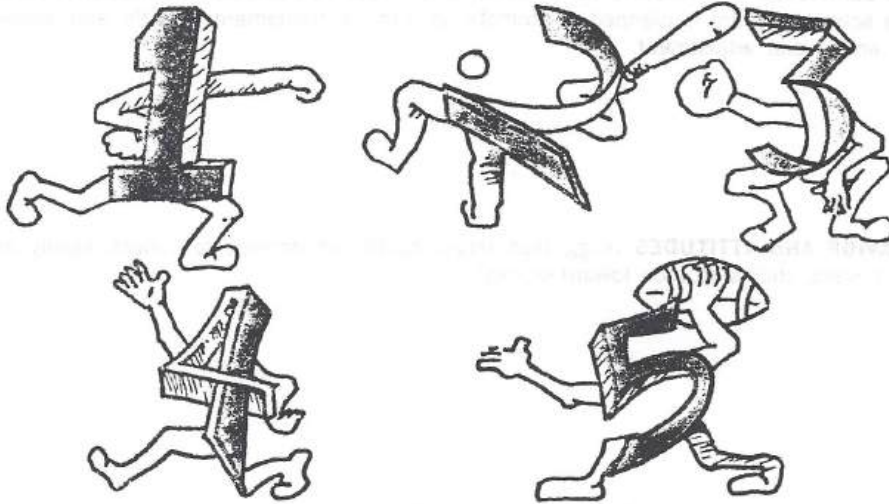
Name
Nombre _____

School
Escuela _____

Teacher
Maestra _____

Principal
Director _____

School Year
Año Escolar _____

Teacher Conference Period
Hora de conferencia de maestra _____

READING READINESS
APRENDIZAJE DE LA LECTURA

	1	2	3
Distinguishes differences in sounds *Distingue las diferencias entre sonidos*			
Enjoys looking at books *Le gusta ver libros*			
Enjoys listening to stories and nursery rhymes *Escucha cuentos y rimas infantiles con gusto*			
Participates in creative dramatics *Participa en dramatizaciones creativas*			
Is able to retell stories in sequence *Puede contar cuentos en orden sequencial*			

NUMBER READINESS
CONOCIMIENTOS DE LOS NUMEROS

	1	2	3
Counts with understanding *Cuenta objetos con conocimiento*			
Uses number skills in daily activities *Usa las destrezas numéricas en actividades diarias*			
Discriminates between same and different shapes and colors *Distingue entre formas y colores parecidos y disimilares*			
Is able to reproduce basic shapes *Puede reproducir las formas básicas*			
Recognizes differences in sizes and amounts *Reconoce las diferencias en tamaños y en cantidades*			
Recognizes numerals *Reconoce los numerales*			

SOCIAL STUDIES
EL ESTUDIO SOCIAL

	1	2	3
Takes part in large group activities *Participa en actividades con grupos grandes*			
Contributes ideas to group discussions *Contribuye a las discusiones del grupo*			
Has a growing understanding of his surroundings *Tiene conocimiento del medio ambiente que lo rodea*			

MUSIC
LA MUSICA

	1	2	3
Remembers words to songs *Recuerda la letra de las canciones*			
Enjoys listening to music *Disfruta de la música*			
Enjoys and participates in rhythms *Participa y gosa los ritmos*			
Enjoys and participates in dance and musical games *Le gusta participar en los bailes y juegos musicales*			

GROWTH IN KNOWLEDGE, SKILLS, AND UNDERSTANDING

PROGRESO EN CONOCIMIENTO, COMPRENSION Y DESTREZAS

LANGUAGE DEVELOPMENT
DESARROLLO DEL LENGUAJE

	1	2	3
Speaks distinctly so others can understand *Puede hablar claramente para que otros le entiendan*			
Relates ideas and experiences in complete sentences *Puede expresar sus ideas y experiencias en oraciones completas*			
Takes part in informal conversation *Participa en conversaciones informales*			

WRITING READINESS
APRESTO DE ESCRITURA

	1	2	3
Handles scissors correctly *Usa las tijeras correctamente*			
Demonstrates the ability to reproduce correctly the basic writing readiness strokes/*Demuestra la habilidad de reproducir correctamente las lineas básicas de apresto de escritura*			
Demonstrates adequate control of crayons and pencils *Demuestra el control adecuado al usar los colores y el lápiz*			

SCIENCE
LA CIENCIA

	1	2	3
Retains and applies vocabulary and concepts of science *Retiene y aplica el vocabulario y los conceptos de la ciencia*			
Shows curiosity about things: their origin and their use *Muestra curiosidad sobre los objetos; su origen y su uso*			
Develops simple observing skills *Desarrolla destrezas sencillas de observación*			

ART
EL ARTE

	1	2	3
Enjoys working with a variety of materials *Le gusta usar una variedad de materiales*			
Expresses his own ideas through creative art *Expresa sus ideas através del arte creativo*			

PERSONAL AND SOCIAL GROWTH
PROGRESO PERSONAL Y SOCIAL

SOCIAL ATTITUDES *ACTITUDES SOCIALES*	1	2	3
Adapts to new situations *Se adapta a situaciones nuevas*			
Uses self control *Muestra control sobre si mismo*			
Accepts and respects authority and follows rules *Acepta y respeta la autoridad y obedece las reglas*			
Shares and takes turns *Comparte y toma su turno*			
Accepts responsibility for own behavior *Acepta responsabilidad por su comportamiento*			
Listens while others talk *Escucha mientras otros hablan*			
Respects the rights and property of others *Respeta los derechos y la propiedad de otros*			

WORK HABITS *HABITOS DE TRABAJO*			
Works independently without disturbing others *Trabaja independientemente sin perturbar a los demás*			
Completes work begun *Termina su trabajo*			
Accepts responsibility for materials and clean up/*Acepta responsabilidad por los materiales escolares y por la limpieza del salón*			
Works to the best of his ability *Trabaja lo mejor que puede*			
Understands and follows directions *Comprende y sigue instrucciones*			

HEALTH AND SAFETY PRACTICES *PRACTICA DE LA SALUD Y SEGURIDAD* *(GENERAL O PERSONAL)*			
Takes care of personal belongings *Cuida sus posesiones personales*			
Takes care of personal needs *Cuida de sus necesidades personales*			
Understands and practices safety rules *Entiende y practica las reglas de seguridad*			
Keeps materials out of mouth *No se mete cosas en la boca*			
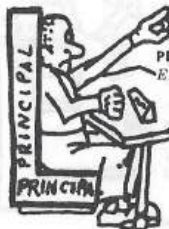
PHYSICAL EDUCATION *EDUCACION FISICA*			
Shows good sportsmanship *Demuestra buen espíritu deportivo*			
Has adequate coordination *Tiene coordinación adequada*			
Participates in group games *Participa en juegos con el grupo*			

Dear Parents,

In Kindergarten, your child will acquire social skills, knowledge, and physical skills.

Your child will learn these skills through play, educational games, and social interaction.

This report indicates your child's progress in school and will be sent to you three times a year.

We ask your cooperation in solving any problems that might arise during the year.

Your signature indicates that you have examined the teacher's evaluation of your child's progress.

Apreciables padres,

En kinder, su hijo adquirirá habilidades sociales, conocimientos académicos y habilidades físicas.

Su hijo desarrollará estas habilidades por medio del juego, del intercambio social y de juegos educativos.

Este reporte indica el progreso de su niño en la escuela y se mandará a casa tres veces por año.

Pedimos su cooperación para solucionar los problemas que puedan ocurrir durante el año.

Su firma, indicará que usted ha examinado la evaluación del progreso de su hijo por medio de la maestra.

ATTENDANCE/ASISTENCIA				
	1	2	3	Total
Days Present Días Presente				
Days Absent Días Ausente				
Date Entered Fecha de Entrada				

Teacher's Comment:
Comentarios de la maestra:

1. _____

2. _____

3. _____

G — **Very good**
Bueno

S — **Satisfactory**
Satisfactorio

H — **Help Needed**
Necesita ayuda

N — **Not yet evaluated**
No evaluado todavía

PARENTS' SIGNATURE/FIRMA DEL PADRE

First Report
Primer Reporte _____

Second Report
Segundo Reporte _____

Third Report
Tercer Reporte _____

Assignment for Next Year
Asignatura para el siguiente año _____

B. PRIMARY GRADES

VISALIA UNIFIED SCHOOL DISTRICT (Visalia, California)

VISALIA UNIFIED SCHOOL DISTRICT

315 East Acequia Street, Visalia, California 93277   Telephone (209) 733-1400

SUPERINTENDENT

ASST. SUPERINTENDENT
EDUCATIONAL SERVICES

ASST. SUPERINTENDENT
PERSONNEL SERVICES

February 21, 1977

ASST. SUPERINTENDENT
BUSINESS SERVICES

Dear Parents,

As the conclusion of the second reporting period, from November 22, 1976 to March 4,
1977 comes to a close, it is time for us to schedule a conference to report your child's
progress. Please be reminded that during the conference period (March 7th through
March 18th) we will have early dismissal as follows:

          Grades 1 - 3   Dismissal at 1:15 p.m.
          Grades 4 - 6   Dismissal at 2:00 p.m.

We have scheduled your conference for _____ on _____
                                              child   date

at _____ in _____ .
       time   room

We urge you to make every effort to keep this appointment. We especially encourage
fathers to participate because we know the conference can be of even greater value
with both parents present. We are looking forward to talking with you.

Cordially,

_____   _____
            Teacher   School phone number

- -

PLEASE CHECK ONE OF THE FOLLOWING, SIGN BELOW, AND RETURN THIS PORTION TOMORROW

     ( )   I will be there at the time indicated above.

     ( )   I am unable to come at the time reserved for me, and I will contact
           you on the possibility of another time.

                         Signed _____
                                            Parent/Guardian

_____

Child's name   School   Teacher   Room #

VISALIA UNIFIED SCHOOL DISTRICT *(Continued)*

VISALIA UNIFIED SCHOOL DISTRICT

315 East Acequia Street, Visalia, California 93277 Telephone (209) 733-1400

SUPERINTENDENT

February 21, 1977

Estimados Padres,

En la conclucion del periodo en el segundo reporte, Noviembre 22, 1976 a Marzo 4, 1977. Esta ya muy cercano, es tiempo para nosotros de fijar el dia y la hora para una conferencia en donde se le estara reportando del progreso de su hijo(a). Por favor recuerde que durante este periodo de conferencias (Marzo 7th a Marzo 18th) estaremos despidiendo temprano como sigue:

Grados 1 - 3	Se despiden a 1:15 P.M.
Grados 4 - 6	Se despiden a 2:00 P.M.

Itinerario para su conferencia de _____ en _____
                                          niño(a)   fecha

a _____ en _____
       hora   cuarto

Le recomendamos que ponga todo su empeño para guardar esta cita. Especialmente recomendamos a los padres a que vengan y participen, porque sabemos que la conferencia es de mas valor con ambos padres presentes. Estaremos mirando adelante para platicar con usted.

Cordialmente,

_____   _____
              Maestro   Numero de telefono en la escuela

- -

POR FAVOR MARQUE UNO DE LOS SIGUIENTES, FIRME ABAJO, Y REGRESE ESTA PORCION MAÑANA.

( ) Alli estare en el tiempo indicado arriba.

( ) No podre atender en el tiempo reservado para mi, me estare comunicando con usted para la posibilidad de otro tiempo.

Firma_____
                   Padre/Guardian

_____ _____ _____ _____
Nombre del niño(a)   Escuela   Maestro   Cuarto#

ASST. SUPERINTENDENT
EDUCATIONAL SERVICES

ASST. SUPERINTENDENT
PERSONNEL SERVICES

ASST. SUPERINTENDENT
BUSINESS SERVICES

PARENT - TEACHER CONFERENCE REPORT FORM

GRADES ☐1 ☐2 ☐3

STUDENT _____ TEACHER _____

SCHOOL _____ YEAR _____ TO _____

(✓) SATISFACTORY REPORT   (I) IMPROVEMENT NEEDED   ( ) NOT YET TAUGHT

FALL	SPR.	FINAL	READING
			VOCABULARY
			WORD ATTACK (STRUCTURE, SOUNDS)
			COMPREHENSION
			REFERENCE & STUDY SKILLS

COMMENTS:

FALL	SPR.	FINAL	ENGLISH & LANGUAGE DEVELOP.
			ORAL EXPRESSION
			PUNCTUATION
			WRITING SENTENCES
			CREATIVE WRITING

COMMENTS:

FALL	SPR.	FINAL	SPELLING
			WORD LIST TESTS
			SPELLING IN REGULAR CLASS WORK
			DICTATION SENTENCE TESTS

COMMENTS:

FALL	SPR.	FINAL	SCIENCE - HEALTH
			UNDERSTANDS BASIC CONCEPTS
			PARTICIPATION

COMMENTS:

FALL	SPR.	FINAL	MATH
			COUNTING
			READING & WRITING NUMERALS
			PLACE VALUE
			ADDITION
			SUBTRACTION
			MULTIPLICATION
			DIVISION
			MEASUREMENT
			TIME
			MONEY
			SPECIAL TOPICS

COMMENTS:

FALL	SPR.	FINAL	HANDWRITING
			LETTER FORMATION
			SPACING
			NEATNESS

COMMENTS:

FALL	SPR.	FINAL	PHYSICAL EDUCATION
			SKILLS
			ATTITUDE
			PARTICIPATION

COMMENTS:

FALL	SPR.	FINAL	SOCIAL SCIENCE
			UNDERSTANDS BASIC CONCEPTS
			UNDERSTANDS MULTICULTURAL CON.
			PARTICIPATION

COMMENTS:

FALL	SPR.	FINAL	FINE ARTS
			ART
			MUSIC

COMMENTS:

FALL	SPR.	FINAL	STUDY HABITS
			LISTENS
			FOLLOWS INSTRUCTIONS
			WORKS INDEPENDENTLY
			COMPLETES WORK ON TIME
			MAKES GOOD USE OF TIME
			DOES NEAT WORK
			READILY JOINS IN ALL CLASS ACTIVITY

COMMENTS:

FALL	SPR.	FINAL	CITIZENSHIP
			CLASSROOM BEHAVIOR
			PLAYGROUND BEHAVIOR
			RESPONSIBLE
			CONSIDERATE OF OTHERS
			RESPECTS AUTHORITY
			PUNCTUAL
			ATTENDANCE

COMMENTS:

TEACHER SIGNATURE: _____ / / _____ / / _____

PARENT SIGNATURE: _____ / / _____ / / _____

ASSIGNMENT FOR SEPT. 19 _____

FIRST REPORT

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

PROGRESS REPORT

Dear Parents:

This report indicates your child's growth and progress during this reporting period. We recognize limitations in trying to describe progress by means of check lists and through the use of symbols.

Children differ in interests, abilities, past experiences, and the rate at which they grow. We feel that you should not compare this report with those of other children, but that you should regard each child as an individual.

We know that you are interested in your child's development as a good citizen; therefore, we are including a report on his attendance and an assessment of his work habits and social behavior. His success may depend in large measure upon how well these traits are developed.

The report presents only a partial picture of what the school is attempting to do. A visit by you to the school would be helpful in further explaining your child's progress. A definite appointment at the end of the school day is suggested. In this way, teacher and parents may cooperate in helping the child make progress according to his ability.

Sincerely,

Superintendent

NAME_____ School Year 19___19___

GRADE_____SCHOOL_____

TEACHER_____Grade Placement for Next Year_____

DATE ENTERED_____DATE LEFT_____

WINSTON-SALEM/FORSYTH COUNTY SCHOOLS

PROGRESS REPORT

GRADE ONE

Individual Growth and Development

For each item below a number rating indicates your child's progress in relation to his <u>ability</u> and <u>effort</u> as determined by teacher observation of his work, his work habits, and his attitudes.

CODE: 1 – Very Good   2 – Satisfactory   3 – Having Difficulty

READING LEVELS

	2	3	4
Readiness			
Pre-Primer			
Primer			
First Reader			

READING

Knows letters and sounds			
Understands what he reads			
Reads well orally			
Uses word attack skills			
Works independently			

WRITING

Forms letters and numerals well			
Uses correct size and spacing			
Does neat work			

NUMBER WORK

Knows number facts and processes			
Works with accuracy			

REV. 7-71

PERSONAL AND SOCIAL DEVELOPMENT

WORK HABITS

	2	3	4
Listens and follows directions			
Begins and finishes work on time			
Uses materials wisely			
Takes pride in doing well			

SOCIAL DEVELOPMENT

Respects and obeys school rules			
Listens without interrupting			
Avoids disturbing others			
Assumes responsibilities			
Gets along with others			

YOUR CHILD SHOWS SPECIAL INTEREST AND CREATIVITY IN AREAS MARKED (✔)

Art			
Music			
Stories and Poetry			
Science			
Social Studies			
Physical Education			

CHILD'S PROGRESS IN RELATION TO WORK AT GRADE LEVEL

	2nd Period			3rd Period			4th Period		
	Above Average	Average	Below Average	Above Average	Average	Below Average	Above Average	Average	Below Average
READING									

ATTENDANCE RECORD

The days absent include ALL days absent for the school year to date.

	2nd Period	3rd Period	4th Period
Total Days Absent			

E
X **15**   GOVERNOR MIFFLIN SCHOOL DISTRICT (Shillington, Pennsylvania)

GOVERNOR MIFFLIN SCHOOL DISTRICT

ELEMENTARY SCHOOL PROGRESS REPORT TO PARENTS

, Superintendent   , Director of Elementary Education

Dear Parents:

Studies in child development indicate that children grow, develop, and mature at different rates. Each elementary teacher, therefore, each year finds himself with a group of children at many different levels of growth and development. It is indeed a great challenge for the teacher to recognize each child as a special individual, find out where he is in the various phases of his development, and successfully guide him forward.

As you examine this report note that the reading level for your child is indicated for each marking period. Letter grades in reading indicate progress in reading at the level of the child's reading instruction. All other letter grades are based upon the level of expectation or standard for the grade level. **Check marks (✓) are important as they indicate where improvement is needed.**

Communication between the parent and teacher is extremely important. It is helpful for the teacher to know as much as possible about each child. Likewise, it is equally important for you to understand the teacher's expectations and the goals of the school program. Written comments should be freely used to exchange ideas and a conference should be arranged whenever either parent or teacher feels this would be helpful. **Parents are urged to take advantage of parent-teacher conferences at least once a year and as frequently as needed or desired.**

A feature of this new reporting procedure is that you need not return the report to the school. **Please sign and return the envelope to the school within five days of its receipt.** Requests for a conference may be indicated by simply checking the request for conference box.

Any questions, suggestions or comments should be written on the parent comment sheet and returned in the envelope.

Sincerely yours,

Superintendent

GOVERNOR MIFFLIN ELEMENTARY SCHOOLS - GRADE TWO

NAME_____ SCHOOL YEAR_____

SCHOOL_____ TEACHER_____

DAYS ABSENT TO DATE				

READING LEVEL

EXPLANATION OF SYMBOLS

A - VERY GOOD
B - GOOD
C - AVERAGE
D - BELOW AVERAGE
F - UNSATISFACTORY

✓ INDICATES NEED FOR IMPROVEMENT.

NO CHECK MARK INDICATES SATISFACTORY DEVELOPMENT.

X INDICATES READING LEVEL	1	2	3	4
PRIMER				
FIRST READER				
SECOND READER - LEVEL 1				
SECOND READER - LEVEL 2				
THIRD READER - LEVEL 1				
THIRD READER - LEVEL 2				
FOURTH READER - LEVEL 1				
FOURTH READER - LEVEL 2				

ART, MUSIC, POETRY, AND PHYSICAL EDUCATION PLAY A VERY IMPORTANT ROLE IN A CHILD'S NORMAL DEVELOPMENT AND ARE AN INTEGRAL PART OF HIS EDUCATION. NO ATTEMPT IS MADE TO ASSIGN LETTER GRADES IN THESE AREAS.

	1	2	3	4
READING (BASED ON CHILD'S READING LEVEL)				
WORD RECOGNITION				
WORKS OUT NEW WORDS FOR HIMSELF				
READS SILENTLY WITH UNDERSTANDING				
READS WELL ALOUD				
WORKS WELL ON INDIVIDUAL ASSIGNMENTS				
LANGUAGE DEVELOPMENT	✕	✕	✕	✕
LISTENS ATTENTIVELY				
SPEAKS IN SENTENCES				
EXPRESSES IDEAS WELL IN WRITING				
USES GOOD WRITTEN FORM				
HANDWRITING	✕	✕	✕	✕
FORMS LETTERS AND NUMERALS CORRECTLY				
WRITES LEGIBLY AND NEAT AT ALL TIMES				
SPELLING				
LEARNS ASSIGNED WORDS				
APPLIES SKILLS TO WRITTEN WORK				
MATHEMATICS				
UNDERSTANDS MEANING OF NUMBERS AND SYMBOLS				
KNOWS BASIC FACTS AND SKILLS				
CAN SOLVE THOUGHT PROBLEMS				
WORKS ACCURATELY				

	1	2	3	4
PERSONAL AND SOCIAL GROWTH	✕	✕	✕	✕
FOLLOWS DIRECTIONS				
LISTENS TO OTHERS WITHOUT INTERRUPTING				
STARTS AND COMPLETES WORK ON TIME				
TAKES CARE OF MATERIALS				
PUTS FORTH BEST EFFORT				
SHOWS SELF-CONFIDENCE				
WORKS AND PLAYS WELL WITH OTHERS				
RESPECTS AUTHORITY AND OBEYS RULES				
PRACTICES GOOD HEALTH HABITS				

ASSIGNED TO GRADE_____

X INDICATES PUPIL HAS NOT SHOWN SUFFICIENT PROGRESS TO PERMIT PROMOTION UNLESS IMPROVEMENT IS MADE.

	2	3	4

TEACHER'S COMMENT:

C. UPPER ELEMENTARY GRADES

E
X **16** ANN ARBOR PUBLIC SCHOOLS (Ann Arbor, Michigan)

CONFERENCE AND PLANNING RECORD

_____ School

Ann Arbor Public Schools

Child's Name _____

Grade _____   Teacher _____

Parents who participated in planning _____

Fall Conference Plans   Date _____

Other Conferences   Date _____

ANN ARBOR PUBLIC SCHOOLS *(Continued)*

ANN ARBOR PUBLIC SCHOOLS

REPORT TO PARENTS
LEVELS THREE AND FOUR

CHILD'S NAME _____ DATE _____ GRADE _____

TEACHER _____ SCHOOL _____

This report is based on the teacher's observations of your child's daily work in the classroom. The assessment is made in terms of each child's individual development, not on a comparison to other children.

Your may keep this report. We hope you will feel free to ask for additional information or clarification.

LANGUAGE ARTS

The Language Arts program is planned to build individual listening, speaking, reading and writing skills.

	Usually does this well	Satisfactory	Can do this with teacher assistance	Improvement needed	Does not apply at this time	COMMENTS
Listening and Speaking						
Follows oral directions.						
Expresses ideas clearly in speaking.						
Listens to others in discussions.						
Gives an organized oral report.						
Writing						
Forms letters correctly.						
Writes neatly and legibly.						
Uses correct punctuation and capitalization.						
Uses basic sentence structure correctly.						
Expresses original ideas in writing.						
Writes reports, using own words to describe the main ideas.						
Reading						
Uses appropriate word attack skills.						
Understands materials read.						
Uses study skills with written material.						
Reads a wide variety of books.						
Reads well orally.						
Spelling						
Learns assigned words.						
Uses spelling skills in written work.						
Uses dictionary skills.						

MATHEMATICS

Emphasis is placed on learning basic facts and on maintaining skills, as well as on solving problems through independent thinking.

Knows basic facts needed for current work.					
Does daily work accurately.					
Does daily work independently.					
Solves word problems correctly.					

ANN ARBOR PUBLIC SCHOOLS *(Continued)*

REPORT TO PARENTS — **LEVELS THREE AND FOUR**   Page 2

CHILD'S NAME_____

SOCIAL STUDIES

In the social studies, each grade follows a theme, planned as part of a total program that has continuity from grade to grade.

COMMENTS

	Usually does this well	Satisfactory	Needs review to do this	Does not apply at this time
Understands the basic ideas.				
Uses map and globe skills which are part of this unit.				
Obtains information independently from books, discussions, pictures.				
Takes part constructively in discussions and activities.	yes	no		
Has completed an individual report on project.				

Units studied during this period:

SCIENCE

The elementary school science units are planned not only to help children learn information about the broad areas of life, physical and earth sciences, but to develop skills of logical thinking and problem solving.

	Usually does this well	Satisfactory	Needs review to do this	Does not apply at this time
Understands scientific concepts studied.				
Obtains, organizes and applies information from discussions, reading, observations and experiments.				
Takes part constructively in discussions and activities.	yes	no		
Has completed an individual experiment, report or project.				

Units studied during this period:

I have checked the scale below in relation to the amount of effort I have observed your child putting forth in meeting the weekly requirements of class work.

		Satisfactory		
1	2	3	4	5
Little effort	Below	Minimum requirement fulfilled	Above	Commendable effort

ANN ARBOR PUBLIC SCHOOLS
Ann Arbor, Michigan

GRADES 3-6

BEHAVIOR AND WORK HABITS EVALUATION

_____ Elementary School

Progress of: _____ Grade _____

Evaluated by: _____ Date _____

PERSONAL BEHAVIOR	Consistently does this well	Working to achieve this	Improvement needed	COMMENTS
Observes rules of school and classroom				
Follows through on commitments				
Accepts responsibility for own actions				
Uses self-control				
Responds positively to guidance				
GROUP BEHAVIOR				
Respects property of others				
Respects right of others to work undisturbed				
Is considerate of others' ideas, feelings, opinions				
Is courteous to children and adults				
Participates in group activities				
Contributes ideas in discussions				
Listens attentively				
WORK HABITS				
Follows directions				
Organizes time and materials				
Completes work in reasonable time				
Seeks help when needed				
Works for accuracy				
Puts forth best efforts				
Works well independently				
Has a positive attitude toward work				

	First	Second	Third	Final
Letter Grade				

	Almost Always	At Times	Seldom

Social Studies

1. Understands concepts presented
2. Organizes materials well in projects and reports

Letter Grade

Science

1. Has scientific curiosity
2. Grasps scientific concepts
3. Organizes materials well in projects and reports

Letter Grade

Art

1. Shows positive attitude
2. Indicates creative growth

Letter Grade

Music

1. Shows positive attitude

Letter Grade

Physical Education

1. Shows positive attitude

Instructional Level

LEVEL I   Above Average
LEVEL II   Average
LEVEL III   Below Average

Grade Key

A — Excellent   N.I. — Needs Improvement
B — Good   U — Unsatisfactory
C — Fair

Request For Conference

TERM I _____ TERM II _____ TERM III _____

Comment Area for Parents:

_____

_____

_____

Parent's Signature _____
Parent's Signature _____
Parent's Signature _____

E
X **17**

LOWELL PUBLIC SCHOOLS (Lowell, Massachusetts)

Lowell Public Schools
LOWELL, MASSACHUSETTS
Grades 4—5—6

NAME _____

SCHOOL _____

GRADE _____ TEACHER _____

To Parents:

This progress report indicates your child's progress both in relation to his/her own ability and that which is usually expected of a child in this grade. A report will be issued 4 times a year.

Superintendent of Schools

	First	Second	Third	Final
Letter Grade				

Reading (Instructional Level) —

	Almost Always	At Times	Seldom
1. Uses word attack skills			
2. Increases word vocabulary			
3. Reads with expression & fluency			
4. Comprehends material read			
5. Can use reference materials			
6. Does independent reading			

Letter Grade ___ ___ ___ ___

Language

	Almost Always	At Times	Seldom
1. Uses clear and distinct speech			
2. Expresses ideas well in writing			
3. Uses capitalization, punctuation well			
4. Uses good sentence structure			
5. Is creative in original writing			

Letter Grade ___ ___ ___ ___

Spelling

	Almost Always	At Times	Seldom
1. Learns assigned spelling			
2. Retains and applies assigned words in written work			

Letter Grade ___ ___ ___ ___

Handwriting

	Almost Always	At Times	Seldom
1. Forms letters/numbers correctly			
2. Writes neatly and legibly in all written work			

Letter Grade ___ ___ ___ ___

Math (Instructional Level) —

	Almost Always	At Times	Seldom
1. Understands the fundamental facts and processes			
2. Accurate in computation			
3. Computes with reasonable speed			
4. Able to solve problems			

	First	Second	Third	Final
Letter Grade				

Social Studies

	Almost Always	At Times	Seldom
1. Understands concepts presented			
2. Organizes materials well in projects and reports			

Letter Grade ___ ___ ___ ___

Science

	Almost Always	At Times	Seldom
1. Has scientific curiosity			
2. Grasps scientific concepts			
3. Organizes materials well in projects and reports			

Letter Grade ___ ___ ___ ___

Art

	Almost Always	At Times	Seldom
1. Shows positive attitude			
2. Indicates creative growth			

Letter Grade ___ ___ ___ ___

Music

	Almost Always	At Times	Seldom
1. Shows positive attitude			

Letter Grade ___ ___ ___ ___

Physical Education

	Almost Always	At Times	Seldom
1. Shows positive attitude			

Instructional Level

LEVEL I	Above Average
LEVEL II	Average
LEVEL III	Below Average

Grade Key

A	—	Excellent	N.I.	—	Needs Improvement
B	—	Good	U	—	Unsatisfactory
C	—	Fair			

Request For Conference

TERM I _____ TERM II _____ TERM III _____

Comment Area for Parents:

_____

_____

_____

Parent's Signature _____

Parent's Signature _____

To the Parents:

This card indicates to you the progress and development of your child.

Your child's success and happiness depends upon cooperation between home and school. You are invited at all times to visit the school and get acquainted with your child's teacher and the principal of the school.

Regular school attendance is very necessary. A day's absence is a distinct loss in any grade.

Please sign your name below. This will impress the child with your interest in his development.

Yours very truly,

_____
Supt. of Schools

Parent's Signature

1. _____

2. _____

3. _____

4. _____

ATTENDANCE REPORT

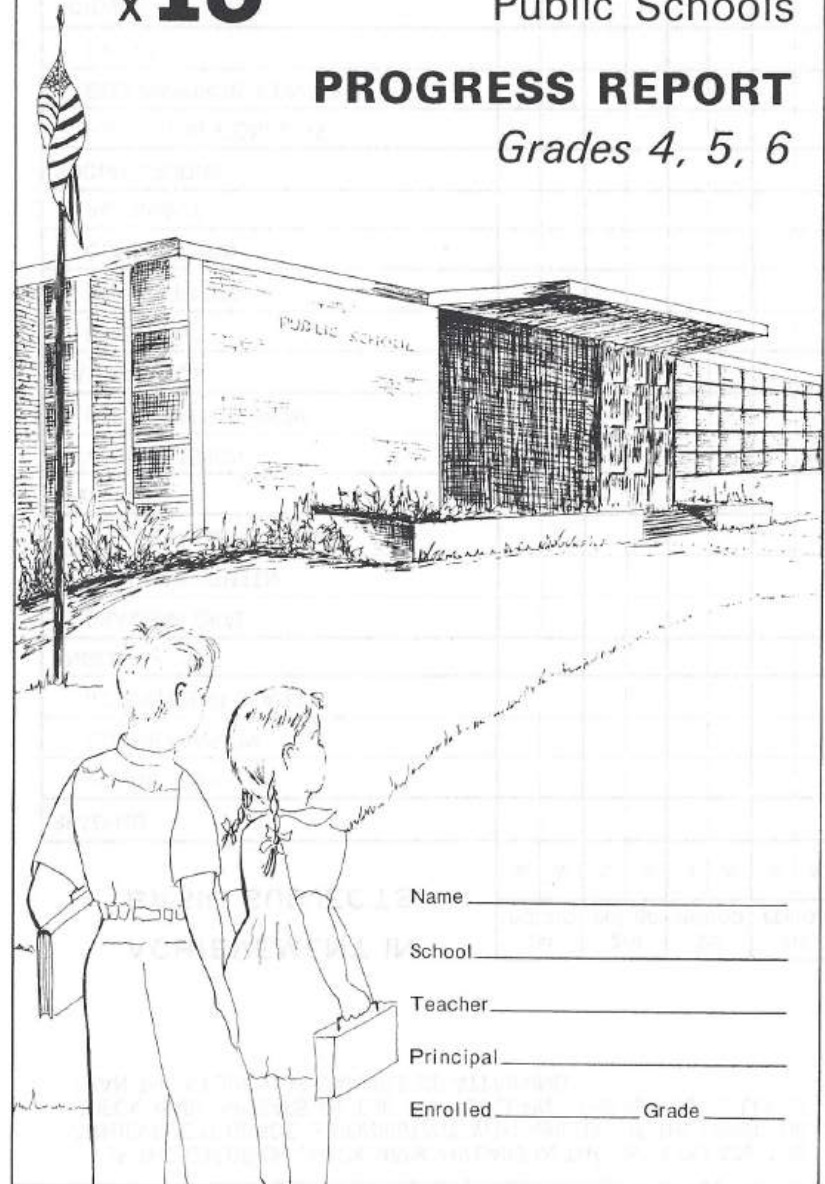|	1st 9 WEEKS	2nd 9 WEEKS	3rd 9 WEEKS	4th 9 WEEKS
DAYS PRESENT				
DAYS ABSENT				
TIMES TARDY				

Assigned _____ 19 _____

to Work in Grade _____

E
X **18**

Kansas City, Kansas
Public Schools

PROGRESS REPORT

Grades 4, 5, 6

Name _____

School _____

Teacher _____

Principal _____

Enrolled _____ Grade _____

EXPLANATION OF GRADES

1—EXCELLENT ACHIEVEMENT
2—ABOVE AVERAGE ACHIEVEMENT
3—AVERAGE ACHIEVEMENT
4—BELOW AVERAGE ACHIEVEMENT
5—UNSATISFACTORY ACHIEVEMENT
   (FAILING WORK)

S—SATISFACTORY PROGRESS
U—UNSATISFACTORY PROGRESS
N—NEEDS IMPROVEMENT

NAME _____ GRADE _____

IF THE GRADE OR CHECK MARK APPEARS IN THE "S" COLUMN, THE ACHIEVEMENT GRADE IS CONSISTENT WITH ABILITY. IF THE GRADE OR CHECK MARK APPEARS IN THE "N" COLUMN, THE GRADE IS LOWER THAN THE STUDENT IS CAPABLE OF ATTAINING.

REPORT PERIOD

HABITS AND ATTITUDES	1st PERIOD	2nd PERIOD	3rd PERIOD	4th PERIOD
GENERAL CONDUCT				
ACCEPTS RESPONSIBILITY				
RESPECTS RIGHTS OF OTHERS				
OBSERVES RULES AND REGULATIONS				
FOLLOWS DIRECTIONS				
WORKS WITH OTHERS				
WORKS WELL INDEPENDENTLY				
NEATNESS & ACCURACY				
MAKES GOOD USE OF TIME				

ACHIEVEMENT IN SPECIAL SUBJECTS

	1st	2nd	3rd	4th
ARTS AND CRAFTS				
HANDWRITING				
CLASSROOM MUSIC				
PHYSICAL EDUCATION AND HEALTH				
A "√" INDICATES A PARENT CONFERENCE IS DESIRED				

ACHIEVEMENT IN BASIC SUBJECTS

	1st PERIOD S	1st PERIOD N	2nd PERIOD S	2nd PERIOD N	3rd PERIOD S	3rd PERIOD N	4th PERIOD S	4th PERIOD N
READING								
VOCABULARY								
COMPREHENSION								
INDEPENDENT READING								
ENGLISH								
GRAMMAR ORAL								
GRAMMAR WRITTEN								
SPEAKING ABILITY								
SPELLING								
WEEKLY LESSON								
USE IN WRITTEN WORK								
MATHEMATICS								
REASONING								
NUMBER FACTS								
COMPUTATION								
ACCURACY								
SOCIAL STUDIES								
HISTORICAL CONCEPTS								
GEOGRAPHICAL CONCEPTS								
CIVICS								
SCIENCE								
CONCEPTS								
PARTICIPATION								
INTEREST								

D. JUNIOR HIGH/MIDDLE SCHOOLS

E X 19 SCHENECTADY CITY SCHOOL DISTRICT (Schenectady, New York)

MIDDLE SCHOOL PROGRESS REPORT CARD – GRADES 5–8
SCHENECTADY CITY SCHOOL DISTRICT
SCHENECTADY, NEW YORK

NAME _____ GRADE _____ HOMEROOM TEACHER _____ H.R. NO. _____

SCHOOL _____ YEAR _____ COUNSELOR _____

ACHIEVEMENT IN CONTENT AREAS

SUBJECT ▶	English	Social Studies	Math	Science	Foreign Lang.	Music	Art	Ind. Arts	Home Ec.	Phys. Educ.			Days Absent	½ Day Absent	Times Tardy
1st MARKING PERIOD															
2nd MARKING PERIOD															
3rd MARKING PERIOD															
4th MARKING PERIOD															
FINAL EXAM WHERE APPROP.													Total ▼	Total ▼	Total ▼
FINAL GRADE															

*SOCIAL ATTITUDES AND BEHAVIOR

WORKS AND STUDIES CONSTRUCTIVELY	2.														
	3.														
	4.														
TAKES PRIDE IN ACHIEVEMENT AND PROGRESS	2.														
	3.														
	4.														
USES TIME WISELY	2.														
	3.														
	4.														
RESPECTS OTHERS	2.														
	3.														
	4.														
WORKS WELL WITH OTHERS	2.														
	3.														
	4.														
TAKES CARE OF PERSONAL AND PUBLIC PROPERTY	2.														
	3.														
	4.														

* THE MARKING FOR SOCIAL ATTITUDES AND BEHAVIOR IS LEFT OUT DURING THE FIRST 10–WEEK PERIOD OF A COURSE, PROVIDING TIME FOR THE TEACHER TO BECOME MORE THOROUGHLY KNOWLEDGEABLE ABOUT THIS PUPIL'S SOCIAL ATTITUDES AND BEHAVIOR.

SCHENECTADY CITY SCHOOL DISTRICT *(Continued)*

TEACHER COMMENTS

1st

2nd

3rd

4th

MARKING KEY

ACHIEVEMENT IN CONTENT AREAS		SOCIAL ATTITUDES AND BEHAVIOR
A = OUTSTANDING	U = UNSATISFACTORY	O = OUTSTANDING
B = ABOVE AVERAGE	I = INCOMPLETE	S = SATISFACTORY
C = AVERAGE	M = MEDICAL EXCUSE	NI = NEEDS IMPROVEMENT
D = BELOW AVERAGE	W = WITHDRAWAL	CR = CONFERENCE REQUESTED

DAYTON PUBLIC SCHOOLS (Dayton, Ohio)

6-8

STUDENT NAME _____

SCHOOL _____ GRADE _____

TEACHER—ADVISOR _____

CONFERENCE REQUESTED 1 ☐ 2 ☐ 3 ☐ 4 ☐
(If checked, please contact teacher)

ATTENDANCE

	1	2	SEM	3	4	SEM
DAYS ABSENT:						
DAYS TARDY:						

WORK HABITS AND ATTITUDES

KEY: S — SATISFACTORY PROGRESS
I — IMPROVEMENT NEEDED
U — UNSATISFACTORY PROGRESS
— NO MARK INDICATES AREA NOT EVALUATED

DAYTON PUBLIC SCHOOLS
KEY TO YOUR CHILD'S FUTURE
EDUCATION

TEACHING STAFF:

PROGRESS IN RELATION TO CHILD'S ASSESSED ACADEMIC ABILITY

KEY: E = achievement beyond requirements
G = requirements met
S = requirements partially met
U = requirements NOT met
= NO MARK INDICATES AREA NOT EVALUATED

	EVIDENCES SELF-DISCIPLINE				RESPECTS RIGHTS OF OTHERS				COMES PREPARED FOR WORK			
	1	2	3	4	1	2	3	4	1	2	3	4
READING												
LANGUAGE ARTS												
SOCIAL STUDIES												
MATH												
SCIENCE CENTER												
ART												
MUSIC												
HOME ECONOMICS												
INDUSTRIAL ARTS												
PHYSICAL EDUCATION												

	1	2	3	4	LEVEL OF WORK
READING					
LANGUAGE ARTS					
SOCIAL STUDIES					
MATHEMATICS					
SCIENCE CENTER					
ART					
MUSIC					
HOME ECONOMICS					
INDUSTRIAL ARTS					
PHYSICAL EDUC					

**TEACHER COMMENT: PLEASE SEE OTHER SIDE OF THIS SHEET

E
X **21**

JEFFERSON COUNTY PUBLIC SCHOOLS
ERNEST C. GRAYSON, SUPERINTENDENT
(Louisville, Kentucky)
MIDDLE OR JUNIOR DIVISION
MID-QUARTER PROGRESS REPORT
197__-7__

_____   _____
PUPIL'S NAME   SCHOOL

NUMBER OF DAYS ABSENT_____   HOMEROOM_____

KEY TO PROGRESS: EVALUATION OF THE STUDENT'S PROGRESS IS BASED ON THE
ABILITY OF THE INDIVIDUAL.

OP - OUTSTANDING PROGRESS FOR THIS STUDENT   LP - LITTLE PROGRESS FOR THIS STUDENT
AP - APPROPRIATE PROGRESS FOR THIS STUDENT   NP - NO PROGRESS FOR THIS STUDENT

PERIOD 1 TEACHER_____ SUBJECT_____
PROGRESS FOR MID-QUARTER (6 weeks): ACADEMIC_____ CONDUCT_____
COMMENTS:_____
_____

PERIOD 2 TEACHER_____ SUBJECT_____
PROGRESS FOR MID-QUARTER (6 weeks): ACADEMIC_____ CONDUCT_____
COMMENTS:_____
_____

PERIOD 3 TEACHER_____ SUBJECT_____
PROGRESS FOR MID-QUARTER (6 weeks): ACADEMIC_____ CONDUCT_____
COMMENTS:_____
_____

PERIOD 4 TEACHER_____ SUBJECT_____
PROGRESS FOR MID-QUARTER (6 weeks): ACADEMIC_____ CONDUCT_____
COMMENTS:_____
_____

PERIOD 5 TEACHER_____ SUBJECT_____
PROGRESS FOR MID-QUARTER (6 weeks): ACADEMIC_____ CONDUCT_____
COMMENTS:_____
_____

PERIOD 6 TEACHER_____ SUBJECT_____
PROGRESS FOR MID-QUARTER (6 weeks): ACADEMIC_____ CONDUCT_____
COMMENTS:_____
_____

E. SENIOR HIGH SCHOOL

E
X **22** GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT
(Mays Landing, New Jersey)

___ ABSEGAMI **INTERIM PROGRESS REPORT** ___ OAKCREST

STUDENT'S NAME	GREATER EGG HARBOR REGIONAL	DATE				
SUBJECT	HIGH SCHOOL DISTRICT MAYS LANDING, N.J. 08330	TEACHER				
COUNSELOR	625-2242 646-1122	GRADE	9 10 11 12 (CIRCLE)			

NOTICE TO PARENTS

Should you have questions or need additional information regarding your child's report below, please contact the Guidance Department at the address or telephone number above.

CHECKLIST

1. ____ Is able to do better work.
2. ____ Does not always have proper attitude.
3. ____ Comes to class unprepared.
4. ____ Unsatisfactory conduct.
5. ____ Is frequently inattentive.

6. ____ Work missed and not made up.
7. ____ Is too frequently absent.
8. ____ Shows improvement.
9. ____ Parent conference requested.
0. ____ _____

---

white copy - parent   green copy - counselor   yellow copy - teacher

GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT *(Continued)*

ABSEGAMI HIGH SCHOOL
MAYS LANDING, NEW JERSEY
PHONES: 646-1122   625-2242

REPORT CARD

STUDENTS NAME, NUMBER & ADDRESS	GR	HR	DATE

TO PARENT OR GUARDIAN:
This report card is your record of the student's achievement in school work. Please give it careful consideration. Teachers and counselors will be happy to discuss the student's progress with you. If a conference is desired, please call the student personnel office to arrange an appointment.

Teacher Comments: If no numbers are printed in Comments Column below, generally satisfactory progress and/or average attitudes are apparent.

1 -   IS ABLE TO DO BETTER WORK
2 -   DOES NOT ALWAYS HAVE THE PROPER ATTITUDE
3 -   COMES TO CLASS UNPREPARED
4 -   UNSATISFACTORY CONDUCT
5 -   IS FREQUENTLY INATTENTIVE
6 -   WORK MISSED AND NOT MADE UP
7 -   IS TOO FREQUENTLY ABSENT
8 -   SHOWS IMPROVEMENT
9 -   PARENT CONFERENCE REQUESTED
0 -   HOMEWORK NOT COMPLETED

GRADE CODES

A   92-100
B   83-91
C   75-82
D   70-74
F   Below 70
I   Incomplete
P   Pass
X   No Exam Given
S   Satisfactory
U   Unsatisfactory

SUBJECT	TEACHER	Comments	1	2	c_{U_M}	3	c_{U_M}	4	F	Credits	M.P. Abs	Total Absence

MARKING PERIOD	1st	2nd	3rd	4th	TOTAL
ABSENT					
TARDY					

E
X **23** CONEJO VALLEY UNIFIED SCHOOL DISTRICT (Thousand Oaks, California)

From: ▼

First Class Mail

To the Parents of: ▶

REPORT CARD

STUDENT NAME	REPORT DATE	GRADE	STUDENT NUMBER	**COMMENTS CODING
				0-STUDENT IS DOING EXCELLENT WORK.
				1-CITIZENSHIP IS SATISFACTORY.
				2-STUDENT IS IMPROVING IN THIS COURSE.
				3-STUDENT IS ACHIEVING BELOW APPARENT ABILITY.
SCHOOL	COUNSELOR			4-POOR ATTENDANCE IS AFFECTING SCHOOL WORK.
				5-BOOKS OR MATERIALS ARE NOT BROUGHT TO CLASS.
				6-ASSIGNMENTS ARE NOT COMPLETED REGULARLY.
				7-STUDY HABITS NEED IMPROVING.
				8-CITIZENSHIP NEEDS IMPROVEMENT.
				9-PLEASE CONTACT TEACHER THROUGH COUNSELOR.

PERIOD	COURSE TITLE		*MARKS	**COMMENTS	CREDIT	COURSE NO.	TEACHER

*MARKS
CODES

A - OUTSTANDING ACHIEVEMENT   D - MINIMUM ACHIEVEMENT   NM - NO MARK
B - GOOD ACHIEVEMENT   F - FAILURE/UNSATIS. ACHIEVE.   P OR CR - PASS/CREDIT
C - SATISFACTORY ACHIEVEMENT   I - INCOMPLETE   WF - WITHDRAWAL FAILURE

STUDENT NAME AND NUMBER

COUNTY OF HENRICO, VIRGINIA SCHOOLS

STUDENT REPORT CARD

SCHOOL   600   J R TUCKER HIGH SCHOOL

60000046

STUDENT NAME	STUDENT NUMBER	HOME ROOM	GRADE	MARKING PERIOD	PERIOD ENDING			HOME ROOM ATTENDANCE			
								THIS MARKING PERIOD		YEAR TO DATE	
					MO.	DAY	YEAR	ABSENCE	TARDY	ABSENCE	TARDY
			12	SIXTH	06	09	77	0	0	0	0

SUBJECT	REPORT PERIODS											STUDY HABITS				ATTITUDES				CARNEGIE UNIT CREDIT
	GRADES ON LINE 1					CLASS ABSENCES ON LINE 2														
	1	2	3	EX	SEM	4	5	6	EX	SEM	FIN	1	2	3	4	1	2	3	4	
ENGLISH 12-ELECTIVE 1162 02																				
PAINTING 9151E02																				
DRAWING 9142E01																				
VIRGINIA AND U.S. GOVT. 2440A01																				
ADVANCED BAND 9234 01																				
PHYSICS I 4510 04																				
BEGINNING TYPING 6151 07																				

SEE REVERSE SIDE FOR INTERPRETATION
OF GRADES, ABSENCES AND COMMENTS

INTERPRETATION OF GRADES, CLASS ABSENCES AND COMMENTS

GRADES

A = Outstanding Scholarship

B = Excellent Achievement

C = Average Work

D = Passing

   (Minimum grade for graduation;

 No College entrance recommendation)

F = Failing

I = Incomplete

P = Passing (Course requirements met)

S = Satisfactory

U = Unsatisfactory

N = No Grade Given

WP = Withdrawn passing

WF = Withdrawn failing

CLASS ABSENCES

ABSENCES, REGARDLESS OF THE REASON, ARE REQUIRED
TO BE TAKEN AND RECORDED BY EACH INDIVIDUAL
CLASS INSTRUCTOR. THIS IS IN ACCORDANCE WITH THE
HENRICO COUNTY SCHOOL BOARD POLICY REQUIRING
MINIMUM ATTENDANCE FOR CARNEGIE UNIT CREDIT
FOR GRADES 9-12.

COMMENTS

THE STUDENT MAY BE RATED BY EACH TEACHER UNDER
WHOM THERE IS A CLASS WITH REGARD TO STUDY
HABITS AND ATTITUDES. THE TRAITS UNDER WHICH
THEY HAVE BEEN RATED IN EACH AREA ARE LISTED
BELOW:

Study Habits

__Pays attention in class.

__Hands work in promptly.

__Completes Homework.

__Gets to class on time.

__Makes good use of

  study halls.

__Persists in over-

  coming difficulties.

Attitudes

__Accepts correction

  gracefully.

__Respects authority.

__Is courteous at all

  times.

__Accepts responsibility.

__Is obedient at all times.

__Practices good sports-

  manship.

Rating System for Study Habits and Attitudes

1 = Excellent   2 = Good   3 = Fair   4 = Poor

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