

in technical courses taken for entrance to specialized college programs and to be reported to guidance counselors and to colleges should be cold-bloodedly competitive and based on national test standards if appropriate standardized tests are available.

Already it must seem that a report form which would satisfy the seven criteria which have been discussed would be long and complicated—too long and too complicated to be used by the typical teacher who has the typical heavy load of classes and students. But a report form, no matter how good it may be in theory, is no good if it cannot be used. This gives us the eighth criterion: *Can the reports be prepared with a reasonable expenditure of time and effort?*

There are other criteria which might well be included: (9) *Does the form make provision for special information of value in guidance?* (10) *Is provision made for the reporting of evidence and comments relative to the evaluations?* (11) *Are the forms so constructed as to facilitate recording?* (12) *Can the evaluations be easily translated into various systems used in different systems of marking?*

#### Experimentation in Reporting

It is one thing to set up a statement of criteria to be used in developing reporting forms; it is another thing to set up a form which meets all the criteria. And criteria, like

objectives, are no good unless they are used—unless they produce the desired results.

Beginning in 1932 the Secondary School of Colorado State College of Education at Greeley made its first serious departure from conventional marking and reporting practice. In the thirteen years which have elapsed, new forms and new practices have been developed, tried, scrapped, and replaced by newer forms and practices. Detailed analytical reports, scale-type evaluations, the conference plan, anecdotal reports, and check-list type reports were developed and discarded because they did not do a good job of conveying information or demanded too much time.

Repeatedly it was discovered that adequacy meant detail and detail meant forms which were impractical for use in public school situations. One criterion which resulted in the scrapping of many forms and practices including those which were successful in their use in the laboratory school was: *Whatever is developed must be usable in the public schools by public school teachers.*

*Editor's note:* A request addressed to Dr. Wrinkle will bring to any interested school or teacher a copy of the report form developed by the Secondary School at Colorado State College of Education. This 8½ by 11 inch printed form is the result of thirteen years of effort and meets all of the criteria which have been discussed here.

## Appraising New Report Forms

MANY SCHOOLS have been loath to experiment with new report forms even though they recognize the fallacies supporting the use of school marks and the dichotomy existing between the school's philosophy and its practice.

Fear usually is the cause of this hesitancy—fear that the teachers would rebel against the additional work which the new report would demand; fear that unless marks were given as reward or punishment for achievement or lack of it that standards in the school would decline; fear that parents would be suspicious



Courtesy Madison (Wis.) Public Schools

Youngsters can evaluate, too

of reports which were new and which reported on objectives other than knowledge and skill; and fear that the colleges would not accept marks which differed from the five-point rating scale to which they were accustomed.

Examination of the reaction to the use of

new report forms where they have been tried, tends to offset these fears and to substantiate the claims of many educators that pupils, parents, colleges, and business firms want more information about the pupil's progress and achievement than is revealed by a single grade or mark.

## REACTION OF TEACHERS

### *An Elementary Teacher Speaks*

The items on the report card used in the elementary schools in Long Beach, Calif., are listed under two headings: fundamental skills and appreciations, and fundamental attitudes and habits.

The first group shows the pupil's progress in reading, language, arithmetic, writing, music, art, physical education—in short, his academic progress. The pupil is marked as either making "satisfactory growth" or as "capable of doing better." This is in relation to the child's own ability, not his relative standing in the class. This way of reporting pupil growth has three advantages: (1) it helps to motivate all the children to do their best work; (2) it gives to those children who would have no chance of excelling on a competitive basis the feeling of security and success; (3) it helps to keep children of superior ability working and growing up to their level. This necessarily makes more work for the teacher for she can no longer present the same lesson to the entire class and grade on the percentage basis. Instead she must study and provide for the individual differences of all the children within her class.

The second part of the report card indicates the child's growth in fundamental attitudes and habits—his ability to cooperate in group activities, to follow directions, to acquire self-control, to accept just criticism and to profit by it, to respect the rights of others, to use materials and time wisely, to observe health and safety measures. The school recognizes that the child's training and education in democratic living are as important as pure academic knowledge.

While maintaining his individuality, the child must learn to work cooperatively in a group to develop culture, standards, and to solve problems. The pupil's growth is indicated in the same manner as the fundamental skills. Again the teacher must know her pupils

well—especially now in their group relationship. An understanding of their environment outside of school and of their previous growth trends helps her do a better job in guiding their development and reporting to the parents.

The report card also provides space for a teacher's comment. Here the teacher further explains a specific point, and recognizes special achievement or a special need. An equal amount of space is provided for the parent's comment. An increasing number of parents are using this to indicate their reaction to the report and their willingness to cooperate. The teacher appreciates a sincere response by the parent, for the child's development is a matter of mutual responsibility and interest.—Eloise J. Sebels, *Teacher in Lowell Elementary School, Long Beach, Calif.*

### *A Secondary Teacher Speaks*

The teachers at Smiley Junior High School in Denver, Colo., have developed a new report card which is called "Pupil's Progress Report." It is based upon the growth of the individual pupil in relation to his abilities and limitations. Not only basic knowledges and understandings are rated, but also such behavior characteristics as creative expression, critical thinking, appreciations, and skills and habits related to his needs. Emphasis is placed on the growth shown in behavior characteristics which are desirable in a democratic society rather than on a grade.

Marking one pupil against another on a comparative basis is eliminated; instead, appraisal is made on an individual basis, taking into account differences in ability, growth, and initiative. Each pupil is encouraged to attain the maximum growth of which he is capable.

As a resource in making this report, samples of the work of each pupil are kept in individual folders: a progress work-sheet; creative drawing and writing; anecdotes of behavior, positive as well as negative; books read; radio programs heard; notes on conferences with the teacher, estimating growth in such qualities as leadership and cooperation; growth charts; and check-tests in skills and knowledges.

This card contains the kind of information that is wanted by colleges and by employers as they seek to determine the physical, men-

tal, and emotional qualities of the people with whom they are concerned. It is valuable in working with parents and youth agencies.

It is a step in the direction of promoting mutual understanding between teacher and pupil and between school and home. Its use provides greater opportunity for setting up purposes in school activities and gives a better basis for evaluating the growth and achievement of each individual in terms of his abilities, capacities, and interests.—Carl L. Ginn, *Principal, Smiley Junior High School, Denver Public Schools.*

## REACTION OF STUDENTS

### A Seventh-Grader Speaks

Our report card has many advantages. First it points out the qualities necessary for success and then shows the steps to take to help develop these qualities. For instance, to develop Responsibility and Self-direction the card tells us to "Follow directions. Do what we agree to do. Plan and carry out our own activities." Second, to improve our Relationships with Others it says, "Work and play well with others. Respect the rights of others, etc." Third, if we wish to improve in our Skills and Knowledge we discuss our work with our teacher and decide where our weak points are. Then from the report we can tell whether our teacher thinks we have improved or not.

Our report card is easy to read and understand and helps us to know whether we are becoming better and more useful citizens or not.—Seventh-Grade Pupil, *Woodrow Wilson High School, Pasadena, Calif.*

### A Tenth-Grader Speaks

On our report cards we receive three grades in each subject:

### A Junior High School Parent Speaks

At the end of the first quarter that my son attended Roosevelt Junior High School, Eugene, Ore., he brought home not one, but seven report cards—a separate report card for each subject he is taking. On each report card he is graded on different things such as:

1. Responsibility and Self-direction. This means the extent to which we are able to go ahead and do our work by ourselves. For instance, if assigned a topic or report to make, do we get it done on time and is it done as we were told to do it?

2. Relationships with Others. This means our ability to get along well with others. It includes our ability to plan work with others and to take part in group work or discussions.

3. Skills, Understandings, and Appreciations. This means our ability in the skills and knowledge of the subject matter and the appreciation we show for it.

I believe this is a good system because it shows you how much you have learned and also whether you can use what you have learned. The three grades tell much more than just one grade would tell. I believe I pay more attention to the third grade than the others but they all help tell me things I ought to know about myself.—Tenth-Grade Student, *Woodrow Wilson High School, Pasadena, Calif.*

## REACTION OF PARENTS

Displays understanding of this subject  
Expresses himself clearly  
in written form  
Expresses himself clearly  
in oral form  
Reads widely and understandingly

Assumes responsibility  
Cooperates with others

From these report cards I learned in what things my son is doing well and in what things he needs to improve. I am just as much concerned about how well he cooperates as I am about how well he understands the subject.

I think this kind of report card has had a good effect on my son. It has made him more conscious of some of his shortcomings and he is trying to overcome them. If all of the items on which he is graded had been averaged together the grade would doubtless have been satisfactory and neither he nor I would have realized that there are some things in which he has done exceptionally well and others in which he needs to make much improvement. With these report cards the teacher doesn't give him a good grade in the subject because he is a nice boy or a low grade because he doesn't cooperate. Each grade is for one specific thing.—Mrs. Faye N. Baker, *Eugene, Ore.*

### A Senior High School Parent Speaks

We have watched with much interest the changes in report cards. A complete file on two children throughout elementary and secondary schools shows the effort on the part of school authorities to improve the system.

The card provides the parent with an opportunity to ascertain specifically the study habits or traits in which the pupil is proficient or those in which he needs help or guidance. Unfortunately the teacher's load is undoubtedly so heavy that it is difficult for him to check four to eight items carefully on each pupil's report card and consequently on some cards only a few of the items are marked.

As parents, however, we are enthusiastically in favor of the new report which endeavors to give progress reports in social attitudes, habits, and traits as well as progress in each subject studied.—Mrs. Iron Hawthorne Nelson, *Tulsa, Okla.*

## REACTION OF BUSINESS MEN AND COLLEGES

Tulsa Central High School, in the 1935-1936 term, adopted an "S" and "U" grading system—"S" for Satisfactory work, "U" for Unsatisfactory or failing work. The subscripts "1" and "2" were used on the permanent record to indicate honor grades, an S<sub>1</sub> indicating "decidedly above average work" and an S<sub>2</sub> "somewhat above average work". These were never put on the reports given to students and parents. The separate cards for each subject field also listed the objectives for that subject and proficiencies and weaknesses in each were checked.

Because it was believed that the S and U grade did not convey to parents and students enough information about the student's growth and achievement a new Pupil Progress Report was adopted in 1944-1945. On the new report the teacher checks the student under one of the following: Excellent Progress, Satisfactory Progress, Little Progress, Failure, Incomplete Work (No Credit). The change was made to give patrons and students more definite information on pupil progress. Under the present grading system, the individual is graded on his achievement in terms of his ability rather than on a group standard. The

new report also indicates to parents the progress in study habits and social attitudes.

On the American Council permanent record form the student's progress from the seventh grade until he leaves school is recorded. The record includes personal data on the student—parents, age, interests, activities; test record on standard tests—test scores and percentile ranks; and the grade record. In addition, each teacher rates each student he teaches during the year on twelve characteristics: scholarship, citizenship, personality, industry, judgment, reliability, initiative, cooperation, native ability, leadership, physical vitality, all-around promise. These too are recorded.

The strength of the record lies in the information it gives on the student and his abilities. Since the outbreak of war, schools have been called upon innumerable times to furnish information on ex-students and graduates. Defense industries, War Department, Navy Department, FBI, and Rehabilitation officers are interested in more than the grade record.

The combination of grade record, test record, and teacher ratings gives a very reveal-

ing picture of a student. In general, we have had complimentary reports on our records from investigators who checked on students. Charles H. Beauchamp, Retail Credit Association, Tulsa, who is an investigator for the War Department, said of our record: "I have never seen records that in any way compare with yours so far as getting an idea about a student. You can take your over-all picture on achievement scores, intelligence ratings, attendance record, and teacher comments, and this complete picture will in almost every case correlate with what our investigation reveals. It is remarkable."

In another case he commented: "I have a list of sixteen people to interview regarding a War Department employee who is being considered for the handling of confidential information. I will see them but I know from

past experience that your record gives the information I will find after I have interviewed all these people."

Oklahoma schools (University of Oklahoma, Tulsa University, Oklahoma A. & M. College) and other colleges which accept a blueprint of our permanent record, have the advantage of all the information we have. Since many schools send their own blanks for transcripts, these are used. Colleges have accepted the "S" and "U" grades and the graduates of Tulsa Central High School have been admitted without examination wherever graduates of accredited high schools have been accepted. In general, the average percentile rank on standard tests has been used to place the student in his class—upper fourth, tenth, etc.—Joyce Saunders, *Assistant to the Principal, Central High School, Tulsa, Okla.*

## Recording Student Progress

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DOCTORS HAVE LONG recognized the importance of having a complete medical history of a patient before diagnosing his ailment or prescribing a course of treatment. Educators, however, have been much slower in recognizing the need for a record of the educational experiences of the child and of his successes and failures with those experiences.

Today, the value of such a record is no longer questioned. Furthermore, the acceptance of the philosophy that the school is concerned with the total development of the child and that individuals differ markedly in ability, interests, social, mental, and emotional maturity, and in the social-economic environ-

ment in which they live makes it necessary for the school to accumulate and keep data on all aspects of the child's background and development. This is imperative if the school is to plan educational experiences to meet the needs of its pupils and if it is to do an effective job in guiding and counseling the individuals who pass through its classrooms.

The need for adequate records of pupil development has grown as educators have become increasingly aware of the guidance aspects of their work. This need has been met in part by the development of guidance records in many school systems, but the interest commanded by the subject of records indicates that complete satisfaction of the need remains to be achieved.

The California School Supervisors Association has offered a contribution to the solution of this problem in the *California Cumulative Guidance Record for Elementary Schools*.<sup>1</sup> This record grew out of three years of work by the Association, and its history is typical of the processes through which most adequate record systems are developed. Likewise, the California Cumulative Guidance Record for Junior and Senior High Schools is the out-

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*Alvin E. Rhodes, curriculum director, San Luis Obispo County, California, describes the work of the Committee of the California School Supervisors Association in developing a Cumulative Guidance Record for Elementary Schools. The form for use in the secondary schools was developed by a committee of the California Secondary School Principals independent of the Supervisors and is gradually being adopted by many schools throughout the state. Harold B. Brooks, chairman of the Committee and principal of George Washington Junior High School, Long Beach, Calif., describes the record developed by his committee.*

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