WHAT IS TAUGHT and how it is taught is largely determined by the evaluation program of the school and the reports to parents of pupil progress. If the testing program centers on facts and skills, then teachers will emphasize facts and skills, and pupils and parents will think they are the only important objectives of the school. If grades or marks are based solely on information and success and failure are determined by how much and how well a pupil can remember the facts he has been taught, then subject-matter achievement takes precedence over all other objectives regardless of what the school says its objectives are or what kind of program it has.

The articles in this issue of *Educational Leadership* show the relationship between objectives, evaluation, guidance, marking, and reporting. As Mr. Smallenburg points out, evaluation is not a program in itself. It is an integral part of the total school program. Curriculum and evaluation cannot be separated; neither can guidance and evaluation. If the objectives of the school are to be taken seriously by pupils, teachers, or parents, ways and means for gathering evidence of pupil progress in those objectives must be found and used, reports to parents on that progress must be made, and a cumulative record of that progress must be kept if effective guidance and counseling are to take place.

Lavone Hanna, general supervisor of curriculum and educational research of the Long Beach Public Schools, was responsible for the organization and editing of this issue of *Educational Leadership*.

**Evaluating Pupil Progress**

**HARRY SMALLENBURG**

WHAT IS EVALUATION in education? It can be defined as the process of determining the effectiveness of the educational program in meeting the needs of boys and girls in a particular class, school, and community. It involves collecting, summarizing, and interpreting evidence of the extent to which educational objectives are being attained.

**Basic Processes**

Certain processes are basic in all evaluation. These include first of all the formulation of definite objectives or purposes. To be effective and functional, objectives need to be developed cooperatively by those who use them—teachers, administrators, pupils, and parents. An analysis of the objectives in terms of the behaviors involved then becomes the second basic step in evaluation. Defined behaviorally, both teachers and students know exactly what the objective is and can observe and evaluate the behaviors indicated. A pupil who is developing good work habits, for example,

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1 Statement of Basic Objectives, Burbank Unified School District, Burbank, Calif., September 1943.

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