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PRESENT DAY ELEMENTARY SCHOOL
PRACTICES IN REPORTING PUPIL
PROGRESS TO PARENTS

A professional paper
submitted in partial fulfillment
of the requirements for the Degree
Master of Education

by

Dorothy Sternberg

August 15, 1947

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TITLE OF PROFESSIONAL PAPER: PRESENT DAY

ELEMENTARY SCHOOL PRACTICES IN REPORTING PUPIL

PROGRESS TO PARENTS

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING
MEMBERS:

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DATE: Aug., 27, 1947.

- I. Introduction
- II. Criteria for Report Cards
- III. Current Report Card Practices
- IV. An Elementary Report Card Suggested for
Discussion and Trial in a Second Grade
of a Louisville Public School
- V. Conclusion
- VI. Bibliography

PRESENT DAY ELEMENTARY SCHOOL PRACTICES IN REPORTING

PUPIL PROGRESS TO PARENTS

L. Introduction

Sighs and groans abound when the elementary school teacher sits down at her desk to her unwelcome task of marking home report cards. For the teacher knows just how difficult her task is. Shall she give the intellectually superior child another perfect row of "1's" or "A's" or "Superior's" to adorn his report card, so that he may march triumphantly home to claim his due rewards and praises? Must she do this though she knows the child is capable of much better work than he has produced, merely because he surpassed his classmates on a few written tests, or because he solved more arithmetic examples in a given time than his classmates?

Must she mark the plodding, painstaking, sincerely-trying but intellectually-handicapped child with another heart-breaking row of "3's" or "U's" or "F's", merely because he cannot keep up with the standards set by his more gifted classmates, even though the child has improved upon his own past record in skills and knowledges? Shall she venture to stretch a few points and give this child better marks, to make him feel happier? But then, suppose this child transfers to a new school or class? Will not the teacher come in for criticism for being such an "easy marker"?

Unfortunately, in many elementary school systems, the answer is, "Yes." The form of the report card, the philosophy underlying the educational system, the parents' expectations, make "yes" imperative.

The parents of the "superior" child would certainly wail at and berate the teacher who dared to give "low marks" to their gifted progeny.

Yet, teachers and principals, using the traditional competitive marking system, have always come in for criticism. The evidence clearly seems to show that many report cards have failed to achieve their purposes. They have engendered mistrust between parents and teachers, they have fostered fears and dislikes between teachers and pupils, they have even started neighborhood quarrels. So numerous were parental complaints about teachers and marks that H.V. Baker says:

There was a time when many elementary principals made it a point on certain days to be in parts of the building other than the office to avoid possible personal visits or telephone calls which might be made. That certain day was the day after report cards were issued.¹

Neither parents nor teachers have ever been completely satisfied with the types of report cards that were in common use fifteen or twenty years ago and are yet too often to be found. The unfortunate side of the situation is that parents, on the whole, do not realize just how dissatisfied the teaching profession has been with the traditional types of home report cards. For the

1. Baker, H.V., "Reporting Pupil Progress to Parents", National Elementary Principal, 23:32, June, 1944.

parent, the report card is the real evidence of his child's school progress. Often, the parent, who grew up in schools using the traditional report card, knows of no alternative to it. Perhaps he believes wholeheartedly in the "three R's", because that is the way he was taught, and no one has made any real effort to revise his opinions. He may even be suspicious of any variation in it. Schools have failed to keep parents fully informed of changing educational ideals.

However, among the teaching profession, there have been many surveys of report card practices, and many statements of the functions of home report cards. New forms for home reporting have been devised and used. There have been reports of the successful introduction to parents of the newer concepts of education.

There are report cards which consist only of informal letters to the parents. Other report cards contain several pages of items to be marked.

There have been attempts to have the parent report about the child to the schools- in contrast to the traditional practice whereby the teacher reports to the home. There are home report cards in which the pupil himself prepares his report, or assists in its preparation.

Neill, in The Problem Teacher, asserts that report cards are undesirable, but that if they are to be retained, he proposes that they should be written by the children themselves about themselves, with an appendix about each teacher.¹

1. Neill, A.S., The Problem Teacher, International University Press. 1944, 161 pages.

II. Criteria For Report Cards

Reports to parents are statements that the public schools send periodically to parents showing how their children are progressing in their school work. They are a means of bringing the home and the school into closer relations. The traditional report card contained marks, usually in the form of percents, in various subjects. These marks had two main purposes, first, to protect the teacher from undue criticism for failing pupils without previously informing the parent of the child's deficiency, and, second, the pupil was to be stimulated to do better work by knowing his "grades", and by knowing that his parents also knew them.¹ Emphasis was upon the subject, not the learner. There was no question in the mind of the parent concerning the philosophy of education behind this sort of report card. It met with little criticism from them. It was on the surface specific and clear cut. The parent did not realize how ridiculous it was to assume that teachers were so infallible and such good judges of achievement that they were able to say that Sam Jones' work was worth 92% and Bill Smith's work 92.6%. Bill Smith's work may not have been as good as Sam Jones'. Perhaps Bill Smith had a nicer smile, or didn't talk back in class. At any rate, the parents were satisfied with percents. Educators were not. They themselves began to realize the futility of such a grading system.

With gradual changes in philosophy of education becoming

1. Heck, Arch O., Encyclopedia of Modern Education, Rivlin, H.N., Ed., & Schueler, Herbert, Asso. Ed., Philosophical Library of New York City, 1943, pp. 667-668.

apparent, a survey was made in 1925 by Chapman and Ashbaugh¹ in order to determine just how far report cards were lagging behind educational practices. The result of this survey was that educators began to question the validity of the traditional report card.

If the traditional type of report card has been judged to be inadequate for the elementary school, just what criteria are to be set up for the new report card? What are valid items for it to contain?

Modern philosophy of education considers that education is a process of growth of the whole child, not merely of that part of the child from the neck up. Therefore the report to the parent must be concerned with the whole child, with his social and physical growth, as well as with his intellectual growth. Hansen states:

The maker of this report card must realize that education is not only a matter of accumulated knowledges and skills in using the tools of subject matter, but it is a question of making social adjustments, thinking clearly, facing facts fearlessly, and making judgments based on weighed evidence. The report card, then, should offer a practical method (1) of offering constructive and suggestive help to the parent, the child, and the teacher; (2) of rating all phases of growth and development, e.g. social, physical, emotional, intellectual; (3) of administration so that too much time in marking is not expected of a teacher.²

Hansen indicates that the following objectives might be shown on report cards:

1. Correlation of subject matter
2. Recognition of individual differences

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1. Chapman, H.B. & Ashbaugh, E.J., "Report Cards in American Cities", Educational Research Bulletin (Ohio State University) IV (Oct. 1925) pp. 289-298.
 2. Hansen, Rowna, Report Cards for Kindergarten and Elementary Grades, U.S. Dept. of Education, Washington, D.C., Leaflet #41, p. 20.

3. A statement on the report card of the center of interest around which class work has been organized
4. Behavior development
5. Use of standardized achievement tests
6. Recognition of extracurricular activities
7. Encouragement of appreciative and creative expression
8. Cooperation of school and home.¹

Metteer states the following criteria for reporting pupil progress to parents:

1. The method of reporting should represent the philosophy and purposes of the school where used.
2. The method of reporting should be clearly understood by children and parents.
3. It should include no items for ratings which cannot be reported with considerable accuracy.
4. It should be neat and attractive.
5. It should be retained by the parent after its last use.
6. Any notice of unsatisfactory work should be accompanied by an explanation of the causes of the difficulty and by suggestions for remedial measures.
7. It should not make undue demand upon the time of teachers.
8. It should contain no comparisons with other children.
9. The child should have an opportunity to assist in evaluating his own growth for the report to parents.
10. The tone of the report should be warm and personal.
11. The report should include an estimate of the growth of the child in all its aspects, intellectual, physical, social, and emotional.
12. The reporting system should be flexible.
13. The report should be a confidential matter.
14. The report card should be supplemented by at least one conference with parent or parents, at the school.
15. The reporting system should be a two-way communication between the home and the school.²

1. Ibid.

2. Metteer, W.M., "How California Elementary Schools Report to Parents", California Journal of Elementary Education, 10:135-151, Feb., 1942.

Lindel and Mohr add the following to the list of criteria mentioned above:

1. It should permit as complete a picture as possible of the child.
2. It should require as much thought as possible on the part of the teacher, and at the same time as little effort as possible in making it out.
3. It should permit the teacher as much latitude as possible so as to provide for any eventuality.
4. It should be uniform throughout the school.
5. It should not be impersonal and narrowly exclusive such as checks in little squares.
6. It must not deal in generalities but must be specific, directing attention to the mountains and valleys in the personality of each individual child.
7. It must cover the field.
8. It must be honest and constructive.
9. It must be kindly in tone and professional in spirit.
10. It must not be confused with attempts to tell everything about the child, but must limit its₁ scope to one or two points under each heading.

They recommend the following type of report card:

PATRICK HENRY SCHOOL	
Regular report to the parents of	School year _____
who is doing well in:	Grade _____
Nov. _____	
Jan. _____	
April _____	
June _____	
but needs to improve in:	Times Absent
Nov. _____	_____
Jan. _____	_____
April _____	_____
June _____	_____
Remarks:	Times Tardy
Nov. _____	_____
Jan. _____	_____
April _____	_____
June _____	_____

1. Lindell, Albert L. and Mohr, Allene, "The New Report Card," National Elementary Principal, 25: 39-41, Oct., 1945.
2. Ibid.

For education in a democracy, there cannot be any one philosophy of education. It is the right of each community to possess its own philosophy of education which is adapted to its own needs. Therefore, no one person or group should set up any hard and fast rules about the kind of report card to be used. However, it is essential that every school system formulate a statement of its philosophy of education, expressed in clear and understandable terms, and then plan a report card which will portray its program. The objectives of the school should be stated clearly, and the report card should be designed to report in accordance with them. An N.E.A. bulletin expresses the following as an underlying philosophy of American education:

1. The school must become a thoroughly democratic institution in which the ways of democracy are learned and practiced.
2. The continuous growth of the whole child to the fullest extent of his or her ability is fundamental to the child's own good and that of society.
3. Instruction should be adapted to the varying needs and differences among individuals.
4. Learning is best achieved through worthwhile experiences, individualized and socialized.
5. The enlightened citizen of tomorrow is the enlightened junior citizen of today.¹

Translated into implications for a reporting system, it follows that:

1. Ratings should take into account the growth of the whole child - not merely in relation to subject matter alone - but in relation to his or her total behavior as an individual and as a member of a democratic society.
2. Ratings should take into account the pupil's ability to achieve.
3. Ratings should avoid a competitive basis. The most desirable competition is competition against one's self, for no one can grow for another. Progress therefore proceeds step by step for each pupil in excelling his or her own previous record.¹

1. Berman, Samuel, "Revising the Junior High School Report Card," The Bulletin, National Association of Secondary School Principals, N.E.A., XXVII, No. 115, May, 1943.

To summarize the main points:

1. Report cards should take into consideration more than mere subject matter, including other phases of child growth such as physical, emotional, ethical, aesthetic, and social growth.
2. Report cards should state the educational objectives of the school.
3. The report card should avoid all competitive elements except competition against one's own record.
4. Report cards should be specific rather than general.
5. Report cards should make constructive suggestions where improvement is desired.
6. Report cards should express cooperation between the home and the school, and contain an invitation for the parent to visit the school and confer with the teacher.
7. Report cards should not be complicated for the teacher to make out or for the parent to understand.

III. Current Report Card Practices

Present report cards in use throughout the United States vary widely with respect to their form and type. Some of the general types may be classified as follows:

1. Traditional types of report card

These report on subject matter only, with one or two other items listed under the comprehensive terms of "conduct" and "effort". These report cards are marked with percentages, or with letters such as E (Excellent), VG (Very Good), G (Good), F (Fair), P (Poor). The letters have percentage equivalents as follows:

E	-	95%	-	100%
VG	-	88%	-	94%
G	-	80%	-	87%
F	-	70%	-	79%
P	-	0%	-	69%

In other words, even though the letters are used, the report card is actually a percentage report card. It is built to promote competition.

2. Formal Report Cards (A revision of the Traditional type card)

These report on subject matter, and most often contain also a report on character, citizenship, personal and social habits, and sometimes contain a report on the health of the child. In form, they are somewhat like the traditional report card, with little squares for checking or marking. Quite often, this type of report card contains a space for a teacher's comment or message. Sometimes, there is also a space for a parent's reply. A majority of schools at the present time use some variation of this type of report card.

3. Informal Report Cards

These are individually prepared letters written by the

teacher to the parents, reporting on the progress of the child. Some informal reports consist merely of letter heads containing the name of the school or city. Some have indications of phases to be discussed, with spaces for the teacher to write her comments. Some have spaces for the parents to write their responses.

More and more school systems seem to be undertaking at present the experiment of trying out this report card. There are a great many advantages, but also many disadvantages to its adoption.

In the first place, it does away with the necessity for marks altogether. Educators are coming to feel more and more that the use of marks is not commendable. Dr. Laura Zirbes says:

There can be no doubt of the need for substitute procedures in the case of such problems concerning marks, grades, and promotion. We have set up these modes of report. They are under criticism because they have diverted effort and attention from worthwhile ends. They are at the bottom of dishonesty to secure marks and to pass examinations, of subterfuges used to get by. The demoralizing effects of competition on children who are most in need of encouragement and least able to compete fairly for marks and promotion are only part of this story. They have another bearing. During the very years in which children should be exposed to the congenial climate of social interaction and cooperative endeavor for the common good, they are systematically exposed to the rigors of competition, sorted into rankings and groupings, and regimented into mass action.¹

The personal letter report has the advantages of informality, of giving more complete information concerning the child's strengths and weaknesses, and of describing ways in which the child may be helped to improve.

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1. Zirbes, Laura, "The Emotional Climate of Schools." Educational Method, XIV: 171-173. Jan. 1, 1935.

Schools who are trying out this method of reporting to the home seem to have attained good results through its use.

However, this type of report card involves many problems. The first is the reluctance of teachers, with large classes, to give of their time to write the letters. There is also the difficulty of finding time to become well enough acquainted with thirty or forty pupils in order to be able to write an informative letter about each. A third problem is the avoidance of stereotyped phrases and letters. There is the fourth problem of satisfying parents who are accustomed to marks and who want to know how their children compare with others of their age and grade. There is also great likelihood of parents misunderstanding a teacher's remarks. Another phase of the problem is that Junior High Schools want marks when pupils are transferred; also marks are desired by a new school whenever a child transfers. For all these reasons, marks must be kept for office records, so the teacher in such a school system really gets a double dose of reporting.

It may be of interest at this point to examine samples of the three types of report cards mentioned.

A-Excellent, from 93 to 100.
 B-Very Good, from 86 to 92.
 C-Good, from 79 to 85.

D-Fair, from 70 to 78.
 F-Failure, below 70.

SUBJECT	Period						Year	
	1	2	3	4	5	6	Average	
Days Present								
Days Absent								
Times Tardy								
Conduct								
Application								
Citizenship								
Arithmetic								
Art								
Civics								
Writing								
English								
Geography								
Health								
History								
Music								
Physical Education								
Reading								
Spelling								
Height								
Weight								
Grade Placement by Standardized Test								

SAMPLE I. A TRADITIONAL - TYPE REPORT CARD¹

Elementary Report Card, Jefferson County Public
 Schools, Jefferson County, Kentucky.

1. Elementary Schools Report Card, Louisville Public School System, Louisville, Kentucky.

SAMPLE II. A FORMAL REPORT CARD¹

	SCHOLARSHIP					
	Semester					
	First			Second		
	1	2	3	4	5	6
English						
Reading						
Language						
Spelling						
Penmanship						
Arithmetic						
Geography						
History						
Music						
Art						
Handwork						
Science						
Height						
Weight						
Days present						
Days absent						
Times tardy						

1. - Above Average
2. - Average
3. - Below Average

	CITIZENSHIP					
	Semester					
	First			Second		
	1	2	3	4	5	6
Personal Habits						
1. Comes to school on time						
2. Begins work promptly						
3. Has good posture						
4. Chooses luncheon wisely						
5. Is polite in speech and action						
6. Shows reasonable amount of self-control						
7. Takes pride in his appearance						
Social Habits						
1. Respects the rights of others						
2. Shows good sportsmanship						
3. Helps to carry out suggestions of the group						
4. Pays attention when others are speaking						
5. Respects public and private property						
Work and Play Habits						
1. Responds to directions promptly						
2. Has orderly habits of work						
3. Makes good use of his time						
4. Shows self-reliance						
5. Originates new enterprises for self and group						

U - (Unsatisfactory) - indicates that attention should be given to this habit.

SAMPLE III. AN INFORMAL REPORT CARD¹

	First Period	Second Period	Third Period	Fourth Period
Growth in Healthful Living				
Growth in Social Living				
Growth in Work Habits				
Growth in the Arts				
Subjects in which Best Work is Done				
Subjects in which Poor Work is Done				
Remarks or Recommendations				
Parents' Comments				

The three sample report cards shown above merely indicate types on which there are innumerable variations. There are, for example, many different and confusing methods of reporting school marks. The percentage method is one of the oldest. It is still quite prevalent in use throughout high schools, but has come into disuse almost entirely in elementary schools at present. The letter method, A, B, C, D, F, is often used. As the letters are usually interpreted in the form of percentages, there is very little difference in this method from the percentage method. Other cities use numbers, such as 1, 2, 3, 4, 5. This is another variation of the percentage method. The current trend, where numbers are used, seems to be toward using less than five, perhaps two or three numbers, such as are used on the Louisville Public School Elementary Report Card at the present time. This might be called the three group method, based on below average, average, and above average performance. The "descriptive" method is sometimes used. It employs such terms as "excellent," "Needs to improve," and "poor work." The rank method, which has never been widely used, indicates by a numerical ranking, where a child stands in his group.

In 1925, Chapman and Ashbaugh examined 452 elementary report card forms, and showed methods of reporting school marks to parents as follows:

TABLE I

METHODS OF REPORTING ELEMENTARY SCHOOL MARKS
TO PARENTS AS FOUND IN 1925 BY CHAPMAN AND
ASHBAUGH

Rating Method	Percentage employing each method Elementary School
Percentage	29%
Letters translated	35%
Letters	17%
Group	7%
Symbols	8%
Graph	0.5%
No rating	3.5% ¹

A.O. Heck, in a book published in 1929, reports that, "In actual practice methods of reporting marks have gone but little beyond the older percentage method."²

One of the major objections of educators to the traditional type of report card as well as to those revised types of report cards which yet are based on competitive grading systems, or even to the informal letter type of report card in some instances, is the effect that a competitive marking may have upon the mental health of the child. To a child of low ability, it is not only discouraging, but even harmful, to bring home an unfavorable report card time after time. A child who has conscientiously done his best to comply with the requirements of a grade, and who has shown increased skills and knowledges, to the best of his ability, even though his achievement is less than that of his classmates, is entitled to recognition for that success he has achieved.

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1. Chapman, H.B. and Ashbaugh, E.J., "Report Cards in American Cities", Educational Research Bulletin (Oct. 7, 1925), Vol. IV, p. 290.
 2. Heck, Arch O., Administration of Pupil Personnel, Ginn and Co., Boston, 1929., p. 291.

Undue stress upon attaining high marks may give a child an inferiority complex which will affect his entire life, may cause him to cheat, lie, and copy, or may set up the stage for other defense mechanisms, such as "nervousness". Every child needs some experiences in which he enjoys success and praise. Preston says that, unless there is some amount of praise, "the child's self-confidence and self respect are eventually damaged. Serious damage to the self-respect can be the basis for mental illness..."¹ He continues:

On the other hand inadequate doses of praise can produce an inordinate appetite for attention gained by any means, fair or foul. Under other circumstances, similar inadequacy can produce a completely defeated individual, sure that he is not worth much, sure that no one could really like him or want him. The future mental health of either of these individuals rests on a very insecure foundation... Underdosage of praise is likely to be more damaging than overdosage.²

Competitive marking systems contradict known facts about individual differences in ability, in rates of learning, and in interests. The accomplishment of other pupils should have no bearing upon what one pupil has done. Grading should not be based upon whether one pupil is better than another, but upon whether the pupil has learned or not. Competitive marking distracts the attention of the pupil from desirable learning outcomes to numbers of problems solved, numbers of facts memorized, number of drill exercises completed.

On the other hand, from all points of view, it would be

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1. Preston, George H., The Substance of Mental Health, Rinehart & Co., Inc. N.Y. 1933, pp. 138-139.
 2. Ibid. ✓

very poor policy to deceive the parent consistently concerning the skills and aptitudes of his child by sending home glowing reports, when they would give the parent a false picture of his child. The parent has a right to know the truth. Roos reports an interesting and uncomplicated method for reporting on the child with low ability, in a system which uses a competitive marking system, so that the child may retain his self-respect.

These cases are sensibly and humanely cared for in the new report card by a note under The Teacher's Remarks that, "This pupil is marked according to his ability and not according to customary grade ratings." His card is a good card. He knows that he cannot read and cipher, but he knows also that he can be a worthwhile and appreciated member of his class, and his report card helps him by giving him the written evidence. On the other hand, no one is deceived whose business it is to know and understand. The report card may be presented with his transcript anywhere and the receiving school has all the necessary information to proceed with his placement with no embarrassment to pupil or parent.¹

The effect of competitive marking upon the superior child has often been overlooked. He finds that he can do better work than the child of lower ability, without even half trying. There is no incentive for him to try to do more or better work. He is already at the top of the class! In fact, by working at perhaps only half of his capacity, he is doing more than just getting by. Is he entitled to better marks than the child who is working at the top of his capacity? Surely it is better that the superior child work to surpass his own previous record. Then he has some incentive to keep on at his highest capacity.

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1. Roos, C.A., "Report Card Designed to Enlist the Parent's Cooperation in Rating and Guiding the Child". American School Board Journal, 107: 28, Aug. 1943.

Many people, teachers as well as parents, believe that competitive marking is all right. They say that since competition is the rule of life, therefore pupils had better learn to compete. Some contend that competition is right and proper, and that cooperation grows from competition. For example, on the football field, cooperation among teammates is very high because of the fact that a competition is going on.

It is true that competition is the rule of life, but it is also the cause of many evils, especially in the field of mental hygiene. Competition among adults, in specialized courses, in technical training and the like, may be justified. Who is to say how much of the competition we see around us is the product of the competitive marking systems of the schools from which the adults of today have come. Education in a democracy implies cooperation rather than competition.

That there are evils in the system of competition is evidenced by recent limitations our government has placed upon it. Price ceilings, rent ceilings, wage and hour laws are all instances showing how competition is being curbed at the present time.

The personality defects resulting from competitive marking systems seem to outweigh the evidence supporting competitive marking.

In the present year, 1947, there is evidently very great effort to get away from the competitive and percentage method of marking. The change has been a gradual one, since it seems difficult for parents and teachers to give up the traditional concept of marks. As will be shown on the chart presented on page 24, school

systems, especially elementary school systems, and still more especially the primary grades of the elementary school systems, are experimenting with many other ways of marking reports. There is a trend toward using "S" and "U" (Satisfactory and Unsatisfactory). This does away with many of the psychologically harmful features of marks.

The multiplicity of marking systems in use at present adds further to the confusion apparent in the struggle to improve home report cards in the elementary school. On some cards, an "X" is the symbol for outstandingly superior progress; on other cards, an "X" symbolizes unsatisfactory work. On some cards, "I" means "Improving". On other cards, "I" means "Is able to do better". There seems to be a need here for more uniformity and agreement upon the meaning of symbols, since many children in the United States transfer from city to city several times during their elementary school life, and must present their report cards from previous schools when they enter a new school. Metteer suggests the elimination of symbols, and the use of columns with descriptive headings.¹

There are other problems concerning elementary school report card practices which are of concern at the present time, when many new report cards are being devised and tried out. Some of these problems are:

1. How many levels should there be on a grading scale, and what sort of grading scale is advisable.

1. Metteer, W.M., "How California Elementary Schools Report to Parents", California Journal of Elementary Education, 10: 135-151, Feb. 1942.

2. How many forms of report card should be used in the elementary school? Should the same form be used from Hindergarten through Grade VI? If not, how many different forms seem best?

3. How shall subjects be listed? As separate subjects, or grouped into a few wide areas of interest?

4. Should subjects be listed by name only, or should they further be subdivided into their component parts, as, for example, the Elementary Report Card used in Saginaw, Michigan, does. Under the main subject heading, Arithmetic, this report card contains the following items to be checked:

1. Understands size, quantity and measure
2. Uses numbers in a practical way
3. Is able to think through a problem
4. Knows the number facts
5. Knows the fundamental processes:
 - a. Addition
 - b. Subtraction
 - c. Multiplication
 - d. Division

5. How shall citizenship, character, social growth, and health be expressed on the report card? Should they be expressed by one word generalizations, such as Courtesy, Obedience, and Promptness, or should descriptive phrases of specific acts be used, e.g. "Follows directions promptly", "Waits until others are finished before talking", and "Does his work quietly". Furthermore, should they be expressed in a positive or a negative way?

6. Should there be a space provided on the report card for a written comment or suggestion from the teacher?

7. Should there be a space provided on the report card for a written comment or a suggestion from the parent?

8. Should the child have a part in the making out of his own report card to his parents?

9. How many times a year should the report card be issued?

10. Should any explanation of the meaning and purpose of the report card accompany it to the home?

11. Should grading be based upon a competitive scale or upon the individual ability of each child?

12. Should there be a space provided on the report card for mentioning special talents, skills, interests, or services to the group?

13. Should formal report cards be replaced by the informal written letter?

14. Should conferences between parents and teachers at regular intervals supplement the use of the report card?

Bridgewater Township School uses the following plan for parental conferences:

Reports of student progress are sent to the parents four times a year. Two days after the first and third reports are sent home a half-day's session of school is declared and parents are given an opportunity to visit the teachers and discuss problems of their children. Either the teacher or the parent may "demand" a conference. The teacher sends either one of two form letters with the child's report. One form letter states that the teacher does not believe a conference is necessary but invites the parents to a conference. The other letter stresses the urgency of a conference. Records are kept of these conferences and these become part of the cumulative folders of each student. Both forms give the time and place of appointment. Because the war has taken so many mothers into the factories some conferences take place over the telephone, in the home, or at a parent-teacher association meeting.¹

The following analysis has been made of a group of representative report cards used in elementary schools in various sections of the United States at the present time, in order to gain some insight into current trends with respect to these problems.

1. Saunders, Carleton M., "The School and the Community Work Together", New Jersey Elementary Principals, Vol. 17, No. 4, May, 1944, pp. 5-6.

TABLE II
AN ANALYSIS OF A GROUP OF ELEMENTARY GRADE REPORT CARDS IN CURRENT USE IN SOME
SCHOOLS OF THE UNITED STATES

	Bakersfield, California City Public Schools	Pasadena, California City Public Schools	Pasadena, California City Public Schools Alternate Report Card	Colorado Springs, Colorado City Public Schools	Southington, Connecticut City Public Schools Grades 1-6	Southington, Connecticut City Public Schools Kindergarten Report	Glenco, Illinois City Public Schools	Tampa, Florida Hillsborough County Public Schools	Hutchinson, Kansas City Public Schools Grades 1-6	Hutchinson, Kansas City Public Schools Kindergarten Report	Louisville, Kentucky City Public Schools	Ferndale, Michigan City Public Schools	Kalamazoo, Michigan Campus Training School	Saginaw, Michigan City Public Schools	Omaha, Nebraska City Public Schools	Newark, New Jersey City Public Schools	New Brunswick, New Jersey City Public Schools	Rochester, New York City Public Schools	Watertown, New York City Public Schools Grades 3-6	Watertown, New York City Public Schools Primary Grades	Cincinnati, Ohio City Public Schools	East Cleveland, Ohio City Public Schools	Garfield Heights, Cleveland, Ohio Public Schools	Aberdeen, South Dakota
How many report cards are used in the elementary school?	3	4		3	3		1	1	2		1	2	1	1	1	2	2	1	3		3	1	2	
What is the general type of the report card used? F - Formal I - Informal	F	F	I	F	F	I	I	I	F	I	F	F	Combination F+I	F	I	F	F	F	F	I	F	F	I	
What symbols are used for marking subject matter?	A, B, C, D, E	S, N (+, -)	none	S, U	E, G, A, V, P, F	S, U, I, N	none	none	(blank) +	none	1, 2, 3	E, S, U	W, C, I, M, NC	S, U, I	none	A, B, C, D, F	S, N, U	Unusually good Satisfactory Needs to improve	Very good Satisfactory Needs to improve	none	A, B, C, D, E	S, N, I, U	none	none
What symbols are used for marking citizenship traits, health etc.?	✓	S, N (+, -)	none	S, U	S, I, N, U	S, U, N, I	none	none	(blank) +	none	U	E, S, U	W, C, I, M	S, U, I	none	A, B, C, D, F	S, N, U	Unusually good Satisfactory Needs to improve	Very good Satisfactory Needs to improve	none	A, B, C, D, E	S, N, I, U	none	Unusually Satisfactory
How many steps are there on the grading scale used?	5	2	none	2	5	4	none	none	3	none	3	3	5	3	none	5	3	3	3	none	5	4	none	no
Are school subjects listed by one-word titles?	Yes	No	Not listed	Yes	Yes	No	Not listed	Not listed	No	Not listed	Yes	No	Yes	No	Not listed	Yes	No	Yes	No	Not listed	Yes	No	Not listed	Not listed
Are school subjects grouped into wide areas?	No	No	Yes	Only Social Studies	Only Social Studies	Yes	Not listed	Yes	No	Not listed	No	No	No	Only social studies	Not listed	No	Only social studies	Yes	No	Not listed	Yes	Only social studies	Yes	No list
Are subjects subdivided or analysed into goals, objectives, skills or habits?	No	Yes	No	No	No	Yes	No	No	Yes	No	No	Yes	No	Yes	No	No	Yes	No	Yes	No	No	Yes	No	N
Does the report card list only skills and knowledges for checking?	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	N
Does report card list citizenship traits as well as skills and knowledges?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	On citizen ship only
Is citizenship rated all by one term on the report card, such as "conduct"?	No	No	Yes	No	No	No	None listed	No	No	None listed	No	No	No	No	Not listed	No	No	No	No	Not listed	No	No	Yes	No
Are citizenship traits subdivided or analysed into specific characteristics?	Few	Many	None listed	Many	Many	Many	Not listed	Few	Many	Not listed	Many	Many	Many	Many	Not listed	Few	Many	Few	Many	Not listed	Few	Many	Not listed	Man
Is citizenship expressed in a positive way?	No	Yes	Not expressed	Yes	Yes	Not expressed	Not expressed	Not expressed	Yes	Not expressed	No	Yes	Yes	Yes	Not expressed	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Not expressed	Yes
Is health rated in one all-comprehensive mark?	Yes	Yes	Yes	No	Yes	No	Not listed	Not listed	No	Not listed	No	No	Space for comment	No	Not listed	Yes	No	Yes	No	Not listed	Yes	No	Not listed	Yes

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Cincinnati, Ohio City Public Schools	East Cleveland, Ohio City Public Schools	Garfield Heights, Cleveland, Ohio Public Schools	Aberdeen, South Dakota City Public Schools	Ellensburg, Washington College Training School	Seattle, Washington City Public Schools Primary Grades	Seattle, Washington City Public Schools Grades 4-6	
3	1	2	1	2	4		
F	F	I	I	I	F	F	
A, B, C, D, E	S, N, I, U	none	none	none	Very Seldom Part of the time Practically always	A, S, U (+ -)	
A, B, C, D, E	S, N, I, U	none	Unsatisfactory Satisfactory Outstanding	none	Very seldom Part of the time Practically always	A, S, U (+ -)	
5	4	none	none	none	3	3	
Yes	No	Not listed	Not listed	Yes	No	No	
Yes	Only social studies	Yes	Not listed	Yes	Yes	Yes	
No	Yes	No	No	Yes	Yes	Yes	
No	No	No	No	No	No	No	
Yes	Yes	Yes	on citizen- ship only	Yes	Yes	Yes	
No	No	Yes	No	No	No	No	
Few	Many	Not listed	Many	Many	Many	Many	
Yes	Yes	Not expressed	Yes	Yes	Yes	Yes	
Yes	No	Not listed	Yes	No	No	No	

TABLE II, (Continued)

	Bakersfield, California City Public Schools	Pasadena, California City Public Schools	Pasadena, California City Public Schools Alternate Report Card	Colorado Springs, Colorado City Public Schools	Southington, Connecticut City Public Schools	Southington, Connecticut City Public Schools Kindergarten Report	Glenco, Illinois City Public Schools	Tampa, Florida Hillsborough County Public Schools	Hutchinson, Kansas City Public Schools Grades 1-6	Hutchinson, Kansas City Public Schools Kindergarten Report	Louisville, Kentucky City Public Schools	Ferndale, Michigan City Public Schools	Kalamazoo, Michigan Campus Training School	Saginaw, Michigan City Public Schools	Omaha, Nebraska City Public Schools	Newark, New Jersey City Public Schools	New Brunswick, New Jersey City Public Schools	Rochester, New York City Public Schools	Watertown, New York City Public Schools Grades 3-6	Watertown, New York City Public Schools Primary Grades	Cincinnati, Ohio City Public Schools	East Cleveland, Ohio City Public Schools	Garfield Heights Cleveland, Ohio Public Schools	Aberdeen, South Dakota
Is health described by a number of specific phrases?	No	No	-	2	No	-	-	No	6	-	2	3	No	3	-	No	5	No	4	-	4	3	-	1
Is there a section in which the child evaluates himself?	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No
Is there a statement of the aims and purposes of the school?	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	Yes	No	No	No	No	Yes	Yes	No	No	No	Yes	No
Is there a request for cooperation between the home and the school?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is there a suggestion for parents to make visits to the school?	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Is the report card explained to the parents by a booklet, a letter, or other means?	No	No	No	No	No	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	Yes	No	No	No	Yes
Is there a space on the report card for comments by the parent?	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Yes	No	Yes	No	Yes	No	Yes	Yes	No	No	Yes	No
Is there a space on the report card for comments by the teacher?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes
Is there an explanatory booklet or worksheet to help the teacher?	No	No	No	No	No	No	No	Yes (25 pages)	No	No	No	No	No	No	No	Yes	No	No	No	No	Yes	No	Yes	Yes
Is the report complicated for the teacher to use?	No	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	Yes	No	Yes	No	No
Is the report easy for parents to understand?	No	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Is any mention made of special talents, skills, interests, or service to school group?	No	No	-	No	No	-	-	-	No	-	No	No	No	No	-	No	No	No	No	-	Yes	No	-	-
How many times a year is the report card issued?	4	4	4	4	4	2	not stated	4	4	4	6	6	2	6	not stated	4	6	5	4	4	4 Kg.-2	6	4	not stated
Does the report card give a general impression that marks are based upon ability or upon competition?	Comp.	Abil.	Abil.	Abil.	Comp.	Abil.	Abil.	Abil.	Abil.	Abil.	Comp.	Comp.	Abil.	Abil.	Abil.	Comp.	Comp.	Comp.	Comp.	Abil.	Comp.	Comp.	Abil.	A.

City Public Schools	East Cleveland, Ohio City Public Schools	Garfield Heights Cleveland, Ohio Public Schools	Aberdeen, South Dakota City Public Schools	Ellensburg, Washington College Training School	Seattle, Washington City Public Schools Primary Grades	Seattle, Washington City Public Schools Grades 4 - 6
4	3	1	No	12	2	3
No	No	No	No	Yes	No	No
No	No	Yes	No	Yes	No	No
Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	No	Yes	Yes
No	No	No	Yes	Yes	No	No
No	No	Yes	No	Yes	No	No
No	No	Yes	Yes	Yes	No	Yes
Yes	No	Yes	Yes	No	No	No
No	Yes	No	No	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	No	-	-	-	No	Yes
4 -2	6	4	not stated	4	4	4
Comp.	Comp.	Abil.	Abil.	Abil.	Comp.	Comp.

TABLE II (Continued)

		Bakersfield, California City Public Schools	Pasadena, California City Public Schools	Pasadena, California City Public Schools Alternate Report Card	Colorado Springs, Colorado City Public Schools	Southington, Connecticut Grades 1 - 6	Southington, Connecticut City Public Schools Kindergarten Report	Glenco, Illinois City Public Schools	Tampa, Florida Hillsborough County Public Schools	Hutchinson, Kansas City Public Schools Grades 1-6	Hutchinson, Kansas City Public Schools Kindergarten Report	Louisville, Kentucky City Public Schools	Ferndale, Michigan City Public Schools	Kalamazoo, Michigan Campus Training School	Saginaw, Michigan City Public Schools	Omaha, Nebraska City Public Schools	Newark, New Jersey City Public Schools	New Brunswick, New Jersey City Public Schools	Rochester, New York City Public Schools	Watertown, New York City Public Schools Grades 3-6	Watertown, New York City Public Schools Primary Grades	Cincinnati, Ohio City Public Schools	East Cleveland, Ohio City Public Schools	Garfield Heights, Cleveland, Ohio Public Schools	Aberdeen, South Dakota City Public Schools
Folded Card	1. Size when folded	6"-7"	6"-7"		3½"-6"	4"-6"			5½"-8½"	5"-8"		4"-6"	5"-7"		4½"-8"	5½"-8½"	4"-6"		5"-8"	5½"-8½"	5½"-8½"	4½"-6½"	6"-8½"	4½"-8½"	
	2. Number of pages	4	4		4	4			4	4		4	4		4	4	4		4	4	4	4	4	6	
Booklet	1. Size						4¾"-5¾"							6"-8¾"				5½"-8½"							
	2. Number of pages						8							12				12							
Letter Paper	1. Size			8½"-11"				8½"-11"			5"-8"														
Unfolded Card	1. Size																								8"-11"
Size of Printing S - Small M - Medium L - Large		S	S	S	M	M	M	-	L	S	-	S	S	S	S	L	L	M	M	M	M	M	L	L	M
Color of Report Card		White	White Yellow Green	White	White	White	White	White	White	Yellow Blue	White	Yellow	Pink Green	White	Buff	White	Blue	White	White	Orange Blue	Blue	Buff	White	White	Buff

Cincinnati, Ohio City Public Schools	East Cleveland, Ohio City Public Schools	Garfield Heights, Cleveland, Ohio Public Schools	Aberdeen, South Dakota City Public Schools	Ellensburg, Washington College Training School	Seattle, Washington City Public Schools Primary Grades	Seattle, Washington City Public Schools Grades 4-6
4 1/2" - 6 1/2"	6" - 8 1/2"	4 1/2" - 8 1/2"			5" - 8"	5" - 8"
4	4	6			4	4
				5 1/2" - 8 1/2"		
				16		
			8" - 11"			
M	L	L	M	L+S	S	S
off	White	White	Buff	Blue Green	White	White

Number of report cards used:

Elementary public school home report cards from twenty-two representative school systems of the United States were examined. Forty-four report cards were examined in all. This is accounted for by the fact that many cities use different elementary report card forms for different elementary school grades.

The distribution is as follows:

2 elementary school systems use 4 report forms
5 elementary school systems use 3 report forms
6 elementary school systems use 2 report forms
9 elementary school systems use 1 report form

The trend shows that a majority of 13 to 9 elementary school systems use more than one form of report card. In all but four of the elementary school systems whose report cards are included in this study, the different report cards used were found to be^{so} similar to each other in form that it was not felt necessary to use separate columns to analyse them.

The following elementary school systems were found to use such differing types of report cards for the primary and the intermediate grades that it was felt necessary to report on them separately:

Pasadena, California
Southington, Connecticut
Hutchinson, Kansas
Watertown, New York
Seattle, Washington

Types of cards:

The report cards examined were roughly grouped into two types, the formal type, by which is meant that there are little squares to be marked in one way or another, and the in-

formal type, by which is meant that there are large spaces for comments by teachers, rather than little squares for checking.

Number of cities using formal report cards
inclusively in the elementary schools _____ 12

Number of cities using informal report cards
inclusively in the elementary schools _____ 6

Number of schools using formal report cards in
intermediate grades and informal report cards in
kindergarten and/or primary grades _____ 4

Number of schools using a combination of both
types of report on one card _____ 1

Subject Matter:

There is great variation in the methods used for indicating marks in subject matter:

13 use letter symbols

1 uses number symbols

3 use descriptive words

9 use no marks or scores for subjects

Of the report cards studied, three used different symbols for marking citizenship and social behavior from those used for marks in subject matter.

There is also great variation in the number of steps or the grading scales. These vary from none on the informal letter reports up to five, as follows:

Table III

NUMBER OF STEPS ON GRADING SCALES USED ON
SOME ELEMENTARY GRADE HOME REPORT CARDS:

Number of Elementary School Systems	Number of Steps on the Grading Scale Used
5	5 steps
2	4 steps
10	3 steps
2	2 steps
9	No formal grading scale used

The trend seems therefore to be to use three steps, on the formal cards, or else to use no steps, on informal reports.

Three lines on the chart are devoted to determining current trends in the methods of reporting progress in skills and knowledges:

Table IV

WAYS IN WHICH SKILLS AND KNOWLEDGES ARE
LISTED ON SOME ELEMENTARY GRADE REPORT
CARDS

	Yes	No	Not listed (Informal Reports)
Subjects are listed by one word only	9	10*	8
Subjects are grouped into large area	9	13**	5
Subjects are subdivided or analyzed into specific characteristics, objectives or habits	11	10	6

* The ten report cards checked "no" are those which list each subject by a descriptive phrase rather than by merely one word.

** Four of these thirteen report cards list "Social Studies" as one large area, but all other knowledges are separate subjects.

According to the analysis of this small group of report cards, there is no trend or agreement on elementary report cards as to whether there should be a single mark for each "subject", as to whether each subject should be described by a number of specific skills or knowledges to be gained in that subject, or as to whether subject matter should be grouped into large areas, (as for example, history, geography and civics have been combined into the wider area, "social studies", on some of the elementary report cards examined).

Citizenship:

No elementary report card examined stated marks in subject matter only. All contained some type of report on citizenship.

Fourteen of the formal report cards contained extensive lists of traits in citizenship for checking; four have citizenship expressed in only two or three items for checking.

A majority of the elementary report cards examined make an effort to describe citizenship in a positive way, or at least in a neutral way, checking some traits satisfactory and others unsatisfactory. The outstanding exceptions to this trend are the methods of checking citizenship used by the elementary schools of Louisville, Kentucky, and of Bakersfield, California. On these two report cards, only the unsatisfactory habits are checked.

Health:

Health habits are mentioned on a majority of all the elementary school report cards examined. Health seems to be the topic, however, which is most neglected. Many of the report cards devote only one or two items to it.

The report card used in the primary grades of the College Elementary School in Ellensburg, Washington, stresses health habits in a commendable way. The health habits below are checked by the child, as part of his share in preparing his home report:

1. I try to keep myself neat and clean.
2. I keep my hands and materials away from my face.
3. I use a handkerchief when I need it.
4. I wear my wraps when I need them.
5. I try to sit and stand correctly.
6. I try to relax when resting.¹

Self-evaluation:

Although many educators maintain that the child should have an opportunity to share in the making of his report card, only one instance was found in which this is the case. Both of the report cards used in the College Elementary School at Ellensburg, Washington, have spaces for the child to evaluate himself.

Statement of philosophy and aims:

One of the criteria set up for a satisfactory report card is that it should contain a statement of the philosophy and aims of the school system. Report cards from the twenty-two elementary school systems were checked on this point. Eleven fulfilled this requirement; eleven did not.

Home - School Cooperation:

Another criterion for a good report card is that the card should express the necessity for cooperation between the home and the school. Four items on TABLE II deal with this subject. The following table summarizes these four items:

1. Report to Parents, Primary Grades. College Elementary School, Ellensburg, Washington, p. 3.

Table V

HOW HOME - SCHOOL COOPERATION IS EXPRESSED
ON SOME ELEMENTARY GRADE REPORT CARDS:

	Yes	No
Is there a request for cooperation between the home and the school?	21	1*
Is there a suggestion for parents to make school visits?	17	5
Do explanatory booklets or papers accompany the report card to the home?	4	18
Is there a space for the parent to write a comment?	12	10

* Elementary School Report Card, Louisville, Kentucky.

It is evident from this table that elementary report cards do stress cooperation between home and school.

Cripe reports that less than ten minutes time is spent by parents in examining and talking over the reports cards now used.¹ Undoubtedly, a contributing factor to the evidently insignificant attention parents give report cards is that the cards are not well understood. The same author mentioned above found in his study that parents prefer a simple, understam[✓]dable report card to one that is long, complicated, and highly technical in vocabulary. Explanatory booklets or printed sheets, at present used by only four of the twenty-two school systems in this study, might well be more widely adopted, so that the parent may understand better the significance of his child's report card.

An interesting device for gaining home-school cooperation is reported from Bridgewater Township, New Jersey, as follows:

1. Cripe, H.E. "Parents Assist in Making a Report Card." National Elementary Principal, 21: 182-6, April, 1942.

With the quarterly report of student progress goes a letter to the parents from the head of the schools. This letter is usually an explanation of a school policy or an appeal to the parents to help execute a policy. Whereas many parents disregard a form letter sent them via their children, they do read a letter which is enclosed with the report cards. At times this letter is in the form of a questionnaire. Besides obtaining information which the schools are anxious to gather, this reply gives them an indication of how many parents actually read the letters.¹

The informal report card is not always the most simple to understand. Not all teachers are adequately trained in child psychology, in letter writing or in diagnosing to be able to write simply and understandably about a child's progress and needs. One public elementary school system, that of Tampa, Florida, provides a twenty-five page mimeographed bulletin consisting of lists of phrases and sentences to be used on the informal report cards. The need for such a bulletin implies that the teachers found difficult the task of interpreting the school to the home.

Special Talents:

Another criterion for the good elementary report card is that it should contain provision for reporting to the parent concerning his child's special talents, skills, interests, or unusual services to his group. Only two of the formal report cards examined fulfil this requirement. It is to be assumed that the informal report cards might fulfil this requirement, depending upon the reporting job done by the individual teacher.

1. Saunders, Carleton M. "The School and the Community Work Together." New Jersey Elementary Principals. 17: No. 4, May, 1944, p. 5,6.

Frequency of reports:

It is of interest to determine how often the report cards are issued. The traditional report card was issued monthly. The trend at the present time seems to be to issue report cards less frequently. Four of the report cards examined do not state how often they are to be issued. These four are all of the informal type. It is to be assumed that they are issued at irregular intervals, with the teacher writing perhaps three or four each week during the school year. Three of the elementary public school systems have their kindergarten report issued twice a year and their other elementary grade cards issued four times a year. Nine of the school systems issue all their elementary report cards four times a year. One elementary school system issues all elementary report cards five times a year. Four elementary school systems issue all report cards six times a year. The trend seems to be to issue elementary report cards four times a year.

Marking systems:

It has been shown above that most educators and mental hygienists agree that competitive marking systems are detrimental to a child's mental health. The elementary school report cards examined show that twelve use competitive marking systems while fifteen now have abandoned the competitive system of marking in favor of measuring the child's progress against his ability to progress.

Physical characteristics:

The physical make-up of the elementary school report card is another, though a minor, problem. The concensus of

opinion in articles read on the subject seems to be that the home report should be of a pleasing color, perhaps have an interesting picture on the cover, and otherwise be made attractive to the child. Many are of the opinion that report cards should be of a size that will fit into a standard size envelope for mailing. The following is a summary of the physical characteristics of the elementary school report cards examined.

Nineteen are folded cards. Eighteen of these have only one fold, making four pages to the report. One has two folds, making six pages to the report. The folded cards vary from $3\frac{1}{2}$ " by 6" to 6" by $8\frac{1}{2}$ " in size.

Four of the report cards are booklets containing from eight to sixteen pages. The booklets vary in size from $4\frac{3}{4}$ " by $5\frac{1}{4}$ " to 6" by $8\frac{1}{4}$ ".

Two reports are ordinary letter size $8\frac{1}{2}$ " by 11". One is note paper 5" by 8".

Nine of the report cards are in small print, seven are in medium size print, and only five use print large enough to compare favorably with the size print in textbooks used by children in the grades for which the reports are intended.

Fifteen of the elementary school systems use plain white or buff cards, while seven use cards colored yellow, blue, green, pink or orange.

One elementary school system uses cards with an interesting picture on the cover; another uses a booklet with an illustration on the second page.

IV. An Elementary Report Card Suggested for Discussion and Trial in a Second Grade of a Louisville Public School

The Works Survey contains the following comment concerning home reports in Louisville, Kentucky:

Reports to the home, the same for every room of every school, and sent out on the same day, are an example of the pattern of sameness throughout the system that needs to be abandoned. Why should not room teachers, in conference with a group of parents, study the problem of reporting, tentatively agree upon a type of report for that room, and make a report on a part of the pupils each week.

This statement encourages the writer to propose a new form or report card for trial in a second grade class in a Louisville, Kentucky, elementary school. The following suggested second grade report card attempts simplicity, clarity and adequate coverage. It gives the child a share in making out his report; it eliminates competitive marking; it has space for both parent's and teacher's remarks; it contains a statement of the philosophy and aims of the school, and it encourages the parent to consult with the teacher.

This report contains ten pages. However, the teacher's actual work takes up merely three and a fraction pages. As a matter of fact, there is very little more work than is entailed in the regularly adopted Louisville Public School Elementary Report Card, since the number of pages is partly due to the large size printing purposely employed.

Four pages of the report card are designated "Pupil's

Report." This part of the card is meant to be checked by each child during a classroom supervised study lesson. After the first time or two that the report card is used, the children should be able to check their cards with little help. The child's part of the report card should be prepared before the teacher adds her remarks and grades. The child's part of the report card, consisting of citizenship and health traits, employs a different system of scoring than the teacher's part, for the sake of easier scoring. The spaces are checked under the appropriate phrases. The teacher's part of the report, consisting of growth in subject matter, employs the three step scoring shown to be preferred on most of the elementary report cards examined. The letters U (Unsatisfactory), S (Satisfactory) and I (Improving) are used to rate the child in consideration with his own ability. The Letter "I" cannot be used except to follow a "U". Therefore the first report card will show grades of either "S" or "U".

This report card is designed to be issued only four times a year, rather than the six times indicated on the presently employed report card. This is in accordance with the trend discovered through examining many report cards, and incidentally makes up for the slight amount of extra work involved in this suggested new form.

Louisville Public Schools
Report of

who is in the

Second Grade
of

Parkland Elementary School

Teacher: _____

Principal: _____

MESSAGE TO PARENTS

Schools are to build well-rounded individuals, who are developed not only mentally, but physically, socially and emotionally as well.

This is a report concerning your child. It has been designed to call your attention to important phases of his or her development.

All children do not progress at an equal rate. Therefore, this report card does not compare your child's work with that of any other child. Instead, his achievement is compared with his own past record and ability.

It is our belief that the school and the home must cooperate to secure the child's best mental, physical, social and emotional growth.

Your child has aided in preparing this report. You are asked to examine this report carefully and discuss such parts of it with the child as will be of advantage to him.

A space has been reserved at the end of this report for you to make your suggestions and comments.

You are urged to visit the school and confer with the teacher.

It is advisable that appointments with the teacher be made in advance. Please phone the office of the school for appointments.

LIVING TOGETHER

PERIODS

	PERIODS			
	1	2	3	4
	MOST OF THE TIME	MOST OF THE TIME	MOST OF THE TIME	MOST OF THE TIME
	SOME OF THE TIME	SOME OF THE TIME	SOME OF THE TIME	SOME OF THE TIME
	ALMOST NEVER	ALMOST NEVER	ALMOST NEVER	ALMOST NEVER
1. I help my group to make plans.				
2. I help to carry out the plans.				
3. I work carefully.				
4. I am an independent worker.				
5. I try to finish my work.				
6. I find worthwhile things to do by myself.				
7. I try to use a pleasant voice.				
8. I do not interrupt when others are talking.				
9. I am courteous and considerate of others.				
10. I am dependable.				
11. I help make our school a happy place.				

PERIODS

	1	2	3	4
MOST OF THE TIME				
SOME OF THE TIME				
ALMOST NEVER				
MOST OF THE TIME				
SOME OF THE TIME				
ALMOST NEVER				
MOST OF THE TIME				
SOME OF THE TIME				
ALMOST NEVER				
MOST OF THE TIME				
SOME OF THE TIME				
ALMOST NEVER				

	1	2	3	4
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SOME OF THE TIME				
ALMOST NEVER				
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SOME OF THE TIME				
ALMOST NEVER				
MOST OF THE TIME				
SOME OF THE TIME				
ALMOST NEVER				
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ALMOST NEVER				

	1	2	3	4
MOST OF THE TIME				
SOME OF THE TIME				
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ALMOST NEVER				
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MOST OF THE TIME				
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ALMOST NEVER				
MOST OF THE TIME				
SOME OF THE TIME				
ALMOST NEVER				

6. TEACHER'S REPORT				
Meaning of symbols:				
S-Satisfactory U-Unsatisfactory I-Improving				
	Periods			
	1	2	3	4
READING:				
1. Shows interest in books.				
2. Understands what he reads.				
3. Reads aloud fluently.				
4. Works out new words for himself.				
LANGUAGE:				
1. Talks in sentences.				
2. Writes in sentences.				
3. Uses correct language forms.				
SPELLING:				
1. Spells correctly on tests.				
2. Spells correctly on all written work.				
WRITING:				
1. Forms letters correctly.				
2. Writes numbers correctly.				
3. Writes own name well.				

	PERIODS: 7			
	1.	2.	3.	4.
ARITHMETIC:				
1. Knows the number facts.				
2. Solves problems.				
SOCIAL STUDIES:				
1. Takes part in discussions.				
2. Reads informational books.				
3. Brings in materials for study.				
SCIENCE:				
1. Takes part in experiments.				
2. Brings in materials for experiments.				
ART:				
1. Expresses ideas through art materials.				
2. Uses materials skillfully.				
MUSIC:				
1. Listens to good music.				
2. Takes part in music activities.				
3. Sings correctly with the group.				
4. Sings correctly alone.				
SUPERVISED PLAY:				
1. Takes part in games readily.				

8	PERIODS			
	1	2	3	4
Height (inches)				
Weight				
Days present				
Days absent				
Times tardy				
Teacher's remarks, including special talents, skills and contributions to the group: Period 1:				
Period 2:				

Period 3:	9
Period 4:	
Assigned for next year to grade ____	

10

PARENTS REMARKS AND SIGNATURES

PERIOD 1.

Signature: _____

Period 2.

Signature: _____

Period 3.

Signature: _____

Period 4.

Signature: _____

Please return this report card promptly.
(The report card is retained by the
parent at the close of the school year.)

V. Conclusion

Criteria have been set up for reporting to the home on the progress of elementary school children. Some of the psychological implications of home reporting on the mental health of children have been mentioned. A group of representative elementary grade report cards has been examined and compared.

Upon the knowledges gained through these activities, a tentative form of report card for a second grade class has been designed. Its value cannot be ascertained until it has been thoroughly discussed by parents and teachers, and tested through actual use.

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