

AN ANALYSIS OF THE ROWAN COUNTY SCHOOL SYSTEM'S
METHODS OF REPORTING PUPIL PROGRESS

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ABSTRACT OF APPLIED PROJECT

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ABSTRACT OF APPLIED PROJECT

AN ANALYSIS OF THE ROWAN COUNTY SCHOOL SYSTEM'S METHODS OF REPORTING PUPIL PROGRESS

Director of Applied Project, Dr. Robert Prickett

Statement of the Problem

The purpose of this study was to analyze student progress reporting procedures used in Rowan County elementary schools to determine if these processes were meeting the needs of the people they served. Reporting procedures used by Rowan County were compared to the methods of reporting pupil progress in selected school districts across the state of Kentucky and comparisons were also related to the review of literature on the subject. A questionnaire was sent to parents and teachers in Rowan County to determine their satisfaction with the current methods used.

Methods of Procedure

A letter was written in March, 1987 to twenty-five schools in the state of Kentucky asking for their current procedures of reporting pupil progress. School selection was made by recommendations from Rowan County administrators and a ranking of schools based on the Kentucky Essential Skills Test results.

Next, a review of literature was made to establish the importance of effective reporting procedures and to establish current methods of reporting pupil progress.

Two questionnaires were then devised by the researcher to solicit information about reporting procedures used in Rowan County from teachers and parents of elementary students in grades one through five. Questionnaires were delivered to head teachers and principals of Rowan County's six elementary schools. These administrators distributed the questionnaires to teachers in their building. Teachers mailed questionnaires to two parents in their classroom. Then these instructors answered a questionnaire of their own. Questionnaires were distributed in the fourth week of May.

The Director of Pupil Personnel and one of Rowan County's Elementary Supervisors were interviewed in June by the researcher to establish Rowan County's present method of reporting pupil progress.

Data gained from the questionnaires and various school systems across the state were arranged in Table form to provide the researcher with an efficient way to make comparisons and determine apparent differences.

Comparisons were then made and conclusions drawn concerning Rowan County's methods of reporting pupil progress.

Findings

Parents and teachers are satisfied, for the most part, with Rowan County's current reporting procedures. However, a few areas that may need to be reviewed by the district are as follows: (1) Parents want more contact with the teacher about their child's

progress; (2) Parents and teachers want more than one parent/teacher conference a year; (3) The non-academic area of social and individual achievement is not on Rowan County's report forms after first grade; (4) Rowan County report forms do not provide for class differences except in the area of reading; and (5) Parents are not included on committees formed to review student progress reports.

Conclusions

Rowan County's methods of reporting student progress are, for the most part, consistent with those reporting procedures used in other systems in the state, with the majority of needs and wants of parents and teachers, and with current literature on the subject.

Accepted by:

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APPLIED PROJECT

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CHAPTER 1

INTRODUCTION

"Evaluating a pupil's progress requires careful reflection on many aspects of a student's personalities and abilities" (Ahmann and Glock, 1971, p. 495).

Because of the nature and importance of reporting student competence, teachers need to ensure that the reporting process--either written or personal conference--in an effective, honest appraisal of a student's effort and progress. A successful reporting process, one in which appropriate information and feelings are shared objectively and subjectively, helps create a stronger, more positive bond between home and school. Parents better understand the goals and methods of the school, develop a trust towards the teacher, and become more responsive at home (Brooks and Van Cleaf, 1982, p. 149).

Effective reporting systems also serve the function of informing administrators whether a student has passed or failed, whether he or she should be promoted or required to repeat the grade and whether the student should graduate. Reporting systems that are accurate and clearly stated guide counselors in identifying areas of special ability and inability, in deciding on the advisability of enrolling the student in certain courses and keeping the student out of others. Methods of reporting pupil progress can also have motivation and discipline functions. These systems can stimulate

students to make greater effort in learning activities. Reporting processes are used in determining eligibility to honors of many different kinds such as participation in school activities, eligibility to play team sports, membership in selected groups, the winning of scholarships, etc. (Winkle, 1947, pp. 31, 32).

Grading and reporting systems have many worthwhile functions. However, because of their visibility, they are vulnerable to criticism and attack (Miles, 1977, p. 12). Therefore, methods of reporting pupil progress should be continually evaluated to see that they are meeting the needs for which they were designed.

The Rowan County School System (on an informal basis) reviews its reporting methods "annually" with the Director of Pupil Personnel, head teachers, and principal. In the last eleven years, teacher committees have reviewed Rowan County's reporting methods about three times. Is the Rowan County student reporting process meeting the demands of the people it serves? This study will survey and analyze data pertinent to this question.

Statement of the Problem

The purpose of this study was to analyze student progress reporting procedures used in Rowan County elementary schools to determine if these processes are meeting the needs of the people they serve. Reporting procedures used by Rowan County were compared to the methods of reporting pupil progress used in selected school districts across the State of Kentucky. Comparisons were also related to the review of literature on the subject.

Need for the Study

This project was undertaken to compile information on methods of reporting pupil progress for the Rowan County School District. This descriptive study was an attempt to interpret and analyze the selected data for Rowan County to be used in reviewing its reporting procedures in the 1987-1988 school year.

By reviewing methods of reporting student proficiency used in this study, other researchers can also have a data base to justify the best method of reporting pupil progress.

Research Questions

The following research questions were formulated for this study:

1. Will there be a difference between Rowan County's method of reporting pupil progress and the methods found in the review of current literature?
2. Will there be a difference between Rowan County's current way of reporting pupil progress and the way that parents and teachers from Rowan County want to see student progress reviewed?
3. Will there be a difference between Rowan County's method of reporting student proficiency and the reporting procedures found in selected school districts in the State of Kentucky?

Definition of Terms

Academic Achievement - A pupil's achievement in all curriculum areas except physical development, emotional development and ethical behavior.

Growth - Means change or gain. To interpret it adequately, one must consider the individual, his or her ability, his or her background experiences, his or her present environmental stimulation, etc.

Reporting - Transmitting information about a pupil's progress or achievement to parents, employers, school records or college admissions offices.

Grading - Providing a numerical or letter symbol to summarize a student's progress or achievement within a given time period.

Evaluating - Making judgments regarding the quantity or quality of a student's progress or achievement.

Parent - Is used to refer to the primary caretaker, whether parent or guardian.

Organization of Remaining Chapters

In the remaining portion of this applied project, there will be four chapters. Chapter Two will contain a review of literature on reporting pupil progress. Chapter Three will discuss the methods of procedure used for analyzing Rowan County's reporting processes. Chapter Four will contain the findings of this applied project. Chapter Five will summarize the findings of this study. In addition, this chapter will contain conclusions that have been drawn by the researcher while conducting this applied project. Recommendations that may improve the Rowan County School District's reporting processes will also be discussed.

CHAPTER 2

A REVIEW OF RELATED LITERATURE

Until 1850, most elementary schools in the United States were of the one-room variety. Students of all ages and experiences were grouped together under one teacher (Kirschenbaum, Napier and Simon, 1971, p. 50). Almost no formal records were used for evaluating progress of students at this time. To inquiring parents, a student's progress was reported precisely: "He is on page 17 of The Blue Book Speller or in McGuffey's Third Reader at the tenth story (Grading and Reporting, 1972, p. 6).

As the number of students in the nation gradually increased, school districts began to organize their pupils into graded classes. It was at this time that the practice of reporting progress to parents started coming into its own.

The earliest progress reports were unstructured, written messages from teacher to parent (Grading and Reporting, 1972, p. 6). An 1851 report card from Tuscarora Valley, Pennsylvania reported the following grades for one of its students:

Behavior 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.

(Kunder and Porwoll, 1977, p. 1)

Longhand student evaluations were first abandoned by high schools who switched to the use of percentage grades on a formal

card. Standardization developed and the report card entered the 1900's as a form used at all levels, giving each student a rating in academic subjects. During this time, the transmission of the report of progress was a solemn and serious affair. Grades were used not only as a teacher's message to parents, but also as his or her tool of retribution. By giving a student a low grade--especially in conduct--the teacher almost guaranteed the pupil an unhappy visit to the woodshed (Grading and Reporting, 1972, p. 6).

In 1912, a study by Starch & Elliott shook the foundations of existing grading systems. This report questioned the reliability of teacher-given grades. An English paper was sent to 140 schools for teachers to grade. When it returned the researchers found that there was a wide discrepancy in the marks assigned to the paper. Some teachers graded the paper as 90 or better while others gave the paper a failing grade. Until this study was conducted, all teacher-given grades were considered accurate (Grading and Reporting, 1972, p. 6). Questions which for years had been bothering educators concerning the grading process now began to surface. So efforts were made to correct some of the problems which existed.

Educators began to move away from the 100-point scale to those scales which had fewer and larger categories. One grading system that was tried was a three-point scale which used Excellent, Average or Poor as the grading criteria. Another plan used was the five-point scale--Excellent, Good, Average, Poor, Failing, or A, B, C, D, F (Kirschenbaum, Napier and Simon, 1971, p. 57).

In the 1920's, the search for a better way of grading continued. However, no one could seem to find a system that everyone could agree on. More schools, during this time, began to shift to the five-point scale (A, B, C, D, F) based on percentages (Kirschenbaum, Napier and Simon, 1971, p. 58).

All these attempts to find a perfect grading system were aimed at objectifying, standardizing and simplifying the grading process. One attempt at objectivity was to record descriptive behavior about character traits. Instructors would rate their students on appearance, motivation, citizenship, conduct, etc. It was hoped by educators that if these subjective judgments could be given a separate place in the evaluation of students, then teachers would be less subjective when grading academic areas. However, few people liked this system of grading because there was even less objectivity by teachers when they had to grade areas using their own value judgments (Kirschenbaum, Napier and Simon, 1971, p. 60).

Other marking systems used during this time period included the pass/fail approach and verbal evaluation of student progress. There was even a large movement to get away from the concept of grading. In 1933, one Massachusetts school abolished all report cards. To replace this reporting method, the school used individual letters to parents as a reporting process (Grading and Reporting, 1972, p. 6).

In the 1930's, the battle over grades continued, one group wanting to eliminate grades and the other group wanting to keep

grades but make them more objective. Many educators in this time period saw testing and measurement as one answer to the problem. The other side questioned the usefulness of tests. They worried about the effects tests might have on students. Grades from tests would divide students into inferior and superior groups. Tests only focused on one aspect of the child and it was doubtful that tests would be useful to a pupil in later life (Kirschenbaum, Napier and Simon, 1971, p. 62).

By the 1940's, most schools had adopted the five-point system mainly because it was easy to handle administratively and because it was acceptable to college admissions offices. In the 1950's, the debate over grades continued until the 1960's when it erupted anew. Student protests at colleges over grades made many colleges adopt a four-point scale--Honors, High Pass, Pass, Fail, a three-point scale--Honors, Pass, Fail, or a two-point scale--Pass, Fail (Kunder and Porwoll, 1977, p. 3). However, during the mid-1970's, many college students began to object to Pass/Fail grading and to view such practices as a hindrance to their entering highly competitive graduate and professional schools (Time, 1974, p. 66).

In 1977, the Educational Research Service conducted a national survey of school systems to determine the current procedures of reporting pupil progress to parents and pupils. It was found in this survey that the parent/teacher conference was the most often used reporting method in the primary grades. Checklists/rating scales came in second, followed by letter grades, satisfactory/

unsatisfactory marks and pupil/teacher conferences. A letter from the teacher informed parents of their child's progress in 20% of the responding school systems. Few school districts used number or percentage grades at the primary level.

In the upper elementary grades, the Educational Research Service found that parent/teacher conferences again headed the list. This reporting procedure was followed by letter grades, checklist/rating scales, and pupil/teacher conferences. Additional rankings were in this order: satisfactory/unsatisfactory, letters to parents, percentages and number grades and pass/fail (Kunder and Porwoll, 1977, pp. 11-15).

In a review of current literature, procedures for reporting pupil progress were examined by the researcher. In the following pages, each of the methods reviewed will be discussed.

METHODS OF REPORTING PUPIL PROGRESS

This section of Chapter Two will establish present methods of reporting student progress. The methods discussed will include: (1) parent/teacher conferences, (2) special letters, (3) telephone conversations, (4) self-evaluation, (5) report cards, and (6) tests.

Parent/Teacher Conference

In the past when school districts were smaller than they are today, teachers lived and taught in the same community as their students. Parents and teachers saw each other at community functions and there was little need for "formal" parent/teacher conferences. However, in the present time, many parents and teachers are strangers. It would not be unusual for a parent to say "It is by sheer faith that I send my child to school, because I don't know anyone there." In modern times, the "formal" parent/teacher conferences have replaced informal contacts as a means of exchanging information between parents and teachers (Canady and Seyfarth, 1979, p. 7).

Background

In 1974, Congress passed the Family Educational Rights and Privacy Act, better known as the Buckley Amendment. Within the past decade, this law has had a great impact on the importance of frequent and effective parent/teacher conferences (Potter and Robinson, 1986, p. 28).

. . . the right to inspect and review any and all official records, files and data directly related to their children, including all material that is incorporated into each student's cumulative record folder and intended for school use or to be available to parties outside the school or school system, and specifically including but not necessarily limited to identifying data, academic work completed, level of achievement (grades, standardized achievement scores), attendance data, scores of standardized intelligence, aptitude and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious recurrent behavior patterns.

(Public Law, 1974, pp. 571-572)

The parent/teacher conference is the most direct and meaningful mode of communication between the home and school (Hertel, 1977, p. 5). This is because it can eliminate misunderstanding far more readily when either conferee is able to raise questions than when communication is used by letter or some other means of reporting pupil progress (Ahmann and Glock, 1971, p. 522).

Conferences, when used as effective communication tools, serve a specific purpose and are planned and conducted in an orderly fashion (Swick and Duff, 1978, p. 70). Formal parent/teacher conferences are usually held for one or more of four purposes: (1) to get acquainted; (2) to report progress; (3) to describe a program; or (4) to deal with parent questions and concerns (Canady and Seyfarth, 1979, p. 22).

The individual conference is one of the most widely used parent/teacher communication techniques. This type of conference brings a parent and a teacher together on a one-to-one basis (Swick and Duff, 1978, p. 70). The child is the focus of the individual conference. The parents and the teacher exchange information about

the child which helps in understanding the child's growth, interests, work capacity and emotional needs. Concerns are shared, as is responsibility. Potter and Robinson (1986) and Ediger (1975) suggest that students should be active participants in parent/teacher conferences since their interests are definitely involved. Bond (1973) defines the structure for a successful conference. The following sequence is suggested: (1) invitation, (2) greeting, (3) positive statements, (4) strengths and weaknesses, (5) work, (6) listening and talking, (7) area for improvement, (8) summary and (9) invitation. Potter and Robinson (1986) state that when the teacher calls a conference, the burden of responsibility for its structure resides with the teacher.

The group conference usually involves parents, teachers and the principal. The principal or a teacher may start the conference by speaking briefly to the group sharing information of interest to all. Then there is a time to meet and talk with other parents and perhaps take a tour of the school building (NSPA, 1978, p. 7). Group conferences are scheduled when problems may arise concerning the lunchroom, transportation, social affairs and a host of other matters in which parents have a strong interest. By calling them together to discuss these problems and by making them parties to decisions reached, real bonds of friendship and appreciation can be cemented (Kindred, 1960, p. 300).

Conferences with parents rarely replace all other methods of reporting pupil progress. When this does occur, it is only

at the kindergarten or the first grade level. At other levels, conferences and written reports usually are alternated, or the conference supplements the written report (Grading and Reporting, 1972, p. 24).

Scheduling

One of the problems parents have in arranging conferences is contacting teachers who spend most of the day in the classroom. To avoid delays, some schools arrange for the school secretary to schedule all conferences (Canady and Seyfarth, 1979, p. 23). At other times, teachers contact parents by telephone or a written communication.

When setting up conferences, sufficient time must be allowed--usually 30 minutes. If a teacher rushes through an interview, this is unfair to the parent and to the teacher. Canady and Seyfarth (1979) relate that ending a conference is usually awkward. However, it is important to hold to the schedule if other parents are waiting. To keep track of time, they suggest that a teacher sit within view of a clock so at a glance it will keep the teacher posted on time. If the conference is scheduled to end at a precise time, the parent should be told ahead of time. The teacher could say, "We will talk today until 4:00; if we need more time, we can meet another time."

The confusion during conference time may result in forgotten conference appointments--either the teacher or the parent may be at the right place but have the wrong time. By sending a reminder

home the day before the scheduled conference, a teacher can remind parents and double check his or her own schedule.

Various schools have experimented on ways to find time for parent/teacher conferences. Many teachers prefer to meet parents immediately after their students leave school, but parents who work are often not able to arrange to visit the school during hours. To accommodate them, some school districts now provide compensatory time to teachers who use evening or Saturday hours to meet with parents. Two three-hour Saturday or evening sessions are equivalent to one contract day, and arrangements are made for the teacher to take off an equal amount of time. A teacher might be given an inservice day off, for example. Another plan in use in some schools calls for teachers to remain thirty minutes beyond their normal departure time one or two days a week. That time can be used for extended or late conferences with parents. In return, teachers are permitted to leave thirty minutes earlier than normal on other days (Canady and Seyfarth, 1979, p. 23). Bellanca (1977, pp. 48-49) suggests that if working parents are a large number, conference days can be scheduled to begin in mid-afternoon. Half of the staff can conduct school at the regular time for all students (large group presentations, field trips, mini-courses with community and parent volunteers, a feature film or an assembly program). The other half of the staff can prepare and conduct conferences. On a second day, the staff can reverse the tasks. This arrangement has several advantages: it varies the student program, allows for

cooperative staff planning, gives an opportunity for new learning experiences and experimental programming, and intensifies community involvement. Some schools have found time for parent/teacher conferences by holding conferences during the teacher's planning period. Other methods have included ending the school day one hour early one day a week. Then each teacher schedules three to five conferences in those times.

Perkins and Buchanan (1983, p. 1) report that parent/teacher conferences are usually held one or two times during the year. However, Alhmann and Glock (1971, p. 522) relate that since conferences involve a great deal of time, some school districts arrange only one per pupil during the school year, using other methods of reporting pupil progress for the remaining report periods.

Millar (1969) suggests that the first parent/teacher conference should take place in the early fall, as soon as the teacher has had time to know the children one from another. To wait until after Christmas is to ignore the preventive value of the parent/teacher conference and in some cases to allow tensions to accumulate to the point that they interfere with communication.

Planning

Planning for the conference should include making arrangements to insure privacy and freedom from interruptions. If the teacher is responsible for supervising students after school, arrangements can be made to swap the duty with other teachers. The school

administration should be asked to impress on custodians the importance of avoiding interruptions during parent/teacher conferences. Making arrangements for holding a conference in a child's classroom also helps parents to develop a feel for the place where their child spends a good part of each day. Especially in elementary schools, an effort should be made to locate comfortable adult-size chairs before the parent arrives (Canady and Seyfarth, 1979, p. 23).

Deciding in advance what to say to parents during a conference removes some of the spontaneity, but it has the advantage of insuring that important areas are covered. This strategy helps the teacher to maintain a balance between positive and negative comments. Too many negative comments discourage parents and may hamper future cooperation (Canady and Seyfarth, 1979, p. 14). Some school districts make recommendations about the types of information that should be made available to parents during the parent/teacher conference. An example of one district's list is as follows:

1. a list of student strengths, both academic and social
2. a list of student weaknesses, both academic and social
3. recommendations for corrective actions to alleviate weaknesses or difficulties or deficiencies
4. reports of various test results: standardized tests, district tests, teacher tests
5. reports of district or state level, ongoing minimal competency systems: discussion of skills and proficiency testing
6. discussion of attendance problems

7. discussion of homework quality
8. a folder of student work samples. Work placed in student folders should not be haphazardly selected. Teachers placing items in folders with little or no consideration for the quality and content may cause confusion when the examples they share with parents contradict the teacher's evaluation. Samples of student work should reflect their best attempts on specific skills selected for instruction. One method for obtaining examples of their best work is to inform students when specific assignments will be saved and placed in conference folders. The students should also be told the exact nature of the assignment as well as the criteria the teacher will use for evaluation. This will help insure that children are in fact concentrating on the skills being evaluated and that they will be doing better work. This work may then be more representative of their true abilities than work with little effort. At the time of the conference, the teacher will then have examples that reinforce the teacher's evaluation (Brooks and Van Cleaf, 1982, p. 153).
9. the actual report card, when it is given out at the first conference
10. discussion of possible student retainment at a particular grade level
11. discussion of health records, where they are a possible cause of student difficulties
12. presentation of any interesting or appropriate anecdotal observations
13. discussion of any needs or questions posed by the parents

(Perkins and Buchanan, 1983, pp. 17-18)

Since many teachers and parents are apprehensive about conferences and have a hard time saying what they really think and feel, planning forms are used by some school districts to ease the strain between teacher and parent so more effective communication

can take place (Kunder and Porwoll, 1977, p. 57). (See Figures 1, 2 and 3.)

Ahmann and Glock (1971) and Kindred (1960) report that some school systems orient their teachers in the conference technique by distributing bulletins describing the conference purpose, policy, records to be kept, time and preparation. These typically contain numerous illustrations, suggestions and ideas for preparation.

Improving Conference Communications

Once planning is ended and the conference begins, its continued success depends on the teacher's skill at using techniques that help to maintain open and honest communication.

One of the skill areas in effective communication is listening. Listening is the teacher's best tool in a parent/teacher conference (Canady and Seyfarth, 1979, p. 26). Effective listening is not a passive process but an active one that requires hard work and concentration (Webster and World, 1972). A number of specific reasons have been identified as to why listening is not as effective as it should be. Teachers who wish to make parent/teacher conferences more effective will find these reasons most helpful and will think of possible ways to overcome them when listening to parents. First is the attitude with which one listens. If one views the parent as an infringement of the educational process rather than an integral part of it, then listening is difficult and usually less than adequate. Second, when listening to others, the listener often makes the mistake of concentrating on

Figure 1

Winnetka Public Schools Conference Guide

Date _____ School _____	PLEASE BRING THIS FORM TO YOUR SCHEDULED CONFERENCE. IT WILL BE YOUR RECORD.
Parent's Name _____	
Child's Name _____	
Teacher _____ Grade _____	

**WINNETKA PUBLIC SCHOOLS
CONFERENCE GUIDE AND RECORD FOR PARENTS AND TEACHERS
Grades III to VIII**

We are sending this combination guide and record as a convenience for you in looking forward to our conference. We urge you to go over the following pages carefully to see how you can contribute to our conference and to be informed concerning areas of progress your child's teacher will be evaluating.

Your conference is scheduled for _____ at _____ o'clock
in _____.

Sincerely yours,

COOPERATIVE ACTION AGREED UPON IN OUR CONFERENCE

_____ to continue present program unchanged

_____ to pursue the following plan: (date each agreement separately as developed during the year)

(Bellanca, 1977, pp. 40, 41)

Figure 1 (Cont.)

You are invited to select from the following topics those that seem important to you in helping us to understand your child better. A space is provided for you to record essential information for use during the conference and for subsequent reference immediately after the conference.

TOPICS	PARENTS' NOTES Before and after conference
1. What is your child's reaction to school?	
2. What are his out-of-school activities?	
3. What are his special interests?	
4. Does he have some regular responsibilities at home?	
5. How does he react to authority and control? Is he developing self-discipline?	
6. Is he developing good health habits?	
7. Does he have some physical difficulty we should know about?	
8. Are there other things we should know about your child?	

Figure 2

Parent Conference Planning Sheet

Dear Parent:

In order to help all of us benefit from the upcoming conference on _____, I am requesting that each of us complete the questions outlined below.

Thank you.

Simon Jones

PARENT CONFERENCE PLANNING

Instruction I: Unless your child is new to this school, begin by reviewing the summary of last spring's conference. Discuss the summary with your child.

Instruction II: Answer the following questions. (Your child and I have already completed a similar questionnaire.)

1. What are your concerns for this child in school this year?
2. What does your child most need to improve? (As a guide, check the curriculum guidebook you received when your child registered in the school.)
3. How much improvement do you expect this year?
4. If you were to select two "needs to improve" for your child, which would you choose?
5. List some ways you think the school might best help your child meet these needs?
6. List some ways in which you might help.

Instruction III: After completing the questionnaire, discuss the responses with your child. Listen for her/his reactions. What are the areas of agreement? Disagreement?

Instruction IV: Bring your answers to the family conference. Together, we will discuss your child's needs and help her/him set goals for the year. Because of the half-hour time limit for your conference, it is important that each of us come prepared. You have a right to know all the school knows about your child. I will interpret that information for the benefit of your child's education.

The open-ended questions in the above planning form may disconcert some parents who need more specific guidelines. For those parents the form on pages 51 and 52 is more helpful.

Bellanca, 1977, pp. 50-52

Figure 2 (Cont.)

Dear Parent:

In order that the conference regarding your child's program can benefit all of us, I am asking that you prepare for the conference by completing this questionnaire. Bring your responses to the conference.

Sincerely,

Mary Thomas

CONFERENCE PREPARATION FOR PARENTS

Instruction 1: Think about your child as you answer these questions. In each section, give a (1) to the question which is most important to you, a (2) to the second most important, and so on.

(A) I need information about my child's academic progress.

- What is my child's capacity for learning and how does her/his work compare with that ability?
- What specifically should my child learn in school? (Refer to the curriculum guide. List your priorities.)
- In what ways has my child's work improved or slipped since the last conference?
- (Other)

(B) I need information on how my child learns.

- Does my child know how to set goals that she/he accomplishes?
- Does my child use "unplanned" time wisely?
- Does my child learn better in large groups, seminars, or independent work?
- Can my child apply new learning to new situations?
- What problem-solving skills does my child use?
- (Other)

(C) I need information on my child's self-direction.

- Can my child identify her/his learning needs?
- Can my child set realistic long- and short-range goals?
- Can my child hear and follow directions?
- Can my child select and use a variety of learning materials?
- Can my child set and meet priorities?
- Can my child assess or evaluate her/his work?
- Can my child act independently of peer pressure?
- (Other)

Figure 2 (Cont.)

(D) I need information on my child's peer relationships.

- Does my child offer to help others?
 Does my child respect others' property?
 Does my child live up to peer commitments?
 Does my child share responsibility?
 Is my child sensitive to her/his peers' feelings?
 Does my child respect differences of values among her/his peers?
 (Other)

(E) I need information on my child's creative work.

- Does my child use a variety of media to express herself/himself?
 Does my child concentrate on creative work?
 Does my child use creative talents
 (Other)

Instruction II. The following is a summary list of the five categories. Rank each category according to its importance to you.

- _____ I need information on my child's academic progress.
 _____ I need information on how my child learns.
 _____ I need information on my child's self-direction.
 _____ I need information on my child's peer relationships.
 _____ I need information on my child's creative work.
 _____ (Other)

Instruction III. Take your no. 1 choice from Instruction II. Frame questions which identify your major concerns in that category. Continue through each of your categories and write down the most important questions.

What I am most concerned about in category 1 is _____

What I most want to know is _____

Bring your questions to the conference.

Thank you.

Figure 3

Kanawha County Schools Teacher and Parent Checklists

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

- Accepts responsibility
- Shows a good attitude toward school
- Works well independently
- Listens and follows directions
- Uses free time wisely
- Completes work accurately
- Works up to potential
- Respects right of others

Growth in School Subjects

- Reading
- Spelling
- English
- Handwriting
- Social Studies
- Music
- Art
- 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

- Accepts responsibility
- Works well in group
- Follows through in planned activities
- Works well independently
- Listens and follows directions
- Uses free time wisely
- Completes work accurately
- Works up to potential

GROWTH IN SCHOOL

- Language Arts (Reading, English, Spelling, and Writing)
- Mathematics
- Science
- Social Studies
- Music
- Art
- Health
- Physical Education

(Kunder and Porwoll, 1977, pp. 58, 59)

Figure 3 (Cont.)

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....	

what they wish to say rather than on what the speaker is saying. In such cases, a list may help. A third pitfall is letting the mind drift off to other concerns while appearing to listen. A fourth concern is prejudging the individual on his or her intent (Potter and Robinson, 1986, p. 14).

Conditions that constitute the most basic elements of effective communication in conferencing are as follows:

(1) warmth - caring for the person as an individual. It denotes neither approval nor disapproval of any particular action, but rather a valuing of the individual as a person. A touch, a smile, a concerned look, or a particular tone of voice can all show a caring attitude.

(2) empathy - feeling with another; imaginative transposing of oneself into the thinking, feeling and acting of another, so structuring the world as he does.

(3) respect - based on the belief that parents have the capability to solve their own problems. It means not doing for parents what they can do themselves; it means supporting them in their efforts (Potter and Robinson, 1986, p. 12).

Evaluating the Conference

When the conference is over, it will be worthwhile to reflect on what happened and to review the conference for clues to help improve future performance (Canady and Seyfarth, 1979, p. 49). Some school districts provide conference report forms for recording conference happenings. (See Figure 4.) In other school systems,

Figure 4
Pasadena Conference Report

CONFERENCE REPORT
Pasadena Unified School District
Pasadena, California

Kindergarten
White Copy for Parents
Pink Copy for School

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

(Kunder and Portwell, 1977, p. 83)

scales have been prepared to help teachers evaluate their performances during conferences. (See Figure 5).

Figure 5
Effective Conferencing Scale

	Always (2)	Sometimes (1)	Never (0)
1. Prepare for conference in advance.			
2. Give parent(s) some idea in advance of topic to be discussed.			
3. Allow enough time for conference.			
4. Avoid becoming defensive when parents question judgment.			
5. Maintain an open mind to parent ideas.			
6. Listen to all parent is saying (verbal and nonverbal) before responding.			
7. Avoid overwhelming parent(s) with presence of other school personnel.			
8. Avoid overwhelming parent(s) with irrelevant material or use of jargon.			
9. Avoid physical barriers such as desk, uncomfortable chairs.			
10. Follow up on commitments.			

This scale is used to help teachers become aware of their approach to parent conferences. Simply place a checkmark in an appropriate column after each item. Teachers who check "Always" on all ten items are probably having success in their interactions with parents. Consistency is a critical factor. Those who check "Sometimes" or "Never" on some items may have a clue to problems that occur during parent conferences.

(Potter and Robinson, 1986, pp. 23, 24)

Pros and Cons of Parent/Teacher Conferences

Pros. It is a flexible method of reporting progress. It allows communication from parent to teacher, as well as from teacher to parent.

It allows for more extensive reporting and interpretation of methods used to report pupil progress.

When involved in a parent/teacher conference, misunderstandings can be avoided or clarified.

Mutual understanding between parent and teacher can develop along with a joint plan for improving student performance during a parent/teacher conference.

Cons. A parent/teacher conference is very time-consuming.

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

Some parents may be unwilling or unable to attend such conferences.

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

It is difficult to summarize for student records.

Anxieties of parents and teachers must be dealt with.

(Kunder and Porwoll, 1977; Potter and Robinson, 1986)

Special Letters

Narrative reports are often alternated with parent/teacher conferences, and range from full-fledged personal letters and notes written by the teacher to report forms which offer a few lines for a teacher's notations. In some schools, teachers often use narrative records to report to parents about the progress of students. The report form may contain teacher comments on student projects, student social behaviors, as well as specific information on how the student is progressing in reading, mathematics, and related subject areas (Martin and Pavan, 1976).

Teachers gain information for narrative evaluations from pre- and post-tests, checklists, anecdotal records, and observation. Progress on each academic subject is usually summarized in one or more paragraphs. However, one school system in Massachusetts requires one page in each of four subject areas twice a year (Miles, 1977, p. 21).

If narrative evaluations are carefully and thoughtfully filled out, they can show sympathy and understanding far better than checks or grades. Also, like checklists, they are largely unfamiliar to parents and community members so parents cannot make direct comparisons. Narrative reports can reflect a school's program more accurately. Teachers can use the narrative evaluation to express their concern for each child and their understanding of his or her uniqueness. In these types of reports, teachers can raise questions about the child which might lead to a positive dialogue between the school and the

community. If teachers take full advantage of the open format of the narrative report card, it could lead to interaction and cooperation between the school and the community (Miles, 1977, p. 21).

One of the serious weaknesses of letters to parents is that, they tend to be generalized and stereotyped, all too often appearing to have been run off an assembly line, with little variation in wording to relate to a particular pupil. Another problem that arises is the amount of time spent in composing letters. Obviously, it requires a great deal of time to compose a thoughtful, helpful letter and the teacher is faced with an enormous task if he or she must report on thirty or forty pupils. However, some research suggests that the problems can be eased if reports are sent out in staggered lots rather than on all pupils at once (Ahmann and Glock, 1971, pp. 19, 21).

An additional difficulty in the use of the written evaluation is that many teachers cannot do an effective job of making themselves understood in writing. The possibilities of misinterpretation involved in the use of the written evaluation are present to a greater degree than in the use of formal report cards. One way to control both the nature and quality of the comments written is for teachers in a school to develop cooperatively a list of stock comments which may be used in written evaluations (Winkle, 1947, p. 55). One school system (School District 65, Evanston, Illinois) makes available to its teachers on a computer a 1,000-item bank which includes synonymous words, phrases and sentences so that the teacher can put together on the computer a written evaluation without awkwardness and with

"warmth, expressiveness and a personal touch" (Grading and Reporting, 1972, p. 30).

When composing written evaluations, Kindred (1960, p. 29) suggests that letters from a school should always be on letterhead stationery with correct spelling and punctuation. The writer also reports that the letter should be properly signed. Kindred warns that teachers should avoid technical terminology and pedagogical phrases. Ahmann and Glock (1971, p. 521) give an example of a California school system's suggestions for writing letters. (See Figure 6.) Swick and Duff (1978, pp. 96, 97) explain that the following guidelines will prove helpful in making written evaluations a useful parent/student information device:

1. Make the form brief but specific in content.
2. Emphasis should be focused on the progress that the student has made since the last report.
3. Make the letter personal by having some place on the form where the parent can enter anecdotal or informal comments.
4. Where possible, attach student work samples to the report form.
5. Make the form a continuous means of communicating with parents about their children. Forms that are infrequent are likely to produce parent inquiries such as "I had no idea he was doing so poorly in his school work. Why didn't you tell me about this problem?"
6. Focus on the positive whenever possible. The report form should be used to build trust between parents and teachers--thus facilitating the parents in their relationship with the child.

Figure 6
 Santa Monica City Schools' Suggestions
 For Writing Letters to Parents

- I. Begin the letter with encouraging news.
 - II. Close with an attitude of optimism.
 - III. Solicit the parents' cooperation in solving the problems, if any exist.
 - IV. Speak of the child's growth—social, physical, and academic.
 - A. Social (Citizenship traits)
 1. Desirable traits: attention, attitude toward school, care of property, cooperation, honesty, effort, fair play, neatness, truthfulness, obedience, promptness, reliability, self-control, self-reliance, concentration, courtesy and consideration, thrift, patience, appreciation, kindness, sympathy, orderliness, interest in associates, discrimination, politeness, respect for the rights of others.
 2. Undesirable traits: selfishness, wastefulness, untruthfulness, dishonesty, spitefulness, slow to respond, impudence, carelessness, untidiness, rudeness, noisiness, insolence, cheating, inattention, lack of self-reliance, discourtesy, tattling, snobbishness, conceit, impatience, stealing.
 - B. Physical (Health conditions): posture, weight, vitality, physical handicaps, cleanliness (personal), muscular co-ordination, nervousness, emotional traits.
 - C. Academic
 1. Interests: (a) in school activities; (b) in extra-school activities.
 2. Methods of work: (a) methods of attack; (b) purposing; (c) planning; (d) executing; (e) judging; (f) consistency in finishing work.
 3. Achievements; (a) growth in knowledge, appreciation, techniques; (b) list subjects in which the child is making progress and those in which he is not making progress; (c) relationship of his accepted standards to his capacities.
 - V. Compare the child's efforts with his own previous efforts and not with those of others.
 - VI. Speak of his achievements in terms of his ability to do school work.
 - VII. Remember it is our professional duty to know the reason why if the child is not making what, for him, is normal progress. (Some suggestive reasons for lack of progress—late entry; absence; lack of application; health defects, such as hearing, sight, undernourishment.)
 - VIII. Teacher's advice to parents in matters pertaining to health in which the home is a vital factor; such as diet, rest, clothing, exercise, etc.
 - IX. Please remember that every letter is a professional diagnosis, and as such is as sacred as any diagnosis ever made by any physician.
- Reproduced by permission of the Santa Monica City (California) Schools.

(Ahmann & Glock, 1971, p. 521)

Winkle (1947, p. 54) explains that the written evaluation is more workable in elementary schools which do not have departmentalized programs and possibly in core programs at the high school level, where one teacher may work with one group of students three or four hours daily.

Comment cards are a personalized, individualized method of reporting. (See Figures 7 - 12). They focus on the child and not on the class. Teachers may write out comment cards for all children or may send a comment card only when necessary. Comments may be brief, such as "Jim is getting along well with his peers", or they may report a specific behavior. Comment cards are also used to initiate a telephone or school/home conference.

One of the advantages of the comment card is that it can give teachers the opportunity to make highly personalized descriptions of a child's behavior. This method of reporting can also cement a close school-to-home contact about an individual's idiosyncrasies.

Some disadvantages of comment cards are as follows: (1) They can be burdensome and time-consuming if teachers must write one for every student for every reporting period; (2) They may result in friction when a parent does not agree with a teacher's observations (Miles, 1977, p. 36).

Figure 7
Comment Card

FRIENDLY ELEMENTARY SCHOOL ANY CITY, YOUR STATE	
Dear _____,	_____ (date)
I thought you would like to know that your child, _____,	

My number at school is _____	
_____ (signed) Teacher	
Please tear off and return with your child.	
___	I have received this note and will share it with my child.
___	I have received this note and will contact you.
___	I have received this note and would like you to contact me.

(Miles, 1977, p. 34)

Figure 8

Atlanta Public Schools Deficiency Notice

ATLANTA PUBLIC SCHOOLS

Deficiency Notice to Parents

This notice is to inform you that the work of _____
is unsatisfactory in _____

This deficiency is due mainly to the reasons checked below:

- | | |
|---|--|
| <input type="checkbox"/> Absences | <input type="checkbox"/> Failure on daily work |
| <input type="checkbox"/> Lack of attention in class | <input type="checkbox"/> Failure on tests |
| <input type="checkbox"/> Failure to complete daily homework assignments | <input type="checkbox"/> Missing assignments/tests |

Other: _____

Comments: _____

Date _____ Teacher _____

Please keep the white copy. Sign and return the yellow copy to your child's teacher.

Parent's signature _____

Student's signature _____

DISTRIBUTION:
White - Parent/Guardian copy
Yellow - Teacher copy
Pink - Principal copy
Goldenrod - File

(Semester Conversion Implementation Guide,
1983, ED 253 604)

Figure 9
 Daviess County Public Schools
 Notice of Possible Failure

STUDENT'S NAME	NOTICE TO PARENTS OF POSSIBLE FAILURE DAVIESS COUNTY PUBLIC SCHOOLS	DATE
GRADE		TEACHER
SUBJECT		SCHOOL
1. The student is presently in academic difficulty in the subject indicated. 2. Corrective steps should be taken in order to insure that the student does not receive a failing grade. 3. If there are any questions after talking with your child, you may call the school, _____, between _____ and _____ to talk with the teacher. (school phone)		
CAUSES FOR POSSIBLE FAILURE: _____ DAILY ASSIGNMENTS _____ MAKE-UP WORK OTHER: _____ _____ WORK NOT IN ON TIME _____ TEST SCORES _____ _____ EXCESSIVE ABSENCE _____ LACKING MATERIALS FOR CLASS _____		
RECOMMENDATIONS: _____ _____ _____ _____		
PARENT'S RESPONSE: _____ _____ _____ _____		
PLEASE SIGN AND RETURN TO THE TEACHER. THANK YOU FOR YOUR COOPERATION. PARENT SIGNATURE _____		

White Copy-Parent

Yellow Copy-Principal

Pink Copy-Teacher

Figure 11
 Mays Landing, New Jersey
 Interim Progress Report

— ABSEGAMI	INTERIM PROGRESS REPORT	— OAKCREST			
STUDENT'S NAME	GREATER EGG HARBOR REGIONAL HIGH SCHOOL DISTRICT MAYS LANDING, N.J. 08338 625-2242 646-1122	DATE			
SUBJECT		TEACHER			
COUNSELOR		GRADE 9 10 11 12 (CIRCLE)			
<p>NOTICE TO PARENTS</p> <p>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.</p> <p style="text-align: center;">CHECKLIST</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> 1. <input type="checkbox"/> Is able to do better work. 2. <input type="checkbox"/> Does not always have proper attitude. 3. <input type="checkbox"/> Comes to class unprepared. 4. <input type="checkbox"/> Unsatisfactory conduct. 5. <input type="checkbox"/> Is frequently inattentive. </td> <td style="width: 50%; vertical-align: top;"> 6. <input type="checkbox"/> Work missed and not made up. 7. <input type="checkbox"/> Is too frequently absent. 8. <input type="checkbox"/> Shows improvement. 9. <input type="checkbox"/> Parent conference requested. 0. <input type="checkbox"/> </td> </tr> </table> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px solid black;"/>			1. <input type="checkbox"/> Is able to do better work. 2. <input type="checkbox"/> Does not always have proper attitude. 3. <input type="checkbox"/> Comes to class unprepared. 4. <input type="checkbox"/> Unsatisfactory conduct. 5. <input type="checkbox"/> Is frequently inattentive.	6. <input type="checkbox"/> Work missed and not made up. 7. <input type="checkbox"/> Is too frequently absent. 8. <input type="checkbox"/> Shows improvement. 9. <input type="checkbox"/> Parent conference requested. 0. <input type="checkbox"/>	
1. <input type="checkbox"/> Is able to do better work. 2. <input type="checkbox"/> Does not always have proper attitude. 3. <input type="checkbox"/> Comes to class unprepared. 4. <input type="checkbox"/> Unsatisfactory conduct. 5. <input type="checkbox"/> Is frequently inattentive.	6. <input type="checkbox"/> Work missed and not made up. 7. <input type="checkbox"/> Is too frequently absent. 8. <input type="checkbox"/> Shows improvement. 9. <input type="checkbox"/> Parent conference requested. 0. <input type="checkbox"/>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">white copy - parent</td> <td style="width: 33%;">green copy - counselor</td> <td style="width: 33%;">yellow copy - teacher</td> </tr> </table>			white copy - parent	green copy - counselor	yellow copy - teacher
white copy - parent	green copy - counselor	yellow copy - teacher			

(Kunder and Porwoll, 1977, p. 107)

Figure 12
Parent Communication Letter

PARENT COMMUNICATION LETTER

Student Name _____

Grade _____

Subject: _____

Date _____

Dear Parents:

Your child is working on _____

You may help in the following ways:

	Review for tests
	Complete assignments
	Structure time and/or place for homework
	Assist with reading
	Assist with writing
	Assist with research
	Assist with projects/extra credit assignment
	Locate information in text
	Other

Sincerely

If you have any comments or concerns please indicate below and return with your son or daughter

*Note to Teacher: This form may be completed and sent home daily or periodically, according to student need.

(Buksar, 1984, p. 186)

Optional Statement to Parents Please sign and return this form

Pros and Cons of Special Letters

Pros. They reflect an intimate knowledge of a student's strengths and weaknesses and his or her potential.

They are more meaningful to parents and admission offices.

They make for better home-school relations in those schools using an ongoing evaluation with parental response.

Cons. They are time-consuming for both teachers and school records offices.

They are difficult to write and may degenerate into meaningless generalizations.

They permit more teacher subjectivity.

Student weaknesses can be misunderstood by parents.

They provide no cumulative record of student progress.

(Kunder and Porwoll, 1977;
Miles, 1977)

Telephone Conversations

Many parents, because of work schedules, transportation problems, family problems, and situations beyond their control are unable to participate in parent/teacher conferences, visits, open-house programs or in parent education programs. These parents are constantly on the go to provide for the subsistence level needs of their children--at work, doing the laundry, cleaning house, bathing the children, and back to their jobs the next day.

If used effectively, the telephone can be one way of involving parents, who otherwise would be unable to participate, in the education of their children. The individual classroom teacher can use the telephone to converse with parents about the child's progress at school (Swick and Duff, 1978, p. 88).

Some parents have unpleasant memories of their own school years and are unnerved by the prospect of talking face-to-face with a teacher about their children; but they are no less interested than other parents in their children's success, and careful, patient effort with them will pay off. Teachers can initiate contact by means of telephone messages praising commendable achievements of the children, and by following up those messages with requests for information about the children. After some trust has developed, an invitation to visit the school can be issued (Canady and Seyfarth, 1979, p. 47).

One of the advantages of using the telephone as a method of reporting pupil progress is more frequent reporting of pupil progress is made possible by using the telephone. Progress can be reported at any time rather than waiting for specific intervals such as after report cards have been issued (Ediger, 1975, p. 266).

Self-Evaluation

One aspect of the total evaluation program that is being emphasized more and more is the need for pupils to evaluate themselves. It

has been pointed out that self-evaluation might well be used as a means of reporting pupil progress (Ahmann and Glock, 1971, p. 526). The purpose of a self-evaluation program is to include the child in the reporting process and to serve as a basis for discussion between child and teacher, child and parent, and parent and teacher concerning the child's insight and self-understanding (Ash and Others, 1980, p. 16).

Kirschenbaum, Napier and Simon (1971, p. 295) explain that in a formal system of self-evaluation, the student evaluates his or her own progress, either in writing or in a conference with the teacher.

Ediger (1975, pp. 266, 267) reports that with teacher guidance, students can evaluate items such as the following in a pupil/teacher conference setting: (1) relevancy of learnings developed; (2) learning activities most beneficial to learners; (3) reasonableness in terms of quantity and quality of learnings achieved; (4) opportunities to work on objectives and learning experiences involving concerns of students; (5) quality of the learning environment for optimal learner achievement; (6) variety of learning activities pursued in the class setting; and (7) their own needs to determine additional learning experiences to remedy identified deficiencies.

Napier (1976, p. 26) explains that when a student has mastered writing skills, he or she can evaluate him or herself in written reports. This professor also discusses how young children who cannot write can even become evaluators. These students can evaluate

themselves as follows: (1) talking into a tape recorder about themselves and what they think they are learning; (2) responding to a simple vocal questionnaire by placing checks next to pictures (See Figure 13); (3) drawing pictures or acting out the parts of school they like best or don't like much; and (4) asking others questions about themselves in a small group where they feel at ease.

Some advantages of the self-evaluation process include the following: (1) It tends to encourage students to want and teachers to allow students more responsibility for setting educational goals and means of achieving them; (2) It gives the student invaluable experience in learning to evaluate his or her strengths and weaknesses; (3) Information obtained from pupil/teacher conferences or written reports can be evaluated by the teacher and used ultimately in improving the curriculum and improving the quality of teaching-learning situations (Ediger, 1975, p. 267).

Disadvantages of the self-evaluation process include: (1) After the novelty wears off, students may give less thought to their self-evaluation; (2) When students respect their teachers, they want to grade and evaluate themselves fairly, so the teachers will respect them. When students do not respect or when they dislike their teachers, they might tend to abuse the opportunity of evaluating themselves; and (3) Because of the enormous pressure on students these days to get high grades, self-grading makes honest self-evaluation extremely difficult. (For examples of Self-Evaluation Cards, see Figures 14 and 15.)

Figure 13
 Long Beach School District's
 Self-Evaluation Card

PROGRESS REPORT CARDS

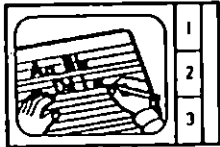
28

PUPIL SELF-EVALUATION OF ATTITUDES AND HABITS

1--First Report
 2--Second Report
 3--Third Report

W--Most of the time
 P--Part of the time
 N--Not yet

Name _____ Grade _____
 School _____ School Year _____



I do neat work.



I work by myself without bothering others.



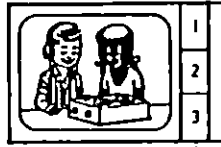
I finish work on time.



I follow directions carefully.



I am polite and cheerful.



I like to try new things.



I use materials carefully.



I make good use of my spare time.



I like to learn.



I follow school rules for health and safety.



I try to do my best work.



I work and play well with others. 57

(Ash and Others, 1980, p. 61)

Figure 14

STUDENT SELF-EVALUATION REPORT

Name _____

STUDY HABITS AND ATTITUDES	YES	NO	SOMETIMES
I exert my best effort when I work			
I work without bothering others			
I listen well			
I follow directions			
I try to finish what I start			
I take care of the things I use			
KNOWLEDGE SKILLS AND APPRECIATIONS	YES	NO	SOMETIMES
I like to share experiences			
I enjoy reading			
I read well			
I like to write reports			
I like to write stories			
I write all my work carefully			
I spell my words carefully			
I enjoy art			
I enjoy music			
I like physical education			
I am a good sport			
I enjoy math			

I have improved these math skills _____

In math I am learning about _____

I would like to learn more about _____

(Bellanca, 1977, p. 95)

Figure 15

Frank D. Parent School Student Self-Evaluation Report

FRANK D. PARENT SCHOOL

STUDENT SELF EVALUATION REPORT

OF _____

We, as parents and teachers, wish for our children to be more responsible and accountable for their own growth. This report form gives your child an opportunity to evaluate, along with us, how well he is doing and where he needs to improve.

KNOWLEDGE, SKILLS AND APPRECIATIONS

	YES	NO	SOMETIMES
I like to share experiences			
I enjoy reading			
I read well			
I like to write reports			
I like to write stories			
I write all my work carefully			
I spell my words carefully			
I enjoy art			
I enjoy music			
I like physical education			
I am a good sport			
I enjoy math			

STUDY HABITS AND ATTITUDES

	YES	NO	SOMETIMES
I use my best effort when I work			
I work without bothering others			
I listen well			
I follow directions			
I try to finish what I start			
I take care of the things I use			

I have improved these math skills _____

In math I am learning about _____

I would like to learn more about _____

Grades 4-5-6

(Grading and Reporting, 1972, p. 48)

Report Cards

Among all the different ways of reporting pupil progress, report cards rank with parent/teacher conferences as the most widely adopted method of student reporting plans. In a study conducted by Kunder and Porwoll (1977), it was found that over 70 percent of American elementary-aged children receive report cards.

Report cards can take on many different forms. However, commonly they provide for the recording of marks for academic achievement. This is accompanied by a checklist of personality traits and attitudes (Wise and Newman, 1975; Ahmann and Glock, 1971). Ratings for behavior, work habits or citizenship are found in 84% to 92% of the nation's schools which distribute report cards explain Kunder and Porwoll (1977). Ahmann and Glock (1971, p. 515) report that many report card forms have a place for parent signatures. Parents are to sign the form and return it at the end of each marking period.

Walling (1975, p. 260) suggests that in order for report cards to be effective, they need to contain the following items:

1. The report card should show the basis for evaluation. The goals or objectives of the teacher and the school should be linked with the reporting instrument. Skills students are expected to develop should be stated. Other criteria used in determining the evaluation of rating [department, promptness, effort, attitudes] should be given.
2. The report card should show the student's performance. Progress according to quality of performance and teacher's evaluation of student effort should be recognized. Positive characteristics and performances need to be included.

3. The report should be clearly and directly stated. For effective communication there should be conformity of terms and symbols, and words open to widely varied interpretations should be avoided. The report format should be designed to facilitate record-keeping, avoiding an increased administrative/clerical workload. Most of all, it should be easy for parents to read and understand, not filled with educational jargon that may limit effective communication.
4. The report should provide options for teacher and class differences. A teacher should be able to make a written comment if necessary. Differences in curricula for different subjects should be taken into account.

Each year, various school systems across the nation attempt to revise and improve their report cards. Here are a few examples of how a number of school districts have taken on this challenge.

Cashmere, Washington. In 1970, this school system introduced an elementary report card that grades effort only. As long as the elementary student tries his best, he or she receives a top mark. All academic areas are graded with an O indicating outstanding effort in relation to ability; or an S indicating satisfactory effort in relation to ability; or an N, nonsatisfactory effort in relation to ability. Actual academic levels of achievement are discussed during the parent/teacher conference. This type of reporting system places emphasis not only on the parent/teacher conference, but on frequent conferences between student and teacher.

Inglewood, California. Faculty in this school system give parents a choice between the traditional graded card and a narrative report. In one recent year 75% of the parents chose the narrative report. This

school also uses a student self-evaluation report for grades one through six, in which the student, as well as the teacher, has an opportunity to indicate his or her impressions of how well he or she is doing and where he or she needs to improve. The student's evaluation form goes home with the teacher's narrative statement. The parent is asked to respond by filling out a one-page form and returning it to the teacher. The option for a parent/teacher conference is always kept open.

Ferguson, Missouri. The Ferguson-Florissant School District has moved from using report cards which list broad categories of learning--reading, writing, spelling, math--to those which list specific behaviors in each of the subject areas, such as: "Names and knows the values of coins," "Uses correct punctuation." Another shift is away from comparing students with others in a grade or age level and toward evaluating the individual in terms of his or her own growth.

Evanston, Illinois. Consolidated School District No. 65 seeks to make real the principle that pupil progress reports should be sent to parents not only at the end of a nine- or six-week period, but at any time the student, parent or teacher may benefit. Technology helps. In addition to face-to-face conferences, and a variety of report forms, District No. 65 uses mark-sense cards--instruments which are part of sophisticated data processing and reporting machinery. This technology permits teachers to send parents frequent statements about students. Even though the statements come from a data bank catalogue of items

on attitude, behavior and academic skills, it is still possible, officials believe, to transmit to the parents "personalized and warm letters" about an individual pupil's progress in school.

(Grading and Reporting, 1972, pp. 12-14)

Ediger (1982, pp. 10, 11) discusses the advantages of using report cards. One advantage is that report cards give parents some general ideas as to how well their children are achieving in school. Another benefit is that as a result of grades on report cards, a conference may be scheduled with a teacher and parents. And as a result of this conference, the curriculum might be improved.

Some disadvantages of report cards include: (1) Individual grades on report cards can be interpreted by parents in many different ways as to their meaning; (2) Parents and students may develop negative attitudes toward the school setting if low grades are in evidence on report cards; (3) They usually represent a one-way street of communication from the teacher and school to parents.

Tests

Tests can be used as a means of reporting pupil progress. They can convey to parents how their children are doing in school and they can also report how the local school children rank when compared to others in the nation (Kindred, 1960, p. 77).

Schools committed to involving parents in the educational process usually share achievement and IQ test results with parents as a matter

of policy (Brooks and Van Cleaf, 1982, p. 157). Parents are interested in test results, if they understand them. However, if the results are given in such terms as norm, stanine, percentile, etc., they are meaningless to many parents (Kindred, 1960, p. 77). Teachers should explain test results to parents by first explaining the scope and accuracy of the test results. For example, parents should know that tests often include material not covered in school, are often given in a group setting, and provide indications of student progress in relation to other students. The parents should then be informed about the method of reporting results. Generally, results of tests are reported in percentiles, stanines, and grade equivalents, each based on a raw score, student age and grade placement. The teacher should emphasize the relationship between standardized test scores and the student's school performance. If test results are available from previous years, the instructor might also compare recent test results with earlier results. Patterns of underachievement may emerge and be meaningful for diagnosis and prescription (Brooks and Van Cleaf, 1982, pp. 158, 159).

GRADING SYSTEMS

Grading Systems will be explored in this section of Chapter Two. These reporting procedures will be discussed in the order that follows: (1) letter and number systems; (2) dual grades; (3) pass/fail or satisfactory/unsatisfactory; (4) coded grading; (5) percentage grades; (6) incentive grading; (7) contract grading; and (8) checklist/rating scales.

Letter and Number Systems

Since the 1900's the letter/number system has been and remains a popular method of reporting pupil progress (Ahmann and Glock, 1971, p. 508). This is because letter grades are what parents understand and may prefer (Miles, 1977, p. 26).

In essence, letter and number systems are an effort to summarize a variety of information about such characteristics of a pupil as his or her growth, final achievement, effort, ability and general development. The summary is given in the form of a letter, usually A through E or F, or a number usually 100 through 0, reported for each subject matter area each report period (Ahmann and Glock, 1971, p. 508). Sometimes, teachers will add plus or minus signs to letter grades in order to indicate performance slightly above or slightly below a specific mark (Lien, 1967, p. 151).

Letter Grades - A, B, C, D, F

ABC reporting systems report a student's standing compared to others in his or her class or unit. The grade reflects the student's relative standing at one point in time, rather than mastery or progress (Miles, 1977, p. 21).

Though there are several reasons this grading system has entrenched itself in the schools, outstanding among them is the system's extraordinary simplicity. The A, B, C, D, F system is easy to use, stores compactly and adapts itself to almost all forms of teaching and all subject areas (Lewis, 1969, p. 158).

Winkle (1947, p. 36) states what he believes are six fallacies of letter grades. They are as follows: (1) The mark is an effective conveyor of information. No one can be sure what a single mark means, unless it represents the measurement of a single identified value. It is impossible to tell what an A, B, C, D, or F mark based upon local school standards of achievement means unless the achievement or ability level of the school giving the mark is also known. (2) A student can achieve any mark he or she wishes if he or she is willing to make the effort. The ABC mark is not adequate for all kinds of reporting. It does not tell if a student is working up to his level of ability. Low marks tend to discourage the poor student, to cause him to lose interest in school, and are a factor in his eventual dropping out. (3) The student's success in his after-school life compares favorably with his or her success in school. In life, an individual is not compared with all other people. An individual is compared with those in the group with which he or she is associated. For example, a teacher is not rated a success on the basis of comparison with grocery clerks, lawyers, etc. His or her success is measured with reference to other teachers. (4) The student's mark is comparable to the worker's paycheck. Paychecks are not essential in stimulating the individual to do those things in which he is interested or in which he recognizes values for himself. If an individual does not recognize value in what he or she does or has no interest in it, of course he or she has to be stimulated in some other way. In such cases the mark is an inexpensive and temporarily effective paycheck--a device which stimulates the student to do things in

which he or she may have no interest. To force activity apart from interest and a recognition of the values to be derived is very likely to be unproductive of real or lasting value. (5) The competitive marking system provides a worthwhile and justifiable introduction to adult life. A desire to win even at the expense of others cannot be thought of as a desirable educational attitude. The competition of unequals does not provide a fair basis for determining penalties or the granting of honors. There is plenty of opportunity for the utilization of competition in a legitimate manner. The competition of the student with his previous record and attempts to achieve in terms of his ability provide opportunities for the application of competitive interests. (6) The mark can be used as a means without its eventually being recognized as an end in itself. The emphasis given to marks by most teachers in most schools tends ultimately to convince the student that the mark, rather than what it is supposed to represent, is the most important outcome of learning. To achieve a higher mark than might be otherwise assigned, some students who are normally honest do not hesitate to resort to dishonest practices.

The advantages of using letter grades are as follows: (1) They are easy and convenient to use for administrative and college admission purposes; and (2) They are a motivator for some students.

Some disadvantages of letter grades include: (1) Their meanings vary within schools and among teachers; (2) They do not indicate a student's strengths and weaknesses; (3) They usually indicate a combination of achievement, effort and conduct; and (4) They produce cheating, anxiety and poor self-concept among students (Kunder and Porwoll, 1977, p. 4).

Dual Grades

An interesting variation of the traditional letter/number system is the use of two marks for each subject matter area. The first mark represents the pupil's final achievement in relation to the teacher's standards. The second mark is often an evaluation of effort put forth by the pupil; in other school systems, it represents pupil growth in the area of achievement listed. A three-point letter system is sometimes used for recording the pupil's effort--H if the pupil exceeds what is expected of him, S if his level of work corresponds approximately to his level of ability, and U if he is capable of better work. Pupils evaluated according to this system might receive marks such as A/S or 91/S, each indicating high final achievement and normal effort. Marks such as C/H or 83/H mean that the pupil is average in terms of final achievement and his effort is superior (Ahmann and Glock, 1971, p. 508).

Lien (1967, p. 152) states that the philosophy of the dual system is that of believing that a student should be graded both in comparison to his ability and in relation to others.

Clearly the success of dual marking systems depends on a teacher's ability to evaluate final achievement and effort by a letter or number. Some teachers find evaluation of effort particularly troublesome since satisfactory judgment requires more accurate evaluation techniques than are available. If the second mark represents growth rather than effort, an extensive pre-testing program must be set up to establish achievement levels before instruction begins and then

careful consideration must be given to the problems of interpreting gains (Ahmann and Glock, 1971, p. 508).

To summarize the usefulness of dual grades and ratings, it might be said that the student, his or her parents, his or her future teachers--not to mention college admission officials and his or her prospective employers--probably learn more about a student's abilities from two or more grades than from one (Grading and Reporting, 1972, p. 29). In addition, dual marking systems motivate the better students as well as the poorer pupils (Lien, 1967, p. 152).

Pass/Fail or Satisfactory/Unsatisfactory Grading

At the beginning of a course in a pass/fail grading system, the teacher states his or her criteria for a passing grade, or else the teacher and students together decide on the criteria for a passing grade. Any student who meets these criteria passes; any student who does not meet these criteria fails. Most usually in this type of system, students have the opportunity to redo failing work to bring it up to passing quality (Kirschenbaum, Napier and Simon, 1971, p. 304).

This grading system has received adverse pupil and parent reaction. They maintain that there is no differentiation of achievement within either the pass or the satisfactory group, and the assumption is that all students are equal in achievement within each group. To counteract this criticism, some teachers began to add + and - to the pass or satisfactory so that actually a four point system evolved: F, P+, P and P- (Lien, 1967, pp. 151, 152).

Some advantages of this grading system include: (1) students are more relaxed, less anxious and less competitive; (2) there is a better learning atmosphere (students feel freer to take risks, disagree with the teacher, and explore the subject in their own way); (3) there is no point to cheating or apple-polishing (except for students in danger of failing); (4) it is easy and convenient to use for administrative and college admissions purposes; and (5) students still have to meet the teacher's requirements to get the blanket grade, so plenty of work gets done.

Disadvantages of the pass/fail system are as follows: (1) some teachers will use blanket grading as an excuse to avoid all evaluation, which deprives the student of potentially helpful feedback; (2) the blanket grade does not distinguish between students of different abilities, which makes the grade meaningless except to connote passing work; (3) freed from the pressures of traditional grading, some students do less work than usual; (4) just as it is difficult for teachers to distinguish between the different levels of mastery in the performance curriculum, it will be difficult to clearly state and measure the level of mastery needed to earn the blanket grade; (5) the student in danger of failing still labors under all the pressures normally associated with traditional grading (Pass/fail is no help to poorer students.); (6) it provides less information than ABC grades; and (7) it cannot be used to predict academic success (Kunder and Porwoll, 1977; Kirschenbaum, Napier and Simon, 1971).

Coded Grading

A coded grading system uses numbered subscripts with the letter grade. For example:

C_1 - Student performed C work, while the subscript "1" means on grade level.

C_2 - Student performed C work, while the subscript "2" means below grade level.

(Buksar and Others, 1984)

Percentage Grades

This type of grading system is advantageous in that percentages can be calculated, weights can be assigned, and rankings can be determined (Brooks and Van Cleaf, 1982, p. 48).

Percentage grades fell by the wayside because educators came to recognize the impossibility of assigning quantitative value to qualitative accomplishments. A scale of 100 offered too many possibilities for error, both in mathematics and judgment (Grading and Reporting, 1972, p. 27).

Incentive Grading

An incentive grading system offers a way for the student to improve a grade during the course of a report period. This system gives the student experience in decision-making. Some of the following incentive grading systems could be used:

1. Floating A - The student is given an extra A to use to replace the lowest grade or to improve the grade average in a particular report period.

2. Elimination Grade - The student is given the opportunity to eliminate the lowest grade in order to improve the grade average.
3. Alternative Credit Grade - The student is allowed to do an alternative assignment to improve a grade.

(Buksar and Others, 1984, p. 243)

Contract Grading

A contract is an agreement between the teacher, the student and the parent. They agree that specific activities will be completed to meet the requirements for a specific grade. A contract should include the following:

1. Types of work to be completed by the student
2. The quality and quantity of work to be completed
3. The signatures of the teacher, student, and parent (when appropriate)
4. Timeliness for the completion of the work

(Buksar and Others, 1984, p. 243)

Advantages of the contract system are as follows: (1) much of the anxiety is eliminated from the grading process because the student knows from the beginning of the year exactly what he has to do to get the grade he wants; (2) to the extent the teacher specifies the quantity and quality required for each grade, some of the subjectivity is eliminated from the grading process, and students have a clearer idea of what is expected of them; and (3) the contract system, when applied to students individually, encourages diversity in the classroom, encourages students to set and follow their own learning goals and decreases unhealthy competition.

Disadvantages include: (1) the quantity of work is easily over-emphasized in contracts and tends to become the sole basis for a grade. To use an extreme example, one English teacher stipulated that five-page compositions would receive an A, four-page compositions would receive a B, and so on. When the quantity of work becomes the sole criterion for the grade, the grade loses its meaning; (2) it is difficult to find creative ways to measure the quality of the different types of work students may contract to do (Kirschenbaum, Napier and Simon, 1971, p. 300).

Checklists/Rating Scales

For the school that wishes to provide parents with more details on student progress, this institution can turn to the use of checklists. Checklists break down attitudes and work habits into specifics. They also break subject areas into various components (Grading and Reporting, 1972, p. 24).

Behavior and attitude checklists are individual reports that represent the collective agreement of how students should behave in school (Miles, 1977, p. 19). The first lists of this type used by school systems included a number of character traits and study habits upon which the students were checked or rated. Today, almost all reporting instruments offer such lists (Grading and Reporting, 1972, p. 24). An example of this type of checklist follows:

Checklist Used for Reporting Pupil Progress

ELEMENTARY LEVEL

Social and Emotional Development :

Is courteous, kind, cooperative
 Respects rights of others
 Gets along well with others
 Respects authority
 Shows self-control
 Takes care of materials

Work Habits and Attitudes:

Takes pride in work
 Uses school time wisely
 Follows directions carefully
 Completes work on time
 Thinks for himself
 Is attentive in class

(Grading and Reporting, 1972, p. 26)

Miles (1977, p. 19) explains that behavior and attitude checklists should remain constant so that behavior or misbehavior can be tracked from teacher to unit and so on. He further suggests that teachers keep a file of anecdotal notes on their students, or discuss the student's behavior with team members, or make mental notes and remember how a student has behaved for a given period of time. Then, when the teacher makes a checkmark in the column that describes the student's behavior, he or she can be more accurate.

Use of behavior and attitude checklists can be viewed positively by parents and community members because they represent some concern for areas of school behavior that parents care about. Most parents want to know how their child is acting in school as well as how he or

she is doing. In that sense, behavior and attitude checklists document that behavior (Miles, 1977, p. 22).

The use of a behavioral objectives checklist is a way to report an individual student's growth or mastery of concepts. The student is measured according to his or her own progress and ability and not on class progress (Miles, 1977, p. 7).

The earliest type of checklists covering academic areas, and still the most common, offer two, three or four sub-categories for each subject. Some examples are as shown below.

Academic Checklists

Reading (Grade 1)

Reads with understanding
Uses word-attack skills
Masters reading vocabulary
Reads well aloud

Mathematics (Grade 1)

Understands concepts
Has mastered number facts
Is accurate in computation
Shows skill in problem-solving

(Grading and Reporting, 1972, p. 26)

Such checklists point to general areas of a pupil's learning achievement or problems within each subject, but they do not tell the parent much about what the pupil is actually learning or what his specific problems may be. Thus, a longer and more detailed type of checklist has been developed by some schools. See examples shown below.

Detailed Checklists for Reporting Pupil Progress

Reading (Grade 1)

Relates sound to given consonant form
 Relates sound to given vowel form
 Uses phonetic skills to identify new words
 Recalls details in reading
 Recalls sequence of events in what he reads
 Grasps main idea in reading
 Identifies sight vocabulary orally
 Responds to punctuation
 Uses library

Mathematics (Grade 1)

Can read and write numbers
 Understands place value
 Understands concepts of addition
 Understands concepts of subtraction
 Understands basic mathematical vocabulary
 Can solve addition problems
 Can solve subtraction problems
 Applies concepts to word problems
 Shows accuracy in daily work
 Works with reasonable speed

(Grading and Reporting, 1972, p.26)

The items children might be checked on at any given grade level or in any subject area as they progress through school are many. A look at Figure 16 shows more than 100 items for measuring progress in reading. In a national survey conducted by the editors of "Education U.S.A." (an independent weekly education newsletter), no single school set up 100 different items for measuring progress in reading through the elementary grades, yet one school listed under reading on its elementary school forms more than 60 different subcategories (Grading and Reporting, 1972, p. 26).

Figure 16

Ways to Probe for Progress in Reading

These items below were selected from a large sampling of report cards and indicate what different schools seek to achieve in reading and what they wish to report to parents. They are categorized by level (i.e., word perception, comprehension). Although not repeated in the table, many items, such as "Can use word attack skills" or "Grasps main idea of what is read" appear at all levels.

PRIMARY

Readiness

Enjoys listening to stories read aloud
Is developing ability to discriminate between sounds
Is developing ability to detect small differences in size and shape
Enjoys looking at books
Can tell stories from pictures
Understands left to right progression
Has fairly large vocabulary
Asks about meaning of words

Word Perception

Identifies sight vocabulary orally
Is developing word attack skills
Relates sound to given consonant and vowel forms
Recognizes all letters of alphabet
Identifies initial sounds
Identifies final sounds
Recognizes blends and digraphs
Uses phonetic understandings to identify consonant sounds in new words
Uses phonetic principles to identify vowel sounds in new words
Recognizes base words, compound words, simple functional suffixes
Uses context clue to identify words
Can recognize 90% of vocabulary on "taught" list
Can recognize 70% of vocabulary on "attack" list

Comprehension and Interpretation

Reads for meaning
Grasps main idea
Can relate important events in sequence
Recalls important details
Can compare story situations and characters
Can summarize material read
Can relate what he reads to his own life
Can distinguish between real-life stories, make-believe stories and factual material

Speed, Oral Reading

Reads silently at adequate rate
Reads well orally
Reads with expression

Study Skills

Can read and understand directions
Is able to use reading to get information

Outside Reading

Reads stories and books independently
Tells others about what he has read
Selects stories to illustrate in art
Depicts story characters through dramatization

Types of Reading

Has read with understanding (check): real-life stories, historical stories, poems, fairy tales, fables, imaginative tales, informational articles.

INTERMEDIATE

Word Perception

Is competent in using word attack skills
Is able to divide words into syllables
Recognizes and applies knowledge of prefixes and suffixes
Examines context for clues to word recognition

Vocabulary

Shows interest in idiosyncracies of language
Can identify meanings of homonyms through context and/or spelling
Can identify meanings of heteronyms through context
Is extending vocabulary through search for antonyms and synonyms
Shows interest in derivation of words
Is noting colloquial words and expressions
Can explain meaning of abstract words

Comprehension and Interpretation

Reads with understanding

Uses punctuation and other typographical devices to seek meaning

Perceives inferences and implied ideas
 Recognizes and understands symbolism: allegory and other figures of speech
 Can recognize and summarize story plots
 Can understand framework of events
 Recognizes characterization
 Can generalize from what he reads
 Evaluates content and makes judgments
 Recognizes author's purpose
 Compares and recognizes literary forms: fiction-nonfiction; historical fiction-biography; realistic stories-fables/myths; factual accounts-essays
 Can distinguish between fact and opinion
 Can recognize sounds of poetry – rhythm, rhyme patterns, alliteration, assonance

Speed, Oral Reading

Reads with reasonable speed
 Reads orally with fluency, good phrasing, intonation, pitch and stress

Study Skills

Is able to use dictionary
 Knows alphabetization
 Can use pronunciation key, interpret and apply symbols
 Uses context clues in choosing appropriate dictionary meaning and pronunciation
 Applies reading skills to reading in content areas
 Knows how to use reference materials
 Knows how to use encyclopedia
 Knows how to search for information in indexes, tables of contents
 Can skim reading material for specific purpose
 Can read maps and graphs
 Can outline reference reading

Outside Reading

Reports on outside reading through oral and written reports
 Enjoys and voluntarily memorizes poetry

Types of Reading

Has read with understanding (check): myths, short stories, poetry, contemporary children's books, classics, reference materials, news reports, articles

UPPER GRADES (7 AND 8)

Word Perception, Vocabulary

Applies word attack skills automatically
 Voluntarily uses dictionary to find meanings/pronunciations
 Is extending vocabulary through conscious effort
 Can define at least 70% of words on vocabulary lists

Comprehension and Interpretation

Reads perceptively
 Recognizes symbolism in literature and poetry
 Recognizes irony
 Reads critically
 Recognizes lapses in logic: false assumptions, overgeneralization, etc.
 Identifies purpose behind lapses in logic
 Seeks source/justification of statements made as fact
 Is alert to omissions in argument
 Is aware of word connotations
 Is conscious of emotional appeals
 Is alert to elements of writing style
 Recognizes setting, characterization, plot, theme
 Recognizes character interaction and conflict

Speed

Adjusts reading speed to purpose

Study Skills

Can locate and use reference materials
 Can use card catalogue
 Can read with purpose, taking notes and reorganizing notes as outline
 Is observant of footnotes and supplementary material
 Is observant of cross-references

Outside Reading

Uses library voluntarily and frequently

Types of Reading

Has read and critically examined (check): short stories, novels, biography, plays, poetry, humorous articles, factual articles, advertisements, editorials, political statements

(Grading and Reporting, 1972,
 pp. 34, 35)

As checklists have become more involved, a few schools have turned to special report forms for each grade level. Some have used special forms for each subject area at each grade level. And in some instances, special forms for each reporting period for each subject area at each grade level have been adopted. Some parents are now receiving a packet of reports at the end of each reporting period, with a card or sheet for each subject and another for attitudes and work habits. (This is a popular trend in middle and junior high schools.) [Grading and Reporting, 1972, p. 27]

Miles (1977, p. 10) reports that elementary schools usually use one report card for the primary grades and a different one for the intermediate grades because such a large number of behavioral objectives are taught over the years of elementary school that one card could not list them all. Behavioral checklists, Miles explains, usually extend over two or more years.

Well-designed checklists serve a useful purpose: they are much more informative to parent and student than a single numerical or letter grade per subject area. But some schools list skills and concepts in phraseology that many parents may not understand. Ideally, checklists should cover the progressive stages of learning through which a child passes in the various curriculum areas and reflect what the teacher teaches and evaluates. However, it is doubtful that many checklists do this. There remain unanswered questions, as well as complaints, about whether, or how, to rate pupils on various items (Grading and Reporting, 1972, p. 27).

Checklists from around the nation that were examined by the Education U.S.A. survey as to wording and those reported as having been recently revised were contrasted with earlier models. Without doubt, faculty committees revising grading systems are careful in choosing words which describe a child's attitudes, effort and performance. The newer checklists express traits, characteristics and skills in positive terms. This is true of both elementary and secondary levels. Items related to academic areas also have a positive ring (Grading and Reporting, 1972, p. 28). According to the survey, terms frequently used on checklists include: "Completes work on time"; "Does homework assignments"; "Listens attentively"; Examples of terminology used less often include: "Work carelessly done"; "Unprepared for class activities"; "Is disrespectful".

In an effort to ease the effect of poor grades on the pupils who consistently receive them, many elementary schools use rating scales. The format of the reporting instrument determines whether the rating is a check in an appropriate column or expressed with a symbol. Among the newer instruments used, three to four rankings are common. An example of the terms and symbols used are as follows:

V - Very Good	V - Very good progress for this child
S - Satisfactory at grade level	S - Satisfactory progress for this child
C - Capable of doing better	SP - Slow progress for this child
W - Working up to capacity	L - Little progress for this child

(Grading and Reporting, 1972, pp. 27, 28)

Winkle (1947, p. 58) states that the check-form type of report is mechanically the most practical and generally the most usable of the various departures from the report card. By this, he does not mean that it is the best. The researcher means that it is the simplest way to report more information in less time with less effort and at the same time keep a record of what is reported.

Miles (1977, p. 11) explains that school-community relations could be improved if a school changed to a checklist system for a number of reasons. It might mean a more accurate reflection on the school's program. A behavioral checklist would convey to parents the realities of individualized instruction by showing the progression of student work. It might demonstrate greater accountability by illustrating what skills or knowledge the student can actually demonstrate. With checklists, parents cannot directly compare their children to other students or to their own school experiences. Parents who understand the school's program are more likely to feel good about the school and be willing to cooperate with school staff.

Bellanca (1977, p. 35) suggests that checklists can be time-consuming. When uncontrolled, sheer bulk created by multiple objectives can inundate student and teacher with a mass of information. Record keeping can gobble up the entire day. In addition, Miles (1977, p. 10) discusses how teachers are not able to keep a minute by minute check on behavior. And as a result, their judgments may not reflect a true picture of the whole period of time under scrutiny. Rather, teachers establish a norm for behavior with this year's group

of children and their past experiences and judge accordingly. Furthermore, Miles reports that each item on a checklist can only briefly describe the skill in question. They also can create some frightful disagreements about the true nature of a child if they are misinterpreted by parents.

CHAPTER 3

METHODS OF PROCEDURE

A letter was written in March, 1987, to twenty-five schools in the state of Kentucky asking for their current procedures of reporting pupil progress. A copy of this letter can be found in Appendix A, page 112. The name of one of Rowan County's elementary supervisors was signed to this correspondence in hopes of receiving a better response and a faster response from school districts. School selection was made by recommendations from Rowan County administrators and a ranking of schools based on the Kentucky Essential Skills Test results. The names and addresses of the selected schools can be found in Appendix B, page 113. Schools responding to the request for information on reporting procedures can be found in Appendix C, p 115.

Next, a review of literature was made to establish the importance of effective reporting procedures and to establish current methods of reporting pupil progress.

Two questionnaires were then devised by the researcher to solicit information about reporting procedures used in Rowan County from teachers and parents of elementary students in grades one through five. The teacher questionnaire can be found in Appendix D1, page 116. The parent questionnaire is located in Appendix D2, page 119. Questionnaires were delivered to head teachers and principals of Rowan County's six elementary schools, which are listed below with enrollment figures and number of teachers.

<u>School</u>	<u>Pupils</u>	<u>Teachers</u>
Morehead Grade	550	17
Tilden Hogge	271	9
Clearfield	194	7
Farmers	165	6
Elliottville	146	5
Haldeman	138	5

These administrators distributed the questionnaires to teachers in their building. Teachers mailed two questionnaires each to parents in their classroom. Then these instructors answered a questionnaire of their own. Questionnaires were distributed in the fourth week of May.

The Director of Pupil Personnel and one of Rowan County's elementary supervisors were interviewed in June by the researcher to establish Rowan County's present method of reporting pupil progress. A copy of this interview can be found in Appendix E, page 122.

Data gained from the questionnaires and various school systems across the state were arranged in Table form to provide the researcher an efficient way to make comparisons and determine apparent differences. Comparisons were then made and conclusions drawn.

CHAPTER 4

FINDINGS AND INTERPRETATIONS

The information obtained from the questionnaire survey of Rowan County teachers and parents is presented in the first section of this chapter. The second section of this chapter will deal with the reporting procedures used by selected school districts in the state of Kentucky. Comparisons will be made between Rowan County's methods of reporting student progress and those methods used by other districts in the state. The third section of Chapter 4 will compare the Rowan County School District's reporting processes to the review of current literature.

Review of the Questionnaire

Ninety-two percent of the teachers contacted responded to the questionnaire. Fifty-eight percent of the parents completed and returned the parent questionnaire. Responses can be seen in Table 1. Haldeman, the smallest school in the Rowan County system, had the largest percentage of parents (80%) respond. Clearfield, the third largest elementary school in the county, had the smallest percentage of parents responding (36%).

Questionnaire Responses

Question One: The majority of elementary teachers in Rowan County felt that the district's reporting procedures were good. The second most frequent response chosen by these instructors was "adequate": Table 2 shows teachers' responses to this question. If an

individual looks at Morehead Grade School, where the largest concentration of Rowan County elementary teachers are located, one can see that the faculty in this school is divided as to whether the district's reporting procedures are good or need improving.

The majority of parents ranked Rowan County's method of reporting student progress as "adequate". This group picked as their second selection "good".

Question Two: Parents and teachers rated six weeks as their top choice for the frequency of sending and receiving reports of progress. This question response can be found in Table 3. The second choice selected by teachers was every nine weeks. Parents chose every three weeks as their second choice. It is interesting to note that five out of six teachers in Farmers Elementary School thought that eight weeks is the appropriate time interval for progress reports. No teachers liked twelve-week intervals for progress reports.

Questions Three and Four: It was apparent from the questionnaire response that parent/teacher conferences and report cards were the top choices of both parents and teachers regarding methods of reporting pupil progress. Tables 4A, 4B and 4C show these findings. Parents and teachers ranked "examples of classwork sent home regularly" as their third preference. Use of deficiency slips was ranked fourth by both groups. Least favorite of both parents and teachers was "reports of progress on district or state level competency requirements."

Table 1

RESPONSE OF TEACHERS TO REQUEST
FOR QUESTIONNAIRE SURVEY

	<u>Morehead</u> <u>Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden</u> <u>Hogge</u>	<u>Haldeman</u>	<u>Total</u>
Number Solicited	17	6	7	5	9	5	49
Number Responding	15	6	7	5	7	5	45
Percent Responding	88	100	100	100	78	100	92

RESPONSE OF PARENTS TO REQUEST
FOR QUESTIONNAIRE SURVEY

	<u>Morehead</u> <u>Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden</u> <u>Hogge</u>	<u>Haldeman</u>	<u>Total</u>
Number Solicited	34	12	14	10	18	10	98
Number Responding	18	8	5	5	11	8	54
Percent Responding	53	67	36	50	61	80	58

Table 2

1. What is your present opinion of Rowan County's current method of reporting student progress?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Excellent	0	0	14	0	0	20	6*
Good	47	33	14	80	83	20	46
Adequate	6	50	15	20	17	60	28
Needs Improvement	47	17	57	0	0	0	20
Unsatisfactory	0	0	0	0	0	0	0

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Excellent	6	0	20	0	0	12	6
Good	28	42	40	0	54	38	34
Adequate	44	29	40	80	45	12	42
Needs Improvement	22	29	0	20	0	38	18
Unsatisfactory	0	0	0	0	0	0	0

* Figures shown are percentages.

Table 3

2. How often should methods of reporting pupil progress take place during the school year?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Every 3 weeks	0	0	0	0	14	20	5*
Every 6 weeks	47	17	86	60	86	40	56
Every 9 weeks	53	0	0	20	0	40	19
Every 12 weeks	0	0	0	0	0	0	0
Other**	0	83	14	20	0	0	20

**Other Responses:

1. Every 8 weeks would coordinate with attendance records. (Six persons made this response.)
2. Every 6 weeks for freshmen rather than every 9 weeks.

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Every 3 weeks	0	25	0	20	0	38	14
Every 6 weeks	67	62	100	60	91	62	74
Every 9 weeks	17	0	0	0	9	0	4
Every 12 weeks	5	13	0	0	0	0	3
Other**	11	0	0	20	0	0	5

**Other Responses:

1. Three weeks if a child is having problems--6 weeks if not.
 2. Between 6-week periods, up-letters or down-letters should be sent to let parents know if a student needs help.
 3. Early parent-teacher conference, then every 6 weeks written report cards.
- *Figures shown are percentages.

Table 4A

3. What method or methods of reporting pupil progress would be beneficial to the Rowan County School System?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Report Cards	15	6	7	4	7	5	44
Daily or Weekly Progress Reports	1	3	0	1	1	1	7
Telephone Conversations	3	5	2	2	4	2	18
Special Letters	7	2	3	3	4	3	22
Reports of Pro- gress on District or State Level Competency Requirements	1	1	0	0	0	2	4
Parent/Teacher Conference	13	6	7	5	7	5	43
Pupil/Teacher Conference	8	4	3	2	3	3	23
Examples of Class- work Sent Home Regularly	13	6	7	3	7	3	39
Deficiency Slips	12	2	4	1	5	3	27
Retention Notifications	8	4	4	2	4	4	26

Table 4A

REPORTING METHODS MOST LIKED BY TEACHERS.

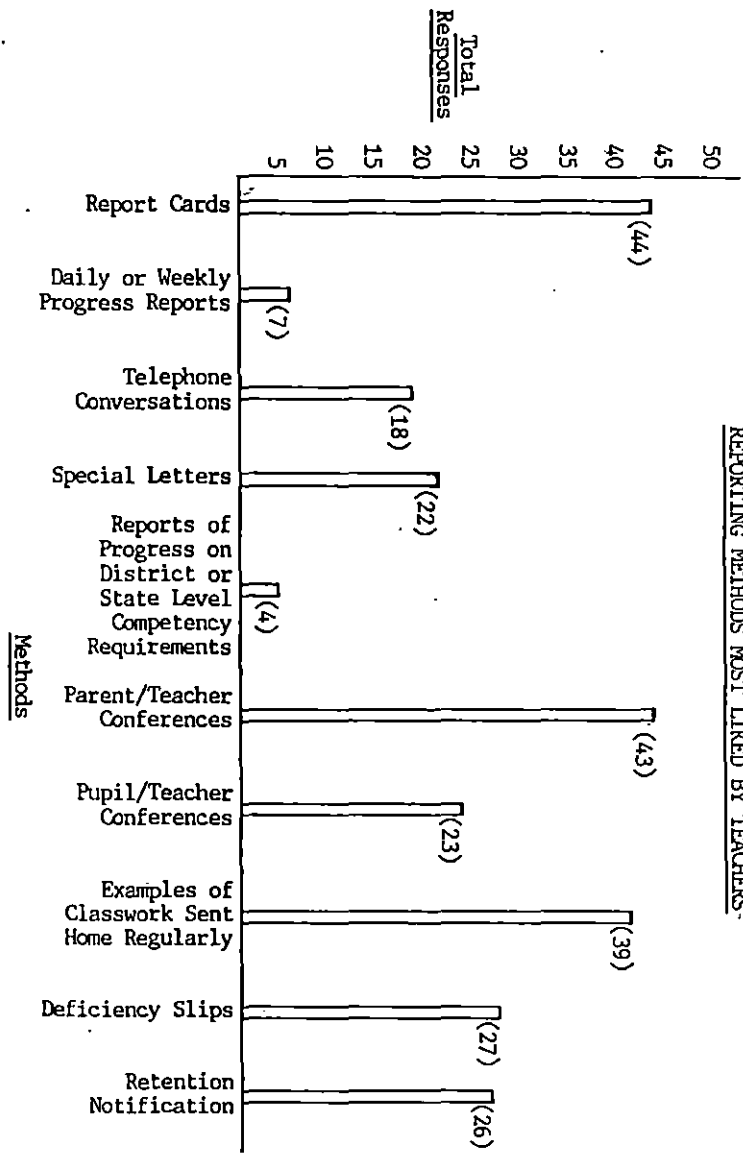


Table 4B

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Report Cards	16	8	5	5	11	6	51
Daily or Weekly Progress Reports	6	3	0	2	1	6	18
Telephone Conversations	10	1	0	4	3	4	22
Special Letters	14	3	2	2	7	5	33
Reports of Pro- gress on District or State Level Competency Requirements	8	2	1	2	3	2	18
Parent/Teacher Conference	17	8	5	4	10	8	52
Pupil/Teacher Conference	13	3	1	1	3	3	24
Examples of Classwork Sent Home Regularly	16	4	3	2	9	6	40
Deficiency Slips	14	5	2	2	8	4	35
Retention Notifications	14	5	1	1	6	2	29

Remarks Made in Reference to Questions 3:

Telephone conversations should be used to report on student progress when they are needed.

Table 4B

REPORTING METHODS MOST LIKED BY PARENTS

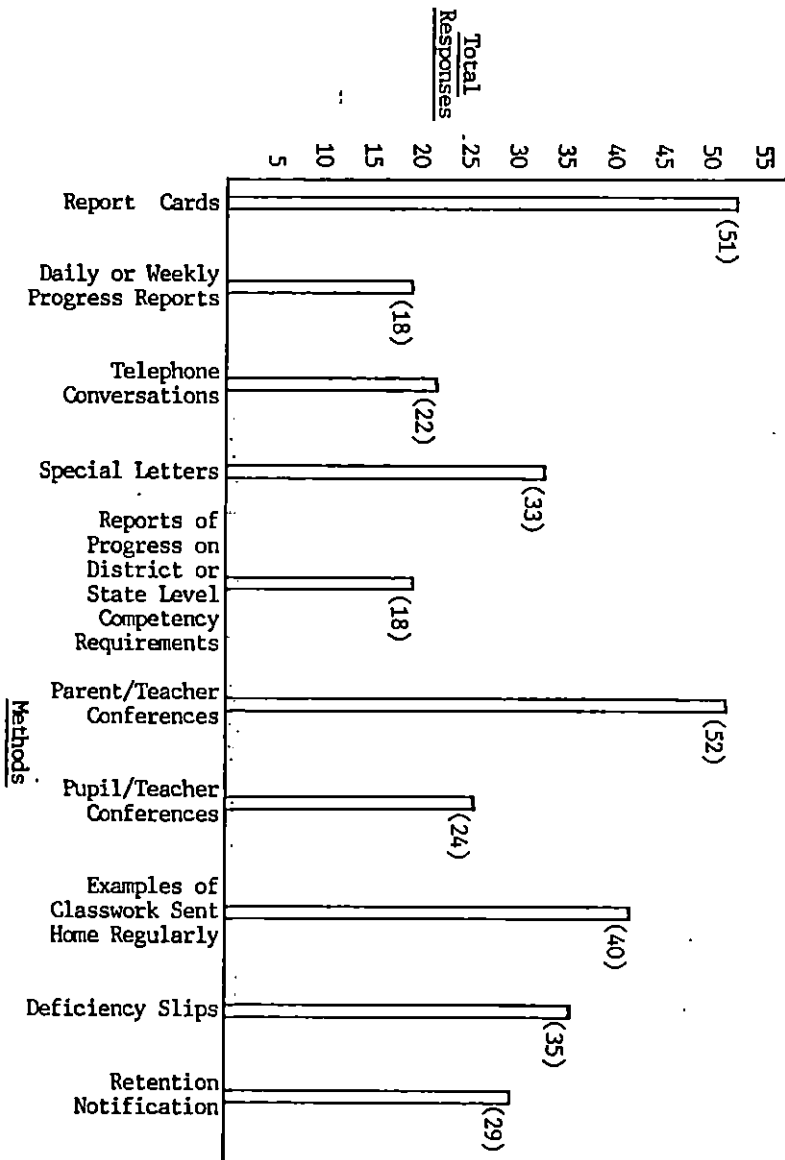


Table 4C

4. RANKINGS OF REPORTING METHODS MOST LIKED

<u>Teachers</u>	<u>Parents</u>
1. Report Cards	1. Parent/Teacher Conference
2. Parent/Teacher Conference	2. Report Cards
3. Examples of Classwork Sent Home Regularly	3. Examples of Classwork Sent Home Regularly
4. Deficiency Slips	4. Deficiency Slips
5. Retention Notifications	5. Special Letters
6. Pupil/Teacher Conference	6. Retention Notifications
7. Special Letters	7. Pupil/Teacher Conference
8. Telephone Conversations	8. Telephone Conversations
9. Daily or Weekly Progress Reports	9. Daily or Weekly Progress Reports
10. Reports of Progress on District or State Level Competency Requirements	&
	9. Reports of Progress on District or State Level Competency Requirements

Remarks Made in Reference to Question 4:

1. Deficiency slips should be sent before halfway through the semester.
2. Pupil/Teacher conferences should be held each grading period.

Questions Five and Six: Teachers preferred checklist/rating scales as their number one choice for grading systems. Table 5A points out this fact. Use of letter grades was their second preference. Parents rated letter grades as their first choice with letters to parents with details of student progress second. Table 5B illustrates this point. It is obvious that both parents and teachers like letter grades as a method of reporting pupil progress. Checklist/rating scales were considered in the top three choices of both groups.

Questions Seven, Eight and Nine: The majority of parents and teachers stated that Rowan County report forms provided a good understanding of a child's progress in the area of academic achievement. This response can be found in Table 6. Both parents and teachers seemed to think that the sub-categories under Work Habits on Rowan County report forms provided a general understanding of a child's progress in this non-academic area. Table 8 illustrates this point. The majority of teachers (35%) responding to the survey rated the understanding of a child's progress in the area of social and individual achievement as "adequate". Thirty-two percent of the teachers marked that their understanding of a child's progress in this non-academic area as "needs improving". Parents' understanding of a child's progress in the social and individual achievement area was as follows: 30% - Good; 26% - Adequate; and 25% - Needs Improving. Table 7 shows teachers' and parents' ratings of this non-academic area.

Table 5A

5. Which grading system should be used in reporting pupil progress?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Letter Grades	54	60	43	75	67	40	56*
Percentage Grades	31	0	29	0	0	60	20
Number Grades	0	0	14	0	0	0	2
Pass/Fail	0	0	0	0	16	0	3
Dual Grades	15	40	14	25	17	0	19

6. Which grading system should be used in reporting pupil progress?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Satisfactory/ Unsatisfactory	11	33	0	50	40	0	22
Checklist/ Rating Scale	89	33	100	50	0	100	62
Letters to Parents	0	33	0	0	60	0	16

*Figures shown are percentages.

Table 5B

5. Which grading system should be used in reporting pupil progress?

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Letter Grades	56	86	100	60	82	43	71*
Percentage Grades	0	0	0	40	9	0	8
Number Grades	0	0	0	0	9	0	2
Pass/Fail	13	0	0	0	0	0	2
Dual Grades	31	14	0	0	0	57	17

6. Which grading system should be used in reporting pupil progress?

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Satisfactory/ Unsatisfactory	11	0	0	0	22	29	10
Checklist/ Rating Scale	11	40	50	25	0	0	21
Letters to Parents	78	60	50	75	78	71	69

*Figures shown are percentages.

Table 6

7. Regarding student report forms used by the Rowan County School System, do the forms provide a general understanding of a child's progress in academic achievement?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Excellent	14	0	14	0	43	40	18*
Good	43	67	28	60	57	20	46
Adequate	22	33	29	40	0	20	24
Needs Improvement	21	0	29	0	0	20	12
Unsatisfactory	0	0	0	0	0	0	0

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Excellent	11	17	20	0	27	12	14
Good	33	50	40	40	37	25	38
Adequate	50	0	40	40	9	50	32
Needs Improvement	0	33	0	20	27	13	16
Unsatisfactory	0	0	0	0	0	0	0

*Figures shown represent percentages.

Table 7

8. Regarding student report forms used by the Rowan County School System, do the forms provide a general understanding of a child's progress in social and individual achievement?

Teacher Response

	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	<u>Total</u>
Excellent	13	0	0	0	0	0	2*
Good	7	33	29	40	57	0	28
Adequate	40	17	43	0	29	80	35
Needs Improvement	33	50	14	60	14	20	32
Unsatisfactory	7	0	14	0	0	0	3

Parent Response

	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	<u>Total</u>
Excellent	0	0	40	0	0	12	9
Good	44	29	40	20	36	12	30
Adequate	39	14	0	40	27	38	26
Needs Improvement	17	43	20	20	27	25	25
Unsatisfactory	0	14	0	20	10	13	10

*Figures shown are percentages.

Table 8

9. Regarding student report forms used by the Rowan County School System, do the forms provide a general understanding of a child's progress in work habits?

Teacher Response

	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	<u>Total</u>
Excellent	13	17	72	20	14	0	23*
Good	7	17	14	40	57	0	22
Adequate	40	66	14	20	29	60	38
Needs Improvement	40	0	0	20	0	40	17
Unsatisfactory	0	0	0	0	0	0	0

Parent Response

	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	<u>Total</u>
Excellent	6	0	20	20	0	13	10
Good	22	29	40	20	46	37	32
Adequate	39	14	20	40	27	37	30
Needs Improvement	33	43	20	0	27	0	20
Unsatisfactory	0	14	0	20	0	13	8

*Figures shown are percentages.

Question Ten: The majority of parents participating in the survey had children in the third and fourth grades. Second grade children had the fewest number of parents responding. See Table 9 for this information.

Question Eleven: The majority of teachers felt that parent/teacher conferences should take place twice a year. Table 10 illustrates this fact. Conferences at the end of each marking period were teachers' second preference. Parents wanted conferences at the end of each marking period as their first choice. See Table 10B for this information. Conferences that occur twice a year were their second preference.

Question Twelve: Concerns of individual teachers included the need for: (1) two parent/teacher conferences during the year; (2) a review of the process for selection of students for the honor roll; (3) an evaluation of pros and cons of honor rolls being published in the newspaper; (4) a nine-week grading period; (5) an inservice day to be used in improving reporting procedures; (6) a parent/teacher conference during the eighth or ninth week of school; (7) the review of the I (Improving) mark on report forms; and (8) letter grades for second-semester first grades. Appendix F1, page 126, conveys teachers' comments and concerns.

Parent concerns centered around a perceived need for: (1) more challenge for students who excel; (2) more frequent and detailed notifications about a child's progress, especially when the child is having problems; (3) more classwork and tests sent home to parents;

Table 9

10.

TEACHERS PARTICIPATING IN QUESTIONNAIRE
SURVEY AND THE GRADES THEY TEACH

<u>Grades</u>	<u>Teachers</u>
1. First	11
2. Second	7
3. Split Second/Third	1
4. Third	9
5. Split Third/Fourth	1
6. Fourth	8
7. Split Fourth/Fifth	2
8. Fifth	<u>6</u>
TOTAL	45

THE NUMBER OF ELEMENTARY CHILDREN THAT THE 54 PARENTS
PARTICIPATING IN QUESTIONNAIRE SURVEY HAVE:

<u>Elementary Grades</u>	<u>Number of Children</u>
1. First	12
2. Second	10
3. Third	17
4. Fourth	18
5. Fifth	<u>13</u>
TOTAL	70

Table 10A

11. How often should Parent/Teacher Conferences occur?

	<u>Teacher Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Once a year	20	0	0	20	0	20	10*
Twice a year	33	66	43	80	29	20	45
3 times a year	7	17	29	0	14	20	15
At the end of each marking period	20	17	28	0	57	40	27
Other**	20	0	0	0	0	0	3

**"Other" Remarks:

1. Twice, once during the fall and once during the spring.
2. At the end of each marking period only to those that it applies. For example; A child having problems or failing would benefit from a Parent/Teacher Conference (or a Child/Teacher Conference). A child who is doing fine does not need a conference because good progress is adequately covered in our report cards.
3. As often as necessary and every parent twice a year.
4. When it is needed, have one.

*Figures shown are percentages.

Table 10B

11. How often should Parent/Teacher Conferences occur?

	<u>Parent Response</u>						<u>Total</u>
	<u>Morehead Grade</u>	<u>Farmers</u>	<u>Clearfield</u>	<u>Elliottville</u>	<u>Tilden Hogge</u>	<u>Haldeman</u>	
Once a year	0	0	0	0	0	12	2*
Twice a year	22	25	60	40	27	13	31
3 times a year	17	12	40	0	9	25	17
At the end of each marking period	39	38	0	60	55	50	41
Other**	22	25	0	0	9	0	9

**"Other" Remarks:

1. Twice in the first semester and others as needed.
2. Twice each year would be plenty if the student was performing well.
3. At least once and as often as needed.
4. It depends on how the child progresses. (Two parents suggested this.)
5. Once each semester, sooner if there are problems. (Two different parents made this suggestion.)
6. Before each marking period; that way if there is a problem, the parent can work with the student to help bring his or her grades up.
7. Twice with other conferences scheduled if warranted.

(4) the earlier availability of results of achievement test scores;
(5) more parent/teacher conferences--some with the child present;
(6) more dialogue about a child's social and emotional adjustment;
(7) more parent and teacher contacts; and (8) more time given by teachers in explaining concepts to children. This information can be found in Appendix F2, page 128..

Questionnaire Summary

The majority of teachers (46%) responding to the questionnaire survey rated Rowan County's method of reporting pupil progress as "good". Twenty-eight percent of the teachers graded Rowan's reporting processes as "adequate". Forty-two percent of the parents evaluated Rowan's reporting procedures as "adequate". Thirty-four percent of the parents rated student progress reporting methods as "good". Thus, teachers and parents are satisfied, for the most part, with the district's reporting procedures. Parents and teachers rated six weeks as their top choice for the frequency of sending and receiving reports of student progress. Parent/teacher conferences need to take place more than once a year, according to the opinions of parents and teachers.

Letter grades were favored by both parents and teachers as a means of reporting pupil progress. Checklists/rating scales were the top choices of both groups.

Parents and teachers agreed collectively that Rowan County report forms provide a general understanding of a child's progress in academic achievement and the non-academic area of work habits. A "good" understanding of a child's progress in social and individual achievement is

provided on report forms, agreed the majority of parents. Thirty-five percent of the teachers responding to the questionnaire survey agreed that the area of social and individual achievement on report forms were "adequate" in reporting student progress. However, thirty-two percent of the teachers felt that this non-academic area "needs improving" on Rowan County's report forms.

Individual teachers expressed concerns for the honor roll, the evaluation of reporting systems, the I mark on report forms and not using letter grades in the second semester of first grade. Parents seemed to want more contact from teachers concerning the progress of their children. Individual members of this group stated that more challenge was needed for children who excel. Parents also suggested that teachers need to explain concepts to children more thoroughly than they do at the present time.

Review of Selected School Districts' Reporting Methods

This section of Chapter 4 will be divided into two segments. Report cards received from school districts across the state will be reviewed and then compared to Rowan County's report card. Next, other methods of reporting student progress from selected school districts will be examined and then be compared to Rowan County's reporting procedures. Last, Rowan County's reporting processes will be compared to the review of current literature.

Review of Report Cards

All districts report that a formal report card is sent to parents on a regular basis. These report forms can be found in Appendices G1 - X3, pages 130 - 191. The majority of schools (47%) responding send report cards to parents every nine weeks. This information can be found in Table 11. Forty-one percent issue their report forms every six weeks. Most of the districts responding ask their parents to sign and return the report cards. Placement or promotion recommendations were found on 71% of the report forms.

The content of report cards is remarkably consistent across districts. One area of the report cards was devoted to academic achievement. All districts reported the subjects of reading, language, spelling, handwriting, math, social studies, science and health. Most districts (but not all) included art, music and physical education. The majority of reporting forms used no sub-categories under each academic subject heading. However, cards that did use sub-categories contained such sub-areas as those shown in Appendices Y1 - Y9 and Y12, pages 193 - 201 and 205.

The second most frequent areas used in the reporting process were the non-academic sections of social and individual achievement and work habits. These headings frequently contained sub-categories as found in Appendix Y10, page 202, and Appendix Y11, page 203.

The third area most frequently used contained a report on the number of days that the pupil had been present, absent or tardy. Most cards also contained spaces for teacher and parent comments.

Table 11

REPORT ANALYSIS FROM SELECTED SCHOOL
DISTRICTS IN KENTUCKY

<u>Item</u>	<u>% of Schools Using Item in One or More Grade Levels</u>
A. Frequency of Report Cards	
1. Every six weeks	41%
2. Every nine weeks	47%
3. Every twelve weeks	5%
B. Conference Arrangements	
1. Teacher requests	47%
2. Parent requests	41%
C. Personal Comments	
1. From teacher	76%
2. From parent	59%
D. Grading System Used	
1. Letter grades	82%
2. Percentage grade	0
3. Number grades	0
4. Pass/Fail	0
5. Dual grades	0
6. Satisfactory/Unsatisfactory	47%
7. Checklist/Rating Scales	65%
8. Effort grades	12%
9. Other	0
E. Report Cards Across Grades	
1. One card	59%
2. Other	41%

Table 11 (Cont.)

F. Methods of Reporting	
1. Special letters	0%
2. Telephone conversations	0
3. Parent/teacher conferences	0
4. Pupil/teacher conferences	0
5. Examples of classwork sent home regularly	0
6. Progress reports	
a. Daily or weekly	12%
b. Mid-term	12%
7. Retention notifications	5%
8. Deficiency slips	
9. Reports of progress on district or state level competency requirements	0
10. Report cards	100%
G. Parents Signature	82%
H. Attendance	100%
I. Academic Areas	
1. Reading	100%
2. Language	100%
3. Spelling	100%
4. Handwriting	100%
5. Math	100%
6. Social Studies	100%
7. Science	100%
8. Health	100%
9. Art	71%
10. Music	88%
11. Physical Education	88%
J. Non-Academic Areas	
1. Work habits	65%
2. Social growth	59%

Table 11 (Cont.)

K. Number of Comments Under Academic Achievement	
1. None	58%
2. Four or less	12%
3. More than four	18%
4. Variety of numbers	12%
L. Placement Recommendation for the End of the Year	71%
M. Attitudes for School Success	12%
N. Report Evaluations	
1. Members	
a. Parents	5%
b. Teachers	5%
2. Frequency of review	Every 5 years
O. Resources Used (Books)	5%
P. Components of Grades	5%
1. Academic requirements (65 - 75%)	
2. Tests (25 - 35%)	
Q. Level Indicated that Child is Working on in More Than One Subject	71%

Fifty-nine percent of the responding districts used one report card for all elementary grades. Twenty-three percent had first-grade cards. One district sent a report form that was for the first and second six weeks of first grade. Other grade level divisions of report forms received were as follows: (1) a 1 - 2 grade card; (2) a 1 - 6 grade card; (3) a 1 - 8 report form; (4) a 2 - 3 report card; (5) a 2 - 6 grade card; (6) a 3 - 5 grade card; (7) a 3 - 6 report form; and (8) a 4 - 6 report card. Two reporting school districts sent report forms for students who were doing advanced work for their age level. One district sent a special report card for students with special learning problems.

Letter grades were used most consistently by districts involved in this survey. The grading systems Checklist/Rating Scales and Satisfactory/Unsatisfactory were also used. In 12% of the districts responding, marks for academic achievement were accompanied by an effort score. Instructional levels in more than one subject area were reported by 71% of the districts responding.

Comparison of Rowan County's Report Card to Those
Report Forms Used in Selected
School Districts in Kentucky

Rowan County has items found on its report card that are similar to the topics found on the majority of report forms that were collected during the survey. These items include: (1) parent signatures; (2) parent and teacher comments; (3) attendance; (4) promotion or placement recommendations; (5) the grading systems A, B, C, D, F,

Satisfactory and Unsatisfactory and Checklist/Rating Scales; (6) the academic subjects of reading, language, spelling, handwriting, math, social studies, science, health, art, music and physical education; and (7) the non-academic area of work habits.

Unlike the majority of districts responding to the survey, Rowan County has three grade cards that span grades one through five. These cards are divided in the following grade levels; (1) grade one; (2) grades two - three; and (3) grades four through five. Another difference found in Rowan County report forms is the absence of the non-academic area of social and individual achievement in grades two through five. Rowan County's reporting form is not like others in that it does not provide the instructional level on which a student is working except in the area of reading. Rowan County's report card is also different from the majority of report cards received in that it provides a variety of sub-categories under each academic heading.

Review of Other Methods of Reporting
Student Progress in Selected
Kentucky School Districts

A retention notification and mid-term progress report were the only reporting methods sent to the researcher other than the report card. One district sent a copy of their evaluation procedures for progress reports.

Comparison of Rowan County's Methods of Reporting
Pupil Progress With the Exception of the
Report Card to Other Reporting Procedures
Used in the State

A retention notification was sent by one district in the survey. Retention slips are not used by Rowan County, but the district recommends that teachers have a conference with a parent if a student is going to be retained before the end of the year. Mid-term progress reports were sent by some districts. Rowan County does not have forms of this nature in the elementary schools. However, letters or notes are sometimes sent to parents about progress when needed.

Comparison of Rowan County's Methods
of Reporting Pupil Progress to
the Review of Current Literature

This segment of the fourth chapter has two divisions. In the first division, Rowan's methods of reporting student progress will be compared to those in the review of current literature. Methods discussed will include: (1) parent/teacher conferences, (2) special letters; (3) telephone conversations; (4) pupil/teacher conferences, (5) report cards, and (6) tests. The second division will compare the Rowan County School District's grading systems to those found in the review of literature.

Methods of Reporting Pupil Progress

Parent/Teacher Conferences. A review of current literature found that conference time is allotted by utilizing teachers' planning periods, inservice days, Saturdays, after-school and night sessions, etc. Rowan County finds time for its parent/teacher conferences by using an inservice day for such activities. Perkins and Buchanan reported that conferences usually take place once or twice a year. This is true of Rowan County's situation. They have two conferences a year for kindergarten and one conference a year for the elementary grades.

In the review of literature, it was mentioned that the scheduling of parent/teacher conferences was usually done by the school secretary or the classroom teacher. It was also reported by Millar that the first conference should be scheduled in early fall before Christmas break. Time scheduled for a conference is usually thirty minutes. Rowan County schedules its first conference during the first or second week in October. Scheduling of conferences has been handled by both Rowan County teachers and school secretaries. Length of conferences in Rowan County usually runs between fifteen and twenty minutes. However, there is no set policy for conference time. Thus, if a teacher needed a longer conference time with a parent, this instructor could schedule a longer conference.

Canady and Seyfarth suggested that in order to have a successful conference, plans must be made ahead of time. In 1984, Rowan County sent a memorandum to elementary teachers with suggestions for successful conferences. A copy of this memorandum can be found in

Appendix Z, page 206. However, classroom teachers have not received anything since 1984 from the district to help them plan for parent/teacher conferences.

Special Letters, Telephone Conversations and Pupil/Teacher Conferences. There are no policies in Rowan County for reporting progress by special letters, telephone conversations or pupil/teacher conferences. However, elementary teachers use these reporting procedures on an individual basis when needed.

Report Cards. Walling reports that effective report cards have a basis for evaluation, a record of a student's performance, a report that is clearly and directly stated, and options for teacher and class differences. The skills that students are expected to develop (reading, math, etc.) are clearly stated on Rowan County's report form. Grades are recorded on this instrument to reflect a student's proficiency in certain subjects and areas of development. Rowan County's report form is not filled with educational jargon. Rowan County's report card is divided for different grade levels. However, it does not provide an option for class differences except in the area of reading.

Tests. In the review of literature, it was explained that schools that are committed to involving parents in the educational process usually share achievement test results with parents as a matter of policy. Brooks and Van Cleaf discuss how parents are interested in test results. However, they are only interested if

they understand them. Rowan County interprets test scores to parents during the parent/teacher conference period. They do not send achievement test scores home to parents. The district feels teachers need to help parents interpret the scores.

Grading Systems

Rowan County uses the grading systems of letter grades, satisfactory/unsatisfactory, and checklist/rating scales found in the review of literature.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, there will be three segments of information. In the first section, a summary of the main findings in the study will be reviewed. In the second segment, conclusions will be drawn from the findings of the study. The third area to be discussed will be recommendations.

Summary

Parents and teachers expressed a desire for more parent/teacher conferences in this study. Teachers wanted conferences twice a year, while parents wanted conferences after each grading period. One parent suggested that children should be present during parent/teacher conferences. In the review of literature, some educators made this same suggestion. These professionals explained that children should be active participants in conferences since their interests are definitely involved.

In the questionnaire survey, parents voiced concern over the lack of contact between parent and teacher concerning a child's progress. Parents in their comments seemed to indicate that communication between home and school should be initiated by the teacher.

Walling reported that effective report cards should provide for class differences. Even though Rowan County's report cards are divided for different grade levels, they do not provide an option for class differences except in the area of reading.

One point noted from the interview with Rowan County administrators was that no parents have been included in the committee formed to review progress reports. In the past, these committees have been made up entirely of school personnel.

Teachers, in the questionnaire survey, showed some concern for the understanding of a child's progress in the non-academic area of social and individual achievement on report forms. Rowan County does not use this non-academic area on its report cards after first grade.

Conclusions

1. Rowan County parents and teachers want more than one parent/teacher conference a year.
2. Rowan County parents want more contact with teachers concerning their child's progress.
3. Instructional levels are not provided on Rowan County report forms to allow for class differences except in the area of reading.
4. Rowan County parents do not have a part in reviewing student reporting procedures used in the district.
5. The non-academic area of social and individual achievement is not on Rowan County report forms after the first grade as it is in the majority of districts participating in the project.

Recommendations

Although it was found in the review of literature that one parent/teacher conference a year is common among school systems, Rowan County parents and teachers expressed a desire for more than one conference. Perhaps it would benefit this school district to look into ways of scheduling more conferences during the year. Schools have found extra time for parent/teacher conferences by scheduling films or assembly programs for students while some teachers are conducting conferences. This idea could be utilized by Rowan County in order to have more conferences. This district's parent/teacher conferences may also be improved by allowing students to participate in these sessions between parent and teacher.

Parents want more contact with their child's teacher. Perhaps written messages might be one method to keep communication between parent and teacher "open". Written letters could take the form of "Congrats-a-grams", deficiency slips, and so on. Prepared comment cards of this nature could make writing letters or notes to parents less time-consuming for teachers.

Rowan County report forms do not provide the instructional level that the student is working on except in the subject area of reading. Perhaps this district's report card could be improved by providing a space to write a code for a child who is working below or above grade level. This code area could be used in subjects such as math, language, etc., as was found in report forms from selected school districts in the state.

In the past, parents have not been included in the committees formed to review Rowan County's progress reports. Perhaps parental input into evaluation of reporting procedures would prove beneficial to the district. Parents could tell administrators and teachers what they like to see in student progress reports. Teachers and administrators would not have to guess what parents want on reporting forms.

The area of social and individual achievement is not on Rowan County report forms after the first grade. Brooks and Van Cleaf (1982, p. 92) report that personal and social development are important aspects of education. Students who have a good self-concept are self-disciplined, self-motivated, and are more willing to try new learning activities, while students with weak self-images are less likely to take charge in new situations. The researchers explain that inability to learn social skills will lead to feelings of inferiority and hinder personal identity. If students learn social skills, they will identify their place in society and learn methods by which they can contribute to society. Perhaps there should be a review of whether this non-academic area should be placed on Rowan County's progress reports. It may or may not benefit the student.

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APPENDICES

APPENDIX A

ROWAN COUNTY
 BOARD OF EDUCATION
 121 EAST SECOND STREET
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March 10, 1987

The Rowan County school system is examining grading procedures and methods of reporting pupil progress to parents. As part of this process Rowan County is trying to put together a file on presently used reporting systems. Your district has been recommended to us as having a good system, so we are seeking your cooperation and input. If it is possible, would you please send us a copy of your report card(s) for kindergarten through fifth grades, plus any additional information that you might have related directly to the reporting process.

Rowan County will not copy any system. The committee will be meeting this summer, and if you so desire will be happy to send you a copy of what is developed.

Thank you for your cooperation in this matter.

Sincerely,

Kay Freeland
 Supervisor
 121 East 2nd Street
 Rowan County Schools
 Morehead, KY 40351

APPENDIX B1

SCHOOL DISTRICTS SELECTED
TO SURVEY FOR INFORMATION ON
REPORTING PUPIL PROGRESS

<u>School</u>	<u>Section of State</u>	<u>Responded</u>	<u>Supervisor or Superintendent and Address</u>
1. Scott County	Central	Yes	Karla K. Smith Box 561, Georgetown, KY 40324
2. Oldham County	Central	Yes	Shirley Sills P.O. Box 201, Buckner, KY 40010
3. Elizabethtown (Hardin Co.)	Central	No	Joy C. Miller 110 South Main, Elizabethtown, KY 42701
4. Bourbon County	Central	No	John D. Elkins 3343 Lexington Road, Paris, KY 40361
5. Fort Thomas (Campbell Co.)	Northern	Yes	Bill R. Corbin 101 Orchard, Alexandria, KY 41001
6. Russell (Greenup Co.)	Eastern	Yes	Edward Stephens 3449 Old Dam Court, Greenup, KY 41144
7. Daviess County	Western	Yes	Joe Overly Box 1510, Owensboro, KY 42301
8. Boyd County	Eastern	Yes	Dr. James R. Harper Box 522, Catlettsburg, KY 41129
9. Ashland Independent	Eastern	Yes	Glenn Riedel 1420 Central Avenue, Ashland, KY 41101
10. Jefferson County	Central	Yes	Juanita Landers 4409 Preston Highway, Louisville, KY 40213
11. Warren County	Western	Yes	Marilann Melton 806 Kenton, Bowling Green, KY 42101

	<u>School</u>	<u>Section of State</u>	<u>Responded</u>	<u>Supervisor or Superintendent and Address</u>
12.	Bowling Green Independent	Western	No	Ernest H. Garner 224 East 12th Street, Bowling Green, KY 42101
13.	Fleming County	Eastern	No	David Barnett Flemingsburg, KY 41041
14.	Clark County	Central	Yes	Marge Brackett 1600 West Lexington, Winchester, KY 40391
15.	McCracken County	Western	Yes	Jo Nell Mittendorf Route 10, Bleich Road, Paducah, KY 42001
16.	Paducah Independent	Western	Yes	Wilda Morton P.O. Box 2550, Paducah, KY 42002
17.	Franklin County	Central	Yes	Charles Mmtz 916 East Main Street, Frankfort, KY 40601
18.	Frankfort Independent	Central	No	Charlotte Wall 315 Steele Street, Frankfort, KY 40601
19.	Covington Independent	Northern	Yes	Russell Below 25 East 7th Street, Covington, KY 41011
20.	Montgomery County	Eastern	No	Harold Wilson P.O. Box 7277, Mt. Sterling, KY 40353
21.	Henderson County	Western	Yes	James Guess 1805 2nd Street, Henderson, KY 42420
22.	Crittenden County	Western	No	Shirley Hannah Box 362, Marion, KY 42064
23.	Christian County	Western	No	Nyla Higgins Box 609, Hopkinsville, KY 42240
24.	Fayette County	Central	Yes	Carolyn Clark 701 East Main Street, Lexington, KY 40502
25.	Anchorage Public	Central	Yes	Dr. Robert Wynkoop 11400 Ridge Road, Anchorage, KY 40223

APPENDIX C

RESPONSE OF SCHOOLS TO REQUEST
FOR INFORMATION ON
REPORTING PUPIL PROGRESS

	<u>Northern</u> <u>Kentucky</u>	<u>Southern</u> <u>Kentucky</u>	<u>Eastern</u> <u>Kentucky</u>	<u>Western</u> <u>Kentucky</u>	<u>Central</u> <u>Kentucky</u>	<u>Total</u>
Number Solicited	2	0	5	8	10	25
Number Responding	2	0	3	5	7	17
Percent Responding	100%	0%	80%	63%	70%	68%

APPENDIX D1

REPORTING PUPIL PROGRESS

Teacher Questionnaire

Instruction: For each question, mark the appropriate answer(s) to represent your response.

1. What is your present opinion of Rowan County's current method of reporting student progress?

A. Excellent	D. Needs Improvement
B. Good	E. Unsatisfactory
C. Adequate	

2. How often should methods of reporting pupil progress take place during the school year?

A. Every three weeks	D. Every twelve weeks
B. Every six weeks	E. Other _____
C. Every nine weeks	

What method or methods of reporting pupil progress would be beneficial to the Rowan County School System?
 (You may mark one answer, some of the answers, all of the answers or none of the answers in each of the following two sections.)

3. Methods of Reporting:
 - A. Report Cards
 - B. Daily or weekly Progress Reports
 - C. Telephone conversations
 - D. Special letters
 - E. Reports of progress on district or state level competency requirements

4. Methods of Reporting:
 - A. Parent/teacher conferences
 - B. Pupil/teacher conferences
 - C. Examples of classwork sent home regularly
 - D. "Deficiency Slips" - notification of failure halfway through the semester
 - E. "Retention Notifications" - forms that report that a teacher is considering having a student repeat a grade level

Reporting Pupil Progress
 Teacher Questionnaire
 Page Two

Which grading system should be used in reporting pupil progress? (Mark one answer for #5 and one answer for #6.)

5. Grading Systems:

- A. Letter grades - "A" through "F" or "E"
- B. Percentage grades
- C. Number grades - "1" through "5"
- D. Pass/Fail
- E. Dual grades - academic plus effort grades, such as "C/A" or "B/S"

6. Grading Systems:

- A. Satisfactory/Unsatisfactory
- B. Checklist/Rating scale - "Good, "Fair" or "Poor"
- C. Letters to parents with details of student progress

Regarding student report forms used by the Rowan County School System, do the forms provide a general understanding of a child's progress in: (Mark only one answer in each section.)

7. Academic achievement - reading, math, etc.

- A. Excellent
- B. Good
- C. Adequate
- D. Needs Improvement
- E. Unsatisfactory

8. Social and individual achievement - respects rights and properties of others, etc.

- A. Excellent
- B. Good
- C. Adequate
- D. Needs Improvement
- E. Unsatisfactory

9. Work habits - completes work on time, listens to directions, etc.

- A. Excellent
- B. Good
- C. Adequate
- D. Needs Improvement
- E. Unsatisfactory

10. I have a child or children in the following elementary grades(s):

- A. First grade
- B. Second grade
- C. Third grade
- D. Fourth grade
- E. Fifth grade

Reporting Pupil Progress
Teacher Questionnaire
Page Three

11. How often should parent/teacher conferences occur?
- A. Once each year
 - B. Twice each year
 - C. Three times each year
 - D. At the end of each marking period
 - E. Other _____
12. Any additional comments or concerns you would like to share in reference to Rowan County's method of reporting pupil progress should be listed below.

APPENDIX D2

REPORTING PUPIL PROGRESS

Parent Questionnaire

Instruction: For each question, mark the appropriate answer(s) to represent your response.

1. What is your present opinion of Rowan County's current method of reporting student progress?

A. Excellent	D. Needs Improvement
B. Good	E. Unsatisfactory
C. Adequate	

2. How often should methods of reporting pupil progress take place during the school year?

A. Every three weeks	D. Every twelve weeks
B. Every six weeks	E. Other _____
C. Every nine weeks	_____

What method or methods of reporting pupil progress would be beneficial to the Rowan County School System?
 (You may mark one answer, some of the answers, all of the answers or none of the answers in each of the following two sections.)

3. Methods of Reporting:
 - A. Report Cards
 - B. Daily or weekly Progress Reports
 - C. Telephone conversations
 - D. Special letters
 - E. Reports of progress on district or state level competency requirements

4. Methods of Reporting:
 - A. Parent/teacher conferences
 - B. Pupil/teacher conferences
 - C. Examples of classwork sent home regularly
 - D. "Deficiency Slips" - notification of failure halfway through the semester
 - E. "Retention Notifications" - forms that report that a teacher is considering having a student repeat a grade level

Reporting Pupil Progress
Parent Questionnaire
 Page Two

Which grading system should be used in reporting pupil progress? (Mark one answer in #5 and one answer in #6.)

5. Grading Systems:
- A. Letter grades - "A" through "F" or "E"
 - B. Percentage grades
 - C. Number grades - "1" through "5"
 - D. Pass/Fail
 - E. Dual grades - academic plus effort grades, such as "C/A" or "B/S"
6. Grading Systems:
- A. Satisfactory/Unsatisfactory
 - B. Checklist/Rating scale - "Good", "Fair" or "Poor"
 - C. Letters to parents with details of student progress

Regarding student report forms used by the Rowan County School System, do the forms provide a general understanding of a child's progress in: (Mark only one answer in each section.)

7. Academic achievement - reading, math, etc.
- A. Excellent
 - B. Good
 - C. Adequate
 - D. Needs Improvement
 - E. Unsatisfactory
8. Social and individual achievement - respects rights and properties of others, etc.
- A. Excellent
 - B. Good
 - C. Adequate
 - D. Needs Improvement
 - E. Unsatisfactory
9. Work habits - completes work on time, listens to directions, etc.
- A. Excellent
 - B. Good
 - C. Adequate
 - D. Needs Improvement
 - E. Unsatisfactory
10. I have a child or children in the following elementary grade(s):
- A. First grade
 - B. Second grade
 - C. Third grade
 - D. Fourth grade
 - E. Fifth grade

Reporting Pupil Progress
Parent Questionnaire
Page Three

11. How often should parent/teacher conferences occur?
- A. Once each year
 - B. Twice each year
 - C. Three times each year
 - D. At the end of each marking period
 - E. Other _____
12. Any additional comments or concerns you would like to share in reference to Rowan County's method of reporting pupil progress should be listed below.

APPENDIX E

Interview With Rowan County's
Director of Pupil Personnel, Billie Jean Clayton
and Elementary Supervisor, Wanda Barker

Questions and Answers

1. What is Rowan County's current method of reporting pupil progress in grades one through five?

Rowan County's methods of reporting student progress are as follows:

- report cards
- parent/teacher conferences - There is one conference each year for grades one through five and two each year for kindergarten students.
- reports of progress on district or state level competency requirements - Kentucky Essential Skills Test results are available to parents on request. These test scores are also interpreted to parents during the parent/teacher conference by teachers. At one time, Rowan County talked about sending KEST results home to parents, but felt parents could not interpret them by themselves. Thus, KEST results are handled in the manner mentioned above.
- examples of classwork sent home regularly - In previous years there has not been any policy concerning this matter. However, during the 1987-1988 school year, folders will be provided for teachers to send home student work "weekly".

--annual performance report - Rowan County usually lists the various schools' KEST results in the local newspaper. The Director of Pupil Personnel said that publishing methods could be improved by interpreting KEST scores for parents in the newspaper.

--retention notifications - Retention slips are not used by Rowan County, but the district recommends that teachers have a conference with a parent if a student is going to be retained before the end of the year.

--telephone conversations and pupil/teacher conferences - These are not policies but are used by teachers on an individual basis when needed.

2. Is there a difference between Rowan County's current way of reporting pupil progress and the way that parents and teachers want to see student progress reported?

There have not been many complaints about Rowan's reporting procedures during the eleven years that the Director of Pupil Personnel has been in the system. Whenever there are any concerns voiced, they are listened to by the administration and sometimes by teachers. If mistakes are found, the problem is corrected. However, the DPP reports that reporting methods (such as report cards) cannot change too often because of the expense involved. Rowan County is a poor school system and has report cards in kindergarten, first, second - third, fourth - fifth grades, middle school and high school.

3. How often are Rowan County's methods of reporting pupil progress reviewed, and by whom?

On an informal basis, they are reviewed every year by the DPP and the head teachers and principals. With teacher committees, it is different. In the last eleven years, grades one through five have been reviewed about three times by teacher committees. In kindergarten, reporting procedures have been reviewed about four times in the last eleven years. In Rowan County, teachers and administrators form committees to review reporting procedures. Parents are not included. Teachers and administrators compose report cards that are geared toward what parents want to see, and not necessarily what the committee would like. The DPP reports that the county uses "A" through "F" grading system because "S"'s and "U"'s are too vague.

4. How often are methods of reporting pupil progress issued during the year?

Report cards are issued every six weeks in the elementary schools. The district believes that nine weeks is too long a period to go without knowing a student's progress. Eight weeks has been suggested for report cards, but there does not seem to be a majority who suggested it.

5. Has the district developed promotional materials that explain to the general public and employers how students are evaluated and what the marks mean?

There is the parent handbook that explains some of the promotion policy.

6. Are inservice activities on reporting pupil progress held in the district?

Inservice is held for interpreting KEST scores, but this is not held every year.

7. Are meetings for parents held by the district or the school to explain and discuss the policy used for reporting pupil progress?

No.

8. Are there any concerns or comments that the administration would like to express concerning pupil progress?

We are always searching for a better way. On the high school and middle school levels, the district is thinking about using the "Gold Card" system. This system would involve discounts in More-head area stores for students making good grades.

APPENDIX F1

12. LIST OF TEACHERS' CONCERNS OR COMMENTS ON
REPORTING PUPIL PROGRESS IN ROWAN COUNTY1. First Grade:

--It is hard for me to distinguish just exactly what an "I" ("Improving") is. When do you give an "I"? Is it better than an "S" ("Satisfactory") or is it failing? A child could start out needing improvement in something, then improve, but still be behind in his or her work. When you put an "I" on a report card, the parents think this mark is close to an "S" (like a "B"). But really, the child could be way far behind. To me, it is easier to give "A", "B", "C", etc. by figuring out a percentage grade for each individual child.

--I believe letter grades should begin in second grade as they do now.

2. Third Grade:

--I would like our elementary progress reports to go out every nine weeks like many of our schools such as Lexington and also our nearby county schools. I realize if students are having serious problems that a letter could be sent to parents before the nine-week period ends. Averaging grades and filling out report cards and writing comments takes a large amount of a teacher's valuable time. I believe our Rowan County High School teachers send grades out every nine weeks, too.

I also think that any upgrading of report cards should be done at an in-service where all teachers of the same grade level throughout the county could meet and discuss the report cards. This is the way we've changed report cards in the past and it was very effective and all the teachers had input into their own grade level report card. I liked helping design the K and first grade report cards when I taught this level.

I would like to have our Parent/Teacher Conferences around the eighth or ninth week of school. This was especially beneficial for the first graders, as reading groups would be established by then. This way teachers can discuss reading books and reading levels and reading performance better.

I like the idea of also giving "S"'s and "U"'s for a writing readiness period or review period for the first six weeks in all the elementary schools. Again, if there is a serious problem, the teacher could write a note in the comment section or send a letter.

3. Fourth Grade:

--I disapprove of publishing honor rolls for elementary children.

If we do have honor rolls published, I think all children with a "B" average should be included.

I also think that the conduct grade should be included in determining the honor roll list.

4. Fifth Grade:

--I think we need two Parent/Teacher Conferences (one in the fall and the other in the spring).

5. Second Grade (Cont'd):

--I feel that second semester first grade students should receive letter grades, not S's or U's because when they come into second grade C or D letter grades are hard for parents to understand when they have made all S or S- in first grade. S to S- could mean A to C- in letter grades.

APPENDIX F2

12. LIST OF PARENTS' CONCERNS OR COMMENTS ON
REPORTING PUPIL PROGRESS IN ROWAN COUNTY1. First Grade:

--The best way for a parent to know how a child is progressing is to talk personally with the teacher. The one conference scheduled each year is not enough, as a child's progress can change suddenly.

2. Second Grade:

--I think our teachers at Tilden Hogge do a fine job of teaching our children.

3. Third Grade:

--I have heard many parents say they did not know how bad their child was doing until report cards came out. I think if most parents were notified some way and told what to help the child with, most parents would do so. That's better than getting a bad grade on their permanent record.

--I believe grade reporting and evaluation of student progress should be more frequent on the elementary level than on the secondary level.

Parent/Teacher Conferences should be scheduled more often in the elementary level also.

It would be nice to know (in reference to academic weakness) what the child's weaknesses are and not just the fact that there are some.

--I am quite pleased with the overall reporting methods. However, I've spoken to parents who have children with problems in school that are not pleased. The last six weeks of school is not the time to start being concerned whether or not a student is doing well enough to be promoted; it should be considered and discussed early on. Thank you for listening to my comments.

--Parent/Teacher Conferences should occur when needed.

4. Fourth Grade:

--Written comments should be made at each marking period. Students who excel should be challenged more--some grade above on "A" for extra effort and/or expertise such as working above grade level.

--We feel that notification of a drop in a letter grade is as important as a "deficiency" slip.

--I would like more comments (regarding students' progress or lack of) either verbally or written. If the teacher has the skill for assessment in the areas of social and emotional adjustment, I would be interested in those comments.

5. Split Fourth/Fifth:

--I strongly believe that more Parent/Teacher Conferences should take place, some with the pupil present.

6. Fifth Grade:

--I feel the system has come a long way. However, I feel the parents need more contact with teachers. I feel this will help children move more smoothly and build confidence in their school system. If I can be of any help, please call Jennifer Madden, 784-5213.

--More classroom work and tests should be sent home to parents.

Teachers should contact the parents when a child is having problems in an area of school work--Math, Reading, etc. If we don't know what they need help in, we sure can't help them at home!

Teachers should take more time to explain things to the children.

--I think there could be room for improvement regarding the achievement test results. If the parents were aware of their child's need for help in certain subjects before the child enters the next grade, we could either help them or get a tutor. We don't get the results until the first month of school.

APPENDIX G1

KENTUCKY
ROWAN COUNTY SCHOOLS

REPORT TO PARENTS

Grade 1

19__-19__

Pupil _____ Grade _____

Teacher _____

Principal _____

School _____

To Parents:

This report will be sent to you during the school year at regular intervals that you may know how your child is getting along in school. We hope this report may be a means for encouraging your child to do his best at all times.

You are cordially invited to visit the school and talk with the teachers and principal. Understanding between the home and school is an important factor in your child's success.

JOHN H. BROCK, Superintendent
Rowan County Schools

TEACHER'S COMMENTS

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

PARENT'S COMMENTS AND SIGNATURE

1 _____

2 _____

3 _____

4 _____

5 _____

Promoted to Grade _____

Retained in Grade _____

KNOWLEDGE AND SKILLS

Keys to Marks

S — Satisfactory N — Needs Improving
 I — Improving U — Unsatisfactory
 V — Indicates a need for help

	Reporting Periods					
	1	2	3	4	5	6
READING						
Below Average						
Average						
Above Average						
READING LEVEL						
Readiness						
Pre-Primer						
Primer						
First Reader						
REMEDIAL READING						
MATH						
Learn skills taught						
Know basic addition facts						
Know basic subtraction facts						
Work accurately						
PHONICS						
SPELLING						
HANDWRITING						
Learn to form letters correctly						
Learn to keep on the line						
Learn to space work correctly						
Punctuate and capitalize correctly						
SOCIAL STUDIES						
HEALTH AND SAFETY						

	Reporting Periods					
	1	2	3	4	5	6
SCIENCE EXPERIENCES						
FINE ARTS						
PHYSICAL EDUCATION						
STUDY HABITS						
A. Listens to and follows Directions						
B. Begins and Completes Work Promptly						
C. Has Proper Tools Available (books, Pencils, paper, etc.)						
D. Works Independently						
E. Strives for Neatness and Accuracy						
F. Makes Wise Use of Free Time						
SELF CONTROL						
A. Refrains from Excessive Talking						
B. Shows Respect for School and Personal Property						
C. Assumes Responsibility for Ones Own Actions						
D. Accepts and Applies Constructive Criticism						
SOCIAL AND EMOTIONAL ADJUSTMENT						
A. Shows Self Confidence						
B. Shows Courtesy and Consideration for Others						
C. Works Well in Groups						
D. Plays Well With Others						
ATTENDANCE						
Days Absent						
Days Present						
Days Membership						
Times Tardy						

APPENDIX G2

TEACHER'S COMMENTS

1 _____

 2 _____

 3 _____

 4 _____

 5 _____

 6 _____

PARENT'S COMMENTS AND SIGNATURE

1 _____

 2 _____

 3 _____

 4 _____

 5 _____

 Promoted to Grade _____
 Retained in Grade _____

KENTUCKY
ROWAN COUNTY SCHOOLS

REPORT TO PARENTS

Grades 2-3

19__ - 19__

Pupil _____ Grade _____
 Teacher _____
 Principal _____
 School _____

To Parents:

This report will be sent to you during the school year at regular intervals that you may know how your child is getting along in school. We hope this report may be a means for encouraging your child to do his best at all times.

You are cordially invited to visit the school and talk with the teachers and principal. Understanding between the home and school is an important factor in your child's success.

JOHN H. BROCK, Superintendent
Rowan County Schools

301—Hammond & Sorensen Co., Fremont, Neb.

KNOWLEDGE AND SKILLS

Key to Marks

A—Excellent D—Below Average
 B—Better than Average F—Failure
 C—Average / Indicates a need for help

	Reporting Periods					
	1	2	3	4	5	6 (Final)
ARITHMETIC						
Your child needs to:						
Learn skills taught						
Know basic facts						
Reason well in problem solving						
Work accurately						
LANGUAGE						
Your child needs to:						
Speak clearly						
Listen for information and directions						
Express ideas well when writing						
Learn to locate and organize information						
Punctuate correctly						
Capitalize correctly						
HANDWRITING						
Your child needs to:						
Learn to form letters correctly						
Learn to keep on the line						
Learn to space work correctly						
SPELLING						
Your child needs to:						
Spell correctly the words taught						
Spell correctly in written work						
SOCIAL STUDIES						
HEALTH AND SAFETY						

	Reporting Periods					
	1	2	3	4	5	6 (Final)
SCIENCE EXPERIENCES						
READING						
Your child needs to:						
Read well aloud						
Understand what he reads						
Learn to read for enjoyment and information						
Learn to work out new words and meanings						
PHONICS						
READING LEVEL						
Your child is reading on:						
Level I (above average)						
Level II (average)						
Level III (below average)						

Key to Marks
 S—Satisfactory U—Unsatisfactory
 / Needs help in subtopics listed below

	Reporting Periods					
	1	2	3	4	5	6 (Final)
REMEDIAL READING						
MUSIC EXPERIENCES						
ART EXPERIENCES						
PHYSICAL EDUCATION						
CONDUCT						
WORK AND STUDY HABITS						
Your child needs to:						
Put forth more effort						
Listen to directions						
Follow directions						
Begin work promptly						
Finish work on time						
Use time wisely						
ATTENDANCE						
Days Present						
Days Absent						
Times Tardy						

APPENDIX G3

TEACHER'S COMMENTS

1 _____

 2 _____

 3 _____

 4 _____

 5 _____

 6 _____

PARENT'S COMMENTS AND SIGNATURE

1 _____

 2 _____

 3 _____

 4 _____

 5 _____

ATTENDANCE	1	2	3	4	5	6
Days Present						
Days Absent						
Times Tardy						

Promoted to Grade _____

Retained in Grade _____

KENTUCKY
 ROWAN COUNTY SCHOOLS

REPORT TO PARENTS

Grades 4-5

19__ - 19__

Pupil _____ Grade _____

Teacher _____

Principal _____

School _____

To Parents:

This report will be sent to you during the school year at regular intervals that you may know how your child is getting along in school. We hope this report may be a means for encouraging your child to do his best at all times.

You are cordially invited to visit the school and talk with the teachers and principal. Understanding between the home and school is an important factor in your child's success.

JOHN BROCK, Superintendent
 Rowan County Schools

* Rpt.—Hammond & Stetson Co., Fremont, Mo.

KNOWLEDGE AND SKILLS

Key to Marks

A—Excellent D—Below Average
 B—Better than Average F—Failure
 C—Average / Indicates a need for help

	Reporting Periods						Final
	1	2	3	4	5	6	
ARITHMETIC							
Your child needs to:							
Learn skills taught							
Learn basic facts							
Work accurately at reasonable speed							
Solve thought problems independently							
LANGUAGE							
Your child needs to:							
Express ideas clearly							
Use correct English							
Use correct sentence structure							
Paragraph correctly							
Capitalize correctly							
Punctuate correctly							
HANDWRITING							
Your child needs to:							
Write legibly							
Use correct letter forms							
SPELLING							
Your child needs to:							
Learn required words							
Apply spelling skills in all written work							
HEALTH AND SAFETY							
Your child needs to:							
Know and practice safety rules							
Practice good health habits							
Learn to keep self neat and clean							
SOCIAL STUDIES							
SCIENCE							

	Reporting Periods						Final
	1	2	3	4	5	6	
READING							
Your child needs to:							
Read with understanding							
Read well orally							
Learn basic sight words							
Use skill in word structure							
Use phonetic skills							
READING LEVEL							
Based on assigned grades, daily work, reading level of textbook and achievement test results.							
Your child is reading on:							
Level I (above average)							
Level II (average)							
Level III (below average)							
REMEDIAL READING							
PHYSICAL EDUCATION							
CONDUCT							

Key to Marks

S—Satisfactory U—Unsatisfactory
 / In subtopics below indicates a need for help

	Reporting Periods						Final
	1	2	3	4	5	6	
MUSIC							
ART							
WORK AND STUDY HABITS							
Your child needs to:							
Put forth more effort							
Listen to directions							
Follow directions							
Complete work on time							
Work independently							
Check work for mistakes							
Participate in discussions							

APPENDIX H

PLEASE SIGN AND RETURN IMMEDIATELY

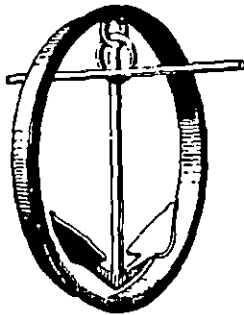
1ST 6 WKS. _____

2ND 6 WKS. _____

3RD 6 WKS. _____

4TH 6 WKS. _____

5TH 6 WKS. _____



ANCHORAGE PUBLIC SCHOOL
 Anchorage, Kentucky

ROBERT J. WYNKOOP, Ph.D. *Superintendent*

MARGUERITE McCALL, *Principal*

PROGRESS REPORT

19 ____ - 19 ____

NAME: _____

GRADE: _____

TEACHER: _____

APPENDIX I

SIGNATURE AND COMMENTS OF PARENTS

Signature _____ 1st Term

Comments _____

Signature _____ 2nd Term

Comments _____

Signature _____ 3rd Term

Comments _____

Signature _____ 4th Term

Comments _____



ASHLAND PUBLIC SCHOOLS

Ashland, Kentucky

_____ ELEMENTARY SCHOOL

Progress Report of _____

Grade _____ School Year 19____ 19____

_____ TEACHER

_____ to Grade _____ for nex' year.

Dear Parent:

This report is sent to you four times a year to acquaint you with your child's progress in school. It includes not only a report concerning your child's progress in usual school subjects but also the teacher's judgment concerning the growth in work habits and social attitudes.

Please read this card carefully and discuss it with your child before signing it. Your interest in this report will greatly assist the teacher in what she is trying to accomplish for your child.

We hope that you will accept this report as an invitation to call the school and make an appointment to talk with your child's teacher about his school progress.

_____ Principal

PERSONAL DEVELOPMENT AND CITIZENSHIP

Student's Name					
WORK HABITS	Reporting Periods	1	2	3	4
Follows directions accurately					
Makes good use of time					
Works well alone					
Completes assignments on time					
Work is neat					
Disturbs by excessive talking					
SOCIAL HABITS					
Works and plays well with others					
Is dependable					
Takes care of materials and property					
Respects authority					
Respects rights of others					
Is courteous and polite					
Displays good manners in lunchroom					
Conduct					
Days absent					
Times tardy					
SCHOLASTIC DEVELOPMENT					
READING					
Instructional level					
Shows interest in reading					
Uses good reading habits					
Understands what he reads					
Reads orally with ease					
Shows ability in working with new words					
Has developed listening skills					
Recognizes consonant sounds taught					
Recognizes vowel sounds taught					
Recognizes basic vocabulary					
LANGUAGE					
Expresses himself well orally					
Does correct written work					
Displays originality					

SPELLING					
Instructional level					
Learns weekly word list					
Spells correctly in written work					
ARITHMETIC					
Instructional level					
Knows number facts					
Applies number facts to problem solving					
SOCIAL STUDIES Awareness					
SCIENCE Awareness					
HEALTH Awareness					
Takes pride in personal appearance					
HANDWRITING					
Forms letters and numbers correctly					
Written work is neat and legible					
Writes with reasonable speed					
Holds pencil correctly					
ART					
Appreciation and participation					
MUSIC					
Appreciation and participation					
PHYSICAL EDUCATION					
Participation					

The instructional level in a subject is the place the child can work most effectively.

EXPLANATION OF MARKS:

- O—Outstanding progress
- S—Satisfactory progress
- U—Unsatisfactory progress (child needs extra help)
- X—Need for improvement — Not enough effort

APPENDIX J

Teacher's Comments

1st Period: _____

2nd Period: _____

3rd Period: _____

4th Period: _____

5th Period: _____

6th Period: _____

	1	2	3	4	5	6
Teacher Requests Conference						
Parent Requests Conference						
Parent(s) Doubtful						

Parent's Signature and Comments

1st Period
 Comments: _____

2nd Period
 Comments: _____

3rd Period
 Comments: _____

4th Period
 Comments: _____

5th Period
 Comments: _____

A Message To Parents:

Attitudes For School Success

1. Show an interest in your school: its personnel, its programs and its facilities.
2. Accept a well-documented interpretation of your child's abilities, performance and behavior.
3. Work toward 100% attendance without early release for appointments.
4. Do not intrude on teaching time.
5. Rumors are disruptive to the educational process — check the facts.
6. Whenever possible, let children handle childish problems.
7. Talk problems over with the teacher before going to the principal or superintendent.
8. With advance notice, school personnel are available for conferences.
9. Help students learn responsibility by assigning home duties.
10. Provide scheduled homework time in a quiet, designated area.
11. Make a distinction between helping with homework and doing assignments for the student.
12. Read and discuss with your child the Boyd County Public Schools Code of Conduct.

Attendance Record

	1	2	3	4	5	6	Year
Days Present							
Days Absent							
Days Tardy							

Boyd County Public Schools

Dr. Douglas B. Cole
 County Superintendent

PUPIL'S PROGRESS REPORT

Grade _____

School Year 19__ — 19__



School _____

Teacher _____

Principal _____

Promoted to Grade _____ Retained in Grade _____

Placed in Grade _____

**Progress According to A Professional
Evaluation of Child's Basic Ability**

Reporting Period	1	2	3	4	5	6
Satisfactory						
Unsatisfactory						

Explanation of Reading Levels

First Grade	<input type="checkbox"/> Pre-Reader	Level 1
Get Set	<input type="checkbox"/> First Preprimer	Level 2
On Parade	<input type="checkbox"/> Second Preprimer	Level 3
Spotlight	<input type="checkbox"/> Third Preprimer	Level 4
Show Time	<input type="checkbox"/> Primer	Level 5
Dev In	<input type="checkbox"/> First Reader	Level 6
Up Close		
Second Grade		
On Stage		Level 7
Front Row		Level 8
Third Grade		
Blue Ribbon		Level 9
Gold Medal		Level 10
Fourth Grade		
Star Show		Level 11
Fifth Grade		
Grand Tour		Level 12
Sixth Grade		
Pioneers		Level 13

Grading Key Level indicates grade level on which Student is working

1st Grade
S* —level of performance better than that ordinarily observed
S —level of performance as good as that ordinarily observed
S- —level of performance less than that ordinarily observed
U —level of performance that is inadequate and unacceptable

Grades 2 - 6
 94-100 = **A** Superior * **Special Classes**
 85- 93 = **B** Above Average and Conduct
 72- 84 = **C** Average **S**—Satisfactory
 65- 71 = **D** Below Average **N**—Needs Improvement
 0- 64 = **F** Failing **U**—Unsatisfactory
 I Incomplete Work
 X Insufficient attendance for grade

Name _____ Grade _____

Scholarship Development

		1	2	3	4	5	6	Percent
READING	Score							
	Level							
Vocabulary Skills								
Word Attack Skills								
Comprehension SAM								
Oral Reading Skill								
MATHEMATICS	Score							
	Level							
Basic Facts and Skills								
Problem Solving Skills								
Work Economy of Operations Level								
SPELLING	Score							
	Level							
LANGUAGE	Score							
	Level							
SOCIAL STUDIES								
SCIENCE								
HEALTH								
HANDWRITING	*							
PHYSICAL EDUC.	*							
ART	*							
MUSIC	*							
CONDUCT	*							
ATTITUDE	*							

SKILLS DEVELOPMENT

Indicates Satisfactory Progress Indicates Need for Special Attention

THE CHILD AS AN INDIVIDUAL

It is necessary that a student grow in social behavior and work habits in order to benefit from educational program.

indicates Satisfactory Progress indicates a need for improvement

WORK AND STUDY HABITS	1	2	3	4	5	6
Shows self-control						
Works well with others						
Comes and goes						
Respects authority						
Considers rights and property of others						
Takes pride in personal cleanliness						
Takes care and pride of school property						
Accepts responsibilities						
Unacceptable school bus behavior						
Unacceptable playground behavior						
Unacceptable lunchroom behavior						
Unacceptable ball and restroom behavior						
SOCIAL BEHAVIOR <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>6</th>	1	2	3	4	5	6
Shows self control						
Works well with others						
Courteous and polite						
Respects authority						
Considers rights and property of others						
Takes pride in personal cleanliness						
Takes care and pride of school property						
Accepts responsibilities						
Unacceptable school bus behavior						
Unacceptable playground behavior						
Unacceptable lunchroom behavior						
Unacceptable ball and restroom behavior						

APPENDIX K1

STUDENT EVALUATION COMMITTEE REPORT

A student evaluation committee was formed following several concerns to the superintendent's office about the current reporting system. The committee consisted of the following representatives:

Carol Sebastian	Parent
Kathy Hamilton	K - H.H. Elem.
Marilyn Florence	1 - C.S. Elem.
Aileen Willoughby	2 - G.L. Elem.
Sharon Gilreath	3 - H.H. Elem.
Delma Usher	4 - Alex. Elem.
Shirley Franck	5 - Jolly Elem.
Anita Wilbers	6 - South Middle
Connie Cutter	7 - Cline Middle
Nancy Eyerman	8 - South Middle
Tim McCann	Psychologist
Missy Cowan	Special Ed. - Alex.
Ron McCormick	Coordinator
Bill Corbin	Coordinator

The committee met formally four times to consider numerous articles of research, other district reporting systems, and our own personnel concerns. Many ideas and approaches were considered before reaching a final conclusion. The committee expressed a strong concern for district-wide consistency in following the guidelines and a strong need of orientation to staff and interpretation to parents.

APPENDIX K2

STUDENT EVALUATION POLICY

Grades K - 8

The purpose of the school is to promote child growth--social, mental physical, emotional--to the fullest degree possible. Each area of growth is marked according to the pupil's ability to succeed in school work and the mastery level of the skills prescribed in the course of study in grades K-8. These marks are not competitive with the group or other individuals.

The following symbols will be used to indicate student performance:

Kindergarten

M - Mastered
 P - Progressing
 E - Extra Help Needed
 N - Not Applicable at this time

Grades 1 - 2

O - Outstanding (All work completed on time with 95% accuracy level)
 S - Satisfactory (Completes all work with 80% accuracy)
 N - Needs Improvement (Work incomplete or illegibly done, less than 80% accuracy)
 U - Unsatisfactory (Doesn't complete, sloppy 60% accuracy)

Grades 3 - 8

A+	99-100	C+	82-84
A	95- 98	C	76-81
A-	93- 94	C-	73-75
B+	90- 92	D+	70-72
B	87- 89	D	67-69
B-	84-86 85- 86	D-	65-66
		F	64 and below

Grade cards will go out four times during the year with the second grade period ending prior to Christmas break.

In an effort to improve the system of grading experimental programs differing from the above system may be conducted in a school upon the approval of the district administrator in charge of curriculum.

The grading scales approved by the Board of Education must be followed precisely to maintain a common system of communication within the district.

The grades of S, N, U, will be used in handwriting and non-academic subjects such as Art, P.E. and Music at grades 1-5.

Grades will be given at the end of each grade period for each level.

Progress reports are recommended as pupils fall below their expectancy level during the grade period.

A review of the student evaluation policy will be done every five years. An individual request for a review will be considered only with the signatures of at least five people including at least one principal and one teacher. The request for review is to be submitted to the superintendent's office.

APPENDIX K3

PROMOTION AND RETENTION PROCEDURES

Promotion in K-8 is based on mastery of skills at a particular grade level with consideration given to chronological and mental age.

- Promotion:
1. Pupils may be promoted when satisfactory or average work is maintained.
 2. Pupils may be promoted when the school (teacher, principal, Coordinator of Curriculum) and parents agree that it is in the best interest of the child.
 3. Skipping grades should be used cautiously and only with the approval of the Superintendent.
- Retention:
1. Pupils may be retained if their work skills are not mastered in comparison to what is expected.
 2. Pupils may be retained when the school and parents agree that it is in the best interest of the child.
 3. Retention may be considered if:
 - test scores indicate that a pupil is working more than 2 levels and/or years below their expectancy level in reading. (Material will be too difficult to understand.)
 - there are a significant number of grades below "S" or "C", however it would be appropriate for a child to be retained with some "S" or "C" grades as long as good communication has taken place between the home and school
 4. Retention should not occur more than three times in K-8, (suggested: K-5 - 2 times, 6-8 one time). The third retention should be done with extreme discretion.
 5. The word PLACED may not be considered. A pupil is either promoted or retained. They may not move backward. Official records only indicate promotion or retention.
 6. Attendance may not be considered in retention, but only mastery of skills and completion of work. Absence doesn't equal failure necessarily.
 7. Pupils must pass the majority of the subjects carried.
 8. A district letter of possible retention may be sent to all homes at the end of the third grade period. The district letter should not be the first notice, but a district level of concern. It will be sent out on a request basis, not routinely.
 9. Retention should be a majority decision of the classroom teacher, principal, and other specialized teachers. An attempt should be made to show the facts and to convince both the parent and student that retention is the best intervention plan to promote learning.
 10. Parents should have been informed throughout the year of the concern for the pupil's progress.
 11. A parent conference should be requested in writing stating the reason for the conference.
 12. Documentation (including work samples, parent letters and conference reviews) should be filed in the pupil's permanent folder.

APPENDIX K4

STUDENT'S NAME _____ GRADE _____ CAMPBELL COUNTY SCHOOLS
 SCHOOL _____ HOMEROOM TEACHER _____ DAN SULLIVAN
 PRINCIPAL _____ YEAR _____ GRADES 1 - 3
 Superintendent of Schools

O - Outstanding (all work completed on time with 95% accuracy level) N - Needs Improvement (work incomplete or illegibly done, less than 80% accuracy)
 S - Satisfactory (completes all work with 80% accuracy) U - Unsatisfactory (doesn't complete, sloppy, below 80% accuracy)

NOTE: Your child is graded according to his/her own ability. Above grade level - 1, On grade level - 2, Below grade level - 3. # Indicates problem area

SUBJECT	QUARTER				SUBJECT	QUARTER			
	1	2	3	4		1	2	3	4
HANDWRITING					PERSONAL DEVELOPMENT AND STUDY HABITS				
Level					Interacts well with others				
Resource					Demonstrates positive attitude				
Forms letters correctly					Cooperates during play, exercise				
Spaces correctly					Works well in a group				
Neatness					Respects the rights of others				
Completes assignments					Respects the property of others				
Effort					Claims only his share of attention				
SOCIAL STUDIES					Listens with attention				
Effort					Works independently				
READING					Follows directions				
Level					Organizes time well				
Resource					Assumes responsibility				
Vocabulary development					Comes prepared for class				
Comprehension					Takes care of materials				
Word attack skills					Talks excessively & disturbs others				
Oral reading with fluency					PHYSICAL EDUCATION				
Independent reading					Participation				
Completes assignments					Growth in Physical Skills				
Effort					ART				
SPELLING					Participation				
Level					MUSIC				
Resource					Participation				
Mastery of assigned words									
Spells correctly in written work					DAYS PRESENT				
Completes written assignments					DAYS ABSENT				
Effort					DAYS TARDY				
LANGUAGE					GRADE PLACEMENT: _____				
Level					COMMENTS:				
Resource									
Written communication									
Grammar Usage									
Completes assignments									
Effort									
ARITHMETIC									
Level									
Resource									
Addition									
Subtraction									
Essential Number facts									
Reasoning Skills									
Completes assignments									
Word Problems									
Effort									
SCIENCE/HEALTH									
Level									
Participation									
Relates basic facts to daily life									
Effort									

PARENTS' COMMENTS:

I HAVE REVIEWED THE GRADES AND
 PROGRESS REPORT ATTACHED FOR MY CHILD

Parent's Signature _____ Date _____

Please Detach, Sign and Return

APPENDIX K5

GIFTED EDUCATION (OASIS) PROGRESS REPORT
CAMPBELL COUNTY SCHOOLS

STUDENT'S NAME _____ GRADE LEVEL _____

TEACHER'S NAME _____ 19__ - 19__

S = Sufficient Progress P = Shows Progress I = Insufficient Progress ✓ Area needing improvement

- I. { } Shows evidence of growth in recognizing, accepting and using potential.
 - ____ Actively participates in individual activities.
 - ____ Actively participates in group activities.
 - ____ Accepts challenges presented by the content and/or activities.
 - ____ Accepts challenges presented by the teacher.
 - ____ Participates in values clarification discussions and activities.
 - ____ Takes an active part in group dynamics activities.

- II. { } Shows evidence of a broadening scope of Interest.
 - ____ Actively participates in mini-study research.
 - ____ Completes projects related to mini-study research.
 - ____ Pursues ideas through own initiative.
 - ____ Strives to complete activities related to all cognitive levels of Bloom's Taxonomy.

- III. { } Shows evidence of growth in research skills.
 - ____ Uses indexes, table of contents, card catalog, and other reference tools to locate information.
 - ____ Is able to compile a bibliography.
 - ____ Takes notes and uses them in writing reports.
 - ____ Uses footnotes to indicate sources of information.
 - ____ Is able to write a research paper complete with title page, footnotes and bibliography.
 - ____ Uses research skills in gathering information for mini-study activities.
 - ____ Shows persistence in searching for answers to questions.

- IV. { } Shows evidence of growth of logical reasoning skills.
 - ____ Uses deductive reasoning to solve logical elimination problems.
 - ____ Reasons inductively to determine relationships.
 - ____ Recognizes analogous relationships.
 - ____ Uses logical reasoning skills in arriving at solutions to hypothetical situations related to future problem solving.
 - ____ Uses problem solving techniques effectively.

- V. { } Shows evidence of growth in oral and written communication skills.
 - ____ Participates in group discussions.
 - ____ Listens with attention and respect to the ideas of others.
 - ____ Organizes thoughts before sharing results of research orally.
 - ____ Speaks clearly and uses correct grammar and sentence structure when speaking to a group.
 - ____ Organizes information in a clear, meaningful way when expressing ideas in writing.
 - ____ Uses correct grammar and sentence structure when completing writing assignments.
 - ____ Utilizes steps of effective writing when preparing written assignments.

- VI. { } Shows evidence of growth in creative thinking.
 - ____ Participates in brainstorming activities and attempts to take off the limits.
 - ____ Is aware of the elements of creativity and strives to apply them when completing projects.
 - ____ Strives to apply elements of creativity in creative writing assignments.
 - ____ Uses a variety of materials in completion of projects.

- VII. { } General Behavior
 - ____ Demonstrates a positive attitude while in Oasis.
 - ____ Cooperates with peers
 - ____ Demonstrates self-control
 - ____ Completes tasks assigned
 - ____ Makes good use of OASIS time
 - ____ Accepts responsibility for materials

Teacher comments:

Parent comments:

1 2 3 4 Period

Sign and return this part.

Parent Signature

Date

APPENDIX L1

Teacher's Comment

1st Report

CLARK COUNTY SCHOOLS
Winchester, Kentucky

First Grade Report
1st and 2nd Six Weeks

Parent's Comment

Student _____

Teacher _____

School _____

Year 19__ - 19__

Teacher's Comment

2nd Report

This special report will be used for the first and second grading periods of first grade in order to provide a more detailed report of your child's progress during these important beginning weeks.

Parents and teachers must work closely together to best serve the interests of the child. You are cordially invited to visit school frequently and consult with the teacher concerning your child and his school life.

DONALD W. PACE, SUPERINTENDENT

Parent's Comment



Evaluation Key

= Acceptable

= Needs Further Help

*Items not marked
were not evaluated
at this time.

Days Absent - First Report _____

Days Absent - Second Report _____

	REPORT PERIODS	
	1st	2nd
GENERAL READINESS		
Recognizes Name	<input type="checkbox"/>	<input type="checkbox"/>
Prints Name	<input type="checkbox"/>	<input type="checkbox"/>
Knows Colors	<input type="checkbox"/>	<input type="checkbox"/>
Knows Color Words	<input type="checkbox"/>	<input type="checkbox"/>
Cuts On A Line	<input type="checkbox"/>	<input type="checkbox"/>
Colors Inside A Line	<input type="checkbox"/>	<input type="checkbox"/>
READING READINESS		
Knows Left From Right	<input type="checkbox"/>	<input type="checkbox"/>
Works Left To Right	<input type="checkbox"/>	<input type="checkbox"/>
Rhymes Words	<input type="checkbox"/>	<input type="checkbox"/>
Understands Placement Words	<input type="checkbox"/>	<input type="checkbox"/>
Knows Likenesses And Differences	<input type="checkbox"/>	<input type="checkbox"/>
Speaks In Complete Sentences	<input type="checkbox"/>	<input type="checkbox"/>
Knows Upper And Lower Case Letters	<input type="checkbox"/>	<input type="checkbox"/>
Prints Upper And Lower Case Letters	<input type="checkbox"/>	<input type="checkbox"/>
Identifies Beginning Sounds	<input type="checkbox"/>	<input type="checkbox"/>
Knows Special Alpha Features	<input type="checkbox"/>	<input type="checkbox"/>
Knows Catches	<input type="checkbox"/>	<input type="checkbox"/>
Can Blend Sounds Into Words	<input type="checkbox"/>	<input type="checkbox"/>

	REPORT PERIODS	
	1st	2nd
MATH		
Knows Basic Shapes	<input type="checkbox"/>	<input type="checkbox"/>
Counts 1-10	<input type="checkbox"/>	<input type="checkbox"/>
Writes Numerals 1-10	<input type="checkbox"/>	<input type="checkbox"/>
Knows Greater, Less And Equal Concept	<input type="checkbox"/>	<input type="checkbox"/>
Knows Simple Addition	<input type="checkbox"/>	<input type="checkbox"/>
Knows Simple Subtraction	<input type="checkbox"/>	<input type="checkbox"/>
WORK HABITS AND BEHAVIORS		
Listens And Follows Directions	<input type="checkbox"/>	<input type="checkbox"/>
Works Neatly And Carefully	<input type="checkbox"/>	<input type="checkbox"/>
Works Independently	<input type="checkbox"/>	<input type="checkbox"/>
Completes Tasks	<input type="checkbox"/>	<input type="checkbox"/>
Observes Rules	<input type="checkbox"/>	<input type="checkbox"/>
Shows Respect For Others	<input type="checkbox"/>	<input type="checkbox"/>

Conference Requested:

Teacher _____
Parent _____

APPENDIX L2

FIRST REPORT Reading Book _____

Conference Requested Teacher__ Parent__

Parent Signature _____

SECOND REPORT Reading Book _____

Conference Requested Teacher__ Parent__

Parent Signature _____

THIRD REPORT Reading Book _____

Conference Requested Teacher__ Parent__

Parent Signature _____

FOURTH REPORT Reading Book _____

Conference Requested Teacher__ Parent__

Parent Signature _____

FIFTH REPORT Reading Book _____

Conference Requested Teacher__ Parent__

Parent Signature _____

SIXTH REPORT Reading Book _____

Conference Requested Teacher__ Parent__

Parent Signature _____

CLARK COUNTY SCHOOLS

Winchester, Kentucky

Progress Report To Parents

Grades 1-6

Student _____

Grade _____ 19__ 19__

This report represents a sincere effort on the part of our staff to report your child's progress in a meaningful manner. If you do not understand your child's report, please feel free to set up a conference with his teacher and/or principal. Each teacher has a daily planning and conference period after school closes. Let's work together for the best interest of your child.

DONALD W. PACE, SUPERINTENDENT

Principal _____

Teacher _____

School _____

Assigned To _____

Date _____

EXPLANATION OF GRADING

- A = 100-93 and/or Excellent Progress
- B = 92-85 and/or Strong Progress
- C = 84-73 and/or Average Progress
- D = 72-65 and/or Unsatisfactory Progress
- F = 64-0 and/or Failing

READING AND MATH LEVELS

- R = Readiness
- PP = Pre-primer
- P = Primer
- 1-1 = First Grade, first level
- 1-2 = First Grade, second level
- 2-1 = Second Grade, first level
- 2-2 = Second Grade, second level
- 3-1 = Third Grade, first level
- 3-2 = Third Grade, second level
- 4-1 = Fourth Grade, first level
- 4-2 = Fourth Grade, second level
- 5-1 = Fifth Grade, first level
- 5-2 = Fifth Grade, second level
- 6-1 = Sixth Grade, first level
- 6-2 = Sixth Grade, second level

Six Week Periods	1	2	3	4	5	6	End Of Year Grade
MATHEMATICS							
Level							
ENGLISH							
HANDWRITING							
SPELLING							
SCIENCE	X			X			
HEALTH		X	X		X	X	
SOC. STUDIES							
READING							
Level							
CONDUCT							
EFFORT							
Days Absent							
Days Present							
MUSIC							
PHYSICAL EDUCATION							

S = Satisfactory attitude and participation
 U = Unsatisfactory attitude and/or participation

APPENDIX M1

DRAFT

ROVINGTON PUBLIC SCHOOLS
PRIMARY REPORT OF STUDENT PROGRESS

ID - ID

STUDENT'S NAME _____
GRADE _____
TEACHER _____
SCHOOL _____

		Attendance				
		1	2	3	4	Yr
Days present						
Days absent						
Tardy						

PRINCIPAL _____
DR. DONALD B. HUNTER, SUPERINTENDENT

GRADING SCALE

ACHIEVEMENT LEVELS

- | | |
|-----------------------------|---------------------------|
| A = Excellent 95% - 100% | O = Outstanding Progress |
| B = Good 88% - 94% | S = Satisfactory Progress |
| C = Average 80% - 87% | H = Need Improvement |
| D = Below Average 70% - 79% | |
| F = Failing Below 70% | |

- * Modified programming
- ** Your child is graded according to his/her ability (above grade level = 1; on grade level = 2; below grade level = 3)

GRADING PERIODS	1	2	3	4	Yr
READING					
** Reading Grade Level					
Understands what is read					
Sounds out new words					
Knows basic sight words					
Oral Reading					
LANGUAGE					
Expresses ideas orally					
Applies skills to written work					
Uses correct english					
SPELLING					
HANDWRITING					
MATHEMATICS					
** Math Grade Level					
Number Facts					
Solves problems by reasoning					
SCIENCE AND HEALTH					
SOCIAL STUDIES					

GRADING PERIODS	1	2	3	4	Yr
WRITTEN EXPRESSION (O,S,N)					
PHYSICAL EDUCATION (O,S,N)					
ART (O,S,N)					
VOCAL MUSIC (O,S,N)					
INSTRUMENTAL MUSIC (O,S,N)					
SOCIAL HABITS (O,S,N)					
Works to best ability					
Follows directions					
Completes written Assignments					
Uses time wisely					
Behavior					

TEACHER'S COMMENTS (Period 1)

TEACHER'S COMMENTS (Period 2)

TEACHER'S COMMENTS (Period 3)

TEACHER'S COMMENTS (Period 4)

Grade Placement _____

Detach and Return Bottom Part Only

PARENT'S COMMENTS: _____

GRADING PERIOD 1 2 3 4
(Circle)

I HAVE SEEN AND REVIEWED THE GRADES AND PROGRESS REPORT ATTACHED FOR MY CHILD.

PARENT'S SIGNATURE _____

DATE _____

APPENDIX M2

DRAFT

ROVINGTON PUBLIC SCHOOLS
INTERMEDIATE REPORT OF STUDENT PROGRESS

19__ - 19__

STUDENT'S NAME _____
GRADE _____
TEACHER _____
SCHOOL _____

		Attendance				
		1	2	3	4	Yr
Days present						
Days absent						
Tardy						

PRINCIPAL _____
DR. DONALD B. HUNTER, SUPERINTENDENT

GRADING SCALE

ACHIEVEMENT LEVELS

- | | |
|-----------------------------|---------------------------|
| A = Excellent 95% - 100% | O = Outstanding Progress |
| B = Good 88% - 94% | S = Satisfactory Progress |
| C = Average 80% - 87% | N = Need Improvement |
| D = Below Average 70% - 79% | |
| F = Falling Below 70% | |

- * Modified Programming
- ** Your child is graded according to his/her ability (above grade level = 1; on grade level = 2; below grade level = 3)

GRADING PERIODS	1	2	3	4	Yr
READING					
** Reading Grade Level					
Comprehension					
Work Attack					
Fluency and expression					
Vocabulary					
LANGUAGE					
Grammar					
Identifies and writes complete sentences					
Expresses Ideas Clearly					
SPELLING					
HANDWRITING					
MATHEMATICS					
** Math Grade Level					
Basic Number Facts					
Understands concepts					
Solves word problems					
SCIENCE AND HEALTH					
SOCIAL STUDIES					

TEACHER'S COMMENTS (Period 1)

TEACHER'S COMMENTS (Period 2)

GRADING PERIODS	1	2	3	4	Yr
SOCIAL HABITS (O,S,N)					
Works without disturbing others					
Exercises self-control					
Is courteous					
Accepts responsibility					
Respects authority					
Obeys school rules					
WORK HABITS					
Listens attentively					
Follows directions					
Works to best of ability					
Completes assignments on time					
Uses time wisely					
Care for materials					
WRITTEN EXPRESSION (O,S,N)					
PHYSICAL EDUCATION (O,S,N)					
ART (O,S,N)					
VOCAL MUSIC (O,S,N)					
INSTRUMENTAL MUSIC (O,S,N)					

TEACHER'S COMMENTS (Period 3)

TEACHER'S COMMENTS (Period 4)

PARENT'S COMMENTS _____

Detach and Return Bottom Part Only
GRADING PERIOD 1 2 3 4
(circle)

I HAVE SEEN AND REVIEWED THE GRADES AND PROGRESS REPORT ATTACHED FOR MY CHILD.

Parent's Signature _____

Date _____

APPENDIX N

TEACHER COMMENTS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

PARENT COMMENTS AND SIGNATURE

1. _____

SIGNATURE: _____
2. _____

SIGNATURE: _____
3. _____

SIGNATURE: _____
4. _____

SIGNATURE: _____
5. _____

SIGNATURE: _____
PROMOTED TO _____, RETAINED IN _____

Daviess County Schools
OWENSBORO, KENTUCKY

Elementary
Student Progress Report

NAME _____ GRADE _____
SCHOOL _____
TEACHER _____ 19__ 19__

Teachers shall advise parents in writing about the possibility that their child may be retained in the same grade level for a second year. Parents should indicate that they have been consulted and informed and a record of this notice be placed in the child's permanent file.

STUDENT _____ GRADE _____
 TEACHER _____

GRADING PERIOD		1			2			3			4			5			6			FINAL			
SUBJECT	ACADEMIC GRADE	LEVEL	EFFORT	CONDUCT	ACADEMIC GRADE	LEVEL	EFFORT	CONDUCT	ACADEMIC GRADE	LEVEL	EFFORT	CONDUCT	ACADEMIC GRADE	LEVEL	EFFORT	CONDUCT	ACADEMIC GRADE	LEVEL	EFFORT	CONDUCT			
	READING																						
SPELLING																							
LANGUAGE																							
WRITING																							
MATH																							
SCIENCE / HEALTH																							
SOCIAL STUDIES																							
MUSIC																							
PHYSICAL EDUCATION																							
DAYS PRESENT	DAYS ABSENT																						

ACADEMIC GRADE
 A. Outstanding 84-100
 B. Good 87-83
 C. Average 73-86
 D. Poor 63-72
 F. Failure 0-64
 I. Incomplete

PERFORMANCE LEVEL
 1 - Above grade level
 2 - On grade level
 3 - Below grade level

EFFORT
 E - Excellent
 S - Satisfactory
 U - Unsatisfactory

CONDUCT
 E - Excellent
 S - Satisfactory
 U - Unsatisfactory

* If a child has only one teacher, effort and conduct may be marked in only one area.

APPENDIX 01

TEACHER COMMENTS

First Report

Parent's Signature

Second Report

Parent's Signature

Third Report

Parent's Signature

Name of Pupil
Elementary
School
Principal

REPORT TO PARENTS

Fayette County Schools
Lexington, Kentucky

MESSAGE TO PARENTS.

In the Fayette County Schools, we believe that all children are different and that each child grows continuously at his/her rate according to his/her ability and background. We do not expect all children of a grade to reach the same level of achievement at the same time. Our goal is to provide the opportunity for each child to develop in the most desirable way in order that each child may live cooperatively, successfully, and happily.

This report has been made from knowledge gained from daily contacts with your child. The teacher wants to give you as much information about all aspects of your child's development in school as is practicable. In addition to this report form, the teacher will send you regularly, samples of your child's work and test papers.

You can help your child by following these practices:

1. Be keenly interested in your child's work.
2. Avoid comparisons of his/her work with others.
3. Avoid the use of the report card as a basis for reward or punishment.

You are urged to arrange for conferences with the teacher when it will aid the educational progress and personal development of your child, or whenever you desire more information than the reports reveal.

From the Office of the Superintendent
Fayette County Public Schools

Name of Pupil _____

EXPLANATION OF MARKINGS

All marks are used to indicate the effort put forth and the progress made by the pupil according to his/her ability.

- A - Outstanding Progress-Exceptional Effort
- B - Good Progress-Strong Effort
- C - Satisfactory Progress-Acceptable Effort
- D - Some Progress-Not Enough Effort
- F - Unsatisfactory Progress-Unsatisfactory Effort
- ✓ - A check by the mark means there is evidence of some improvement
- - A dash means the column does not apply at this time

GROWTH IN SUBJECT AREAS						
SUBJECTS	Reporting Period					
	Level	1st	2nd	3rd	4th	5th
Arithmetic						
Reading *						
Spelling						
Handwriting						
Language						
Social Studies						
Science and Health						
Physical Education						
Music						
Band or Orchestra						
Art						

*Reading Instructional Levels

Grade/Level	Titles - Houghton Mifflin Series
K	Randy Saps
1-A	Getting Ready to Read
1-B	Rockets
1-C	Surprises
1-D	Foxprints
1-E	Howycomb
1-F	Cloverleaf

Level or Grade _____ Teacher 19__19__

GROWTH IN CITIZENSHIP

The following will indicate to the child and to the parents certain personal characteristics which the school feels are important. These characteristics help us to understand how the child is "growing up" as a person and as a citizen. They also have a direct bearing on the progress being made in school subjects.

A blank space denotes satisfactory citizenship characteristics; X denotes need for special attention.

CITIZENSHIP CHARACTERISTICS	Reporting Period		
	1st	2nd	3rd
Works and plays well with others			
Claims only his/her share of attention			
Assumes responsibility			
Uses self control			
Obeys school regulations			
Listens and follows directions			
Works well independently			
Works in neat, orderly manner			
Takes care of materials and property			
Is resourceful in use of free time			
Completes assignments on time			
Total Days Absent to Date			
Total Days Tardy to Date			

Grade/Level	Titles - Houghton Mifflin Series
2-O	Sunburst
2-H	Treasury
3-I	Wendchamet
3-J	Passports
4-K	Medley
5-L	Keynotes
6-M	Impressions

Other Reading Texts: Title _____ Level _____
 Title _____ Level _____
 Assigned to _____ Level or Grade _____ Room _____ for 19__ School Year

APPENDIX 02

FAYETTE COUNTY PUBLIC SCHOOLS

every 6 wks

Elementary Mid Term Progress Report

Name _____	Progressing	Progressing But Could Do Better	Experiencing Difficulty	Attitudes, behavior and work habits are satisfactory <input type="checkbox"/>
Date _____				or
Teacher _____				Attitudes, behavior and work habits which need attention are checked below:
Arithmetic				Works cooperatively _____
Reading	Uses Time Wisely _____			
Spelling	Completes Assignments _____			
Handwriting	Obeys School Rules _____			
Language	Listens & Follows Directions _____			
Social Studies	Works Independently _____			
Science and Health	Respects the Rights and Property of Others _____			
Physical Education	Disturbs by Excessive Talking _____			
Music				
Band or Orchestra				
Art				

Detach and return this part to teacher

Parent Comments:

Conference Desired: By Teacher By Parent

Parent Signature _____ Child's Name _____

APPENDIX P

TEACHER'S NOTES

1st Grading Period
2nd Grading Period
3rd Grading Period
4th Grading Period

Check if Conference is requested by TEACHER:

1	2	3	4

PARENT'S RESPONSE AND SIGNATURE

1st Grading Period <hr style="width: 80%; margin-left: auto; margin-right: auto;"/> <small style="text-align: center;">Parent's Signature</small>
2nd Grading Period <hr style="width: 80%; margin-left: auto; margin-right: auto;"/> <small style="text-align: center;">Parent's Signature</small>
3rd Grading Period <hr style="width: 80%; margin-left: auto; margin-right: auto;"/> <small style="text-align: center;">Parent's Signature</small>
4th Grading Period <hr style="width: 80%; margin-left: auto; margin-right: auto;"/> <small style="text-align: center;">Parent's Signature</small>

Check if Conference is requested by Parent:

1	2	3	4

**FRANKLIN COUNTY PUBLIC SCHOOLS
FRANKFORT, KENTUCKY
Elementary Grades Report**

NAME: _____
 SCHOOL: _____
 TEACHER: _____
 PRINCIPAL: _____
 GRADE: _____
 SCHOOL YEAR: _____

ATTENDANCE

GRADING PERIOD	1	2	3	4
Days Present				
Days Absent				

Assignment For Next Year: _____

Message To Parents

This report card will be sent to you four times a year so you may know the progress of your child. In attempting to report the progress of your child, we have based the grades upon the efforts and capacity to achieve. Please comment in the space provided, sign and return to school.

 Dr. Faurest Coogie
 Superintendent

KEY TO GRADING:

- E - OUTSTANDING
- G - GOOD
- S - SATISFACTORY
- I - IMPROVING
- N - NEEDS IMPROVEMENT
- U - UNSATISFACTORY
- N/A - NOT APPLICABLE

READING		GRADING PERIODS			
		1	2	3	4
READING LEVEL	1 - Above Grade 2 - On Grade 3 - Below Grade				
Comprehends Material Read					
Applies Word Attack Skills					
Works Accurately In Reading Assignments					
Reads On - With Fluency And Good Expression					

EXPLANATION OF READING LEVELS	
1st Grading Period	
2nd Grading Period	
3rd Grading Period	
4th Grading Period	

LANGUAGE ARTS	GRADING PERIODS			
	1	2	3	4
Grammar				
Spelling				
Writing				
Behavior in Reading: Language Arts				
Effort in Reading: Language Arts				
WORK HABITS IN READING: LANGUAGE ARTS, LITERATURE				
Participates				
Completes Assignments On Time				
Respects Rights And Property of Others				
Attitude				

SCIENCE	GRADING PERIODS			
	1	2	3	4
Behavior in Science, Social Studies, Health				
Effort in Science, Social Studies, Health				
WORK HABITS IN SCIENCE, SOCIAL STUDIES, HEALTH, LITERATURE				
Participates				
Completes Assignments On Time				
Respects Rights And Property of Others				
Attitude				

MATH	GRADING PERIODS			
	1	2	3	4
MATH LEVEL	1 - Above Grade 2 - On Grade 3 - Below Grade			
Knows and Uses Number Facts				
Works Accurately				
Reasons Well In Problem Solving				
Forms Numerals Correctly				
Behavior in Math				
Effort in Math				
WORK HABITS IN MATH: LITERATURE				
Participates				
Completes Assignments On Time				
Respects Rights And Property of Others				
Attitude				

1st Grading Period
2nd Grading Period
3rd Grading Period
4th Grading Period

APPENDIX Q

Record of Attendance

Days Present						
Days Absent						
Times Tardy						

SIGNATURE OF PARENT OR GUARDIAN

Period

- 1st.....
- 2nd.....
- 3rd.....
- 4th.....
- 5th.....
- 6th.....

Note: It is hoped you will give this report your most careful attention and if anything is unsatisfactory, your encouragement of the child for better work will greatly increase his interest. It is well to consult with the teacher on the marks that are unsatisfactory. The influence of the home and school must work toward the same end; that of doing the greatest good for each child.

GRADE PLACEMENT

..... is assigned
to grade.....
Date.....

.....
Teacher's Signature

Greenup County Schools

REPORT OF PUPIL PROGRESS
GRADES 1 - 8

Report of.....

Grade..... School.....

Teacher..... School Year.....

TO THE PUPIL

- 1—Be clean in person, dress, habits, thought and speech.
- 2—Be dutiful, polite and respectful to parents, teachers and all whom you may meet.
- 3—Be earnest in play in the time for play, and equally earnest in work in the time for work.
- 4—Cultivate promptness, energy and patient industry. They are worth more to you than money or influence in securing success in life.
- 5—Keep this Report neat and clean. When you enter school next year, please present it to the teacher for inspection.

H. Jack Webb
County Superintendent

608 Spl.—Hammond & Stephens Co., Fremont, Nebr.

Subject	First Semester			Second Semester			Final Avg.
	1st Per.	2nd Per.	3rd Per.	4th Per.	5th Per.	6th Per.	
READING LEVEL							
a. Reads with understanding							
b. Reads well to others							
c. Reads silently with reasonable speed							
d. Masters new words independently							
e. Shows wide interest in reading							
ENGLISH							
a. Expresses ideas in writing							
b. Acquires language skills							
c. Expresses thoughts orally							
SPELLING							
a. Spells correctly in written work							
b. Learns assigned work							
c. Retains correct spelling of words							
WRITING							
a. Forms letters correctly							
b. Writes neatly							
MUSIC							
a. Knows required music facts							
b. Shows interest and enjoys music							
c. Sense of rhythm							
d. Sings in pitch							
ARITHMETIC							
a. Keeps up with assigned work							
b. Knows number facts							
c. Solves problems at grade level independently							
SCIENCE							
a. Participates in scientific activities and experiments							
b. Understands the importance of our natural resources							
c. Understands scientific concepts							

Subject	First Semester			Second Semester			Final Avg.
	1st Per.	2nd Per.	3rd Per.	4th Per.	5th Per.	6th Per.	
HEALTH							
Shows evidence of good health practices							
PHYSICAL EDUCATION							
a. Attitude and cooperation							
b. Sports skills							
SOCIAL STUDIES							
a. Learns historical and civic facts							
b. Learns geographical facts							
c. Uses reference materials such as pictures, maps, globes, books, etc.							
d. Has an active interest in and an understanding of current events							

EXPLANATION OF MARKS

A—Excellent
 B—Good
 C—Average
 D—Poor
 F—Failure

Those items which are checked (X) indicate the areas in which the pupil needs the greatest amount of improvement. Those items checked (/) indicate areas in which work, or attitudes, or habits are satisfactory.

ATTITUDES OR HABITS	1	2	3	4	5	6
a. Gets along well with others						
b. Makes good use of time						
c. Accepts responsibility						
d. Follows directions						
e. Listens attentively						
f. Moves in an orderly manner in halls, classroom, and cafeteria						
g. Respects the rights of others						
h. Is courteous						
i. Takes care of school materials						

APPENDIX R

	Teacher Comments	Parent Comments
First Period	Telephone conference desired _____ Face-to-face conference desired _____	Signature _____ Telephone conference desired _____ Face-to-face conference desired _____
Second Period	Telephone conference desired _____ Face-to-face conference desired _____	Signature _____ Telephone conference desired _____ Face-to-face conference desired _____
Third Period	Telephone conference desired _____ Face-to-face conference desired _____	Signature _____ Telephone conference desired _____ Face-to-face conference desired _____
Fourth Period	Telephone conference desired _____ Face-to-face conference desired _____	Signature _____ Telephone conference desired _____ Face-to-face conference desired _____

Pupil is assigned to _____ grade for 19____ School Year

Signature of Teacher _____

HENDERSON COUNTY SCHOOLS
HENDERSON, KENTUCKY

REPORT TO PARENTS

Grades 1-6

Pupil's Name _____


School _____

Grade _____ School Year _____

Teacher _____

Principal _____

TO THE PARENTS:
This report card is sent to you four times each school year to keep you informed of the progress your child is making in school. Close cooperation between the home and school is necessary if your child is to enjoy maximum success in his or her educational training experiences; therefore, if you have any questions concerning your child's grades or the grading system please call the teacher immediately.


 Dr. Gayle W. Ecton
 Superintendent of Schools

Name of Pupil _____

EXPLANATION OF MARKS

In the subject areas of Reading, Spelling, Language, and Math, the marks represent the student's progress in relationship to his or her capabilities. The instructional code represents the level at which the student is performing.

In the subject areas of Social Studies, Science, Health and Writing, the marks represent the student's progress in relationship to the progress of others in the class and in relationship to an absolute measure of his or her achievement of course objectives.

- A = 90 to 100% Excellent
- B = 80 to 89% Good
- C = 70 to 79% Average
- D = 60 to 69% Poor
- F = 59 or below Failure
- I = Incomplete

Subjects	Reporting Periods							
	1st		2nd		3rd		4th	
	Marks	Lev.	Marks	Lev.	Marks	Lev.	Marks	Lev.
Reading								
Spelling								
Language								
Mathematics								
Social Studies								
Science								
Health								
Writing								

Instructional Level Code

- | | | |
|---------------------------|---------------------------|--|
| R Readiness | | |
| 1-1 1st Half of 1st Grade | 4-1 1st Half of 4th Grade | |
| 1-2 2nd Half of 1st Grade | 4-2 2nd Half of 4th Grade | |
| 2-1 1st Half of 2nd Grade | 5-1 1st Half of 5th Grade | |
| 2-2 2nd Half of 2nd Grade | 5-2 2nd Half of 5th Grade | |
| 3-1 1st Half of 3rd Grade | 6-1 1st Half of 6th Grade | |
| 3-2 2nd Half of 3rd Grade | 6-2 2nd Half of 6th Grade | |

Explanation
 S = Satisfactory
 U = Unsatisfactory

These marks are used to indicate a student's progress in the Enrichment Areas. This method is used instead of the ABC marks, since the student does not participate in these subjects on a regular basis and due to the difficulty of determining a percentage grade.

These symbols are also used to indicate a student's growth as a person and as a citizen.

Enrichment Areas	Reporting Periods			
	1	2	3	4
Art				
General Music				
Instrumental Music				
Physical Education				

Growth as an Individual	Reporting Periods			
	1	2	3	4
Uses Self-Control				
Respects Authority				
Works Independently				
Shows Interest in Learning				

Growth as a Member of the Group	Reporting Periods			
	1	2	3	4
Works Well with Others				
Obeys School Rules				
Respects Property of Others				

Growth in Work Habits	Reporting Periods			
	1	2	3	4
Listens and Follows Directions				
Uses Materials Wisely				
Completes Work on Time				

Attendance Report	Reporting Periods				Total
	1	2	3	4	
Days Present					
Days Absent					
Days Tardy					

APPENDIX S

MANUFACTURED IN LOUISVILLE, KENTUCKY

Huegrass
Form 50-500-97-3725

STUDENT _____
 GRADE _____ SCHOOL YEAR 19__ 19__
 SCHOOL _____
 TEACHER _____
 ASSIGNMENT FOR SCHOOL YEAR 19__

EXPLANATION OF MARKING CODE			
ACHIEVEMENT IN RELATION TO GRADE STANDARDS		CONDUCT, WORK AND STUDY HABITS, AND PARTICIPATION AREAS (L.A., P.S., MATH., PHYSICS, LANGUAGE)	
A - OUTSTANDING	83 - 100%	D - OUTSTANDING	Ⓐ - OUTSTANDING
B - ABOVE AVERAGE	86 - 82%	S - SATISFACTORY	Ⓑ - ABOVE AVERAGE
C - AVERAGE	79 - 85%	U - UNSATISFACTORY	Ⓒ - AVERAGE
D - BELOW AVERAGE	70 - 78%		Ⓓ - BELOW AVERAGE
F - UNSATISFACTORY	60% - Below		Ⓔ - UNSATISFACTORY

CURRICULUM AREAS	Reporting Periods			
	First 9 Wks.	Second 9 Wks.	Third 9 Wks.	Fourth 9 Wks.
READING				
Vocabulary				
Word Attack				
Comprehension				
Oral Reading				
LANGUAGE ARTS				
Oral Language				
Composition				
English				
Spelling				
Listening				
Handwriting				
MATHEMATICS				
Number Facts				
Problem Solving				
Concepts				
Application				
Computation				
SOCIAL STUDIES				
SCIENCE AND HEALTH				
PHYSICAL EDUCATION				
ART				
VOCAL MUSIC				
INSTRUMENTAL MUSIC				
FOREIGN LANGUAGE				

X—Indicates an area that needs improvement.

F-315-2 Rev. 6/86

CONDUCT AND ATTITUDE GRADE	First 9 Wks.	Second 9 Wks.	Third 9 Wks.	Fourth 9 Wks.

WORK AND STUDY HABITS GRADE	First 9 Wks.	Second 9 Wks.	Third 9 Wks.	Fourth 9 Wks.

Components of Grades	
Academic Requirements	65-75%
Tests	25-35%

	First 9 Wks.	Second 9 Wks.	Third 9 Wks.	Fourth 9 Wks.
DAYS PRESENT				
DAYS ABSENT				
DAYS TARDY				

REPORTING PERIOD	TEACHER COMMENTS
First:	_____
Second:	_____
Third:	_____
Fourth:	_____

Parent: Please return signed envelope to school.

ELEMENTARY SCHOOL PROGRESS REPORT



Jefferson County Public Schools

Equal Opportunity/Affirmative Action Employer Offering Equal Educational Opportunities

Donald W. Ingwerson, Superintendent

CODE: V Very Satisfactory I Improving
S Satisfactory N Needs to Improve

READING	I	II	III	IV
Shows a desire to read				
Demonstrates listening skills				
Knows alphabet				
Recognizes letter sounds				
Unlocks new words				
Is increasing vocabulary				
Reads orally with expression				
Reads with understanding				
LANGUAGE (ORAL)				
Takes part in discussion				
Expresses ideas orally				
Listens to discussion				
LANGUAGE (WRITTEN)				
Forms and uses letters correctly				
Writes and spaces on lined paper				
Neat				
Uses words in meaningful sentences				
MATH				
Recognizes numerals				
Forms numerals correctly				
Uses counting skills				
Masters new skills				
Can add and subtract				
SCIENCE				
SOCIAL STUDIES				
PERSONAL DEVELOPMENT				
Practices self-discipline				
Respects rights and opinions of others				
Is courteous				
Observes all school rules				
Listens without interrupting				
Regular and punctual attendance				

WORK HABITS	I	II	III	IV
Completes assignments promptly				
Uses time effectively				
Listens and follows directions				
Works well with others				
Works independently				
Assumes responsibility				
Participates in activities				
Does neat work				
Takes care of material				
Cleans up around desk				

READING LEVEL

Quarter	I	II	III	IV
Level				
Group				

CODE:

Level	Group
R Readiness	H High
PP Pre-Primer	AV Average
P Primer	L Low
1 First Reader	
T Transition	
E Enrichment	

Telephone Conference Desired _____
Face to Face Conference Desired _____

After careful consideration, it has been determined that

_____ will be assigned to grade ____

in August, 19 ____.

APPENDIX T2

Signature of Parent or Guardian

Please sign your name and return this card promptly to the teacher. Your signature does not mean that you approve of the grades, but that you have checked the card thoroughly and are familiar with the grades. Make any comment you wish in the available space under the signature. Feel free to contact the teacher and make an appointment for a conference.

First - _____
Signature

Second - _____
Signature

Third - _____
Signature

Fourth - _____
Signature

Fifth - _____
Signature

MCCRACKEN COUNTY
PUBLIC SCHOOLS

GRADES 2 - 6

_____ School
_____ Address

Report of _____
Grade _____ School Year _____

RECOMMENDATIONS

Assigned To Grade _____
_____ Teacher

PUPIL'S ATTAINMENT

SUBJECTS	Year 6					
	1st	2nd	3rd	4th	5th	6th
Conduct						
Arithmetic						
Writing						
Language						
Science						
Health						
Social Studies						
Reading	Level					
	Grade					
Spelling						

EXPLANATION OF TERMS

A - Excellent D - Below Average
 B - Above Average (Lowest Passing Grade)
 C - Average F - Unsatisfactory

Participation In	Key:	Year 6					
		1st	2nd	3rd	4th	5th	6th
Art	✓ - Satisfactory — - Unsatisfactory						
Music							
Physical Edu.							

ATTENDANCE

	2nd PERIOD	4th PERIOD	6th PERIOD	FINAL TOTAL
Days Present				
Days Absent				

TEACHER COMMENTS

First Six Weeks —

Second Six Weeks —

Third Six Weeks —

Fourth Six Weeks —

Fifth Six Weeks —

Sixth Six Weeks —

* No Comment Indicates No Specific Problem

APPENDIX T3

ACADEMIC PROGRAM FOR THE GIFTED

The Gifted/Talented Program will enrich the Language Arts Curriculum through high level thinking skills. Other subject areas will be touched on during the course of the year. The program has been developed to be a qualitatively different curriculum -- the content of which enriches basic skills in such a way that students do not repeat what has or is being taught in the regular classroom.

SIGNATURE AND COMMENTS OF PARENT OR GUARDIAN

Signature _____

Signature _____

Signature _____

Your support of this Program is greatly appreciated.

ELEMENTARY GIFTED/TALENTED PROGRAM

McCRACKEN COUNTY PUBLIC SCHOOLS

PADUCAH, KENTUCKY

PROGRESS EVALUATION

STUDENT'S NAME _____

SCHOOL _____

G/T TEACHER _____

McCRACKEN COUNTY PUBLIC SCHOOL SYSTEM
Elementary Gifted/Talented Program

Student's Name _____

School Year 19____

REPORTING PERIODS

AREAS OF EVALUATION

1. Demonstrates higher level thinking skills.
2. Demonstrates creative thinking skills.
(Fluency, Flexibility, Originality, Elaboration)
2. Demonstrates growth in vocabulary development.
4. Applies learned skills.
5. Displays ability to solve problems.
6. Produces quality products.
7. Demonstrates the ability to evaluate one's own products and ideas.
8. Shares ideas.
9. Shows evidence of task commitment.
10. Contributes to group discussion.
11. Shows self-confidence, trusts own judgment.
12. Uses time wisely.
13. Works well with others.
14. Follows directions well.
15. Shows respect for the viewpoint of others.
16. Displays self-control.

	I	II	III	I	II	III	I	II	III	I	II	III

CODE
I - Inadequate Progress
II - Development Needed
III - Meets Expectations

APPENDIX U1

CENTERFIELD ELEMENTARY SCHOOL
4512 SOUTH HIGHWAY 393
CRESTWOOD, KENTUCKY 40014
241-1772

Date _____ 19 _____

TO:

This is a special report concerned with the performance of your child, _____ . The objective is to keep you better informed of your child's progress. This letter may come at the middle of a regular grading period or at any other time during the year. It is our desire that the home and school, working together, may at the earliest date possible detect and correct any aspects of your child's work that is not contributing to his/her satisfactory progress.

You are respectfully requested to sign the report and return it to the school.

If you have any questions, please feel free to contact the teacher and make arrangements for a conference.

Comments on your child's progress:

TEACHER REPORTING

PARENT'S SIGNATURE

CENTERFIELD ELEMENTARY SCHOOL

PROGRESS REPORT

19__ - 19__

Student _____

Teacher _____

A T T E N D A N C E

Days Present	1st	2nd	3rd	4th
Days Absent				
Total Days In Quarter				

1. Goal:

Step student is on:

Progress:

Comments:

2. Goal:

Step student is on:

Progress:

Comments:

3. Goal:

Step student is on:

Progress:

Comments:

4. Goal:

Step student is on:

Progress:

Comments:

5. Goal:

Step student is on:

Progress:

Comments:

6. Goal:

Step student is on:

Progress:

Comments:

APPENDIX U2

CENTERFIELD ELEMENTARY SCHOOL

PROGRESS REPORT

Child's Name: _____ Report Period 1 2 3 4
 Teacher: _____ School Year _____

To Parents:

This card is a report of the progress your child is making in school on the basis of his/her ability.

You will receive four reports this year. If a conference is necessary, it will be scheduled by the teacher.

It is hoped that this report will be used by parents in planning with the teacher and their child in promoting further progress.

All items will not have a grade on them. We hope, as the year progresses, you will see your child's progress throughout as many skills as he/she is capable of learning this year.

The Evaluation Scale:

1. Mastered Behavior
2. Emerging Behavior
3. Not in present Behavior
4. N/A - Not Applicable

A T T E N D A N C E

	1st	2nd	3rd	4th
Days Present				
Days Absent				
Total Days In Quarter				

I. SELF HELP SKILLS

1. Cares for toileting needs				
2. Eats independently				
3. Asks properly for food				
4. Cleans up after eating				
5. Removes articles of clothing				
6. Knows front from back of clothing				
7. Dresses self independently				
8. Ties shoes				
9. Takes responsibility for grooming				
II. GROSS MOTOR SKILLS:				
1. Jumps				
2. Throws ball				
3. Walks up and down stairs, alternating feet				
4. Can hop on alternate feet				
5. Runs with proper arm action				
6. Catches ball				
7. Skips				
8. Walks on balance beam				

III. FINE MOTOR SKILLS:

1. Reaches for objects				
2. Grasp objects				
3. Holds crayons properly				
4. Scribbles with crayons				
5. Cuts independently with scissors				
6. Uses double grip scissors				
7. Uses pencils				
8. Traces designs				
9. Folds paper				
10. Does manipulative puzzles				
11. Builds appropriately with blocks				
12. Awareness of space while coloring				
13. Imaginative use of clay				
14. Representative drawing				

IV PERCEPTION:

1. Can focus attention on sounds, objects, or persons.				
2. Attends to objects				

3. Finding hidden objects				
4. Finding source of sound				
5. Distinguishes figure from ground				
6. Recognizes differences				
7. Recognizes similarities				
8. Understands spatial relationships				
9. Arranges objects in sequence				
10. Discriminates letter configurations				
11. Recognizes familiar sounds				
12. Can recognize likeness between sounds				
13. Can recognize differences between sounds				
14. Understands common words - phrases				
15. Understands one-step directions				
16. Understands complex directions				
17. Understands questions: who, what, where when, and why				
18. Attention span: 5, 10, 15, minutes				

V. SOCIAL/EMOTIONAL SKILLS:

1. Initiates positive interaction				
2. Can use social amenities				
3. Can identify appropriate feelings				
4. Verbalizes feelings appropriately				
5. Retains physical control (does not push, hit, etc.)				
6. Practices reasonable self-control				
7. Can adjust to disappointments				
8. Understands consequences of behavior				
9. Works independently: 5, 10, 15 minutes				
10. Attempts to complete task				
11. Seeks help when needed				
12. Is able to accept criticism				
13. Is able to accept praise				
14. Makes independent choices				
15. Contributes to class discussion				
16. Can help others when requested				
17. Can easily move from one activity to another				
18. Willing to share				

VI. GENERAL KNOWLEDGE AND COMPREHENSION

1. Body parts identification				
2. Color identification (matches, points, names)				
3. Shape identification (matches, points, names)				
4. Understands directional/positional concepts)				
5. Can sort by color, shape and size				
6. Knows differences in weather				
7. Telling use of objects				
8. Classifies objects				
9. Names days, months, seasons				
10. Recognizes own belongings				
11. Recognizes own written name				
12. Recites personal data: name, address, phone #				
13. identifies members of immediate family				
14. Names relationships of family members				
15. Identifies school personnel				
16. Relates out-of-school activities				
17. Knows what to do in different situations				
18. Knows function of community helpers				
19. Knows where to go for services				

VII. READINESS AND BASIC MATH

1. Response to and experience with books				
2. Discriminates between two like of different symbols				
3. Recites alphabet				
4. Recognizes and names upper case letters				
5. Recognizes and names lower case letters				
6. Understands counting order				
7. Understands number concepts				
8. Reads numbers to 10				
9. Reads numbers over 10				
10. Understands ordinal positions				
11. Tells preceding and following numbers				
12. Knows addition combinations				
13. Knows subtraction combinations				
14. Recognizes money				

Teacher Comments

APPENDIX V1

PARENTS: Please sign and return as soon as possible.

FIRST PERIOD

SECOND PERIOD

THIRD PERIOD

FOURTH PERIOD

ASSIGNMENT FOR NEXT YEAR

Grade _____

Date _____

PADUCAH PUBLIC SCHOOLS
Paducah, Kentucky

ELEMENTARY
FIRST GRADE PROGRESS REPORT

Report for the year _____

PUPIL _____

TEACHER _____

SCHOOL _____

PRINCIPAL _____

ATTENDANCE RECORD

	1	2	3	4
Days Absent				
Times Tardy				

PERIOD	1	2	3	4
Reading				
Language				
Writing				
Math				
Effort				
Conduct				

- E = Excellent
- G = Good
- S = Satisfactory
- N = Needs to Improve
- U = Unsatisfactory

LEVEL	PERIOD	1	2	3	4
Mastering Skills on Grade Level					
Mastering Skills below Grade Level					
Readiness					

TEACHER COMMENTS

FIRST PERIOD

SECOND PERIOD

THIRD PERIOD

FOURTH PERIOD

APPENDIX V2

PARENTS: Please sign and return as soon as possible.

FIRST PERIOD

SECOND PERIOD

THIRD PERIOD

FOURTH PERIOD

ASSIGNMENT FOR NEXT YEAR

Grade _____

Date _____

PADUCAH PUBLIC SCHOOLS
Paducah, Kentucky

ELEMENTARY
GRADES 2 - 5

Report for the year _____

PUPIL _____

GRADE _____

TEACHER _____

SCHOOL _____

PRINCIPAL _____

ATTENDANCE RECORD

	1	2	3	4
Days Absent				
Times Tardy				

PERIOD	1	2	3	4
Reading				
Language				
Spelling				
Writing				
Social Studies				
Math				
Science				
Effort				
Conduct				

ACADEMIC GRADE		EFFORT/CONDUCT	
A = Excellent	E = Excellent	S = Satisfactory	N = Needs to Improve
B = Above Average	S = Satisfactory	N = Needs to Improve	U = Unsatisfactory
C = Average	N = Needs to Improve	U = Unsatisfactory	
D = Unsatisfactory	U = Unsatisfactory		
F = Failing			

LEVEL	PERIOD	1	2	3	4
Mastering Skills on Grade Level					
Mastering Skills below Grade Level					

TEACHER COMMENTS

FIRST PERIOD

SECOND PERIOD

THIRD PERIOD

FOURTH PERIOD

APPENDIX V3

H. REPORTING TO PARENTS

The Paducah Public Schools shall issue periodic progress reports to parents which will reflect objective information concerning a student's academic and personal development. The reports shall be distributed four times per year. Such reports will, when appropriate, provide some combination of the following information.

1. A mark indicating the pupil's progress in each subject in relation to the progress of other students in the school system.
2. A mark indicating whether the pupil is achieving in accordance with his own academic potential.
3. A mark indicating the pupil's progress in relation to an absolute measure of his achievement of course objectives.
4. Marks indicating the pupil's citizenship and behavior.
5. A report of his attendance and punctuality.

Teachers are encouraged to schedule personal conferences with parents since much valuable information can be communicated in this way, which is not possible through the use of a written report. Teachers are to carefully observe the progress of pupils between reporting periods and when it appears that a pupil is doing extremely poor work and is in danger of making a failing grade, the parent or guardian of the pupil shall be immediately notified in writing so that appropriate and cooperative action can be taken by the parent, student and school to avert possible failure.

Students who fail to meet the achievement levels of their particular class or grade level shall be retained in that class or grade. Teachers shall notify parent or guardian and student of possible failure in time for them to take remedial action. It is recommended that wherever possible, parents be notified four weeks before the close of grading period.

APPENDIX W1

First Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Second Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Third Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Fourth Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Fifth Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Sixth Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

SCOTT COUNTY SCHOOLS
Georgetown, Kentucky

19____ 19____

Name _____

School _____

Principal _____

Teacher _____

Message to Parents:

This report will be sent to you at regular intervals so you may know the progress of your child. You are cordially invited to visit the school and talk to the principal and teacher. We feel that ongoing communication between the home and the school is one of the basic essentials to a successful learning experience.

Dr. John J. Herlihy Superintendent

Promoted to _____

Retained in _____

GRADING SCALE:

- O - Superior Achievement
- S+ - High Achievement
- S - Average Achievement
- S- - Below Average Achievement
- N - Needs Improvement
- I - Improving
- U - Unsatisfactory Achievement
- E - Achieving to the Best of Ability

- Blank Denotes Satisfactory
- Needs Improvement

REPORTING PERIOD	1	2	3	4	5	6	Year Avg.
Reading							
Level							
1. Understanding what is read							
2. Reads well orally							
3. Applies skills to seatwork							
4. Knows basic vocabulary	U						
5. Works out words independently	U						
Arithmetic	M						
Language	Z						
Spelling	-						
Science	A						
Health	<						
Social Studies	M						
Handwriting	M						
Music							
Physical Education							

Reading Levels and Book Titles

A	Getting Ready to Read
B	Bells
C	Drums
D	Trumpets
E	Parades
F	Carousels
G	Adventures
H	Discoveries

PERSONAL GROWTH AND DEVELOPMENT

REPORTING PERIOD	1	2	3	4	5	6
SOCIAL GROWTH						
Works and plays well with others						
Listens to others						
Shows good manners in the lunchroom						
Behaves well in halls and restrooms						
Shows self-control						
Respects school property						
Is rested and alert						
WORK AND STUDY HABITS						
Puts forth best effort						
Listens to directions						
Follows directions						
Completes work on time						
Works independently						
Checks work for mistakes						
Cooperates in group work						
Participates thoughtfully in discussion						
Uses time wisely						
Practices good health habits						
Talks at appropriate time						
Takes care of materials						
CONDUCT						

REPORTING PERIOD	1	2	3	4	5	6	Year Total
Days Present							
Days Absent							
Times Tardy							

APPENDIX W2

First Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments _____

Second Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments _____

Third Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Fourth Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Fifth Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

Sixth Reporting Period _____
Parent's Signature

- Teacher desires a conference
- Parent desires a conference

Comments: _____

SCOTT COUNTY SCHOOLS
Georgetown, Kentucky

19__ 19__

Name _____

School _____

Principal _____

Teacher _____

Message to Parents:

This report will be sent to you at regular intervals so you may know the progress of your child. You are cordially invited to visit the school and talk to the principal and teacher. We feel that ongoing communication between the home and the school is one of the basic essentials to a successful learning experience.

Dr. John J. Herlihy Superintendent

Promoted to _____

Retained in _____

REPORTING PERIOD	1	2	3	4	5	6	Year Ave.
Reading	/	/	/	/	/	/	/
Level							
Arithmetic	/	/	/	/	/	/	/
Language	/	/	/	/	/	/	/
Spelling	/	/	/	/	/	/	/
Science	/	/	/	/	/	/	/
Health	/	/	/	/	/	/	/
Social Studies	/	/	/	/	/	/	/
Handwriting							
Music							
Physical Education							

REPORTING PERIOD	1	2	3	4	5	6	Year Total
Days Present							
Days Absent							
Times Tardy							

- Blank Denotes Satisfactory
- Needs Improvement

READING LEVEL CODES AND BOOK TITLES

A Getting Ready to Read
B Bells
C Drums
D Trumpets
E Parades
F Carousels
G Adventures
H Discoveries
I Caravans
J Journeys
K Flights
L Explorations
M Celebrations

PERSONAL DEVELOPMENT: Some of the habits and attitudes in the development of your child are expressed in the following ways:

REPORTING PERIOD	1	2	3	4	5	6
Listens Attentively						
Follows Directions and School Rules						
Completes Work on Time						
Makes Good Use of Time						
Works in Neat Orderly Manner						
Practices Self-Discipline						

CITIZENSHIP: It is our belief that each child must be encouraged to develop appropriate social habits. We feel this can best be attained by working closely with the parents and would encourage conferences when needed.

REPORTING PERIOD	1	2	3	4	5	6
Puts Forth Best Effort						
Is Courteous and Considerate						
Respects Property and Rights of Others						
Is Cooperative						
Works Independently						
Conduct						

PARENT SIGNATURE & COMMENT

1st Period _____

Signature _____

Request for Conference _____

2nd Period _____

Signature _____

Request for Conference _____

3rd Period _____

Signature _____

Request for Conference _____

Date of Conferences _____

RECORD OF ATTENDANCE

	Period			
	1	2	3	4
Days Present				
Days Absent				
Total Days Enrolled				

Your child is assigned to _____ grade for the school year 19__ - 19__.

Teacher's Signature

WARREN COUNTY PUBLIC SCHOOLS

PROGRESS REPORT FOR FIRST GRADE

19__ - 19__ School Year

Name _____

School _____

Principal _____

Teacher _____

A MESSAGE TO OUR PARENTS

This report is sent to you regularly so that you may study your child's progress in school. Close co-operation between the home and the school is vital to the success of the educational process. By this means we attempt to interpret to you how your child is responding to the basic aims of the school and how well these aims are being reflected through improved attitudes toward his daily school work.

Such a report cannot be all inclusive. Therefore, we extend a cordial invitation to you to visit the school and to confer with the principal and teacher concerning your child's welfare.

Your signature indicates only that you have examined the report. We shall appreciate your signing and returning it promptly.

ROBERT GOVER
Superintendent
Warren County Schools

Name of Student: _____

PROGRESS IN SKILLS

Explanation of Markings

E - Excellent
S - Satisfactory

N - Needs to improve
I - Improving

READING

USE OF LANGUAGE...

WRITING

SPELLING

ARITHMETIC

SOCIAL STUDIES

SCIENCE

PHYSICAL EDUCATION,

HEALTH

ART

MUSIC

CONDUCT

EFFORT

	Period			
	1	2	3	4
READING				
USE OF LANGUAGE...				
WRITING				
SPELLING				
ARITHMETIC				
SOCIAL STUDIES				
SCIENCE				
PHYSICAL EDUCATION,				
HEALTH				
ART				
MUSIC				
CONDUCT				
EFFORT				

READING MATERIAL

Grade 1:
Level A - Readiness - Getting Ready to Read
Level B - Pre-Primer 1 - Bells
Level C - Pre-Primer 2 - Drums
Level D - Pre-Primer 3 - Trumpets
Level E - Primer - Parades
Level F - First Grade - Carousels
Level G - Second Grade - Adventures
Level H - Second Grade - Discoveries

Date Completed

(✓) indicates satisfactory progress.
(X) indicates need for improvement.

Growth in Work & Study Skills

	Period			
	1	2	3	4
Listens & follows directions				
Completes work promptly				
Takes care of books & supplies				
Asks for help only when needed				
Does work carefully & neatly				

Personal & Social Development

	Period			
	1	2	3	4
Is dependable				
Respects rights & property of others				
Works and plays well with others				
Respects authority				
Shows self-control				

Teacher Comment

1st period _____

2nd period _____

3rd period _____

4th period _____

APPENDIX X2

PARENT SIGNATURE & COMMENT

1st Period _____

 Signature _____
 Request for Conference _____
 2nd Period _____

 Signature _____
 Request for Conference _____
 3rd Period _____

 Signature _____
 Request for Conference _____
 Date of Conferences _____

RECORD OF ATTENDANCE

	Period			
	1	2	3	4
Days Present				
Days Absent				
Total Days Enrolled				

Your child is assigned to _____ grade
 for the school year 19__ - 19__.

 Teacher's Signature

WARREN COUNTY PUBLIC SCHOOLS

PROGRESS REPORT

GRADES 2-3

Name _____
 School _____
 Grade _____ 19__ - 19__ Year
 Principal _____
 Teacher _____

A MESSAGE TO OUR PARENTS

This report is sent to you regularly so that you may study your child's progress in school. Close co-operation between the home and the school is vital to the success of the educational process. By this means we attempt to interpret to you how your child is responding to the basic aims of the school and how well these aims are being reflected through improved attitudes toward his daily school work.

Such a report cannot be all inclusive. Therefore, we extend a cordial invitation to you to visit the school and to confer with the principal and teacher concerning your child's welfare.

Your signature indicates only that you have examined the report. We shall appreciate your signing and returning it promptly.

ROBERT GOVER

Superintendent
 Warren County Schools

Explanation of Markings

- A - Excellent
- B - Good
- C - Average
- D - Below Average
- F - Failing
- I - Incomplete

Progress in Skills

	Period			
	1	2	3	4
READING				
LANGUAGE				
WRITING				
SPELLING				
ARITHMETIC				
SOCIAL STUDIES				
SCIENCE				
PHYSICAL EDUCATION				
HEALTH				
ART				
MUSIC				
CONDUCT				
EFFORT				

READING MATERIAL

Grade 1:	Date Completed
Level A - Readiness - Getting Ready to Read	
Level B - Pre-Primer 1 - Bells	
Level C - Pre-Primer 2 - Drums	
Level D - Pre-Primer 3 - Trumpets	
Level E - Primer - Parades	
Level F - First Grade - Carousels	
Level G - Second Grade - Adventures	
Level H - Second Grade - Discoveries	
Level I - Third Grade 1 - Caravans	
Level J - Third Grade 2 - Journeys	
Level K - Fourth Grade - Flings	
Level L - Fifth Grade - Explorations	

Name of Student _____

- (✓) indicates satisfactory progress.
- (X) indicates need for improvement.

Growth in Work & Study Skills

	Period			
	1	2	3	4
Listens & follows directions				
Completes work promptly				
Takes care of books & supplies				
Asks for help only when needed				
Does work carefully & neatly				

Personal & Social Development

	Period			
	1	2	3	4
Is dependable				
Respects rights & property of others				
Works and plays well with others				
Respects authority				
Shows self-control				

Teacher Comment

1st period _____

2nd period _____

3rd period _____

4th period _____

APPENDIX X3

PARENT SIGNATURE AND COMMENT

1st Period: Signature _____
 Request for conference _____

2nd Period: Signature _____
 Request for conference _____

3rd Period: Signature _____
 Request for conference _____

WARREN COUNTY PUBLIC SCHOOLS
 PROGRESS REPORT
 Grades 4-6

STUDENT NAME _____ GRADE _____
 SCHOOL _____ 19__ 19__ YEAR
 HOMEROOM TEACHER _____
 PRINCIPAL _____

RECORD OF ATTENDANCE

	1	2	3	4
Days Present				
Days Absent				
Days Tardy				
Total Days Enrolled				

Your child is assigned to ____ grade for the 19__ 19__ school year.

 Teacher's Signature

A MESSAGE TO PARENTS OR GUARDIANS

This report is sent to you regularly to inform you of your child's progress in school and to report growth in study skills and citizenship characteristics as it is reflected through an improved attitude toward school work.

Obviously, such a report cannot be all inclusive. Therefore, we invite you to call the school if you wish to arrange a conference with the principal or teacher concerning your child.

Your signature indicates that you have examined the report. We shall appreciate your signing and returning it promptly.

Robert J. Gover, Superintendent
 Warren County Schools

NAME OF PUPIL _____

Explanation of Marking

- A - Excellent D - Below Average
- B - Above Average F - Failing
- C - Average I - Incomplete

REPORTING PERIOD

SUBJECT	1st	2nd	3rd	4th	FINAL
	Grade	Grade	Grade	Grade	
Reading					
Book Title	Grade Level				
Book Title	Grade Level				
Book Title	Grade Level				
Pennmanship					
Spelling					
English					
Mathematics					
Social Studies					
Science					
Health					
Music					
Physical Ed.					
Conduct					

SPECIAL SERVICES

Program	Teacher	Date Entered	Date Withdrawn

If your child receives special services, please contact the school for a conference to discuss his/her progress.

GROWTH IN STUDY SKILLS & CITIZENSHIP CHARACTERISTICS

- () indicates satisfactory progress.
- () indicates improvement is needed.

REPORTING PERIOD	1	2	3	4
Works well in group situation				
Works well independently				
Assumes responsibility				
Listens and follows directions				
Works in neat, orderly manner				
Is resourceful in use of free time				
Completes assignments on time				
Obeys school regulations				
Is courteous and respectful to authority				
Observes simple health and safety rules				
Shows good sportsmanship				
Takes care of materials and property				

TEACHER COMMENTS:

1st Period _____

2nd Period _____

3rd Period _____

4th Period _____

APPENDIX Y1

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Reading	<u>% of Schools Using</u>
<u>Remarks</u>	<u>Remarks at One or</u> <u>More Grade Levels</u>
1. Applies word attack skills	18
2. Prefixes, suffixes, roots	6
3. Short, long, irregular vowels	6
4. Recognition of syllables	6
5. Reads with comprehension; draws conclusions; determines main idea	35
6. Reads orally with fluency	24
7. Retains vocabulary	6
8. Shows interest in reading	12
9. Uses good reading habits	6
10. Shows ability in working with new words	12
11. Has developed listening skills	6
12. Recognizes basic sight words	12
13. Vocabulary skills	12
14. Independent reading	6
15. Completes assignments	6
16. Effort	6
17. Reads silently with reasonable speed	6

APPENDIX Y2

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Math	<u>% of Schools Using</u> <u>Remarks at One or</u> <u>More Grade Levels</u>
<u>Remarks</u>	
1. Knows basic facts	24
2. Addition	18
3. Subtraction	6
4. Multiplication	0
5. Division	0
6. Measurement	0
7. Works and solves problems independently	6
8. Reasons well in problems	18
9. Understands concepts	0
10. Understands reading problems	6
11. Applies number facts to problem solving	6
12. Works accurately at reasonable speed	0
13. Completes assignments	24
14. Effort	6
15. Listens	6

APPENDIX Y3

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: English

<u>Remarks</u>	<u>% of Schools Using Remarks at One or More Grade Levels</u>
1. Oral expression	12
2. Applies listening skills	6
3. Written expression	12
4. Usage of grammar	6
5. Speaks clearly and correctly	6
6. Does correct written work	12
7. Displays originality	6
8. Effort	6
9. Completes assignments	6
10. Acquires language skills	6

APPENDIX Y4

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Handwriting		<u>% of Schools Using Remarks at One or More Grade Levels</u>
	<u>Remarks</u>	
1.	Forms letters and numbers correctly	12
2.	Writes neatly and legibly	18
3.	Writes with reasonable speed	6
4.	Holds pencil correctly	6
5.	Spaces correctly	6
6.	Effort	6
7.	Completes assignments	6

APPENDIX Y5

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Spelling		<u>% of Schools Using</u> <u>Remarks at One or</u> <u>More Grade Levels</u>
	<u>Remarks</u>	
1.	Spells assigned words; learns weekly word list	18
2.	Spells correctly in written work	18
3.	Completes written assignments	6
4.	Effort	6
5.	Retains correct spelling of words	6

APPENDIX Y6

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Social Studies	<u>% of Schools Using</u>
<u>Remarks</u>	<u>Remarks at One or</u> <u>More Grade Levels</u>
1. Understands concepts	6
2. Interest/participation	18
3. Effort	6
4. Map skills	6
5. Reference skills	12
6. Retention of material presented	6
7. Completion of assignments	12
8. Learns historical and civic facts	6
9. Learns geographic facts	6

APPENDIX Y7

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Science	<u>% of Schools Using</u>
<u>Remarks</u>	<u>Remarks at One or</u> <u>More Grade Levels</u>
1. Understands concepts	6
2. Interest/participation	12
3. Relates basic facts to daily life	6
4. Effort	6
5. Participates in scientific activities and experiments	6
6. Understands the importance of our natural resources	6
7. Understands scientific concepts	6

APPENDIX Y8

SPECIFIC REMARKS USED TO
REPRESENT ACADEMIC GROWTH

Topic: Health

<u>Remarks</u>	<u>% of Schools Using Remarks at One or More Grade Levels</u>
1. Takes pride in personal appearance	12
2. Relates basic facts to daily life	6
3. Understanding of material	6
4. Completion of assignments	12
5. Participates	6
6. Attitude	6
7. Shows evidence of good health practices	12

APPENDIX Y9

SPECIFIC REMARKS USED
TO REPRESENT GROWTH

<u>Topic</u>	<u>% of Schools Using Remarks at One or More Grade Levels</u>
A. Art	
1. Use of materials	6
2. Completion of projects	6
B. Music	
Participation	6
C. Physical Education	
1. Participation	12
2. Growth in physical skills	12
3. Attitude	6

APPENDIX Y10

SPECIFIC REMARKS USED TO
REPRESENT WORK HABITS

<u>Work Habit Remarks</u>	<u>% of Schools Using Remarks at One or More Grade Levels</u>
1. Follows directions accurately	65
2. Makes wise use of time	47
3. Works well independently	53
4. Completes assignments on time, finishes work begun	53
5. Works in neat, orderly manner	35
6. Disturbs by excessive talking	12
7. Obeys rules promptly	12
8. Tries to improve work	6
9. Contributes to class	12
10. Listens attentively	65
11. Work affected by absences	6
12. Wastes time	6
13. Restless and inattentive	6
14. Uses equipment and supplies carefully	6
15. Turns in work	6
16. Works well in a group	12
17. Comes prepared for class	6
18. Works to best ability	12
19. Shows interest in learning	6
20. Checks work for mistakes	6
21. Asks for help when needed	6

APPENDIX Y11

SPECIFIC REMARKS USED TO
REPRESENT SOCIAL GROWTH

<u>Social Growth Remarks</u>	<u>% of Schools Using Remarks at One or More Grade Levels</u>
1. Works and plays well with others	59
2. Is dependable, assumes responsibility	47
3. Takes care of materials and property	59
4. Respects authority	35
5. Respects rights of others	29
6. Is courteous and polite	24
7. Displays good manners in lunchroom	18
8. Conduct	6
9. Talks too much	12
10. Exhibits self-control	47
11. Obeys all school rules	29
12. Has self-confidence	6
13. Unacceptable school bus behavior	6
14. Unacceptable playground behavior	6
15. Unacceptable hall and restroom behavior	12
16. Demonstrates positive attitude	6
17. Claims only his share of attention	12
18. Is resourceful in use of free time	12
19. Moves in an orderly manner in halls, classroom and cafeteria	6

<u>Social Growth Remarks</u>	<u>% of Schools Using Remarks at One or More Grade Levels</u>
20. Regular and punctual attendance	6
21. Is rested and alert	5

APPENDIX Y12

SPECIFIC REMARKS USED TO
REPRESENT INSTRUCTIONAL LEVEL

- A. Your child is graded according to his or her ability:
- 1 - above grade level
 - 2 - on grade level
 - 3 - below grade level
- B. A circled letter grade indicates achievement in program adjusted for child working below grade:
- A **(B)** C D

APPENDIX Z

ROWAN COUNTY
BOARD OF EDUCATION
110 UNIVERSITY BOULEVARD
MOREHEAD, KENTUCKY 40351
(606) 764-8028

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M E M O R A N D U M

TO: All Elementary Personnel

FROM: Wanda Barker and Kay Freeland
Elementary Supervisors

DATE: September 21, 1984

SUBJECT: Parent-Teacher Conferences

October 10 is an in-service day for parent-teacher conferences. As you schedule and plan for this day, you may find the following suggestions helpful.

lf

PARENT-TEACHER CONFERENCES

There are two main purposes for parent-teacher conferences:

1. To establish a good working relationship between parent and teacher.
2. To provide the teacher a chance to share with the parents how their child is progressing in school.

Preparation for the Conference:

Have in mind what you will say. If you have several conferences back to back, jot down important information on each student you would like to discuss.

Send out your requests for conferences early enough that parents will have time to plan and return their response or make arrangements for a more convenient time. Send a reminder the day before the conference.

Coordinate schedules of brothers and sisters for the convenience of the parents if possible.

Attach a "Welcome" sign to your door along with a list which includes parents' names and scheduled times.

Plan each conference to last a specific length of time (15-20 minutes).

Place several chairs outside your classroom so parents who are waiting will be comfortable.

Give some special attention to the conference area and the waiting area. You may set out some flowers and decorations or display student art work. You may also want to exhibit some of the students' Better academic achievements.

Don't be caught off guard if the parents bring the child to the conference. Plan activities and have a suitable place for him/her to wait.

Conducting the Conference:

Make a special effort to make parents feel welcome.

Meet them at the door with a warm greeting.

*Begin the conference with a positive comment about the child.

Let the parent know you are interested in that which is best for the child.

Hold conferences at a table which is placed away from the door. Conferences are between parent and teacher, and they should be private.

Pencil and paper should be available for jotting notes.

In a polite way, make it clear to parents that show up at an unscheduled time that you are holding another conference and have them wait outside the room.

Have a file folder with a good representation of carefully checked student papers to justify points you need to make about the student's work and his/her progress.

Set a definite time for beginning and ending the conference; this is especially important when a series of conferences run consecutively. It also helps the teacher end the conference satisfactorily.

*Conclude the conference on a positive note.

After the Conference:

Make notes of important results as soon as the conference has been completed. This will allow you to follow through with the objectives that were agreed upon by you and the parent.

The Facts of Life

There are certain basic rules (that we all know but often forget) in dealing successfully with people. A quick review may be useful.

1. The other person will act as you act.
2. First impressions are important.
3. To be able to listen to others in a sympathetic and understanding way is perhaps the most effective mechanism in the world for getting along with people and tying up their friendship for good.
4. No one ever wins an argument.
5. Be free with praise.

8588G