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A program for reporting pupil progress to parents in the San Pablo elementary school district

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A PROGRAM FOR REPORTING PUPIL PROGRESS TO PARENTS IN THE
SAN PABLO ELEMENTARY SCHOOL DISTRICT

A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
John Soloman Odell
August 1957

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CHAPTER I

INTRODUCTION

Introductory statement. Reporting school progress of children to parents is perhaps one of the most important and pressing public relation problems facing the modern-day school administrator. The problem, according to DePencier, ". . . is called the most retarded phase of American education."¹ It is the relationship between the school and the home that continually causes the administrator to seek new and more effective ways to report pupil progress to parents. It is through these reports, whether in the form of a report card, a telephone call, home visit, check-list narrative, parent-teacher conference, or any other method, that direct communication between the school and the child's family is maintained. This contact can be either constructive or it can cause parent opposition.²

The question of what should be included in a pupil progress report has not remained static over the years. Many experiments for a more satisfactory medium of communication have been tried. Nearly all of these experiments

¹Ida B. DePencier, "Trends in Reporting Pupil Progress in the Elementary Grades, 1938-1949," The Elementary School Journal, 51:519, May, 1951.

²Ruth Strang, How to Report Pupil Progress (Chicago: Science Research Associates, Inc., 1955), p. 3.

have failed for the reason that they did not give the information desired.³ With an awareness of this reason for past failures there are two questions to be considered in reporting pupil progress to parents. The first question is, "What is the purpose and content of a good pupil progress report?" The second question is, "What are the needs and desires of the parties involved in the use of the report?"

Statement of the problem. The problem of this study is the development of a program for reporting pupil progress to parents in the San Pablo Elementary School District. In question form the problem may be stated: "What program of reporting pupil progress would more effectively meet the needs of pupils, parents, teachers, and administrators in the San Pablo Elementary School District?"

Objectives. The general purpose of this study is to plan and recommend to the district superintendent a program for reporting pupil progress to parents in the San Pablo Elementary School District.

More specifically the objectives of this study may be stated as follows:

1. To determine the purpose for reporting pupil progress to parents.
2. To determine what information should be reported to parents.

³ Maurice F. Freehill, "About That Report," National Education Association Journal, 40:393, September, 1951.

3. To determine the method of reporting to parents.
4. To determine the frequency of reporting to parents.
5. To describe the format, grade divisions, content, and marking system of each type of instrument (form) used in reporting to parents.

Delimitation of the study. This study of a program for reporting pupil progress to parents is delimited as follows:

1. This study does not include instructions to teachers or administrators for interpreting or administering the program.
2. This study does not include public relations information for introducing the program to the community.
3. This study was limited to a study of progress report and parent-teacher conference forms on file at the Contra Costa County school library, and to those forms found in pupil's guidance folders of children that had recently transferred into the district.

Procedures. In preparing this study the following procedures were followed:

1. A committee composed of professional and lay members was organized to study the problem.
2. Literature pertinent to the study was read and discussed by the committee.
3. A study was made of the California Senate Investigating Committee's 1955 publication "Current Problems in Education" as it related to pupil reporting practices.
4. A background study of past and present reporting programs in the district was made.
5. Reporting programs and practices in other school districts were studied.
6. District needs were interpreted, conclusions were drawn, and recommendations for a district reporting program were made.

CHAPTER II

REVIEW OF RELATED LITERATURE

Purpose of the chapter. The purpose of this chapter is to narrate briefly pertinent research and information found in professional literature. This material relates to purpose, content, method, and frequency of reporting pupil progress to parents.

Purpose of reporting pupil progress to parents. The purpose for using report cards in school-home contacts in years past has been to serve a variety of purposes. According to McNally they are: to motivate academic achievement, for use as a disciplinary device, to help in making decisions concerning pupil promotion, for use as a public relations instrument, and for use as a means of informing parents of pupil progress.¹ Although in many school systems the present purpose of the report card differs little with its past uses, McNally goes on to state that a new concept of purpose in reporting is now developing. Many present-day educators now hold the opinion that the chief purpose of a reporting plan is to make available to parents and teachers information

¹Harold J. McNally, "Report-Card Report," NEA Journal, 44-350, September, 1955.

which will enable them to work together most constructively for the best growth of the child.²

The purpose of reporting, according to Strang, is divided into three aspects. The first aspect is to the pupil. Reports should show the pupil his strengths and weaknesses and aid in stimulating his growth. The second aspect is to the parent. Reports should give the parent evidence of achievement and help parents to encourage their child. The third aspect is for recording information in the pupil's cumulative personnel record for use as a reservoir of information to guide parent and pupil.³

As summarized by LeBaron, the purpose of reporting is to inform the parent of the child's progress and to indicate whether this progress has been commensurate with what could be expected of him in terms of his ability and background.⁴

Willard Elsbree, professor of education, Teachers College, Columbia University, believes that the major purpose of reporting is to provide information that will lead to close cooperation and sound working relations of the mutual task between the school and every parent in the

² Ibid.

³ Ruth Strang, How to Report Pupil Progress (Chicago: Science Research Associates, Inc., 1955), pp. 4-5.

⁴ Walter A. LeBaron, "What Shall We Tell Parents?" The Elementary School Journal, 51:325, February, 1951.

guidance of every child so that optimum educational growth of the pupil may result.⁵

Content of information to be reported to parents.

The question arises as to what parents want to know or what information they can use to work with the teacher in helping their child. According to D'Evelyn the majority of parents want to know answers to the following questions:

1. Is our child learning?
2. Is he popular?
3. Does he have friends?
4. Does he get along with others?
5. Is he working up to capacity?
6. How does he stand in relation to other members in his class?⁶

Reporting to parents on how their child stands in relation to other members of the class brings up the question of competitive marks. Competitive marks are looked upon with disfavor by many teachers and administrators since they tend to promote anti-social attitudes and practices among students. Also, parents often attach more importance to marks than they do to attitudes.⁷ In regard to competition Kyte also says,

⁵Willard S. Elsbree, Pupil Progress in the Elementary School, Practical Suggestions for Teaching, No. 5 (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 72.

⁶Katherine E. D'Evelyn, "What Should School Reports Tell?" Child Study, 30:14+, Winter, 1952-53.

⁷Ida B. DePencier, "Trends in Reporting Pupil Progress in the Elementary Grades, 1938-1949," The Elementary School Journal, 51:520-21, May, 1951.

"The report should inform the parents about their child as a sole individual pupil under consideration and not in comparison with other pupils."⁸

The objectives of the school must be clarified before specific items on reporting can be determined. Elsbree says:

While any single set of objectives will perhaps be quite unsatisfactory to use as the basis of deciding upon what items to report, it is highly probable that acquiring a command of the fundamental processes, cultivating the habit of critical thinking, practicing desirable social relationships, learning to appreciate and participate in worth-while activities, and the development of a sound body, will appear in some form or other in the list of objectives proposed by teachers in communities that lay claim to a modern program of education. Developing a philosophy of child growth would then become step number one.

Reports to parents should include the total development of the child. Since emphasis should be on the development of the "whole" child, his social, emotional, and physical growth must be considered as well as his academic growth.^{10 11}

Methods of reporting pupil progress to parents. The method of contacting parents to report their child's school progress varies with the school system. Some of the more

⁸George C. Kyte, The Principal at Work (Boston: Ginn and Company, 1952), p. 434.

⁹Elsbree, op. cit., p. 74.

¹⁰DePencier, op. cit., p. 519.

¹¹Kyte, loc. cit.

common practices are by report cards or progress reports, parent-teacher conferences, informal letters, and check-lists.¹² Regardless of the type of method used it must give information that can be used by the parent or it will fail.¹³

In a survey of 90 California city school districts by Heffernan and Marshall on how pupil progress is reported to parents, superintendents answered as indicated in the following tabulation:¹⁴

Report cards only	27
Report cards with parent conferences	54
Parent conferences only	1
Various patterns at different grade levels	8

The main reasons for the use of the report card are that parents prefer it, teachers are satisfied with it, and that both believe the report card to be less time consuming.¹⁵

Reasons were given for using a combination of the report card and the parent-teacher conference. The parent-teacher conference is helpful to clarify information on the report card and to establish a more personal relationship between parent and teacher. This "two-way" discussion often

¹² Maurice F. Freehill, "About That Report," NEA Journal, 40:393-4, September, 1951.

¹³ Ibid.

¹⁴ Helen Heffernan and Mrs. Lorence E. Marshall, "Reporting Pupil Progress in California Cities," California Journal of Elementary Education, 24:67, November, 1955.

¹⁵ Ibid., p. 68.

promotes for the teacher a better understanding of the child and his background. However, parents are frequently unable or unwilling to participate in a person-to-person conference with their child's teacher.¹⁶ In this instance a written report is the only instrument of communication between school and home. A written report also has value as a permanent record of a child's achievement.

Frequency of reporting pupil progress to parents.

The trend over the years has been to report less often. Formerly report cards were issued monthly throughout the school term, then the frequency was reduced to six-week periods, then it became quarterly, or three times a year and even semi-annually.¹⁷ Although the frequency of reporting varies with the district, the number of reporting periods at the present time is usually designated by school districts at from two to four times a year.¹⁸

Elsbree does not agree with the idea that reports to parents should be made a definite number of times a year due to individual differences in parents. In support of this view, he raises several questions for consideration as follows:

¹⁶Ibid., pp. 68-69.

¹⁷DePencier, op. cit., p. 520.

¹⁸Ibid.

Why send a formal card six times a year to a parent who can't read if cooperation is what is sought? Why notify a neurotic mother periodically that her boy is badly in need of advice on cleanliness or some other personal matter if it is likely to result in her punishing him and thereby developing negative attitudes toward the whole school program? Why send any report home unless the school has reason to believe that a better understanding of the child and his needs will result?

Adherence to any one administrative pattern is inconsistent with the objectives sought in the modern school. Some parents should receive written reports four times a year, others perhaps more often.¹⁹

John W. M. Rothney, in a National Education Association research article, comments that the reporting of pupil progress should not be limited rigidly to a certain number of times a year, but that "Reporting should be a moving picture, not a snapshot."²⁰

Summary. The literature on reporting to parents indicated that the purpose of reporting a child's school progress has been changing over the years. The old idea of reports on competitive marking is giving way to the new concept that the purpose of a report is to supply the parent with information based on the child's own ability and background that can be used jointly with the teacher to work constructively for the

¹⁹Elsbree, op. cit., p. 77.

²⁰John W. M. Rothney, Evaluating and Reporting Pupil Progress, What Research Says to the Teacher, No. 7 (Washington: Department of Classroom Teachers, American Educational Research Association of the National Education Association, 1955), p. 25.

best growth of the child. Gone also is the consideration that teachers should report only the academic growth of the child. Parents need and desire to know much more. They want to know how their child is developing in his social relations with other children, and whether the teacher considers his emotional adjustment and physical development to be satisfactory. Reports are not only for parents but are for the pupil to help stimulate him in his growth by showing him his weaknesses and strengths.

The need for a more effective method of communicating the child's needs to the parents has become evident by the fact that reports with various methods of reporting are now being tried. Some parents and teachers still prefer the use of the report card and are reticent in accepting the parent-teacher conference method or any other approach in communicating the child's school progress.

A combination of report cards and parent-teacher conferences is currently the most common reporting method in California schools.

The frequency of reporting should vary in practice with the need of the individual child. In cases where a report to the home does not result in benefit to the child, there is no purpose in reporting to parents. However, the usual practice is for a district to regularly schedule a minimum of from two to four reporting periods a year.

CHAPTER III

THE COMMITTEE: ITS COMPOSITION, PROCEDURE, AND PHILOSOPHY

Purpose of the chapter. The purpose of this chapter is to show how the committee that studied this problem was selected, the procedure it followed in reaching its final recommendation, and the philosophy by which it was guided in recommending a reporting program for the San Pablo School District.

Composition and selection of the committee. Upon various occasions in the past few years, parents and teachers in El Portal School had expressed dissatisfaction with the reporting program. They believed there was a need for a re-evaluation or study of the program in use. As a result of requests for re-evaluation, permission was granted by the district superintendent to organize such a study and, if findings warranted, recommend a new program for El Portal School with the possibility that the program be used throughout the entire district.¹

At the beginning of the second semester in February, 1956, plans for the formation of a committee to study the

¹ Note: This study began as a possible program for El Portal School only, but was adopted by the district school board for the entire district beginning with the 1956-57 school term.

problem were discussed with the El Portal School faculty. It was decided that the committee should be composed of a teacher from each grade level, at least three parents representing as many grades as possible, the vice principal, and the principal, for a total of twelve members.

Teacher membership on the committee was on a volunteer basis. The result was that a good cross-section of the faculty served on the committee. Teachers ranged upward to twenty-three years in service with as many as thirteen of those years at El Portal School.

Selection of parent committee members was done with the help of the faculty. The faculty submitted names of parents that they believed would not only be interested in the topic for study, but would actively and sincerely take time and make effort to contribute to the committee's endeavors. Three of the first four parents contacted agreed to serve on the committee and expressed appreciation for the opportunity. The parents seemed to be representative of the prevalent socio-economic areas of the school community. They had children in all grade levels in school.

The final composition of the committee was seven teachers, three parents, and two administrators. Of the twelve members, ten were women and two were men. Although no officers were formally selected by the committee, the principal of the school assumed the duties of chairman.

Procedure of the committee. The first of twenty regular committee meetings was held in late February, 1956. At this meeting a plan of procedure was determined and outlined as follows:

1. To study and discuss the history of reporting pupil progress to parents of the San Pablo School District.
2. To study and discuss the 1955 publication "Current Problems in Education" by the California Senate Investigating Committee on the various types of reporting in California schools.
3. To read and report to the committee professional and lay literature on purposes, methods, and practices of reporting.
4. To study and discuss reporting programs and practices of other schools, emphasizing in particular, Bay area schools.
5. To determine a committee philosophy on reporting pupil progress to parents.
6. To determine and recommend a reporting program for the district.

Committee meetings. The first nine meetings were meetings of the entire committee. It was during these early meetings that members gained a common understanding of the history of reporting practices in San Pablo, and of practices and procedures followed in other school districts. It was also in these early meetings that literature on related topics was studied, and a committee philosophy for major reporting practices and procedures was formulated.

Details were worked out in kindergarten, primary, and intermediate sub-committee meetings. Then the entire committee met together in the three final meetings to resolve problems that had arisen between the three sub-committee groups,

and to bring the total reporting program into focus with its parts.

Sub-committee meetings. The committee was divided into three sub-committees representing the three major elementary school divisions. It was in the sub-committee meetings for the kindergarten, primary, and intermediate levels that such details as wording, marks, meaning of marks, and items to be included in the academic, social, emotional, and physical development sections of each reporting level were worked out.

Each sub-committee was made up of at least two parents, two teachers, and two administrators.

Philosophy of the committee. The philosophy that guided the committee to its final recommendation was based on many factors. Factors such as professional interest and experience of the teachers and administrators, interest and needs of the parents, past reporting practices in the district, reporting practices in other districts, and professional literature all influenced the philosophy of the committee.

The final philosophy adopted and followed by the committee was as follows:

The philosophy of reporting to parents is to communicate in a professional manner the teacher's judgment of the academic, emotional, social, and physical growth of the child. The report is intended to bring about a cooperative effort between school and home, resulting in the satisfactory development and maturation of the child to the best of his ability.

Summary. The interest and effort expended by the committee exceeded expectation. All members worked cooperatively and diligently in the study and development of what they considered a need and improvement in the district reporting program.

All members of the committee were volunteers which, without doubt, contributed to the extra effort spent in individual research. Materials were obtained from these sources: administrators in other districts were contacted for information, literature, and specimens used in their schools; libraries were searched for material; individual teachers and parents were contacted to determine their needs and desires; and reporting practices and procedures were discussed with pupils in the classroom.

Committee meetings were usually from two to three hours in length and held late in the day. Absenteeism was seldom.

All teachers, parents, and administrators serving on the committee contributed to its success and at the completion of the study had a feeling of accomplishment. Although many items discussed were controversial, and many times issues were decided by a single vote, all members seemed to be well satisfied with the final program recommended to the superintendent.

CHAPTER IV

THE PROGRAM FOR REPORTING PUPIL PROGRESS TO PARENTS

Purpose of the chapter. The purpose of this chapter is to state the basic type of reporting program to be recommended for the San Pablo elementary schools. Included in the chapter will be a description of the present program of reporting in San Pablo schools, and committee decisions on the purposes for reporting, what should be reported, the methods for reporting, and the frequency with which reports should be made.

Present program of reporting to parents of San Pablo schools. The San Pablo School District has grown rapidly since World War II. It has grown from a district of three schools and less than 2,000 pupils to nine schools and over 5,000 students. Due to this rapid growth, the district program of reporting to parents has not kept pace with the needs of the teachers, parents, and pupils of the district. As each new school was added to the district, it adopted its own purpose, method, type of information for reporting, and frequency of reporting. There was no district policy nor was there an apparent attempt at uniformity in reporting pupil progress.

There were no less than three methods of reporting in use. Some of the schools were reporting exclusively by the

use of written reports. They were using a form designed by the county superintendent of schools several years ago. It was a form that did not correlate with the actual philosophy or desired practice believed in by many of the present San Pablo teachers and administrators. The form provided for coverage of part of the academic subjects now being taught, attitudes of the child toward those subjects, and space for teacher's and parent's comments.

A combination of parent-teacher conferences with the county written report mentioned above was used in other schools. Still in another school the parent-teacher conference method only was used. The parent-teacher conference forms used varied widely between the different schools in reportable information. The forms ranged from a one-page form of general coverage to a three-page form of detailed coverage on the academic, social, emotional, and physical, growth and adjustment of the child.

The frequency of reporting also differed considerably between schools. Schools using written reports only sent them home from two to four times yearly. Schools using a combination of conferences and written reports held two conferences and sent two written reports home each year, while teachers in the school that reported only by conferences held two parent-teacher conferences a year.

Purpose of reporting to parents. Of the purposes considered, the basic concern of both teachers and parents was that the report should give information that could be used by parents, teachers, and the child. This information should help the child in growing academically, socially, emotionally, and physically so that he would be better able to take his place successfully as a mature adult.

The flow of information is not to be in only one direction. It must flow not only from teacher to parent and child, but from parent and child to teacher as well. A two-way flow of information is necessary in order that the most satisfactory gain to the child, that of understanding, may be achieved.

As a result of reports to parents, the child should gain additional help in growing in areas of weakness and in developing areas of strength.

What to report to parents. Parents want to know the truth about their child's progress. They do not want to be told that "everything is fine" and discover for themselves later that "everything is not fine." The parents and teachers believe that the parents should be told the truth about the child's achievement.

Pressures at home by parents of children not working up to the expectations of the parents were considered. The committee realized that this condition would exist in certain

instances. In extreme cases, the teacher must use discretion in the best interest of the child. However, the entire purpose and gain of reporting should not be jeopardized by what was believed to be the exceptions.

What to report is not limited to the academic growth of the child. Parents and teachers also want an exchange of information in the social, emotional, and physical areas of growth. The committee's view was that they were inter-related and that should growth be abnormal in any one of these four major areas, the effect could be significant in any other areas of growth.

Method of reporting to parents. The method of reporting occupied a considerable amount of the committee's time. Parents and teachers believed in the value of the conference method, although they agreed there should be in addition a written report.

Many of the surrounding districts studied, such as Richmond, Albany, and Oakland, have a combination of the parent-teacher conference and the report card. Discussion with some of the teachers and administrators in these districts revealed a general satisfaction in this type of program.

The common methods of reporting, such as the report card, parent-teacher conference, and informal narrative letter when used separately, according to the committee, did not

meet the total reporting needs. Most committee members agreed that in the parent-teacher conference method the program of the child could better be understood through the interchange of ideas and consequently result in a plan for helping the child. The committee also felt that more than one conference was unnecessary when the growth of the child was satisfactory. When unsatisfactory growth had already been discussed with the parent, and the teacher believed further conferences would not contribute a new approach to helping the child, all concerned could be served equally as well by a periodic written report.

Frequency of reporting to parents. The decision by the committee was to establish a minimum number of parent-teacher conferences and written reports necessary to meet the needs of the parents, teacher, and pupil, and to decide what period each report should cover.

The frequency and dates brought up several considerations. A conference was necessary early in the year to give parents and teacher the opportunity to develop a plan for helping the child during the remainder of the school term. The conference should not be too early in the school term since the teacher needs time to become acquainted with the child's academic potentials, his social relationships, his emotional stability, and his physical development. In view of these considerations, the committee decided that the

first report should be a conference and that the most effective date for holding it would be early in November. This would allow the conferences to be completed before time needed to prepare for Christmas activities.

The second report was to be made at mid-year, about the first of February, in the form of a written progress report. The main emphasis is on academic progress. It also serves as a follow-up to the November conference. This first written report would be the first formal report to the home for those parents who had been unable to attend the first parent conference.

The third reporting period was to be a parent conference for those children needing further help, for children new to the district, and for children whose parents were unable to attend the first conference. This conference is to be held early in April to allow benefit to the child during the remainder of the term.

A final written report was to be sent home at the end of the school year. This report is to summarize the child's achievement for the year and to serve as a promotion record. It also is to serve as a permanent record for the family.

Summary. Up to the present time there has been no district policy on reporting to parents in San Pablo. Each school has functioned independently, and has determined its own program as to purpose, content, method, and frequency of reporting.

The basic reporting program recommended by the committee for the San Pablo School District is a combination of parent-teacher conferences and written progress reports.

The reports are two-way reports. Their primary function is to truthfully and fully tell the parent, to the best of the teacher's professional knowledge and skill, how the child is growing academically, socially, emotionally, and physically in the school environment. In addition, the report is to recommend ways of helping the child to grow in areas of weakness and to develop areas of strength.

Reporting is to be done from three to four times during the school year. Parent-teacher conferences are to be held at the end of the first quarter, and again, if necessary, after the third quarter of the school term. Written progress reports are to be made at the end of the second and fourth quarters of the school year.

CHAPTER V

A DESCRIPTION OF THE INSTRUMENTS USED FOR PARENT-TEACHER CONFERENCES

Purpose of the chapter. The purpose of this chapter is to give a summary of committee recommendations of the reporting instruments to be used for parent-teacher conferences. Format of the form, grades covered by each form, general information relating to the items for reporting on the conference form and the marking system used will be presented. The use of teacher-parent conference appointment blanks will also be discussed.

Format of the parent-teacher conference forms. The format as well as the content of the instrument was studied carefully by the committee. The committee decided upon a one-page, white, printed form to serve both efficiency and eye-appeal since it was found possible to condense and present all necessary items on a one-page form.

The form itself is divided into three parts, the heading, the body, and the closing. The heading includes the name and location of the school district, the title of the form, and blank spaces for the name of the child, the date, and the name of the school.

The body of the report form contains headings designating the social, emotional, academic, and physical adjustment and development of the child. Under each of the headings

is listed specific items for parent-teacher discussion with a space to the right of each item for the teacher to mark or check the child's progress in school.

The final section of the form sets aside space for pertinent remarks, statements, or suggestions resulting from the conference. Also in the final section is a space for the teacher's and the parent's signature.

Parent-teacher conference report forms. The committee recognized that the needs of parents, teachers and pupils vary from grade to grade as well as for the individual within each grade or class. The committee also recognized that "in general" parents of children want to know many things common to children of all grade levels. Considering these things it was necessary to make separate parent-teacher conference report forms for only two divisions within the elementary school. Format and usage of the two forms, one for kindergarten and the other for grades 1-6, were considered adequate to cover the elementary grades effectively.

The "Pupil Evaluation Form for Parent-Teacher Conference--Kindergarten"¹ is quite similar to the "Pupil Evaluation Form for Parent-Teacher Conference--Grades 1-6."² The

¹See Appendix A.

²See Appendix B.

kindergarten form places more emphasis on the social adjustment and physical development of the child than it does on the emotional and mental development. The grades 1-6 form, however, places more stress on the academic growth and emotional adjustment. In academic development the kindergarten report form indicates the teacher's judgment of the child's readiness to successfully undertake the academic program of the first grade while the grade 1-6 form places emphasis on proficiency at grade level.

In the grades 1-6 form all subjects listed under academic growth are not reported in all grades. For example, in the first grade a report on written expression would be omitted since the children have not grown sufficiently in writing or spelling to warrant such a report.

Grade level was of great concern to parent members of the committee as well as to other parents contacted. In arithmetic, reading, and spelling, teachers are to indicate their judgment as to grade level in which the child is doing acceptable work. It was also in these three academic areas that parents expressed their greatest interest in helping their child should he be below grade level.

Pupil evaluation forms are prepared in duplicate by the teacher prior to the conference. After the conference is held parents are given a duplicate copy. The other copy becomes a part of the pupil's cumulative records.

Marking the pupil evaluation form. Both of the reports used in kindergarten and grades 1-6 follow the same plan of indicating the teacher's judgment of the child's development, adjustment, or growth. The child is not compared to other children for reporting but is marked according to the teacher's judgment of the relationship between the child's ability, achievement, attitude, and environment. In considering this relationship the teacher then checks each item for the child as "Satisfactory Growth," "Has Shown Improvement," or "Needs to Improve."

"Satisfactory Growth" indicates the child is adjusting, developing, or progressing as well as can be expected by the teacher. It indicates no particular problem or abnormal situation.

"Has Shown Improvement" indicates that the child is not doing as well as can reasonably be expected of him. It also indicates that he has shown some improvement since first becoming a student in the reporting teacher's class.

"Needs to Improve" indicates that the teacher considers the child to be capable of doing better than he has been doing. It also indicates that he has made little, if any, progress since first becoming a member of the reporting teacher's class.

Parent-teacher conference appointment forms. The "Appointment Blank" form³ for scheduling a conference date, time, and location between parent and teacher is necessary to schedule a conference and help prevent parents from forgetting appointment dates. The form was planned to eliminate as much writing by teacher and parent as possible.

The teacher's message designating the date, time, and location for the conference is at the top half of the page. It is separated from the parent's reply on the bottom half of the page by a perforation. The parent keeps the teacher's message and returns the parent's reply after checking either, that the time scheduled by the teacher is satisfactory, or by requesting another time.

The color of the form is to be blue. Blue was selected in the belief that most loose papers in the home are white and that a blue-colored appointment blank would be less easily lost and result in fewer broken appointments by parents.

Summary. The instrument used by teachers when reporting periodically to parents on pupil progress is a form designated as the Pupil Evaluation Form for Parent-Teacher Conference. The form is used as a guide to prevent the omission of certain items to be reported and to give the

³See Appendix C.

parent a record of the conference. The form covers the teacher's professional considerations of the child's social and emotional adjustment, physical development, and academic growth.

Marking of items on the form is not a competitive type of marking but marking based on the child's own ability, achievement, attitude, and environment.

An appointment blank is provided for use by teacher and parent for the effective scheduling of a parent-teacher conference.

CHAPTER VI

A DESCRIPTION OF THE INSTRUMENTS USED FOR THE WRITTEN PROGRESS REPORT

Purpose of the chapter. The purpose of this chapter is to summarize recommendations of the committee on the written progress report. The format of the written progress report form, a description of the marking system, grade levels of each report, and general information will be covered.

Format of the written progress report form. Effective presentation, size, and eye-appeal were considered in the format. A nine by twelve-inch, light green, light weight poster paper with black or contrasting green print and headings set in dark green blocks was considered most effective.

The card is folded to make four pages. Page one contains the report title, grades covered by the report form, blanks for identifying the pupil's name and grade, and the name of the school, teacher, and principal. Page one also contains a message to parents from the district superintendent stating the purpose of the report, reporting dates, and a welcome to visit the district's schools.

The academic, social, and emotional items reported on the child and an explanation of the marks and checks used in reporting are covered on pages two and three. Page four

provides space for teacher's and parent's comments, parent's signature, the attendance record, and the child's assignment the following year.

The written progress report. On the written report more emphasis is placed on academic growth and skills than there was on the parent-teacher conference reports. The reason being that parents are more familiar with reports on academic subjects, and that teachers hesitate to report social and emotional adjustment, and physical growth in written reports where there is less opportunity for effective communication.

Children's needs; what parents and teachers expect of them; their responses to school, teachers, and marks; and behavior and growth patterns vary decidedly throughout the grades. The committee therefore recommended separate reports for each of the basic elementary school divisions--the kindergarten, primary, and intermediate levels.

The three progress reports are similar in appearance. On page one the only difference in the three reports is in the indication of the grade level--"Kindergarten," "Grades 1-3," and "Grades 4-6."

Page four is the same on all three reporting levels. The "Teacher's Comments" sections are considered a very important part of the report for it is in the comments that the teacher makes the report more personal. In these sections the teacher may explain more fully marks given, progress

made, and make recommendations and suggestions to the parent for helping the child each of the two times the report is sent home. The "Parent's Comments" section provides the parent with an opportunity to comment on the report, ask questions, react, or make suggestions when the report is sent home at mid-year. The "Attendance" record provides space to report "Days Present," "Days Absent," and "Times Tardy" for each semester of the school term. Under the "Assignment Next Year" are blanks to show the pupil's grade, room, and session for the following year.

The basic difference between the progress reports of the three reporting levels is on pages two and three in the presentation of reportable information characteristic to that particular reporting level. Pages two and three will be discussed in the sections to follow.

Kindergarten progress report. The "Kindergarten Progress Report"¹ was the most unique of the three written reports recommended by the committee. Pages two and three contain five major divisions of items to be reported. They are titled:

1. Social Growth
2. Work Habits
3. Music and Art Experiences
4. Language Arts
5. Health and Safety Habits

¹See Appendix D.

Under each of the headings are listed the specific items to be reported. Each of the five divisions also has a pictorial representation symbolizing that section of the report. Space is provided for the teacher to report on each item at the completion of the first half of the school year in January and again at the end of the school term in June.

The marking system is intended to be self-explanatory, simple, and meaningful to parents. Marks are based primarily on how the teacher sees the child as he participates in the kindergarten activities with other children. The marks used are "A," "T," "S," and "N" to indicate the degree in which the child does a particular thing. A description of the meaning of letter marks used on the kindergarten report is as follows:

"A" means that the child almost always or usually does that which is normally expected of a child of this age.

"T" means that the child does that which is expected of him only part of the time.

"S" means that the child seldom or rarely does that which is expected of him.

"N" means that the child does not yet do that which is expected of him.

Primary progress report. Pages two and three of "Progress Report--Grades 1-3"² are composed of two main

² See Appendix E.

sections. They are academic growth, and citizenship and work habits. The greater emphasis is placed on academic growth.

In the academic section are listed all of the major subjects taught in the San Pablo schools. The sequence of these subject titles is in the same order as they are listed in the pupil's permanent records to aid the teacher in recording the pupil's marks. Under each subject title many of the important skills of that subject are listed. Although many additional skills were considered and could have been listed, the ones listed were considered minimum and those skills most understandable by parents and pupils.

Since this is a report used in common by all of the primary grades, some deviations were made for those subjects not applicable to a particular grade. For example, spelling does not apply to children in the first grade nor does writing (cursive handwriting) apply in grades one and two. Writing in grades one and two is clarified to mean printing (manuscript writing).

The grade level is shown for arithmetic, reading, and spelling and reported in the same manner as it is on the parent-teacher conference sheet.

The plan for marking in the primary grades is quite simple. Letter marks are given only in a subject and not in a specific skill listed under a subject. Specific skills are checked only for the purpose of indicating that a child needs to improve or is deficient in that skill.

Marking is done on the child's individual performance based on his achievement, ability, and effort. Marks are not given as competitive marks. A description of the meaning of letter marks used on the primary progress report is as follows:

"S" marks are given to a pupil working at any achievement level if he is working up to the best of his ability according to the judgment of the teacher. This judgment may be based on standardized tests, pupil interest, pupil participation, pupil effort, and information in the pupil's guidance folder regarding such things as past performance and home conditions.

"L" marks are given to a pupil working at a capacity less than his indicated capabilities. This mark would indicate that the pupil is putting forth some effort but that he could and should achieve better than he has been.

"U" marks are given to a pupil that is making little or no effort to achieve.

The "Citizenship and Work Habits" section of the progress report comprises the social and emotional adjustment of the child. In many instances the committee believed there would be a great difference of opinion between parent and teacher; therefore, the position of the teacher is stated on the report as follows:

Since the standards of teachers and parents may vary, as well as their keenness of observation, the marks should be interpreted as a teacher's evaluation in a school situation.

Only those items where improvement is needed are checked.

Intermediate progress report. Pages two and three of "Progress Report--Grades 4-6"³ are the same as the primary

³See Appendix F.

report in the number of main sections, the sequence of subjects, and in the citizenship and work habits section. The main difference between the intermediate and primary progress report is in the marking system. The intermediate report also lists more subjects and skills than does the primary report.

The marking system used on the intermediate progress report is different than that used on most report cards. It recognizes good or exceptional achievement by a pupil working at or above his grade level, and it also gives an honorable and respectable mark to a child putting forth his best effort but working below grade level.

The marking system used is not a competitive type of marking system. Each pupil is marked according to his own achievement, ability, and effort. A description of the meaning of letter marks used on the intermediate progress report is as follows:

"A" marks are for the pupil doing superior work in a particular subject. He has a thoroughly acceptable attitude toward the subject. He completes assignments on time, and with a high degree of accuracy. He has the interest, and he finds time to do more than the normal assignment. He is able to plan additional work and to carry it out with nominal teacher supervision. He does not have checks indicating improvement is needed in a specific skill.

"B" marks are for the pupil who accomplishes fully the standards of his grade in a particular subject without particular difficulty. He completes normal assignments accurately and promptly. He occasionally does extra work. No pupil is to be given this grade if he achieves below grade level or has check marks indicating improvement is needed in a specific skill.

"S" marks are considered flexible marks and are given to a pupil meeting only minimum standards in a particular subject. It is given to a pupil who does not put forth the effort or is not able to earn a mark of "A" or "B." "S" marks are also given to a pupil who achieves below grade level because of limited ability, emotional problems, health problems, or physical disabilities but is working to his estimated capacity.

"U" marks are for the pupil whose progress is below that expected for him. It is given to a pupil of exceptional or above average ability who is content to do work of below average quality. It is also given to a pupil of average ability who falls decidedly below grade level, or to the pupil of limited ability who makes little or no effort in a subject. When "U" marks are given the teacher checks the skills needing attention, writes a statement in the teacher's comments section of the report suggesting ways of improving, explains to the pupil why he is getting this grade, and in many cases arranges a special conference with the parent to plan ways of helping the child and to secure parent cooperation.

Reporting of "Citizenship and Work Habits" and specific skills under each of the subjects needing attention is done by checking in the same manner as in the primary progress report.

Summary. Three different forms of the written progress report are provided to cover the elementary school grades. There is a form for kindergarten, another for primary, and a third for the intermediate grades.

The format of the three forms is very similar. Size, color, printing, and presentation are the same on all forms. Page one identifies the pupil, school, and grade, and contains a message from the superintendent. Page four provides space for teacher's and parent's comments, and the pupil's attendance and promotion record. The main difference in the

forms is in pages two and three on information reported to parents, and in the marking system.

The kindergarten report places emphasis on social, emotional, and physical adjustment and development, and on the child's readiness for the academic subjects of the first grade.

The primary and intermediate reports place most of the stress in the academic area, although social and emotional adjustment are included.

The three reports each have a different marking system intended to be meaningful to parents and child at each particular level. All reporting levels are similar in that the child is marked according to his own achievement, ability, and effort, and not in comparison with other members of his class. In addition, the marking system for the intermediate grades provides for recognition of good or exceptional achievement by a pupil working at or above grade level, and gives an honorable and respectable mark to a child working below grade level when putting forth his best effort.

Written progress reports are sent home at mid-year and again at the end of the school term for each child.

CHAPTER VII

FINAL SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. This study is intended to provide a program for reporting pupil progress to parents of the San Pablo School District. The basic intent of the plan is that it should become an effective means of communication between the school and the home, promote a mutual desire to understand the child, and help him mature to his fullest capacity.

The program, though administrative in scope, was resolved through democratic committee action rather than by administrative policy. The committee of twelve members was composed of parents, teachers, and administrators. The history of reporting in the district, literature on reporting, programs and practices of other districts, and needs of parents and teachers in San Pablo were studied to give the committee background for the recommendations to be made.

The fundamental program recommended is a combination of the parent-teacher conference and the written progress report designed to report the academic, social, emotional, and physical growth, adjustment, and development of the child. Because children at different grade levels have different characteristics, needs, and achieving levels, it was necessary to have more than one report form for each of the two methods of reporting. In order to allow for these differences, two variations in the form for parent-teacher

conferences, and three in the written progress report form were needed to report items of growth effectively at the different grade levels. The intent was that both types of report forms be simple in design, short in length, comprehensive, and self-explanatory to the parent. Of the two different variations in the conference form, one form covers the kindergarten level and the other form covers the levels of grades one through six. Separate written progress report forms are used for the kindergarten, for grades one to three, and for grades four to six. Although the total reporting program covers the academic, social, emotional, and physical growth of the child, the academic growth is covered more fully in the written report than are the other three areas, while the conference form divides its emphasis more equally between the four areas.

An appointment blank form is designed to make the scheduling of parent-teacher conferences more effective and easier for the teacher.

Reports are made from three to four times during the school year. Conferences are held for all children in November. They are held again in April for a child when either the teacher or the parent believe that it would be to his advantage. Written reports are sent home for all children at the end of each half of the school term.

Pupils are marked on the reports according to the teacher's judgment of the relationship between the child's

achievement, ability, and effort rather than by comparison with other members in his class. Marks on the report are to indicate the degree that a child is growing or developing according to the teacher's judgment of him in a particular area.

This program recommended by the committee is only the beginning. Next is recommendation by the district superintendent to the district school board for adoption. The ultimate goal is effective use of the reports by teachers and parents resulting in constructive home-school cooperation.

Conclusions. As a result of this study the following conclusions may be drawn:

1. That reports to parents should include information on the academic, social, emotional, and physical growth and development of the child.
2. That a reporting program should benefit the child, as well as the parents and teacher, by indicating areas of weakness where improvement is needed, and by developing areas of strength.
3. That a reporting program for San Pablo can best be accomplished by the use of a combination of the parent-teacher conference and the written progress report.
4. That the format of the instruments used in reporting play an important part in the effectiveness of the results that can be expected.

5. That a system of marking can be developed in reporting that recognizes good or exceptional achievement by a pupil working at or above grade level and still give an honorable or respectable mark to a student working below grade level without resorting to competitive marking.

6. That teachers and parents desire reports more often when the child is not growing, adjusting, or developing as well as either expect.

7. That parents and teachers alike are concerned with the growth of their children and are striving for the same goals for them.

8. That, although both agree in the merits of parent-teacher conferences, parents and teachers are more secure in the use of the written progress report.

9. That there is no one method of reporting which meets the needs of all those affected by its use.

10. That the study of a problem by an interested committee, affected by that problem, tends to make the acceptance of its action more receptive than when action is arbitrarily imposed by an administrator.

11. That teachers and parents can and will work together to resolve a mutual problem and divorce personal opinion for the desires of the majority.

Recommendations. As a result of this study the following recommendations are made:

1. That this program be adopted for use by all schools in the San Pablo School District for a period of two years.
2. That, after adoption of the program but prior to its use, the district superintendent prepare a guide for teachers and administrators on this reporting plan.
3. That this program be presented and discussed in detail with all personnel at the administrative level. The administrators then, in turn, will present and discuss the program in a workshop for all teachers in the district.
4. That teachers prepare the children in their classes as to the purpose of the program prior to the first parent-teacher conference, and before the first written progress report is issued.
5. That the district superintendent introduce the program to the public in a series of newspaper articles.
6. That the program be presented to parents and parent groups within each school. This may be accomplished through parent meetings and school bulletins.
7. That near the end of the second year under this program, the district superintendent establish a teacher-parent-administrator committee to re-evaluate this plan for reporting pupil progress.

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APPENDICES

SAN PABLO ELEMENTARY SCHOOLS

SAN PABLO, CALIFORNIA

PUPIL EVALUATION FORM FOR PARENT-TEACHER CONFERENCE-KINDERGARTEN

CHILD'S NAME _____ DATE _____

SCHOOL _____

	Satisfactory Growth	Has Shown Improvement	Needs To Improve
SOCIAL ADJUSTMENT:			
1. Ability to listen _____			
2. Ability to follow directions _____			
3. Self-sufficiency—caring for own needs _____			
4. Problem solving— a. Does child use good judgment _____ b. Seek help wisely _____			
5. Self-control a. Does child cry easily, b. Strike out at others, c. Talk out of turn, etc. _____			
6. Responsibility to the group _____			
a. Sharing of school property _____			
b. Sharing of teacher's time _____			
c. Taking turns—In use of equipment, in speaking, etc. _____			
d. Cooperating _____			
e. Contributing worthwhile things and ideas to the group _____			
f. Participating in group activities _____			
g. Sharing interest and responsibility of the group _____			
h. Developing the feeling of being accepted—a sense of belonging _____			
EMOTIONAL & MENTAL DEVELOPMENT			
1. Developing good work habits _____			
a. Ability to make plans in advance and carry them out later _____			
b. Seeing a task through to completion _____			
c. Developing good attitudes, skills and learnings during work time _____			
d. Assuming part of the responsibility for clean-up _____			
e. Caring for materials and equipment _____			
f. Is child interested in many activities or does he prefer to do just one or two things _____			
g. Ability to work alone _____			
h. Ability to play alone _____			
2. Is developing the ability to accept success or disappointment calmly _____			
3. Creative self-expression _____			
a. Music _____			
b. Language _____			
c. Dramatic play _____			
d. Creative Arts (Fingerpainting, wet chalk, easel painting, pasting, clay, etc.) _____			
4. Has good attendance and gets to class on time _____			
PHYSICAL DEVELOPMENT			
1. Eyesight is good—does not squint, rub eyes, or hold work too close _____			
2. Hearing is good—appears to hear what is said—responds to questions and directions _____			
3. Speech is good—speaks clearly and well _____			
4. Coordinating— Of Large Muscles In: a. running, b. skipping, c. playing ball, d. large block construction, e. rhythms. Of Small Muscles In: a. pasting, b. using scissors, c. puzzles, d. small table equipment _____			
5. Is forming good health and safety habits _____			
a. Keeps things out of mouth _____			
b. Can work average time without tiring _____			
c. Learning to go directly to and from school _____			
d. Learning to go to and from school by himself _____			
e. Is learning his full name, address and telephone number _____			
f. Practices neatness and cleanliness _____			

COMMENTS:

Teacher's Signature _____ Parent's Signature _____

APPENDIX A. Pupil Evaluation Form for Parent-Teacher Conference--Kindergarten

APPENDIX B. Pupil Evaluation Form for Parent-Teacher Conference--Grades 1-6

SAN PABLO ELEMENTARY SCHOOLS
SAN PABLO, CALIFORNIA

PUPIL EVALUATION FORM FOR PARENT-TEACHER CONFERENCE-GRADES 1-6

CHILD'S NAME _____ GRADE _____
SCHOOL _____ DATE _____

	Satisfactory Growth	Has Shown Improvement	Needs To Improve
PHYSICAL DEVELOPMENT:			
Eyesight is good—does not squint, rub eyes, or hold work too close _____			
Hearing is good—appears to hear what is said—responds to questions and directions _____			
Speech is good—speaks clearly and well _____			
Practices neatness and cleanliness _____			
SOCIAL ADJUSTMENT:			
Accepts his share of responsibility _____			
Works and plays well with others _____			
Shares materials and equipment _____			
Is courteous to teachers and children _____			
Takes care of school property _____			
Begins and finishes work promptly _____			
Finds something constructive to do when he has finished his work _____			
Listens to and follows directions _____			
Keeps desk and materials in order _____			
Accepts and abides by room and school rules _____			
EMOTIONAL ADJUSTMENT:			
Accepts changes in routine calmly _____			
Appears to be happy _____			
Has good attendance and gets to class on time _____			
Takes pride in his work _____			
Accepts defeat without crying or sulking _____			
Is sociable and is growing in self confidence _____			
Is interested in books _____			
Remembers things well _____			
Has imagination and takes part in dramatizations _____			
Works an average length of time without restlessness _____			
Is developing self-control _____			
ACADEMIC GROWTH:			
Arithmetic _____ Grade Level _____			
Art _____			
Reading _____ Grade Level _____			
Oral Expression _____			
Written Expression _____			
Spelling _____ Grade Level _____			
Writing _____			
Music _____			
Physical Education, Health and Safety _____			
Social Studies _____			
Science _____			

COMMENTS:

Teacher's Signature _____ Parent's Signature _____

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SAN PABLO ELEMENTARY SCHOOLS
San Pablo, California

APPOINTMENT BLANK

Dear _____:

Your parent-teacher conference has been scheduled for

_____ / _____ / _____
(day) (date) (time)

In Room _____

Teacher



Tear off and keep as your reminder

PARENT'S REPLY

Please check one of the following and return to the teacher.

_____ I will come to school at the stated time.

_____ I would prefer to come on _____ / _____
(day) (date)

(Time)

Parent's Signature



APPENDIX C. Appointment Blank Form

PROGRESS REPORT

KINDERGARTEN

YEAR 19__ to 19__

_____ NAME

_____ SCHOOL

_____ GRADE _____ TEACHER

_____ PRINCIPAL

TO THE PARENTS

This progress report is part of a reporting procedure prepared by a group of San Pablo parents and teachers. They worked several months to devise a system that would be both informative and helpful to parents and children.

This report will be brought home by your child in January and in June. Please read it carefully, sign it, and return it as soon as possible. This report is to be considered as a supplement to the conference which is scheduled between parents and teacher in November. If an additional conference is felt necessary by either parent or teacher, it will be held in April.

You are welcome to visit your child's classroom to observe him at work; we welcome you to confer at any time with either the teacher or the principal about your child. Your interest and cooperation are necessary to give your child the best opportunity for happiness and success.

ROBERT E. WILLIAMS
District Superintendent

SAN PABLO SCHOOL DISTRICT

SAN PABLO, CALIFORNIA

EXPLANATION OF MARKS

- A—Almost always
- T—Part of the time
- S—Seldom
- N—Not yet

The above marks for your child are based primarily on how the teacher sees your child as he lives in the Kindergarten with other children.

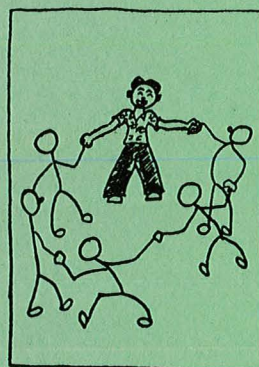
The activities of the Kindergarten deal not only with training the child's mind but also with developing the child's physical, social, and emotional growth.



I COLOR AND PAINT PICTURES

MUSIC AND ART EXPERIENCES

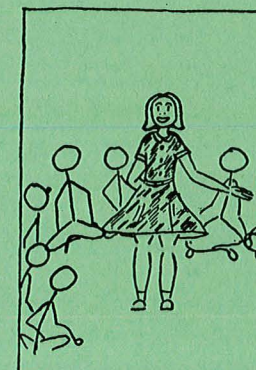
	Jan.	June
Enjoys singing		
Enjoys listening to music		
Takes part in rhythms		
Expresses ideas through use of:		
crayons		
paints		
clay		
tools		



I WORK AND PLAY WELL WITH OTHERS

SOCIAL GROWTH

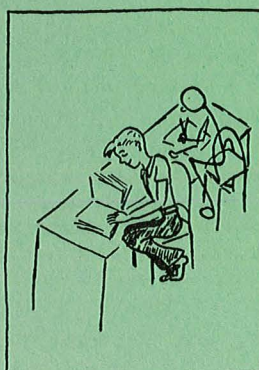
	Jan.	June
Shares and takes turns		
Participates in group activities		
Shows self-confidence		
Respects rights and property of others		



I TELL AND LISTEN TO STORIES

LANGUAGE ARTS

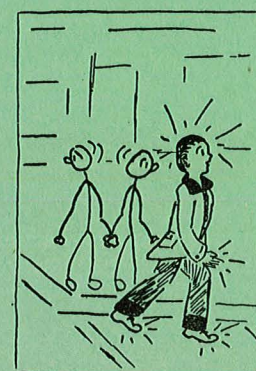
Enjoys listening to stories and poems		
Tells stories and rhymes		
Shows interest in pictures and books		
Uses good speech habits		
Expresses ideas orally		



I WORK QUIETLY

WORK HABITS

Listens to and follows directions		
Completes work started		
Uses time and materials wisely		
Puts work and materials away		



I AM NEAT, CLEAN AND CAREFUL

HEALTH AND SAFETY HABITS

Relaxes during rest periods		
Shows good muscular control (walking, running, jumping, etc.)		
Shows neatness and cleanliness		
Takes care of personal needs:		
Manages buttons, snaps, and zippers		
Ties own shoe laces		
Uses handkerchief		
Puts on own wraps		
Practices good toilet habits		
Observes rules of safety		

Teacher's Comments — January Report

Parent's Comments — January Report

Parent's Signature

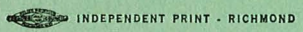
Please have child return this card.

Teacher's Comments — June Report

Attendance	1st Semester	2nd Semester
Days Present		
Days Absent		
Times Tardy		

Assignment Next Year

Grade _____ Room _____ Session _____



PROGRESS REPORT

GRADES 1-3

YEAR 19__ to 19__

NAME

SCHOOL

GRADE

TEACHER

PRINCIPAL

TO THE PARENTS

This progress report is part of a reporting procedure prepared by a group of San Pablo parents and teachers. They worked several months to devise a system that would be both informative and helpful to parents and children.

This report will be brought home by your child in January and in June. Please read it carefully, sign it, and return it as soon as possible. This report is to be considered as a supplement to the conference which is scheduled between parents and teacher in November. If an additional conference is felt necessary by either parent or teacher, it will be held in April.

You are welcome to visit your child's classroom to observe him at work; we welcome you to confer at any time with either the teacher or the principal about your child. Your interest and cooperation are necessary to give your child the best opportunity for happiness and success.

ROBERT E. WILLIAMS
District Superintendent

SAN PABLO SCHOOL DISTRICT

SAN PABLO, CALIFORNIA

EXPLANATION OF MARKS

S—Satisfactory achievement, according to ability of this child.
 L—Less than satisfactory achievement, for this child, but improving.
 U—Unsatisfactory achievement, according to ability of this child.

Each pupil's achievement, ability and effort are considered in determining his mark. It is possible for any child to obtain satisfactory marks, if he does his best.

A check (✓) under a subject indicates a specific skill in which improvement is needed.

ARITHMETIC

Reading and writing of numbers
 Using numbers to reason out problems
 Knowing arithmetic facts
 Your child is working arithmetic at grade level

Jan.	June

ART

Working independently
 Showing creative ability

Jan.	June

READING READINESS

YOUR CHILD HAS NOT YET BEGUN TO READ

Jan.	June

READING

Reading with understanding
 Reading orally
 Knowing how to work out new words
 Completing reading assignments
 Your child is reading at grade level

Jan.	June

LANGUAGE

Expressing ideas well in speaking
 Expressing ideas well in writing

Jan.	June

SPELLING —

(DOES NOT APPLY TO FIRST GRADE)

Spelling correctly in written work
 Learning words in spelling lesson
 Your child is spelling at grade level

Jan.	June

WRITING

(PRINTING FOR GRADES 1 AND 2)

Trying to improve
 Writing neatly in all written work
 Forming letters and figures correctly
 Writing with reasonable speed

Jan.	June

MUSIC

Developing an enjoyment of music
 Gaining skills in singing
 Gaining skills in rhythms

Jan.	June

PHYSICAL EDUCATION

Using play equipment properly
 Following directions and rules
 Showing good sportsmanship
 Participating in rhythms

Jan.	June

SOCIAL STUDIES AND SCIENCE

Participating in discussions and making group plans
 Seeking information from books, people, and pictures
 Working well with others

Jan.	June

CITIZENSHIP AND WORK HABITS

We recognize the limitations in trying to describe growth in this area through the use of marks. The full realization of the traits listed below is a life-long process. Since the standards of teachers and parents may vary, as well as their keenness of observation, the marks should be interpreted as a teacher's evaluation in a school situation.

A check (✓) below indicates a need for improvement

	Jan.	June		Jan.	June
Is courteous to teachers and children	<input type="checkbox"/>	<input type="checkbox"/>	Respects rights and property of others	<input type="checkbox"/>	<input type="checkbox"/>
Accepts his share of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	Takes reasonable care of school property	<input type="checkbox"/>	<input type="checkbox"/>
Works and plays well with others	<input type="checkbox"/>	<input type="checkbox"/>	Willingly accepts and abides by room and school rules	<input type="checkbox"/>	<input type="checkbox"/>
Is developing self-control	<input type="checkbox"/>	<input type="checkbox"/>	Takes his turn in conversation and listens attentively	<input type="checkbox"/>	<input type="checkbox"/>
Listens to teacher and follows directions	<input type="checkbox"/>	<input type="checkbox"/>	Is growing in self-confidence	<input type="checkbox"/>	<input type="checkbox"/>
Is able to concentrate on and complete a task by himself	<input type="checkbox"/>	<input type="checkbox"/>			

Teacher's Comments — January Report

Parent's Comments — January Report

Parent's Signature


Please have child return this card.

Teacher's Comments — June Report

Attendance	1st Semester	2nd Semester
Days Present		
Days Absent		
Times Tardy		

Assignment Next Year

Grade _____ Room _____ Session _____

 INDEPENDENT PRINT - RICHMOND

PROGRESS REPORT

GRADES 4 TO 6

YEAR 19__ to 19__

NAME

SCHOOL

GRADE

TEACHER

PRINCIPAL

TO THE PARENTS

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ROBERT E. WILLIAMS
District Superintendent

SAN PABLO SCHOOL DISTRICT

SAN PABLO, CALIFORNIA

EXPLANATION OF MARKS

- A—Excellent achievement for this grade
- B—Good achievement for this grade
- S—Satisfactory achievement according to ability of your child
- U—Unsatisfactory achievement according to ability of your child

Each pupil's achievement, ability, and effort are considered in determining his mark. It is possible for any child to obtain satisfactory marks if he does his best. The highest mark is reserved for outstanding achievement.

A check (✓) under a subject indicates a specific skill in which improvement is needed.

ARITHMETIC

- Learning arithmetic facts
- Reasoning well with word problems
- Completing assignments neatly, accurately, and promptly
- Your child is working arithmetic at Grade Level

Jan.	June

ART

- Gaining appreciation of color, form and design
- Learning to use a variety of art materials
- Learning to be creative

Jan.	June

READING

- Reading with understanding
- Reading well orally
- Learning to work out new words independently (including phonics)
- Reading voluntarily during spare time
- Using dictionary and other reference materials
- Completing assignments neatly, accurately, and promptly
- Your child is reading at Grade Level

Jan.	June

ORAL LANGUAGE

- Expressing ideas well in speaking
- Practicing good English in conversation

Jan.	June

WRITTEN LANGUAGE

- Writing creatively
- Using correct language skills

Jan.	June

SPELLING

- Learning words in spelling lessons
- Spelling correctly in written work
- Your child is spelling at Grade Level

Jan.	June

WRITING

- Forming letters and figures legibly
- Writing neatly in all written assignments
- Writing with reasonable speed

Jan.	June

MUSIC

- Developing an appreciation of music
- Gaining skills in singing
- Gaining skills in rhythms

Jan.	June

PHYSICAL EDUCATION—Health-Safety

- Learning skills and rules of games
- Showing good sportsmanship in winning and losing
- Participating in rhythms
- Learning and using health facts
- Practicing safety habits

Jan.	June

SOCIAL STUDIES (HISTORY, GEOGRAPHY, CIVICS)

- Participating in discussions and making group plans
- Learning and understanding history
- Learning and understanding United States and world geography
- Learning to do research

Jan.	June

SCIENCE

- Understanding methods and facts of science
- Developing an interest in the world around us

Jan.	June

CITIZENSHIP AND WORK HABITS

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Is developing self-control	<input type="checkbox"/>	<input type="checkbox"/>	Takes his turn in conversation and listens attentively	<input type="checkbox"/>	<input type="checkbox"/>
Listens to teacher and follows directions	<input type="checkbox"/>	<input type="checkbox"/>	Is growing in self-confidence	<input type="checkbox"/>	<input type="checkbox"/>
Is able to concentrate on and to complete a task by himself	<input type="checkbox"/>	<input type="checkbox"/>			

Teacher's Comments — January Report

Parent's Comments — January Report

Parent's Signature


Please have child return this card.

Teacher's Comments — June Report

Attendance	1st Semester	2nd Semester
Days Present		
Days Absent		
Times Tardy		

Assignment Next Year

Grade _____ Room _____ Session _____

 INDEPENDENT PRINT - RICHMOND