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A DESCRIPTIVE STUDY CONCERNING GRADING AND REPORTING TO  
PARENTS IN THE ELEMENTARY SCHOOLS OF EAST CENTRAL ILLINOIS  
(TITLE)

BY

Helen A. Dalton

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE MASTER OF SCIENCE IN EDUCATION  
AND PREPARED IN COURSE

EDUCATION 560 - INTRODUCTION TO GRADUATE STUDY  
IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,  
CHARLESTON, ILLINOIS

1964  
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS  
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

*July 27, 1964*  
DATE

[REDACTED]

ADVISER

*July 27, 1964*  
DATE

[REDACTED]

DEPARTMENT HEAD

TABLE OF CONTENTS

	page
ACKNOWLEDGMENT . . . . .	iii
Chapter	
I. INTRODUCTION . . . . .	1
Purpose of Study	
Method	
Terms	
Limitations	
Related Research	
Sources of Data	
II. SUMMARY OF STUDY . . . . .	10
Methods of Grading	
Reporting Practices	
Promotion Practices	
Recent Changes in Reporting	
III. CONCLUSIONS AND RECOMMENDATIONS . . . . .	20
BIBLIOGRAPHY . . . . .	26
APPENDIX . . . . .	27

#### ACKNOWLEDGMENT

The writer wishes to acknowledge the invaluable assistance given her by the many elementary principals in the designated area, who gave so generously of their time and effort in completing and returning the questionnaires sent to them. This paper could not have been written without their help.

H. A. D.

## CHAPTER I

### INTRODUCTION

#### Purpose of Study

The purpose of this study was to make a survey of the elementary schools in East Central Illinois, as defined under "terms" of this paper to determine the different methods in practice of issuing marks or grades to pupils and of reporting to parents concerning the progress of the students. For this purpose, the writer constructed a questionnaire and sent it along with a letter of explanation, to elementary principals of the above specified area. A copy of both the questionnaire and letter were made a part of this study and can be found in the appendix.

#### Method

After the completed questionnaires were returned by the principals, the data were carefully summarized, tabulated, and studied in an attempt to arrive at conclusions, perhaps some suggestions, as to how this task of issuing grades and reporting to parents might be accomplished in a manner which might embody as many of the advantages and at the same time avoid as many of the disadvantages as possible, of the various methods now in use

and which are discussed later in this paper.

### Terms

Terms which the writer has used, and for better understanding, may need defining are:

1. "conventional marking and reporting practices" means evaluating student achievement by the use of a single A B C D F mark and by periodically issuing a report card on which the mark is entered plus the incidental checking of a list of character or personal traits.<sup>1</sup>
2. East Central Illinois, in this paper, means that part of Illinois comprised of the following counties: Lawrence, Richland, Clay, Effingham, Jasper, Crawford, Clark, Coles, Cumberland, Edgar, Vermilion, and Champaign

### Limitations

The findings of this study have been limited since questionnaires were sent only to principals of elementary schools in a specified section of Illinois. This section is comprised of twelve counties in the East Central portion of the state. Findings were expected to be conservative but sound. This particular part of the state did not reach far enough north to be included in the section more known for its progressive methods nor did it reach far enough south to include the less modern and more static methods

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<sup>1</sup>William L. Wrinkle, Improving Marking and Reporting Practices (New York: Rinehart & Company, Inc., 1956), P. 30.

of the south.

Findings were further limited by the fact that questionnaires were sent to principals and not to classroom teachers who actually issue the grades and make the reports to parents. The questionnaire itself was a limiting factor since some of the items did not have the same meaning for the author that they apparently did to the participants, and finally the findings were limited by the percent of returns received. Approximately two hundred questionnaires were mailed out and only one hundred twenty-five were returned making the basis for conclusions only 62.5 percent.

#### Related Research

Practically all teachers and administrators have a philosophy of education, although to some it is not too clearly defined. They have some ideas in which they firmly believe, but do they always follow what they believe to be right? The issuance of grades to pupils is one of these factors upon which most teachers have firm convictions but which has so wide a field of consideration that it is difficult for even one teacher to be consistent with her marks.

If information could be gathered on marking and reporting practices of elementary schools for a period of the past twenty-five years, there is little doubt that the

following general conclusions would be reached:

1. Many schools use the scale involving the use of letters A B C D F.
2. The greatest improvement in marking has been the substitution of letters for percent grades.
3. Most schools also report on a number of character or personal traits in addition to letter grades.
4. Most schools send out reports every six weeks.
5. Few schools which have departed from the conventional marking and reporting practices are satisfied with their new practice and are working to improve their present system.
6. This marking and reporting problem ranks high in the concern of most schools but since they do not know how to improve on what they are doing, they do not change.<sup>1</sup>

Although after trying other grading systems, and many schools eventually return to the conventional marking and reporting practices, there are several outstanding fallacies in this method.

1. That anyone can tell from the mark assigned, what the students level of achievement is or what progress he has made. No one can be sure what a single mark means unless it is the measurement of a single identified value and in general practice, this is not the case. Also a "B" does not mean the same from school to school, from teacher to teacher, or even to the same teacher, from class to class.
2. That any student can achieve any mark he wishes if he is willing to make the effort. Of course, every teacher knows this is not true, but it is

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<sup>1</sup>Wrinkle, 30.



an assumption that students are lead to believe.

3. The student's success in later life compares favorably with his success in school. The fallacy in this is that in life the individual is compared with all other people. He is not. He is compared only with the group with which he is associated. You do not choose a mechanic to work on your car by comparing him with the lawyers, doctors, dentists, etc., in your community, but only with the other mechanics.
4. The competitive marking system provides a worthwhile introduction to competitive adult life. It is obvious that this method of marking contributes to the development of antisocial attitudes and practices. A desire to win even at the expense of others cannot be considered a desirable educational attitude. The competition of unequals does not provide a fair basis for determining penalties or the granting of honors.<sup>1</sup>

Perhaps the most common departure from the conventional marking practice is the adoption of the two point scale, the S and U, instead of A B C D F. This has been more successful in some schools, less so in others. It has both advantages and disadvantages. On the side of disadvantages is the fact that if we assume that marks tell anything, then the more we reduce the number of marks, the less they tell. On the other hand, since the mark is more general, the mark itself becomes less important and the sting is taken from the "D" when the student wanted a "C". At the same time it no longer functions with reference to motivation if all the student was working for

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<sup>1</sup>Wrinkle, 45-48.

was a grade. Some schools have added a third grade "H" for honors to overcome the tendency for students to work only enough to keep safely within the "S" range. Perhaps the best that can be said for substituting the two or three point method for the five point scale is that the school has been brought face to face with the fact that what they thought was a problem in marking is fundamentally a curriculum problem.<sup>1</sup> Regardless of the kind of symbols used in a marking system, the same basic problems are involved. Is the symbol supposed to indicate the student's achievement in terms of an absolute scale, in terms of other students in his class, or in terms of his own ability? These questions must be answered before any symbol can be meaningful, apart from the given situation in which they are used.

The next departure from the conventional marking and reporting practice was simply the addition of a checklist of character or personality traits to be checked as applied to each individual. This checklist was made up of terms such as: self-direction, character, citizenship, responsibility, love of beauty, etc. These terms are undefined, therefore relatively meaningless.

The parent-teacher conference is used in many schools

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<sup>1</sup>Wrinkle, 51.

and while it is very desirable apart from reporting and reduces misunderstanding to a minimum, it does not result in a record. Schools must maintain records so a report for school record purposes would still have to be made by the teacher. The plan is also impractical because of the heavy expenditure of time. Even though it might be time well spent, regular reporting is regarded as a part of the teacher's day in addition to her regular teaching load. If it could be arranged so that conference time could be included as a part of the day's work of the teacher, the plan would be less impractical.

As a substitute for the conference, perhaps the next best plan of reporting is the informal letter to parents. This, like the conference, requires a great deal of time. Also, the danger of misunderstanding is high. Many teachers do an ineffective job of making themselves understood in writing and a blank sheet of paper imposes no restrictions upon what is said or how it is stated. One way to combat this difficulty is for the teachers of a given school to get together and adopt a set of stock comments to use in reporting. However, when this is done, it reduces the informal letter to a virtual checklist. It does, however, retain a somewhat more personal nature which appeals to most parents.

The short cut to all reporting is the checklist. This is probably the most practical of all departures from the conventional practice. This is not to say it is the best. It is merely the simplest way to report more information in less time and with less effort and at the same time keep a record of what is reported. The outstanding disadvantage of this form is that it tends to become detailed and lengthy.

Until a school identifies its objectives clearly in terms of what it expects from its students, no form or practice used in reporting can be considered adequate.<sup>1</sup>

There has been much research done on this same or related problems; As early as 1912, Starch and Elliott conducted a study which established the unreliability of teacher's marks.<sup>2</sup> In 1939, research by Ross indicated that eighty-seven percent of the report forms of elementary schools and twenty-three percent of those for secondary schools listed traits of character or personality to be checked by the teacher in reporting on the student.<sup>3</sup> The reporting of the Seven Cardinal Principles of Secondary Education in 1918 set the stage for emphasis on outcomes

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<sup>1</sup>Wrinkle, 63.

<sup>2</sup>Wrinkle, 51.

<sup>3</sup>Wrinkle, 52.

other than subject-matter achievement.<sup>1</sup> In his article entitled "What's In a Mark", published in School Executive, 62, in May, 1943, E. C. Bolmeier described an experiment designed to demonstrate the unreliability of single A B C D F marks.<sup>2</sup>

#### Sources of Data

Data were gathered from questionnaires and letters sent out to elementary principals. The questionnaires were sent to these persons in the belief that perhaps the principals could answer in behalf of all of his teachers, thereby permitting the writer to get information from more people with less correspondence and less bother to class room teachers. Stamped, self-addressed envelopes were enclosed for the convenience of the principals in replying.

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<sup>1</sup>Wrinkle, 52.

<sup>2</sup>Wrinkle, 23.

## CHAPTER II

### SUMMARY OF STUDY

#### Methods of Grading

Information collected from the questionnaires was carefully studied and summarized with the following findings: One hundred twenty-three of the schools replying stated that they used letter grades, while two said they did not. Of schools using letter grades, one hundred nine or approximately eighty-eight percent used the conventional markings of A through F; the remaining sixteen percent used variously A through E; E S C and P (E for Excellent, S for satisfactory, C for capable of doing better, and P for passing, with no mention of those making unsatisfactory grades); A through D and U for unsatisfactory grades. Two used A through F in grades seven and eight and a checklist for grades kindergarten through six; two used complete checklists in the elementary grades; one stated that they did not use letter grades but did not explain their method of grading and one failed to answer the question at all.

The question was asked as to whether prescribed percentage values were assigned to the letter grades. Fifty-one

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The question was asked as to whether prescribed percentage values were assigned to the letter grades. Fifty-one

principals, or forty-one percent stated that their schools did not. However, several of them then proceeded to set forth the scale that ninety-three to one hundred was A, eighty-seven to ninety-two was B, and so forth, so evidently the question did not carry the same meaning to all participants. The greater number of the remaining principals said that they did use a percentage system ranging from sixty-five to seventy-five for passing work, up to one hundred percent for perfect work. One school used the point system (assigning a prescribed number of points to each letter grade given). Eleven schools did not answer the question at all.

To the question concerning overt indication as to the satisfaction of the system to teachers, seventy-six schools reported no indication either way, two did not answer and the remaining forty-seven schools said that they had received reports from teachers. Some thought letter grades were unfair to slower learners, some upper grade teachers thought lower grade teachers tended to grade too high, causing dissatisfaction on the part of students and parents when the children reached the upper grades. Several said that they did not like the letter grade system but were dissatisfied with the S U N system and returned to letter grades for lack of something better.



Most parents seem to be satisfied, to some extent, with letter grades. They are familiar with the system and understand it, therefore, they, also, accept it for lack of something better.

The answers to the question of giving marks in classes where grouping is used, that is, whether children in average or slower groups can receive an "A" seems to be fairly evenly divided. Sixty-one said no, forty-six said yes, nine did not use grouping and nine did not answer. Of those saying yes, some qualified the answer by using a number to indicate the grade level along with the A. That is, an A in a third grade class working at a second grade third month level would not carry the same value as an A given to a third grade child working at third grade level.

In issuing grades, most schools consider factors other than achievement. Only twelve of the schools reporting, stated that achievement alone was considered. One principal stated that he did not believe that the A through F system of grading provided for any other consideration. One said that their grades were based wholly upon ability; one said that ability and effort were taken together and a separate grade given. Two did not answer. The other one hundred eight schools

took into consideration such factors as: attitude, conduct, ability, effort, recognition of extra work, teacher evaluation, home conditions, etc.

Not many elementary schools made use of a publicized honor roll. Only one school reported use of the honor roll for grades as low as third grade. One used it for grades four through twelve; one for five through twelve; seven used it for grades seven through twelve; and one used it for nine through twelve. Some of these reports came from unit systems having all grades, kindergarten through twelve. In these schools using honor rolls, the publicity ranged from reading the list in an assembly program or posting it on either a whole school bulletin board or a bulletin board in the individual rooms, to publishing the list of honored students in the local newspaper. Of the remaining one hundred fourteen schools which do not use an honor roll, most of them object to it on the grounds that it creates unfair competition for those students who can not achieve or for the reason that they feel that this puts the emphasis on grades rather than on learning and achievement.

For those using honor rolls, the requirements for placement upon it varied. One school required an A average, eleven required a B average, one a C plus average and one

school had two honor rolls. The high honor roll required all A's, and the honor roll required at least four A's, two B's with no C's.

Many schools not having an honor roll, as such, had scholastic requirements for school officer positions and for extra curricular activity participation. Forty-nine of the schools reporting did have scholastic requirements. Twelve of these schools required a C average, one required a B average, one required a degree of personal and social development in addition to A and B grades, one used the rules of the Illinois Elementary Activity Association as its standards and the remaining thirty-four schools require passing grades.

Frequency of reporting to parents was largely either on the nine week or quarter basis with seventy-three schools reporting the use of this interval or on the six week interval with forty-eight schools using this schedule. Three principals said they sent out report cards quarterly and the report card was supplemented with a parent-teacher conference. One school said they sent out reports to parents each month. One of the above schools stated that their grades one through six reported to parents each quarter but the Junior High reported on a six weeks basis.

Parent-teacher conferences in one form or another

seemed to be an important part of the reporting to parents in many of the schools reporting. To the question "Do you use regularly scheduled parent-teacher conferences as a means of reporting to parents?" fifty of the schools stated that they did. The number and frequency of these conferences varied widely. Eleven schools reported that such scheduled conferences were held in kindergarten and first grades only, two used this method in kindergarten through third grade and in four schools the conference plan was in the planning stage only. Thirty schools reported that conferences were not regularly scheduled but were arranged for at the discretion of either the parent or the teacher. Eleven schools said they were held for each child in each grade once each year, seventeen said they used them twice each year, nine schools used one regularly scheduled conference plus as many more as were required and two schools planned two conferences plus others as needed. One school held group conferences in connection with open house each semester, one school held open time for conferences each quarter, three schools reported holding conferences each six weeks for parents whose children were doing unsatisfactory work, four schools held conferences each month in conjunction with the regular monthly P. T. A. meeting, and one school said their teachers were available for conferences each day while the music

teacher was in each individual room.

When asked if these conferences were held during school time, twenty-one schools said yes, forty-eight reported no, twenty-four said school was dismissed early for several afternoons and six reported school was dismissed all day or an institute day was used for conferences. To the query as to whether school districts furnished substitute teachers to free regular teachers for conferences, five said yes, seventy-eight said no, two said if necessary and several did not answer the question at all. Some of these regularly scheduled conferences were in lieu of a report card and some were in addition to the regular report card sent out to parents. Seventy-two principals reported that regularly scheduled conferences were not a part of their reporting to parents so the question of time or substitute teachers did not apply to them at all.

#### Reporting Practices

The kinds of reports sent out to parents were many and varied, ranging from a simple folded card with one side bearing letter grades for academic subjects and a check list of personal and social traits on the other to elaborate booklets and mimeographed sheets on which every conceivable developmental trait of a child that could be evaluated and reported upon was listed. In addition to

this check list was an academic progress record of the child together with space for comments by the teacher and space for comments of the parents. The single card type seemed to be most popular with ninety-nine schools reporting its use to eighteen schools using the more elaborate type. Four schools used the simple card type with the addition of personal notes written to each individual parent.

When asked whether there had been any overt indication as to the satisfaction of their reporting method by either teachers or parents, eighty-three said there had been no indication either way. Thirty-one said there had been comments with seventeen liking it and three disliking it. Four schools said their parents and teachers accepted it for lack of something better, three people were in favor of conferences, and seven schools which stated that they had had comments did not indicate whether the comments were favorable or unfavorable.

#### Promotion Practices

It was found that in granting promotions, most principals did consider factors other than subject matter grades. Ninety-nine principals reported that they considered physical development, one hundred eight considered chronological age, eighty-eight considered social maturity, nine considered mental maturity, nine judged attitudes of child

or parents as important, fifteen considered the ability of the child, twelve relied on the possible benefit to the student by retention, eight considered previous retentions and four examined the I.Q. of the child. Perhaps the reason the first three mentioned factors so far exceeded the others in reply, was the fact that these three were suggested on the questionnaire.

#### Recent Changes in Reporting

Most of the schools reporting had used their present means of reporting to parents for at least five years. One hundred six schools reported no change in reporting in that length of time. Of the nineteen schools reporting changes many of them were minor. Two changed from a progress report to a conventional marking type and two added parent-teacher conferences to report cards. One added a conference night and a two hour night class during American Education Week, one added plus and minus to the letter grades, one added a citizenship check list to the report card, one changed from a six week reporting period to a nine week reporting period, and one said they had minor changes each year made by a committee of teachers and parents.

As to why the changes were made, most were due to dissatisfaction of parents or teachers or both. One reported that their old method was no longer adequate and another

said that new non-graded classes and team teaching made changes in reporting necessary.



## CHAPTER III

### CONCLUSIONS AND RECOMMENDATIONS

The following conclusions have been drawn by the writer: In the specified area of East Central Illinois, most schools gave letter grades to students and the conventional marking system with assigned percentage values given to letters was the most popular. This system is not entirely satisfactory to either teachers or parents but was accepted by both for a lack of something better. More dissatisfaction was voiced by teachers than parents. Parents were used to this system, they understood it and most accepted it.

Grouping within the classroom was used in most schools. In a larger percentage of classes children in an average or lower group could not receive an A. However, in some instances A's were given and some were qualified with numbers indicating the grade level at which the child was working.

Most elementary schools in this area did not make use of a publicized honor roll as such but many did have scholastic requirements for extra-curricular activity participation.

Reporting frequencies were largely either nine weeks or six weeks intervals with the larger number being nine weeks. In many of these schools parent-teacher conferences, either regularly scheduled or scheduled as needed, were an important part of their reporting. In some cases the conferences were used in lieu of a report card for certain reporting periods and in some cases they were in addition to the report card. In most cases the conferences were not held during school time and no release time nor compensation were given teachers for the additional time used. This system of reporting like the system of grading is not considered completely satisfactory by either the teachers or the parents but is generally accepted by both because nothing better has been found as yet.

Most schools did consider factors other than subject matter grades in granting promotions. The most common of these factors were physical development, chronological age, social maturity, mental maturity, ability, attitudes of the child and the parents, previous retentions and possible benefits to the student by retention.

Most schools had not changed to any great extent their methods or systems of grading within the past five years.

This study has revealed that most schools in this area

have done nothing to change their grading and reporting systems within the past five years. It would seem that no change was an indication that they were either satisfied with their present system or they did not know what to do to improve it so, as a result, they just let it stand as it was. The writer does not believe that it is the former since several principals made such comments as: "not completely satisfactory", "believe it could be improved", "does not seem to tell all it should", etc. Therefore, it must be the latter.

Parents, like children, are each one different. Each one reacts differently to our reporting system. They have different concerns and different understandings. They are interested in the development of different areas of their children. Parents of children who are college bound are interested in the total development of their children while parents whose children will be forced to take a job immediately following graduation from high school or before, may be more interested in the development of those talents which will aid his children in obtaining employment.

The information concerning the progress of children must be given in terms which can be understood by the individual parents.

Grades are, at best, abstract; an estimated evaluation

of a child's achievement based upon his ability. What is a child's ability? How can a teacher be sure what a child is capable of doing in light of what he is actually achieving? Tests are given which perhaps give some indication of his capabilities, but his capabilities of yesterday or tomorrow may be different. Many things besides his ability may enter into the results of tests. Did he eat a good healthy breakfast before he came to school? Did he have adequate sleep and rest the night before? Is his physical condition up to par on this special day? Did every thing go smoothly at home the morning before he started to school? Is there any thing at home that might have upset him or that might take his attention from his school work? How does he react to tests in general? So many things might enter into the result of a test, so, grades are at best, a carefully studied, weighed, and measured estimate of what a child has achieved against what he is capable of doing.

In educational circles, the point that each child is a different individual and should be treated as such, is always stressed, yet when it comes to reporting his progress to his parents, he is classified and his progress judged in comparison with every other child in the room. He ceases to be an individual and becomes one of a group who has achieved a mark of A or B or C as compared with a

standard of perfection.

Grades accomplish nothing in themselves. They do not represent to the parent the quality of work their child is doing in light of what he is able to do but rather, if anything, how his work compares to that of other students in his class with like or different abilities. In the opinion of the writer we would all fare better without the issuance of grades at all but rather a progress report of some kind which would report to parents improvements or digressions and areas of achievements and those needing improvement. However, as long as colleges make grades an important part of the requirements for entrance it will be necessary to issue grades to students. Colleges not only require grades but how students rank in order in their class which puts even more emphasis on grades.

Perhaps reporting should be an individual process. Such a system would be invaluable to parents and children but would be prohibitive to teachers because of the huge expenditure in time required to write individual reports to each parent for each reporting period.

. . . . All this suggests there is no magic for developing good reporting systems. All investigations and studies lead to the conclusion that no satisfactory report card has yet been devised. Reports should inform parents and maintain good school-home relations. Reports should not reward or punish pupils, determine promotions, or compare pupils one with another. . . . In the judgment of this author the teacher-parent

conference is the superior, perhaps the only adequate way for satisfying these criteria. Reporting should be direct and personal. It should allow for two-way conversation involving explanation, question and answer, suggestions for the parent from the teacher, information from the parent for the teacher<sup>1</sup>. . . . .

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<sup>1</sup>Hans C. Olsen, "Present Practices and Trends in Reporting to Parents", Illinois Education Journal, Educational Press Assn. of America, Springfield, Illinois, January 1964.

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APPENDIX



School \_\_\_\_\_

Principal \_\_\_\_\_

QUESTIONNAIRE

1. Do you give letter grades to students? Yes \_\_\_\_\_ No \_\_\_\_\_
2. What letter system is used? (Explain) \_\_\_\_\_  
\_\_\_\_\_
3. Does your school use a prescribed percentage system of assigning values to your letter grades? Yes \_\_\_\_\_ No \_\_\_\_\_  
If so, explain \_\_\_\_\_
4. Has there been any overt indication as to the satisfaction with this system on the part of your teachers? Yes \_\_\_\_\_ No \_\_\_\_\_ If so, explain \_\_\_\_\_
5. Do parents seem satisfied with this system? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_
6. In case of grouping within the class room, does each group start at the top of the grading scale - that is, is it possible for a child in an average or slow group to make A? Yes \_\_\_\_\_ No \_\_\_\_\_
7. In grading, do you take into consideration ability, effort, or anything other than achievement? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_
8. Does your school publish, post, or publicize in any way, an honor roll? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_
9. What are the requirements for placement on the honor roll? Explain \_\_\_\_\_
10. Are there scholastic requirements for candidacy for school offices or extra-curricular activity participation? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_
11. What is the frequency of your reports to parents? Monthly \_\_\_\_\_ Six Weeks \_\_\_\_\_ Quarterly \_\_\_\_\_ Other \_\_\_\_\_  
Explain \_\_\_\_\_

12. Do you use regularly scheduled parent-teacher conferences as a means of reporting to parents? Yes \_\_\_\_\_  
No \_\_\_\_\_
13. How often are these conferences held? Explain \_\_\_\_\_  
\_\_\_\_\_
14. Are these conferences held during school hours? Yes \_\_\_\_\_  
No \_\_\_\_\_
15. Does your school district supply a substitute teacher to free your teachers for such conferences? Yes \_\_\_\_\_  
No \_\_\_\_\_
16. Do you use a single sheet or card \_\_\_\_\_ multiple sheets or cards \_\_\_\_\_ grade slips \_\_\_\_\_ other \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_
17. Has there been any overt indication as to the satisfaction of this system on the part of your teachers or parents? Yes \_\_\_\_\_ No \_\_\_\_\_ Explain \_\_\_\_\_  
\_\_\_\_\_
18. In granting promotions, do you consider anything other than subject matter grades? Yes \_\_\_\_\_ No \_\_\_\_\_
19. If other things are considered, which of these factors do you use? Physical development \_\_\_\_\_ Chronological age \_\_\_\_\_ Social maturity \_\_\_\_\_ Others (Explain) \_\_\_\_\_  
\_\_\_\_\_
20. Has your school, at any time within the past five years, used a different method of reporting to parents? Yes \_\_\_\_\_ No \_\_\_\_\_
21. If the answer to the above question was "Yes", what was the method and why was the change made? \_\_\_\_\_  
\_\_\_\_\_
22. Would you please send me a copy of your "Report to Parents"?

Note: Please use the bottom or the back of this sheet for any comments you would care to make.

Thank you for your assistance.

303 S. Lafayette Street  
Newton, Illinois  
October 24, 1963

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Dear Administrator,

There have been many studies made concerning our system of assigning grades to pupils, and of reporting pupil progress to parents, but the findings of these studies do not seem to have resulted in drastic changes or improvements.

As a project for a paper for my Master's degree at Eastern Illinois University, I have developed the enclosed questionnaire in an effort to determine what other schools in a specified area are doing concerning these problems. It is my hope that, after carefully studying all collected data, I might be able to offer some suggestions or recommendations to improve the present plan, making it more workable and more satisfactory to students, to parents, and to teachers.

I am sending these questionnaires to all elementary principles in schools of East Central Illinois, an area comprised of twelve counties.

I would appreciate your help in completing this questionnaire. When it is completed, please return it to me in the enclosed self-addressed, stamped envelope.

Any data gathered will be made available to interested persons, as soon after January 1, 1964, as is possible.

Thank you for your assistance.

Sincerely,

Enclosure

(Mrs.) Helen A. Dalton