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RELATION OF PUPIL PROGRESS  
TO TYPES OF REPORTS

by

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fulfillment of the requirements  
for the Degree of Master of Arts.  
in the Department of Education

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This thesis is dedicated  
to a friend of the writer,  
Margurite Clark Moye,  
Snow Hill, North Carolina

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## PREFACE

This thesis is offered to the educational public in the hope that it may contribute something to the cause of a better type of pupil report card sent to parents.

To mention all who have helped with this study is quite impossible. Acknowledgments are due Principal J. W. Gaddy and Superintendent R. B. Griffin of Roxboro for almost complete freedom in the handling of classes in Roxboro high school. Without this cooperation this study would have been impossible.

Professors E. L. Henderson and Hubert C. Haynes, of East Carolina Teachers College, have given invaluable suggestions and guidance during this study.

Acknowledgments are also due my colleagues and student readers for their enthusiastic cooperation, especially to Mr. Robert Littrell and Mr. Jack Humphrey, who as proof readers, helped in the composition.

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## CHAPTER. I

### RELATION OF PUPIL PROGRESS TO TYPES OF REPORTS

#### INTRODUCTION

##### PURPOSE OF STUDY

The purpose of this study is to determine the relation of the PROGRESS REPORT CARD and the TRADITIONAL REPORT CARD to the progress of the pupils.

##### NATURE OF STUDY

This investigation was limited to nine groups of pupils ranging in number from 35 to 43 pupils in each. For three consecutive years two seventh grades and one sixth grade were included in this study. Two types of report cards were given these grades. One grade was given the "Traditional Report Card" and two grades were given the "Progress Report Card" each year and they were alternated each of the three years. The grades, the type of report cards associated with each, and an explanation of the numbers referring to each are listed

here:

6-1	-	-	-	-	-	"Traditional Report Card"
6-2	-	-	-	-	-	"Progress Report Card"
6-3	-	-	-	-	-	"Progress Report Card"
7A1	-	-	-	-	-	"Progress Report Card"
7A2	-	-	-	-	-	"Progress Report Card"
7A3	-	-	-	-	-	"Progress Report Card"
7B1	-	-	-	-	-	"Progress Report Card"
7B2	-	-	-	-	-	"Traditional Report Card"
7B3	-	-	-	-	-	"Traditional Report Card"

The 6 and 7 represent the sixth and seventh grade. 1, 2, and 3 represent the first, second, and third years of this study. The A and B are used to distinguish sections of the seventh grade. These groups are listed here by years and are associated with the report card used with each group during the three years.

The First Year, 1937-38, these Groups were used: <Diagram 1, CHAPTER II>

6-1	-	-	-	-	-	"Traditional Report Card"
7A1	-	-	-	-	-	"Progress Report Card"
7B1	-	-	-	-	-	"Progress Report Card"

The Second Year, 1938-39, these Groups were used: <Diagram II, CHAPTER III>

6-2	-	-	-	-	-	"Progress Report Card"
7A2	-	-	-	-	-	"Progress Report Card"
7B2	-	-	-	-	-	"Traditional Report Card"

The Third Year, 1939-40, these Groups were used: <Diagram III, CHAPTER IV>

6-3	-	-	-	-	"Progress Report Card"
7A3	-	-	-	-	"Progress Report Card"
7B3	-	-	-	-	"Traditional Report Card"

In the duration of this study three groups, 6-1, 7B2, and 7B3 were given the "Traditional Report Card" while six groups, 6-2, 6-3, 7A1, 7A2, 7A3, and 7B1 were given the "Progress Report Card". To determine what relation there was between the "progress" of the pupils and the type of report used, the achievement of the students is measured at the beginning and end of each year by different forms of the Metropolitan Achievement Test. The difference between these two achievements is referred to as "progress." The "progress" that the pupils made using each type of report card will determine the relation of the "Progress Report Card" and the "Traditional Report Card" to the "progress" of the pupils.

This study was made in the Roxboro high school building where three grammar grades were accommodated because of lack of space in the graded schools. There were two seventh grades and one sixth grade in the high school building included in this study. Each year the two seventh grades were promoted to high school and the sixth grade was promoted to the seventh grade. A new seventh and a new sixth grade came in each year from other graded schools in Roxboro. Only two groups of pupils,

6-1 and 6-2, were the same groups of pupils given both types of report cards. Constant elements of all groups throughout this study are shown in CHAPTER VI.

The groups studied were not selected on the basis of IQ's, but the IQ's of each group were considered in comparing the "Progress Report Card" with the "Traditional Report Card" in each year of the study and in the three years a summary of the study was made.

#### IMPORTANCE OF THE STUDY

School examination have long been used for administrative purposes. It is probably true that the administrative use of tests still comprises the major emphasis placed on school tests. The marks are used as a basis for promotion and for rating the teachers. The viewpoint toward tests in the past was entirely in accord with and probably an outgrowth of the graded school organization, the sectioning of the curriculum into years or semesters, and the theory that justified promotional and failures.

Today educational theory is tending strongly away from the traditional point of view. Some school systems are doing away with "Grades" altogether and are basing the pupil's progress on what he has accomplished rather than whether he has mastered an arbitrary percentage of the work required of a given grade. Although tests are still generally used chiefly for administrative purposes, there is a marked tendency to use the data also to

justify educationally more valuable and significant needs, such as analysis of individual achievement as a basis for remedial work and the determining of supervisory needs of teachers. This tendency is the result of changes in general educational theory. It is not a characteristic of the education measurements movement itself.<sup>1</sup> There are many educators who believe that marking as now carried on has no place in our educational system. "To mark or not to mark" is clearly a main issue of the two educational theories discussed in this chapter.

In order to show that the progress of the pupil is becoming more important than the marks he makes, the writer cites recent trends in the development of report cards. Lee, in his Guide to Measurement in Secondary Schools says: "the marking system is under close scrutiny by many secondary schools. Many teachers use the club of marking to force studying instead of providing stimulating learning experiences which challenge the pupil. The immediate abolition of marks would probably leave both pupils and teachers confused, but it is possible gradually to lessen the importance of marks. This elimination of marks should be begun in the elementary schools and this carried into the secondary schools. In many elementary schools marks are no longer used. With the result that the attention of teachers is focused upon the improvement of children rather than upon assigning marks for their work."

---

1. For a fuller discussion of the importance of this problem see Orleans, Jacob S., Measurements in Education, 1937, p. 123.

"The reliability and validity of marks long have been questioned. There have been numerous suggestions for improvement. There seem to be several plans followed at the present time. In some schools the emphasis on marks is being decreased gradually, eventually doing away with marks. The number of points in a grading system can be decreased from year to year, and the teacher can be trained to substitute worth-while and interesting learning experiences to challenge the students. Another plan involves writing the parent a short note describing the work and adjustment of the student in school. This plan is being followed with considerable success in the Washington junior high school in Long Beach, in the junior high schools of Burbank, California, and in numerous other schools. A third plan is to improve the reliability of the traditional system of marking."<sup>2</sup>

Each plan requires a different approach. The emphasis of this study involves writing the parents a note describing the work and adjustment of the student in school.

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2. D. Appleton-Century Company, Inc., N. Y.; 1939; p. 226.

## TYPES OF REPORT CARDS

Two forms of the "Progress Report Card" and two forms of the "Traditional Report Card" are given to illustrate each type. The first form in each was used in this study. Other forms of the "Progress Report Cards" are found in the appendix of this thesis. The following are copies of report cards of the pupils used in this study.

## FORM I

## PROGRESS REPORT CARD

&lt;Front Side&gt;

A Record of the Growth

of \_\_\_\_\_ &lt;Pupil&gt;

19\_\_

19\_\_

Teacher's Signature \_\_\_\_\_ &lt;Teacher&gt;

## FORM I &lt;Continued&gt;

## PROGRESS REPORT CARD

Name \_\_\_\_\_ Course \_\_\_\_\_  
 Period \_\_\_\_\_ Date \_\_\_\_\_

## COURSE CONTENT

In the study of Moby Dick, the aims were: to acquaint the student with a great sea story; to develop an appreciation for stories of adventure; and to further interest in reading novels in relation to this story.

The unit on letter writing had as its purposes: to familiarize the student with the most important types of letters; and to direct the student in the writing of more effective letters of the various types.

## PUPIL DEVELOPMENT AND ACHIEVEMENT

Her work has been passing but she is capable of better work. I like X and believe that when she once decides to show what she can do, there will be no holding her back. At present her interest lies elsewhere than in establishing for herself a fine background of knowledge. She needs to develop better study habits. Her work on letter writing was commendable.

At present her attitude and conduct are far from what they should be.

SIGNED \_\_\_\_\_ <Teacher>



## FORM I &lt;Continued&gt;

## OPPORTUNITY FOR PARENT COMMENT

Please give any information concerning pupil's progress, lack of progress, personality, study habits, physical condition, attitude, or any other factor which may be helpful to the teacher.

I heartily agree with you in your remarks. I have tried so much to show her the value of her establishing this background of knowledge. I think she will do better in the future.

SIGNED \_\_\_\_\_ <Parent>

## OPPORTUNITY FOR PUPIL COMMENT

Please give any information about your own progress, difficulties, need of help, or suggestions for improving the course which may be helpful to the teacher.

Not too much literature, but more grammar and spelling classes.

SIGNED \_\_\_\_\_ <Pupil>

## FORM I &lt;Continued&gt;

## PROGRESS REPORT CARD

&lt;Back Side&gt;

Promoted \_\_\_\_\_

## ATTENDANCE RECORD

	1st. Two months	2nd. Two Months	3rd. Two Months	4th. Two Months
Times Absent				
Times Tardy				

This "Progress Report Card" gave the teacher, parent, and pupil an opportunity to make comments. A report as FORM I, was given in each subject by the subject-teacher, where work was departmental. This report was filed, when returned, in the classroom where the pupil, parents, or teacher might have access to it.

FORM II  
 PROGRESS REPORT CARD

<Front Side>

A Record of the Growth  
 of \_\_\_\_\_ <Pupil>  
 in Grade \_\_\_\_\_ <Grade>

19\_\_

19\_\_

Teacher's Signature \_\_\_\_\_ <Teacher>

---

First record end of second month X is very interested in sports. She cooperates with her playmates and is liked by them. She is quieter in the classroom than outside. Her work in percentage has not been entirely satisfactory. Reading seems to be her strong point and I commend her for it. Her work is not average or her very best. Encourage her to do her best work.

---

Second record end of fourth month X has fallen down slightly in the amount of reading done for this period. I can see some improvement in arithmetic. She is a hard worker in school and has a splendid attitude about everything she does. Her papers could be neater. I had to correct her once for eating in school. Help and encourage X to do a satisfactory job this period.

---

Third record end of sixth month X is interested in almost everything we take up in class. She seems to lack energy for the things she should and wants to do. See that she gets enough sleep. She has done a fine job in her arithmetic and quadrilaterals. Her spelling is improving. She lacks initiative but does well what is assigned her. Her conduct was not entirely good this period.

---

Fourth record end of eighth month X is very quiet. She seldom ever makes a contribution voluntarily. She works very steadily and does what is assigned. She does little on

her own initiative. She has improved much in the amount of pleasure reading she does. Her scores on the standard tests are not very high but I think that is partly due to the fact that she has not taken many tests like that. I think summer school should make it possible for her to go on to      x grade.

---

FORM II <Continued>

<Back Side>

ATTENDANCE RECORD

	1st. Two Months	2nd. Two Months	3rd. Two Months	4th. Two Months
Times Absent				
Times Tardy				

PARENT'S SIGNATURE

First two months \_\_\_\_\_

Second two months \_\_\_\_\_

Third two months \_\_\_\_\_

Fourth two months \_\_\_\_\_

Form II was set up to be used in schools organized on the grade plan rather than on the departmental plan. This form was not used in the Roxboro high school because departmental work was done there.

## TRADITIONAL REPORT CARD

## FORM I

Name \_\_\_\_\_

Six weeks period	1	2	3	Exam.	Total	1	2	etc.
English	C	B	B-	C	B-			
Mathematics	B	B	B	A-	B			
Science	B	B	B	B	B			
Ind. Arts	C	B	B	B	B			
Art	A	A	A	A	A			
Music	A	A	A	A	A			
Phy. Ed.	A	A	A	A	A			
Geography	B	C	C	C	C			
Days absent	1	2	0		3			
Days tardy	0	1	2		3			
Attitude	A	A	A		A			

FORM I &lt;Continued&gt;

&lt;Back Side&gt;

<School Unit><School>

ATTITUDE--Cooperation with teacher and fellow  
student; industrious; respect for school property.

## Explanation of Marks

A----Excellent--90-100

B----Good--80-90

C----Fair--70-80

F----Failure

To Parents:

Please examine the reverse side of this report  
carefully noting the pupil's progress and standing.  
Earnest cooperation on your part is desired that  
we may do the best for this pupil.

\_\_\_\_\_Principal \_\_\_\_\_Superintendent

PARENT'S SIGNATURE

1st 6 weeks \_\_\_\_\_

2nd 6 weeks \_\_\_\_\_

3rd 6 weeks \_\_\_\_\_

## FORM. II

## TRADITIONAL REPORT CARD

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

Months	1	2	3	4	Exam.	Sem.	1	2	etc.
English	5	4	4	3	4	4			
History	5	5	5	5	5	5			
Arith.	3	4	3	2	1	3			
Phy. Ed.	1	1	1	1	1	1			
Music	1	1	1	1	1	1			
Art	1	1	1	1	1	1			
Geog.	2	2	3	4	5	3			
Ind. Art									
Health									
Science									
Conduct	1	2	2	2		2			
Tardy	1	0	0	0		1			
Absent	6	0	0	1		7			



FORM II &lt;Continued&gt;

&lt;Back Side&gt;

<School Unit><School>

Conduct-- Cooperation with teachers and fellow  
students.

## Explanation of Marks

1----95-100

2----88-94

3----85-87

4----78-84 .

5----70-77

6----Failure

To Parents:

Please examine this report carefully.

Earnest cooperation on your part is desired  
that we may do the best for this pupil.

                    Principal                    Sup't.

PARENT'S SIGNATURE

1

2

3

4

## SOURCE OF DATA

The data used in this study were secured from the Metropolitan Achievement Test which was given by the writer, from records in the principal's office, from the help of Miss Lucille Clark and Miss Margaret Harkrader in keeping records of students in the writer's department, and from records he recorded during the three years of the study.

## RELATED STUDIES

M. R. Trabue Compiled a graphic chart for representing educational achievement scores.<sup>3</sup> Through the research division of the National Education Association, or through the library of East Carolina Teachers College the writer was unable to find any record of a study of this nature.

The "Progress Report Card," FORM I, used in this study was used first in 1938 by Mr. Vester Mulholland, principal, Greenville high school, and his teachers. FORM II, was used first in 1938 by Miss Frances Wahl, principal, Training School, East Carolina Teachers College, and her teachers.

The "Traditional Report Card," FORM I, was used in Roxboro high school. FORM II, was taken from a collection made by the National Education Association. They are similar to the North

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3. "A Graphic Chart for Representing Educational Achievement Scores," Journal of Educational Research, 9, Vol. 5 (May,

Carolina, state adopted, report card.

The research division of the National Education Association has no record of these "Progress Report Cards" and made a study in 1938 of report cards used in towns of 15,000 population or over in the United States.<sup>4</sup>

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<sup>4</sup>. This information was made available through a letter to the writer, August 10, 1939.

## CHAPTER II

### MEDIAN OF INTELLIGENCE QUOTIENTS, ACHIEVEMENT, AND PROGRESS FOR THREE GROUPS OF STUDENTS THE FIRST YEAR OF THIS STUDY, 1937-38

This chapter presents data relating to three groups of students. Group one will be referred to as 6-1, 1937-38. This group was given the "Traditional Report Card." Group two will be referred to as 7A1, 1937-38. This group was given the "Progress Report Card." Group three will be referred to as 7B1, 1937-38. This group was also given the "Progress Report Card."

Diagram of the Three Groups, 1937-38

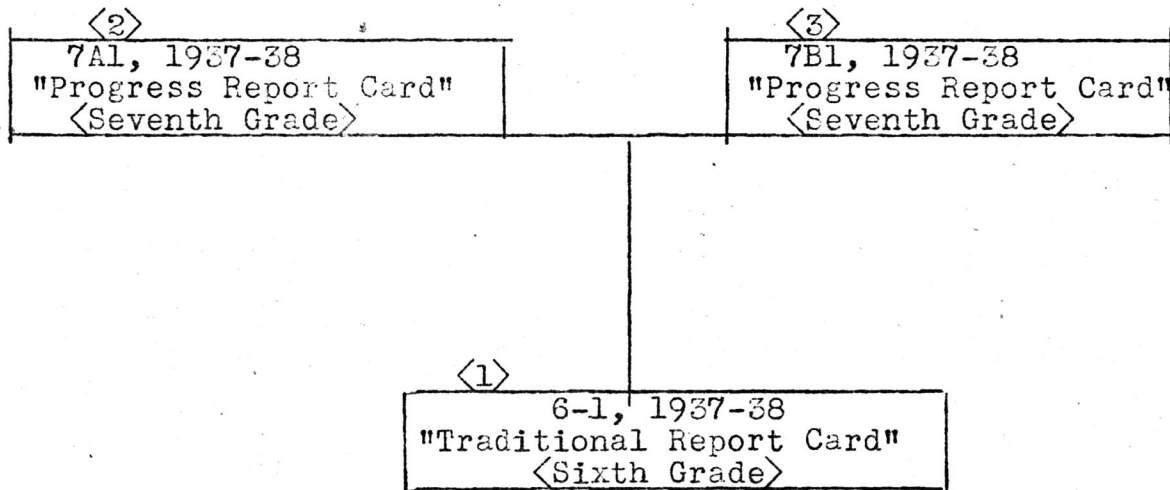


Diagram I

TABLE I

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Traditional Report Card," 6-1, 1937-38

Group <1>				
IQ's	Names <by Nos.>	Achieve. <April 15, 1937>	Achieve. <April 25, 1938>	Progress <Years & Months>
115	1	6.6	7.4	0.8
112	2	6.5	7.2	0.7
107	3	6.3	7.2	0.9
110	4	6.1	7.2	1.1
116	5	6.1	7.2	1.1
106	6	6.1	7.1	1.0
121	7	6.1	7.0	0.9
131	8	6.1	6.8	0.7
99	9	6.0	6.7	0.7
114	10	6.0	6.5	0.5
112	11	5.7	6.4	0.7
92	12	5.5	6.3	0.8
118	13	5.4	6.2	0.8
109	14	5.2	6.2	1.0
98	15	5.5	6.1	0.6
103	16	5.5	6.1	0.6
110	17	5.5	6.0	0.5
115	18	5.3	6.0	0.7
94	19	5.1	5.9	0.8
103	20	4.8	5.9	1.1
115	21	4.8	5.9	1.1
85	22	4.7	5.9	1.2
90	23	4.7	5.8	1.1
104	24	4.6	5.8	1.2
103	25	4.6	5.8	1.2
90	26	4.6	5.8	1.2
87	27	4.6	5.8	1.2
79	28	4.5	5.7	1.2
95	29	4.5	5.7	1.2
83	30	4.4	5.6	1.2
89	31	4.3	5.5	1.2
72	32	4.3	5.4	1.1
90	33	4.3	5.3	1.0
82	34	4.3	5.3	1.0
102	35	4.3	5.2	0.9
78	36	4.3	5.2	0.9
75	37	4.3	5.2	0.9
85	38	4.3	5.1	0.8
72	39	4.3	4.6	0.4
93	40	4.1	4.3	0.4
Mean	100	4.8	5.9	1.1

These data in TABLE I were taken from the results of the Metropolitan Achievement Test. Form "E" was given April 15, 1937, Form "B" was given April 25, 1938. The difference between these two Achievements gave the "progress" of the pupils in years and months.<sup>5</sup>

There were forty pupils in this group. Their IQ's ranged from 131 to 72. The Achievement at the beginning of the year ranged from 6 years-6 months <6.6> to 4 years-1 month <4.1>. The Achievement at the end of the year ranged from 7 years-4 months <7.4> to 4 years-3 months <4.3>. The progress of the group ranged from 1 year-2 months <1.2> to 4 months <0.4>.

The median IQ for the group was 100. The median Achievement at the beginning of the year was 4 years-8 months <4.8>. The median Achievement at the end of the year was 5 years-9 months <5.9>. The median progress of 6-1 for 1937-38 was 1 year-1 month <1.1>.

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5. <Direction Sheet> Metropolitan Achievement Test for Intermediate Grades.

TABLE II

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Progress Report Card," 7A1, 1937-38

Group <2>				
IQ's	Names <by Nos.>	Achieve. <April 15, 1937>	Achieve. <April 22, 1938>	Progress <Years & Months>
139	1	7.2	9.4	2.2
136	2	7.1	9.1	2.0
130	3	7.0	8.8	1.8
101	4	7.0	8.3	1.3
108	5	6.8	8.2	1.4
108	6	6.8	8.2	1.4
108	7	6.7	8.2	1.5
102	8	6.7	8.2	1.5
102	9	6.7	8.1	1.4
106	10	6.7	8.0	1.3
117	11	6.6	8.0	1.2
115	12	6.6	7.9	1.1
108	13	6.5	7.9	1.0
121	14	6.5	7.7	1.2
105	15	6.4	7.7	1.3
117	16	6.4	7.7	1.3
114	17	6.4	7.7	1.3
121	18	6.4	7.7	1.3
114	19	6.3	7.7	1.4
95	20	6.2	7.7	1.3
102	21	6.2	7.6	1.2
113	22	6.1	7.6	1.1
106	23	6.1	7.6	1.1
101	24	6.0	7.3	1.3
94	25	6.0	7.3	1.3
95	26	6.0	7.3	1.3
75	27	5.9	7.2	1.3
90	28	5.8	7.2	1.4
103	29	5.7	7.2	1.3
98	30	5.7	7.2	1.3
100	31	5.6	7.1	1.5
83	32	5.5	7.1	1.6
85	33	5.4	7.0	1.6
85	34	5.2	7.0	1.4
97	35	5.4	7.0	1.6
103	36	4.8	6.8	2.0
Median	106	6.3	7.7	1.4

These data in TABLE II were taken from the Metropolitan Achievement Test. Form "E" was given in April 15, 1937. Form "C" was given in April 22, 1938.

There were 36 pupils in this group. Their IQ's ranged from 139 to 85. The Achievement at the beginning of the year ranged from 7 years-2 months <7.2> to 4 years-8 months <4.8>. The Achievement at the end of the year ranged from 9 years-4 months <9.4> to 6 years-8 months <6.8>. The progress of this group ranged from 2 years-2 months <2.2> to 1 year-0 months <1.0>.

The median IQ for this group was 106. The median Achievement April 15, 1937 was 6 years-3 months <6.3>. The median Achievement April 22, 1938 was 7 years-7 months <7.7>. The median progress of 7A1, 1937-38, was 1 year-4 months <1.4>.



TABLE III

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Progress Report Card," 7B1, 1937-38

Group <3>				
IQ's	Names <by Nos.>	Achieve. <April 15, 1937>	Achieve. <April 25, 1938>	Progress <Years & Months>
110	1	8.0	11.9	3.9
116	2	7.6	11.9	4.3
107	3	7.5	11.9	4.4
131	4	7.4	11.9	4.5
121	5	7.4	11.7	4.3
106	6	7.4	11.7	4.3
99	7	7.4	10.8	3.4
114	8	7.3	10.6	3.2
118	9	7.3	9.9	2.6
109	10	7.2	9.8	2.6
103	11	7.2	9.5	2.3
110	12	7.2	9.5	2.3
115	13	7.2	9.5	2.3
82	14	7.2	9.3	2.1
96	15	7.1	9.3	2.2
94	16	7.1	9.2	2.1
103	17	7.1	9.2	2.1
115	18	6.9	9.0	2.1
85	19	6.8	8.8	2.0
90	20	6.8	8.6	1.8
72	21	6.8	8.5	1.7
89	22	6.7	8.5	1.8
83	23	6.7	8.3	1.6
94	24	6.6	8.1	1.5
87	25	6.6	8.1	1.5
94	26	6.5	8.0	1.5
104	27	6.5	7.9	1.4
103	28	6.5	7.6	1.1
90	29	6.5	7.8	1.2
75	30	6.4	7.4	1.0
89	31	6.4	7.4	1.0
887	32	6.4	7.2	0.8
85	33	6.3	7.1	0.8
79	34	6.2	7.0	0.8
95	35	6.2	6.9	0.7
93	36	6.1	6.9	0.8
72	37	6.0	6.9	0.9
85	38	6.0	6.8	0.8
75	39	5.9	6.8	0.9
78	40	5.8	6.6	0.8
102	41	5.9	6.6	0.7
80	42	5.0	6.0	1.0
90	43	4.7	5.9	1.2
Median	96	6.7	8.3	1.6

These data in TABLE III were taken from Form "E" and Form "A" of the Metropolitan Achievement Test.

There was 43 pupils in this group. Their IQ's ranged from 131 to 72. The Achievement on April 15, 1937 ranged from 8 years-0 months <8.0> to 4 years-7 months <4.7>. The Achievement on April 25, 1938 ranged from 11 years-9 months <11.9> to 5 years-9 months <5.9>. The progress ranged from 3 years-9 months <3.9> to 0 years-8 months <0.8>.

The median IQ of this group was 96. The median Achievement on April 15, 1937 was 6 years-7 months <6.7>. The median Achievement on April 25, 1938 was 8 years-3 months <8.3>. The median progress of 7B1 was 1 year-6 months <1.6>.

#### SUMMARY

The median IQ's using the "Progress Report Card" in 7A1 and 7B1 were 106 and 96. The median progress was 1 year-4 months <1.4> in 7A1 and 1 year-6 months <1.6> in 7B1.

The median IQ using the "Traditional Report Card" in 6-1 was 100. The median progress was 1 year-1 month <1.1>.

The median IQ in 6-1, the "Traditional Report Card," was less than 106 in 7A1 and more than 96 in 7B1. The median progress in 6-1 was 3 months <0.3> less than in 7A1 and 5 months <0.5> less than in 7B1. More progress was made in the groups using the "Progress Report Card."

CHAPTER III

MEDIAN OF INTELLIGENCE QUOTIENTS, ACHIEVEMENT,  
AND PROGRESS FOR THREE GROUPS OF STUDENTS  
THE FIRST YEAR OF THIS STUDY, 1938-39

This chapter presents data relating to three groups. Group one will be referred to as 6-2, 1938-39. This group was given the "Progress Report Card." Group two will be referred to as 7A2, 1938-39. This was the group referred to in CHAPTER II, as 6-1, 1937-38, using the "Traditional Report Card." During this year of the study 7A2 was given the "Progress Report Card." Group three will be referred to as 7B2, 1938-39. This group was given the "Traditional Report Card."

Diagram of the Three Groups, 1938-39

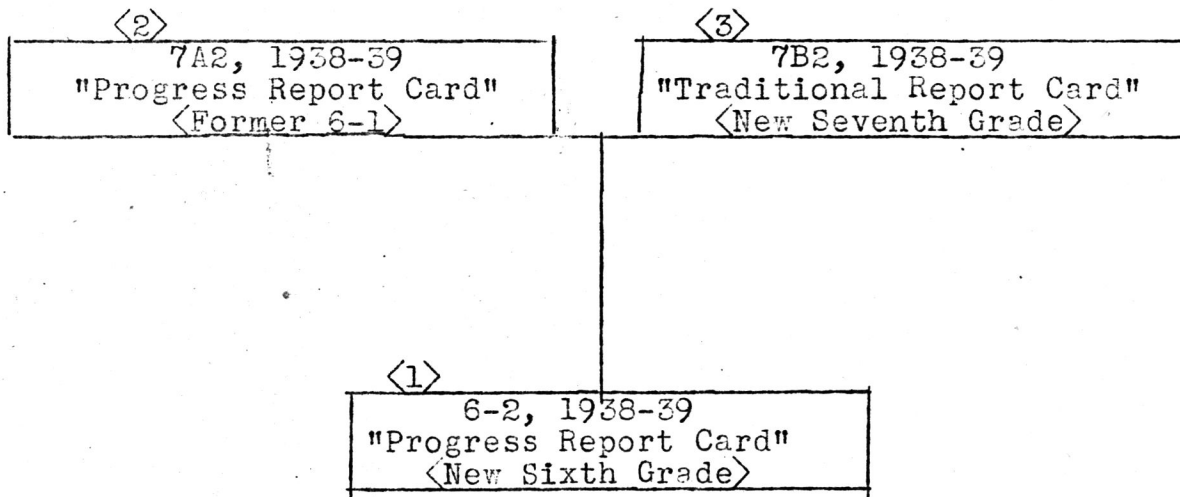


Diagram II

TABLE IV

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Progress Report Card," 6-2, 1938-39

Group <1>				
IQ's	Names <by Nos.>	Achieve. <April 15, 1938>	Achieve. <April 25, 1939>	Progress <Years & Months>
114	1	6.9	8.7	1.8
140	2	6.9	8.5	1.6
113	3	6.2	8.2	2.0
114	4	6.2	8.1	1.9
101	5	6.1	8.1	2.0
111	6	6.1	7.6	1.5
94	7	6.1	6.6	0.5
96	8	6.1	7.5	1.4
103	9	6.1	7.2	1.1
89	10	6.1	7.2	1.1
116	11	6.1	7.2	1.1
117	12	6.1	7.2	1.1
104	13	5.7	7.2	1.5
92	14	5.5	7.1	1.6
99	15	5.4	7.1	1.7
85	16	5.5	7.1	1.6
96	17	5.5	7.0	1.5
114	18	5.5	7.0	1.5
116	19	5.5	6.8	1.3
90	20	5.3	6.7	1.4
80	21	5.1	6.7	1.6
79	22	4.8	6.6	1.8
111	23	4.8	6.4	1.6
101	24	4.6	6.4	1.8
100	25	4.6	6.4	1.8
98	26	4.4	6.4	2.0
106	27	4.4	6.2	1.8
99	28	4.4	6.2	1.8
84	29	4.3	6.2	1.9
95	30	4.3	6.0	1.7
79	31	4.3	6.0	1.7
85	32	4.3	5.8	1.5
79	33	4.3	5.7	1.4
91	34	4.3	5.7	1.4
80	35	4.3	5.7	1.4
74	36	4.1	5.7	1.6
Median	98	5.5	6.8	1.3

These data in TABLE IV were taken from the Metropolitan Achievement Test. The Achievement on April 15, 1938 was taken from Form "B" and on April 25, 1939 was taken from Form "C". The Achievement on April 15, 1938 ranged from 6 years-9 months <6.9> to 4 years-1 months <4.1>. The Achievement April 25, 1939 ranged from 8 years-7 months <8.7> to 5 years-7 months <5.7>. The range of progress was from 2 years-0 months <2.0> to 0 years-5 months <0.5>. The IQ's ranged from 140 to 74.

The median IQ of this group was 98. The median Achievement April 15, 1938 was 5 years-5 months <5.5>, while on April 25, 1939 it was 6 years-8 months <6.8>. The median progress of group 6-2, was 1 year-3 months <1.3>.

TABLE V

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Progress Report Card," 7A2, 1938-39

Group <2> <Group 1 in Chapter II>				
IQ's	Names <by Nos.>	Achieve. <April 15, 1938>	Achieve. <April 25, 1939>	Progress Years & Months>
115	1	7.4	10.5	3.1
112	2	7.2	9.9	2.7
107	3	7.2	9.5	2.3
110	4	7.2	9.5	2.3
116	5	7.2	9.4	2.2
106	6	7.1	9.2	2.1
121	7	7.0	9.2	2.2
131	8	6.8	9.0	2.2
99	9	6.7	9.0	2.3
114	10	6.5	8.9	2.4
112	11	6.4	8.6	2.2
92	12	6.3	8.5	2.2
118	13	6.2	8.2	2.0
109	14	6.2	8.2	2.0
98	15	6.1	8.2	2.1
103	16	6.1	8.1	2.0
110	17	6.0	8.1	2.0
115	18	6.0	8.1	2.0
94	19	5.9	8.0	2.1
103	20	5.9	7.9	2.0
115	21	5.9	7.9	2.0
85	22	5.9	7.9	2.0
90	23	5.8	7.7	1.9
104	24	5.8	7.7	1.9
103	25	5.8	7.6	1.8
90	26	5.8	7.6	1.8
87	27	5.8	7.5	1.7
79	28	5.7	7.5	1.8
95	29	5.7	7.5	1.8
83	30	5.6	7.5	1.9
89	31	5.5	7.3	1.8
72	32	5.4	7.1	1.7
90	33	5.3	7.0	1.7
82	34	5.2	7.0	1.8
102	35	5.2	7.0	1.8
78	36	5.2	6.8	1.7
85	37	5.1	6.8	1.7
92	38	4.6	6.3	1.7
93	39	4.3	6.1	1.8
Median	100	5.9	7.9	2.0

These data in TABLE V were taken from the Metropolitan Achievement Test. Form "B" was given April 15, 1938 and Form "E" April 25, 1939. The Achievement April 15, 1938 ranged from 7 years-4 months <7.4> to 4 years-9 months <4.9>. The Achievement April 25, 1939 ranged from 10 years-5 months <10.5> to 6 years-1 month <6.1>. The progress ranged from 3 years-0 months <3.0> to 1 year-6 months <1.6>. The IQ's ranged from 131 to 72.

The median IQ was 100. The median Achievement April 15, 1938 is 5 years-9 months <5.9> and April 25, 1939 was 7 years-9 months <7.9>. The median progress of 7A2 for 1938-39 was 2 years-0 months <2.0>.

TABLE VI

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Traditional Report Card," 7B2, 1938-39

IQ's	Names <by Nos.>	Achieve. Form "D" <April 15, 1938>	Achieve. Form "B" <April 25, 1939>	Progress <Years & Months>
147	1	8.0	10.0	2.0
117	2	7.6	9.0	1.4
114	3	7.5	8.9	1.4
129	4	7.4	8.9	1.5
128	5	7.4	8.9	1.5
132	6	7.4	8.8	1.4
115	7	7.3	8.6	1.3
114	8	7.3	8.6	1.3
121	9	7.3	8.5	1.2
112	10	7.2	8.6	1.4
117	11	7.2	8.6	1.4
102	12	7.2	8.6	1.4
100	13	7.2	8.5	1.3
108	14	7.1	8.4	1.3
110	15	7.1	8.2	1.1
118	16	7.1	8.2	1.1
113	17	6.9	8.2	1.4
96	18	6.8	7.9	1.1
123	19	6.8	7.9	1.1
124	20	6.8	7.9	1.1
107	21	6.7	7.9	1.2
118	22	6.7	7.8	1.1
107	23	6.6	7.6	1.0
106	24	6.6	7.6	1.0
106	25	6.5	7.6	1.1
100	26	6.5	7.6	1.1
98	27	6.5	7.6	1.1
116	28	6.5	7.6	1.1
101	29	6.4	7.5	1.1
97	30	6.4	7.5	1.1
93	31	6.3	7.5	1.2
111	32	6.3	7.4	1.1
95	33	6.2	7.3	1.1
80	34	6.2	7.3	1.1
62	35	6.1	7.0	0.9
84	36	6.0	6.7	0.7
Median	109	6.8	7.9	1.1



These data in TABLE VI were taken from Form "D" by the Metropolitan Achievement Test. The Achievement in Form "D" ranged from 8 years-0 months <8.0> to 6 years-0 months <6.0>. The Achievement of Form "B" ranged from 10 years-0 months <10.0> to 6 years-7 months <6.7>. The progress ranged from 2 years-0 months <2.0> to 0 years-7 months <0.7>. The IQ's ranged from 147 to 62.

The median IQ was 109. The median Achievement in Form "D" was 6 years-8 months <6.8>, and in Form "B" was 7 years-9 months <7.9>. The median progress of 7B2, 1938-39 was 1 year-1 month <1.1>.

#### SUMMARY

The median IQ in group 7B2 was 109. This group was given the "Traditional Report Card." The median IQ in group 6-2 was 98. In group 7A2 the median IQ was 100. Groups 6-2 and 7A2 were given the "Progress Report Card." The median IQ in 7B2 using the "Traditional Report Card" was 11 points higher than in 6-2 and 9 points higher than in 7A2 using the "Progress Report Card."

The median progress in group 6-2 was 1 year-3 months <1.3> using the "Progress Report Card." The Median Progress in group 7A2 was 2 years-0 months <2.0> using the "Progress Report Card." <Note: this was the former 6-1, 1937-38>

in CHAPTER II, TABLE I, and made 1 year-1 month <1.1> progress using the "Traditional Report Card." The median progress in group 7B2 was 1 year-1 month <1.1> using the "Traditional Report Card." There was a median difference in 6-2 of 2 months <0.2> progress over 7B2. The median difference of progress in 7A2 over 7B2 was 9 months <0.9>. 7B2 using the "Traditional Report Card" and having a higher IQ made less progress than the groups using the "Progress Report Card." The groups using the "Progress Report Card" made more progress.

## CHAPTER IV

### MEDIAN OF INTELLIGENCE QUOTIENTS, ACHIEVEMENT, AND PROGRESS FOR THREE GROUPS OF STUDENTS THE THIRD YEAR OF THIS STUDY, 1939-40

All data in this chapter were taken from different forms of the Metropolitan Achievement Test for intermediate grades. Three groups are presented. Group one was given the "Progress Report Card" and will be referred to as 6-3, 1939-40. Group two was given the "Traditional Report Card" and will be referred to as 7B3, 1939-40. <Note: 7B3, 1939-40 is the former 6-2 referred to in CHAPTER III, TABLE IV.> Group three was given the "Progress Report Card" and will be referred to as 7A3, 1939-40.

Diagram of the Three Groups, 1939-40

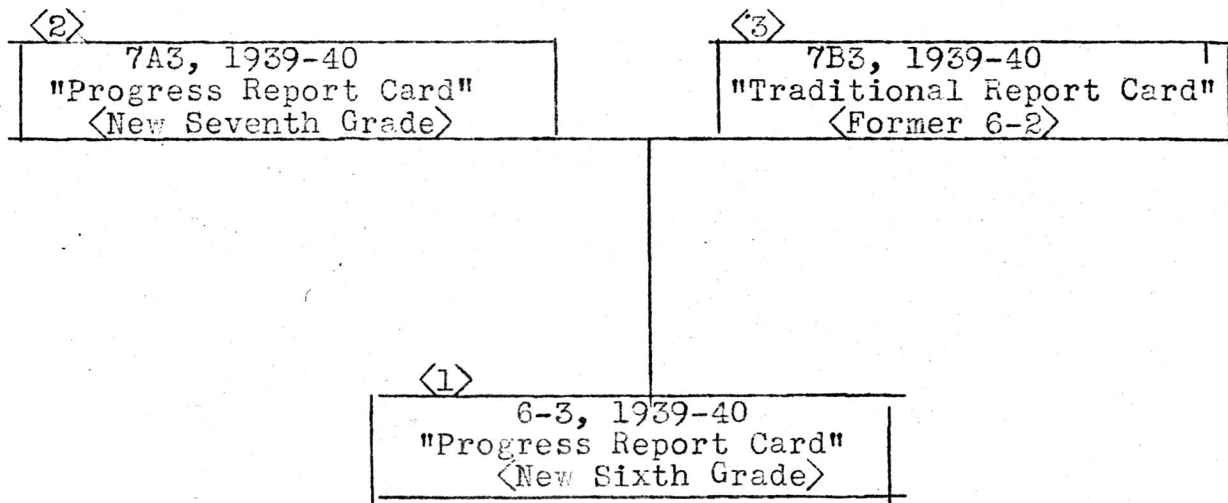


Diagram III

TABLE VII

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Progress Report Card," 6-3, 1939-40

Group <1>

IQ's	Names <by Nos.>	Achieve. <April 15, 1939>	Achieve. <April 25, 1940>	Progress <Years & Months>
115	1	7.6	8.9	1.3
110	2	7.4	8.9	1.5
107	3	7.4	8.9	1.5
110	4	7.3	8.9	1.6
116	5	7.2	8.8	1.6
106	6	7.1	8.8	1.7
121	7	7.1	8.8	1.7
130	8	7.1	8.8	1.7
99	9	7.1	8.7	1.6
114	10	7.1	8.6	1.5
112	11	6.9	8.5	1.6
92	12	6.9	8.4	1.5
118	13	6.8	8.4	1.6
109	14	6.7	8.4	1.7
103	15	6.5	8.1	1.6
101	16	6.5	8.1	1.6
103	17	6.5	8.1	1.6
110	18	6.5	8.1	1.6
115	19	6.5	8.1	1.6
94	20	6.5	8.1	1.6
115	21	6.5	8.1	1.6
85	22	6.4	8.1	1.7
90	23	6.4	8.1	1.7
86	24	6.4	8.1	1.7
90	25	6.4	8.1	1.7
87	26	6.4	8.0	1.6
101	27	6.2	7.9	1.7
90	28	6.2	7.9	1.7
85	29	6.2	7.9	1.7
72	30	6.1	7.6	1.5
91	31	6.0	7.6	1.6
93	32	5.9	7.6	1.7
102	33	5.4	7.6	2.2
96	34	5.4	7.6	2.2
82	35	5.4	7.6	2.2
72	36	5.3	7.4	2.1
90	37	5.1	7.4	2.3
93	38	4.9	7.3	2.4
Median	105	6.5	8.1	1.6

These data in TABLE VII were secured from Form "E" and Form "C". The Achievement April 15, 1939 ranged from 7 years-6 months <7.6> to 4 years-9 months <4.9>. The Achievement April 25, 1940 ranged from 8 years-9 months <8.9> to 7 years-3 months <7.3>. The progress ranged from 2 years-4 months <2.4> to 1 year-3 months <1.3>. The IQ's ranged from 130 to 72.

The median IQ was 105. The median Achievement April 15, 1939 was 6 years-5 months <6.5> and on April 25, 1940 was 8 years-1 month <8.1>. The median progress of 6-3 was 1 year-6 months <1.6> using the "Progress Report Card."

TABLE VIII

Median of Intelligence Quotients, Achievement,  
and Progress for the Group using the  
"Progress Report Card," 7A3, 1939-40

Group <2>				
IQ's	Names <by Nos.>	Achieve. <April 15, 1939>	Achieve. <April 25, 1940>	Progress <Years & Months>
114	1	8.2	9.5	1.3
120	2	8.1	9.5	1.4
115	3	8.0	9.4	1.4
116	4	8.0	9.1	1.1
109	5	7.6	9.0	1.4
102	6	7.5	8.9	1.4
110	7	7.4	8.9	1.5
100	8	7.4	8.9	1.5
125	9	7.4	8.8	1.4
110	10	7.3	8.6	1.3
105	11	7.3	8.6	1.3
100	12	7.3	8.5	1.2
98	13	7.2	8.6	1.4
95	14	7.2	8.6	1.4
92	15	7.2	8.6	1.4
100	16	7.2	8.5	1.3
93	18	7.1	8.2	1.1
99	19	7.1	8.2	1.1
101	20	7.1	8.2	1.1
98	21	6.9	7.9	1.0
99	22	6.9	7.9	1.0
78	23	6.8	7.9	1.1
91	24	6.8	7.9	1.1
92	25	6.8	7.8	1.0
99	26	6.7	7.6	0.9
101	27	6.7	7.6	0.9
108	28	6.6	7.6	1.0
98	29	6.6	7.6	1.0
86	30	6.5	7.6	1.1
101	31	6.5	7.6	1.1
90	32	6.5	7.5	1.0
87	33	6.5	7.5	1.0
79	34	6.4	7.5	1.1
90	35	6.4	7.0	0.6
Median	100	7.1	8.4	1.3

There were 35 pupils in this group. The IQ ranged from 125 to 86. The Achievement April 15, 1939 ranged from 8 years-2 months <8.2> to 7 years-1 month <7.1>. The Achievement April 25, 1940 ranged from 9 years-5 months <9.5> to 7 years-0 months <7.0>. The progress ranged from 1 year-5 months <1.5> to 0 years-3 months <0.3>.

The median IQ was 100. The median Achievement at the beginning of the year was 7 years-1 month <7.1> and at the end of the year 8 years-4 months <8.4>. The difference between these two Achievements gave a progress of 1 year-3 months <1.3> using the "Progress Report Card."

## CHAPTER V

### INTELLIGENCE QUOTIENTS, AND PROGRESS OF THE UPPER AND LOWER QUARTILES FOR NINE GROUPS OF PUPILS DURING THE THREE YEARS OF THIS STUDY

This chapter presents data relating to the upper quartiles and lower quartiles of the groups studied in CHAPTERS II, III, and IV. The <1> IQ's, <2> number of pupils, <3> achievements at the beginning of the year, <4> achievements at the end of the year, and <5> progress of each pupil were given. The median for each of these in both quartiles were shown.

TABLE X

Median of Intelligence Quotients, Achievement, and  
Progress of the upper quartile for the Group using  
the "Traditional Report Card," 6-1, 1937-38

<Group <1> CHAPTER II>					
	IQ's	Names	Achievement	Achievement	Progress
	115	1	6.6	7.4	0.8
	112	2	6.5	7.2	0.7
	107	3	6.3	7.2	0.9
	110	4	6.1	7.2	1.1
	116	5	6.1	7.2	1.1
	106	6	6.1	7.1	1.0
	121	7	6.1	7.0	0.9
	131	8	6.1	6.8	0.7
	99	9	6.0	6.7	0.7
	114	10	6.0	6.5	0.5
Median	113		6.2	7.0	0.8



TABLE XII

Median of Intelligence Quotients, Achievement, and Progress of the upper quartile for the Group using the "Progress Report Card," 7A1, 1937-38

<Group <2> CHAPTER II>					
	IQ's	Names	Achievement	Achievment	Progress
	139	1	7.2	9.4	2.2
	136	2	7.1	9.1	2.0
	130	3	7.0	8.8	1.8
	101	4	7.0	8.3	1.3
	108	5	6.8	8.2	1.4
	108	6	6.8	8.2	1.4
	108	7	6.7	8.2	1.5
	112	8	6.7	8.2	1.5
	102	9	6.7	8.1	1.4
Median	105		6.9	8.5	1.6

TABLE XIII

Median of Intelligence Quotients, Achievement, and Progress of the lower quartile for the Group using the "Progress Report Card," 7A1, 1937-38

<Group <2> CHAPTER II>					
	IQ's	Names	Achievement	Achievement	Progress
	90	28	5.8	7.2	1.4
	103	29	5.7	7.2	1.3
	98	30	5.7	7.2	1.3
	100	31	5.6	7.1	1.5
	83	32	5.5	7.1	1.6
	85	33	5.4	7.0	1.6
	85	34	5.2	7.0	1.4
	97	35	5.4	7.0	1.6
	103	36	4.8	6.8	2.0
Median	94		5.4	7.0	1.4

The upper quartile shown in TABLE XII gave a median IQ of 105 and a median progress of 1 year-6 months <1.6>. The lower quartile, TABLE XIII, gave a median IQ of 94 and a median progress of 1 year-4 months <1.4>. The upper quartile with a median IQ 11 points higher than the lower quartile made 0 years-2 months <0.2> more progress.

TABLE XIV

Median of Intelligence Quotients, Achievement, and Progress of the upper quartile for the Group using the "Progress Report Card," 7B1, 1937-38

<Group <3> CHAPTER II>					
	IQ's	Names	Achievement	Achievement	Progress
	110	1	8.0	11.9	3.9
	116	2	7.6	11.9	4.3
	107	3	7.5	11.9	4.5
	131	4	7.4	11.9	4.5
	121	5	7.4	11.7	4.3
	106	6	7.4	11.7	4.3
	99	7	7.4	10.8	3.4
	114	8	7.3	10.6	3.2
	118	9	7.3	9.9	2.6
	109	10	7.2	9.8	2.6
	103	11	7.2	9.5	2.3
Median	112		7.3	11.1	3.8

TABLE XVI

Median of Intelligence Quotients, Achievement, and Progress of the upper quartile for the Group using the "Progress Report Card," 6-2, 1938-39

<Group <1> CHAPTER III>				
IQ's	Names	Achievement	Achievement	Progress
114	1	6.9	8.7	1.8
140	2	6.9	8.5	1.6
113	3	6.2	8.2	1.0
114	4	6.2	8.1	1.9
101	5	6.1	8.1	2.0
111	6	6.1	7.6	1.5
94	7	6.1	6.6	0.5
96	8	6.1	7.5	1.4
103	9	6.1	7.2	1.1
Median	109	6.3	7.8	1.5

TABLE XVII

Median of Intelligence Quotients, Achievement, and Progress of the lower quartile for the Group using the "Progress Report Card," 6-2, 1938-39

<Group <1> CHAPTER III>				
IQ's	Names	Achievement	Achievement	Progress
97	28	4.4	6.2	1.8
84	29	4.3	6.2	1.9
95	30	4.3	6.0	1.7
79	31	4.3	6.0	1.7
85	32	4.3	5.8	1.5
79	33	4.3	5.7	1.4
91	34	4.3	5.7	1.4
80	35	4.3	5.7	1.4
74	36	4.1	5.7	1.6
Median	85	4.3	5.9	1.6

The upper quartile in TABLE XVI gave a median IQ of 109 and a median progress of 1 year-5 months <1.5>; while the lower quartile in TABLE XVII gave a median IQ of 85 and a median progress of 1 year-6 months <1.6>. The upper quartile with a median IQ 24 points higher than the lower quartile made 0 years-1 month <0.1> less progress.

TABLE XVIII

Median of Intelligence Quotients, Achievement, and Progress of the upper quartile for the Group using the "Progress Report Card;" 7A2, 1938-39

<Group <2> CHAPTER III>					
IQ's Names Achievement Achievement Progress					
	115	1	7.4	10.5	3.1
	112	2	7.2	9.9	2.7
	107	3	7.2	9.5	2.3
	110	4	7.2	9.5	2.3
	116	5	7.2	9.4	2.2
	106	6	7.1	9.2	2.1
	121	7	7.0	9.2	2.2
	131	8	7.8	9.0	2.2
	99	9	6.7	9.0	2.3
	114	10	6.5	8.9	2.4
Median	113		7.1	9.4	2.3

TABLE XIX

Median of Intelligence Quotients, Achievement, and Progress of the lower quartile for the Group using the "Progress Report Card," 7A2, 1938-39

<Group <2> CHAPTER III>

	IQ's	Names	Achievement	Achievement	Progress
	83	30	5.6	7.5	1.9
	89	31	5.5	7.3	1.8
	72	32	5.4	7.1	1.7
	90	33	5.3	7.0	1.7
	82	34	5.2	7.0	1.8
	102	35	5.2	7.0	1.5
	78	36	5.2	6.8	1.6
	85	37	5.1	6.8	1.7
	92	38	4.6	6.3	1.7
	93	39	4.3	6.1	1.8
Median	85		5.1	7.6	2.5

The upper quartile in TABLE XVIII gave a median IQ of 113 and a median progress of 2 years-3 months <2.3>. The lower quartile in TABLE XIX gave a median IQ of 85 and a median progress of 2 years-5 months <2.5>. The upper quartile with a median IQ 28 points higher than the lower quartile made 0 years-2 months <0.2> less progress. <Note: this is the former 6-1, 1937-38 and the upper and lower quartiles each made a median progress of 0 years-8 months <0.8> using the "Traditional Report Card!">

TABLE XX

Median of Intelligence Quotients, Achievement, and  
Progress of the upper quartile for the Group using  
the "Traditional Report Card," 7B2, 1938-39

<Group <3> CHAPTER III>					
	IQ's	Names	Achievement	Achievement	Progress
	147	1	8.0	10.0	2.0
	117	2	7.6	9.0	1.4
	114	3	7.5	8.9	1.4
	129	4	7.4	8.9	1.5
	128	5	7.4	8.9	1.5
	132	6	7.4	8.8	1.4
	115	7	7.3	8.6	1.3
	114	8	7.3	8.6	1.3
	121	9	7.3	8.6	1.2
Median	112		7.5	8.9	1.4

TABLE XXI

Median of Intelligence Quotients, Achievement, and  
Progress of the lower quartile for the Group using  
the "Traditional Report Card", 7B2, 1938-39

<Group <3> CHAPTER III>					
	IQ's	Names	Achievement	Achievement	Progress
	116	28	6.5	7.6	1.1
	101	29	6.4	7.5	1.1
	97	30	6.4	7.5	1.1
	93	31	6.3	7.5	1.2
	111	32	6.3	7.4	1.1
	95	33	6.2	7.3	1.1
	80	34	6.2	7.3	1.1
	62	35	6.1	7.0	0.9
	84	36	6.1	6.7	0.7
Median	94		6.3	7.3	1.0

The upper quartile in TABLE XX gave a median IQ of 112 and a median progress of 1 year-4 months <1.4>; while the lower quartile, TABLE XXI, gave a median IQ of 94 and a median progress of 1 year-0 months <1.0>. The upper quartile gave a median IQ of 18 points more than the lower quartile and a median progress of 0 years-4 months <0.4> more than the lower quartile.

TABLE XXII

Median of Intelligence Quotients, Achievement, and Progress of the upper quartile for the Group using the "Progress Report Card," 6-3, 1939-40

<Group <1> CHAPTER IV>				
IQ's	Names	Achievement	Achievement	Progress
115	1	7.6	8.9	1.3
110	2	7.4	8.9	1.5
107	3	7.4	8.9	1.5
110	4	7.3	8.9	1.6
116	5	7.2	8.8	1.6
106	6	7.1	8.8	1.7
121	7	7.1	8.8	1.7
130	8	7.1	8.8	1.7
99	9	7.1	8.7	1.6
114	10	7.1	8.6	1.5
Median	113	7.2	8.9	1.7

TABLE XXIII

Median of Intelligence Quotients, Achievement, and Progress of the lower quartile for the Group using the "Progress Report Card," 6-3, 1939-40

<Group <1> CHAPTER IV>					
	IQ's	Names	Achievement	Achievement	Progress
	85	29	6.2	7.9	1.7
	72	30	6.1	7.6	1.5
	91	31	6.0	7.6	1.6
	83	32	5.9	7.6	1.7
	102	33	5.4	7.6	2.2
	96	34	5.4	7.6	2.2
	82	35	5.4	7.6	2.2
	72	36	5.3	7.4	2.1
	90	37	5.1	7.4	2.3
	93	38	4.9	7.3	2.4
Median	87		5.6	7.5	1.9

The upper quartile, TABLE XXII, gave a median IQ of 113 and a median progress of 1 year-7 months <1.7>. The lower quartile, TABLE XXIII, gave a median IQ of 87 and a median progress of 1 year-9 months <1.9>. The upper quartile with a median IQ of 26 points more than the lower quartile made a median progress of 0 years-2 months <0.2> less than the lower quartile.



TABLE XXIV

Median of Intelligence Quotients, Achievement, and  
Progress of the upper quartile for the Group using  
the "Progress Report Card," 7A3, 1939-40

<Group <2> CHAPTER IV>					
	IQ's	Names	Achievement	Achievement	Progress
	114	1	8.2	9.5	1.3
	120	2	8.1	9.5	1.4
	115	3	8.0	9.4	1.4
	116	4	8.0	9.1	1.1
	109	5	7.6	9.0	1.4
	102	6	7.5	8.9	1.4
	110	7	7.4	8.9	1.5
	100	8	7.4	8.9	1.5
	125	9	7.4	8.8	1.4
Median	112		7.7	9.1	1.4

TABLE XXV

Median of Intelligence Quotients, Achievement, and  
Progress of the lower quartile for the Group using  
the "Progress Report Card," 7A3, 1939-40

<Group <2> CHAPTER IV>					
	IQ's	Names	Achievement	Achievement	Progress
	101	27	6.7	7.6	0.9
	108	28	6.6	7.6	1.0
	98	29	6.6	7.6	1.0
	86	30	6.5	7.6	1.1
	101	31	6.5	7.6	1.1
	90	32	6.5	7.5	1.0
	87	33	6.5	7.5	1.0
	79	34	6.4	7.5	1.1
	90	35	6.4	7.0	0.6
Median	93		6.5	7.5	1.0

The upper quartile, TABLE XXIV, gave a median IQ of 112 and a median progress of 1 year-4 months <1.4>. The lower quartile, TABLE XXV, gave a median IQ of 93 and a median progress of 1 year-0 months <1.0> using the "Progress Report Card". The upper quartile with a median IQ of 19 points more than the lower quartile made a median progress of 0 years-4 months <0.4> more progress than the lower quartile.

TABLE XXVI

Median of Intelligence Quotients, Achievement, and Progress of the upper quartile for the Group using the "Traditional Report Card," 7B3, 1939-40

<Group <3> CHAPTER IV>					
	IQ's	Names	Achievement	Achievement	Progress
	114	1	8.7	10.0	1.3
	140	2	8.5	9.9	1.4
	113	3	8.2	9.4	1.2
	114	4	8.1	9.4	1.3
	101	5	8.1	9.1	1.0
	111	6	7.6	8.9	1.3
	94	7	6.6	8.9	2.3
	96	8	7.5	8.6	1.1
	103	9	7.2	8.4	1.2
Median	109		7.8	9.0	1.2

TABLE XXVII

Median of Intelligence Quotients, Achievement, and Progress of the lower quartile for the Group using the "Traditional Report Card;" 7B3, 1939-40

<Group <3> CHAPTER IV>					
	IQ's	Names	Achievement	Achievement	Progress
	97	28	6.2	6.9	0.7
	84	29	6.0	6.9	0.9
	95	30	6.0	6.9	0.9
	79	31	5.8	6.7	0.9
	85	32	5.7	6.7	1.0
	79	33	5.7	6.2	0.5
	91	34	5.7	6.9	1.2
	80	35	5.7	6.3	0.6
	74	36	5.7	6.7	1.0
Median	85		5.9	6.7	0.8

The upper quartile in TABLE XXVI gave a median IQ of 109 and a median progress of 1 year-2 months <1.2>; while the lower quartile, TABLE XXVII, gave a median IQ of 85 and a median progress of 0 years-8 months <0.8>. The upper quartile had a median IQ of 24 points more than the lower quartile and a median progress of 0 years-4 months <0.4> more than the lower quartile.

## SUMMARY

TABLE XXVIII

Mean of Median of Intelligence Quotients, Achievement, and Progress of the upper quartiles for Three Years for the Groups using the "Traditional Report Card;" 6-1, 1937-38; 7B2, 1938-39; and 7B3, 1939-40

<Upper Quartiles>				
Median	IQ	Achievement	Achievement	Progress
6-1, 1937-38	113	6.2	7.0	0.8
7B2, 1938-39	112	7.2	8.9	1.4
7B3, 1939-40	109	7.8	9.0	1.2
<Former 6-2, 1938-40>				
Mean	111	7.1	8.2	1.1

TABLE XXIX

Mean of Median of Intelligence Quotients, Achievement, and Progress of the lower quartiles for Three Years for the Groups using the "Traditional Report Card;" 6-1, 1937-38; 7B2, 1938-39; and 7B3, 1939-40

<Lower Quartiles>				
Median	IQ	Achievement	Achievement	Progress
6-1, 1937-38	85	4.9	5.1	0.8
7B2, 1938-39	94	6.3	7.3	1.0
7B3, 1939-40	85	5.9	6.7	0.8
<Former 6-2, 1938-39>				
Mean	88	5.7	6.4	0.9

The upper quartiles, TABLE XXVIII, gave the mean of the IQ's as 111 and the mean of the progress as 1 year-1 month <1.1> using the "Traditional Report Card!"

The lower quartiles, TABLE XXIX, gave the mean of the IQ's as 88 and the mean of the progress as 0 years-9 months <0.9> for the groups using the "Traditional Report Card!"

The upper quartiles with a mean difference in IQ's of 23 points over the lower quartiles made a mean difference in progress of 0 years-2 months <0.2> over the lower quartiles using the "Traditional Report Card!" The upper quartiles made more progress than the lower quartiles of the groups using the "Traditional Report Card!"

TABLE XXX

Mean of Median of Intelligence Quotients, Achievement, and Progress of the upper quartiles for Three Years for the Groups using the "Progress Report Card;" 7B1, 1937-38; 7A1, 1937-38; 6-2, 1938-39; 7A2, 1938-39; 7A3, 1939-40; and 6-3, 1939-40

<Upper Quartiles>				
Median	IQ	Achievement	Achievement	Progress
7B1, 1937-38	112	7.3	11.1	3.8
7A1, 1937-38	105	6.9	8.5	1.6
6-2, 1938-39	109	6.3	7.8	1.5
7A2, 1938-39	113	7.1	9.4	2.3
7A3, 1939-40	112	7.7	9.1	1.4
6-3, 1939-40	113	7.2	8.9	1.7
Mean	111	7.0	9.0	2.0

TABLE XXXI

Mean of Median of Intelligence Quotients, Achievement, and Progress of the lower quartiles for Three Years for the Groups using the "Progress Report Card," 7B1, 1937-38; 7A1, 1937-38; 6-1, 1938-39; 7A2, 1938-39; 7A3, 1939-40; and 6-3, 1939-40

<Lower Quartiles>				
Median	IQ	Achievement	Achievement	Progress
7B1, 1937-38	85	5.8	6.7	0.9
7A1, 1937-38	94	5.4	7.0	1.4
6-2, 1938-39	85	4.3	5.9	1.6
7A2, 1938-39	85	5.1	7.6	2.5
7A3, 1939-40	93	6.5	7.5	1.0
6-2, 1939-40	87	5.6	7.5	1.9
Mean	88	5.4	7.0	1.6

The upper quartiles, TABLE XXX, gave the mean of the IQ's as 111 and the mean of progress as 2 years-0 months <2.0> using the "Progress Report Card."

The lower quartiles, TABLE XXXI, gave the mean of IQ as 88 and the mean of progress as 1 year-6 months <1.6> using the "Progress Report Card."

The upper quartiles with a mean difference in IQ's of 23 points greater than the lower quartiles made a mean difference in progress of 0 years-4 months <0.4> more than the lower quartiles which used the "Progress Report Card." The lower quartiles made more progress than the upper quartiles. The lower quartiles in both the "Progress Report Card" and the "Traditional Report Card" made more progress than the upper quartiles. More progress was

made using the "Progress Report Card." The lower quartiles made more progress using the "Progress Report Card." These data indicate the "Progress Report Card" can be used to a greater advantage with pupils in the lower quartiles.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### SUMMARY

The relation of pupil intelligence and pupil progress to the types of report cards used will be presented in this Chapter with reference to the "Progress Report Card," and the "Traditional Report Card."

This investigation included nine groups ranging in number from 35 to 43 pupils in each. Two groups each year were given the "Progress Report Card," while one group each year were given the "Traditional Report Card." The IQ of each pupil and the median IQ of each group were given. The median achievement at the beginning and end of each year is shown for each group. The difference in achievement at the beginning and close of each year, the "progress" of each pupil, and the median progress were shown. The IQ's, Achievement, and Progress were shown by groups, by upper quartiles, and by lower quartiles. The median and mean of these three divisions together are shown in this Chapter.

The conclusions of this study are summarized in TABLES XXXII and XXXIII on the pages which follow.



TABLE XXXII

Summary of Intelligence Quotients, Achievement,  
and Progress

<Groups from Highest to Lowest>			
Progress Report Card IQ	Traditional Report Card IQ	Progress Report Card Progress	Traditional Report Card Progress
106	109	2.0	1.1
105	100	1.6	1.1
100	98	1.6	0.8
100		1.4	
98		1.3	
96		1.3	
<Upper Quartiles>			
113	113	3.8	1.2
113	112	2.3	1.4
112	109	1.7	0.8
112		1.6	
109		1.5	
105	1.4		
<Lower Quartiles>			
94	94	2.5	1.0
93	85	1.9	0.8
87	85	1.6	0.8
85		1.4	
85		1.0	
85		0.9	

TABLE XXXIII

Summary of Median for Upper Quartiles and Lower Quartiles

	"Progress Report Card" IQ	"Traditional Report Card" IQ	Difference	"Progress Report Card" Progress	"Traditional Report Card" Progress	Difference
artiles 101	101	102	1	1.6	1.0	0.6
artiles 111	111	111	0	2.0	1.1	0.9
artiles 88	88	88	0	1.6	0.9	0.7
	100	100	.3	1.7	1.0	0.7

These data are from the summary, TABLE XXXIII, which is the core of this study. The difference between the median of progress of the "groups" using the "Traditional Report Card" is 0 years-6 months <0.6> in favor of the "Progress Report Card." Pupils using the "Progress Report Card" and pupils using the "Traditional Report Card" have practically the same median and mean IQ's. The median IQ in the groups using the "Traditional Report Card" is one point higher than the median IQ of the groups using the "Progress Report Card." The mean and median IQ score in the upper quartiles is the same, while the pupils using the "Progress Report Card" made a median progress of 0 years-5 months <0.5> more than the median progress in the groups using the "Traditional Report Card." The IQ is the same in the lower quartiles, while the pupils using the

"Progress Report Card" make a median progress of 0 years-9 months <0.9> more than the median progress in the groups using the "Traditional Report Card."

The mean of the upper quartiles and the lower quartiles is the same, while the pupils using the "Progress Report Card" make 7 months <0.7> more progress than the pupils using the "Traditional Report Card." <Note: The mean progress of the "Traditional Report Card" is not less than 1 year <1.0> while the mean progress using the "Progress Report Card" is 7 months <0.7> more than 1 years' <1.0> progress.

#### CONCLUSIONS

The following tentative conclusions seem to follow from the data presented in this study. There is a relation between the type of report card and the "progress" of the pupils. There is a decided tendency for pupils using the "Progress Report Card" to make more "progress" than pupils using the "Traditional Report Card." Pupils in the lower quartile make more progress using the "Progress Report Card." Pupils in the upper quartile make less progress than pupils in the lower quartile, but pupils of both quartiles make more progress when using the "Progress Report Card." Upon these data the writer recommends the "Progress Report Card" for the growth of the pupils and especially for pupils in the lower quartiles. Several modified forms of this report are given in the appendix of this thesis.

## SUMMARY OF CONSTANT ELEMENTS THROUGHOUT THIS STUDY

1. Departmental - the same teachers taught their subjects during the three years of the study <with one exception during the third year>
2. Sex <boys and girls about equal>
3. Length of school term
4. Type of Achievement Test used
5. IQ's <higher in group that made less progress>
6. Teacher Training and years of experience
7. Home of pupils <urban>
8. Time spent on each recitation
9. Two sevenths and one sixth grade level groups used in each year of the study

## APPENDIX

The following are "Progress Report Cards" which are referred to in the body of this thesis. As many variations of the "Progress Report Cards" as the writer was able to secure have been given so they can be easily adjusted to different school organizations in the elementary or secondary schools.

FORM I

## FORM I

## PROGRESS REPORT

---

Report Card

of

---

Last Name

Given Name

---

Home Room Teacher

School Year

TO THE PARENTS:

Special attention is called to the serious consequences of IRREGULAR ATTENDANCE. It is important to remember that the loss of even a portion of a school session often proves to be a serious interruption to progress and tends to produce a lack of interest in the school work. Written excuses showing good cause for the absence or tardiness should be sent promptly to the home room teacher on the return of the pupil to school. This is very important. Your hearty cooperation is solicited to secure the best development of your child.

---

Principal

Parent or guardian will please sign on the back page of this folder.

Citizenship Record

FORM II





FORM III

FORM III

PROGRESS REPORT

---

Growth, Improvement, and Scholastic Report of

.....

for period ending.....

Grade.....

Attendance perfect unless listed below

.....

.....

## FORM III &lt;Continued&gt;

Character and Personality Traits

Core Subjects

<Social Studies, English and Spelling are included>

FORM III <Continued>

Mathematics

Music

Art

Manual Arts or Home Economics

Physical Education

General Science <Eighth Grade Only>

Electives

1. ....

2. ....

3. ....

Notes by Home Room Teacher

.....

Home Room Teacher

Comments of Parents

.....

Signature of Parent

FORM IV

## FORM IV

## PROGRESS REPORT

193 - 193

Child's Name.....

Teacher.....

## Notes to Parents

This report is issued two times a semester. On the card is indicated the child's progress in attaining the objectives set up for the kindergarten.

During the time your child is in kindergarten he should gain certain skills and acquire valuable habits just as definitely as in any later period of his school life.

## Meaning of Marks

A cross <X> placed beside an item indicates your child's standing in that skill or habit.

Attendance	Wks.	Wks.
Days Absent		
Times Tardy		
Promoted to		

## FORM IV &lt;Continued&gt;

Record of Child Habits and AttitudesWork Spirit

Works well without suggestions and without wasting time.

Works well, does not waste time but often needs suggestions from teacher.

Wastes time and does very little work.

Ability In Planning

Is good at planning games and handwork.

Helps to work out plans made by others.

Not interested in working out new ideas.

Self Reliance

Decides what to do and does it. Rarely needs help or advice from others.

Does not have to be watched. Does not call for help unless needed.

Has to be watched. Nearly always wants help from others.

Comments:



## FORM IV &lt;Continued&gt;

Record of Child Habits and AttitudesGroup Spirit

Enjoys working and playing with others.  
Hinders the work and play of others.  
Works and plays alone.

Orderliness

Keeps work and room in good order.  
Means to keep work and room in order  
but often fails because of interest  
in something else.  
Does not care how work looks. Often  
makes room untidy.

Courtesy

Usually thinks of other children  
first. Always courteous.  
Sometimes thoughtful of others.  
Usually polite.  
Thinks of self first and is some-  
times rude.

Comments:

## - FORM IV &lt;Continued&gt;

SkillsHealth

Knows how to care for self at toilet.  
Keeps things out of mouth.  
Tries to keep hands and clothes clean.

Literature Period

Listens attentively to a story.  
Can retell a story.  
Can tell an incident or something  
about own work so that the group  
understands and enjoys it.

Music Period

Can keep time to music.  
Can match tones and phrases.  
Can sing a song.  
Enjoys music.

Parent will please sign this card and  
return to the teacher:

\_\_\_\_\_  
Parent's Signature

FORM V

FORM V

PROGRESS REPORT

Report of

.....  
<Name of child>

First Semester, Grade.....

Second Semester, Grade.....

We send you this report that you may know what your child is accomplishing in his school. It tries to tell what success he has had in his studies and what kind of individual and citizen he is becoming so far as the teacher knows him. If he is not succeeding, his report will indicate the reasons as we see them.

Teacher.....

Teacher.....

## FORM V &lt;Continued&gt;

## MEANING OF U AND S

S--Indicates satisfactory work according to the child's own ability.

U--Indicates unsatisfactory work according to the child's own ability.

Failing work is indicated in the summary.

A student who has the right attitude and puts forth his best effort will receive recognition in this system of marking. Each student competes with himself and not his neighbor, and his standing is determined by his own effort.

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

## SUBJECTS

Reading	Silent					
	Oral					
	Library					
Language	English Oral					
	Written					
	Spelling Spelling Lesson					
Arts	Other Work					
	Literature					
	Writing					

## FORM V &lt;Continued&gt;

Arithmetic	Computation						
	Reasoning						
Sciences	Geography						
	History						
	Hygiene						
Fine Arts	Art						
	Music						

## FORM V &lt;Continued&gt;

The development of good citizens is the aim of the school. A good citizen must establish the attitudes and habits listed below. Traits which are not marked are considered satisfactory. Traits which are not being satisfactorily developed are marked with a U.

## HABITS

	1	2	3	4	5	6
WORK HABITS						
1. Gives satisfactory attention						
2. Follows direction carefully						
3. Works independently						
4. Begins work promptly						
5. Completes work within a reasonable time						
6. Checks work for accuracy						
7. Is alert and observing						
8. Finds useful occupation when work is finished						
SOCIAL ATTITUDES AND HABITS <Citizenship>						
1. Respects authority						
2. Is courteous in speech and manner						
3. Assumes responsibility willingly						
4. Is trustworthy						
5. Respects school and private property						
6. Takes care of personal property						
7. Respects rights of others						
8. Observes safety rules						
9. Cooperates in work and play						

## FORM V &lt;Continued&gt;

10. Exercises self-control						
11. Has habits of neatness and orderliness						
12. Shows initiative						
13. Shares experiences and interests with others						
HEALTH HABITS						
1. Keeps good posture						
2. Has habits of cleanliness						
3. Apparently gets sufficient sleep						
4. Cooperates in health activities						



FORM V <Continued>

SUMMARY

Deserves Commen- dation for:	1.....	2.....	3.....
	4	5	6
Shows Improvement in:	1.....	2.....	3.....
	4	5	6
Needs Help in:	1.....	2.....	3.....
	4	5	6
Promotion Doubtful Because of:	1.....	2.....	3.....
	4	5	6

GRADE ASSIGNMENT

At the close of the first semester

....., assigned to.....  
 <Date> <Grade>

Teacher.....

At the close of the second semester

....., assigned to.....  
 <Date> <Grade>

Teacher.....

PARENTS' SIGNATURES

Your signature indicates merely that you have examined this report,  
 not that you have approved or disapproved.

- 1.....
- 2.....
- 3.....
- 4.....

FORM VI



## FORM VI &lt;Continued&gt;

## CITIZENSHIP RECORD

These habits and attitudes are desirable for good citizenship.

		Grading		
		1	2	3
I	COOPERATION Work with groups for good of school and community			
II	COURTESY Politeness and respect for others; self- control			
III	WORK HABITS Initiative, effort, neatness, completion of work			
IV	HEALTH HABITS Cleanliness, posture, activity			
ATTENDANCE RECORD				
V	DAYS PRESENT			
VI	DAYS ABSENT			
VII	TIMES TARDY			

## FORM VI &lt;Continued&gt;

## SCHOLARSHIP RECORD

The grades on this card indicate the progress of the child as compared with the normal standard of work required for the class.

	Grading		
	1	2	3
VIII READING			
IX LANGUAGE			
X SPELLING			
XI WRITING			
XII SOCIAL STUDIES Geography, History, Civics			
XIII ARITHMETIC			
XIV MUSIC			
XV ART			

## EXPLANATION OF MARKS

S Means that progress is satisfactory.

U Means that progress is unsatisfactory.

A pupil will not be promoted to the next grade if he receives a rating of U in Reading, Social Studies, or Arithmetic for the third grading of the term.

Teacher's Signature

---

FORM VI <Continued>

"The home and the school should work together for the good of the child."



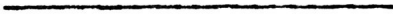
TO THE PARENTS:

No card with an erasure will be sent.

Please sign and return this card promptly.

Punctual and regular attendance is required. Sickness constitutes the only legitimate excuse for absence. On returning to school after absence the pupil should bring with him a written statement from the parent giving the cause of absence.

Your cooperation will be appreciated.



PARENTS' SIGNATURE

First Grading.....

Second Grading.....

Third Grading.....

FORM VII

FORM VII  
PROGRESS REPORT

GRADES ONE, TWO, AND THREE

19.... 19....

Pupil.....

Grade.....



FORM VII <Continued>

REPORT TO PARENTS

Name of Pupil.....

The development of good citizens is the aim of the school. A good citizen should establish such traits as are listed below. Traits which are not checked are considered satisfactory. Traits which are checked show that improvement is desired and necessary.

SOCIAL HABITS						
1. Works and plays well with others						
2. Listens well when others talk						
3. Speaks in a pleasant tone of voice						
4. Takes responsibility in keeping room and materials orderly						
5. Obeys under reasonable conditions						
6. Tries to obey health rules						
7. Obeys safety rules						
WORK HABITS						
1. Makes good use of time						
2. Takes direction with group and follows them promptly						
3. Begins and finishes work promptly						
4. Shows consideration for others						
5. Works independently						
6. Works neatly						
7. Criticizes his own work						
HEALTH HABITS						
1. Keeps hands and materials from mouth						
2. Sits, stands, and walks correctly						
3. Takes pride in personal appearance						

FORM VII <Continued>

When making this scholarship report, I have based my decision on individual ability. S indicates satisfactory achievement <based on individual ability>. U indicates unsatisfactory achievement <based on individual ability>. A red U or S indicates a possibility of the child being retained in the grade another semester.

READING						
1. Is much interested in posters, signs, notices, bulletins, written instructions, and in books and is curious to know what they say						
2. Reads independently						
3. Understands what he reads						
4. Gives pleasure to those who listen						
5. Enjoys and engages in library reading						
ARITHMETIC						
1. Is able to use number ideas in real situations						
2. Counts, reads, and writes numbers accurately						
3. Knows number facts being taught						
4. Reasons story problems through to their solution						
ENGLISH						
1. Tells simple experiences well						
2. Has growing speaking vocabulary						
3. Uses good English						
4. Writes in a correct and interesting manner						
5. Spells correctly words common for his grade						
<a> in spelling lesson						
<b> in general use						

## FORM VII &lt;Continued&gt;

6. Writes according to standard for his grade						
<a> in writing lesson						
<b> in other written work						
ARTS						
Music						
1. Responds to rhythm						
2. Can match tones						
3. Can sing with group						
4. Can sing alone						
5. Can read notes well						
6. Shows evidence of growing appreciation of music						
Art						
1. Shows originality						
2. Uses materials correctly						
3. Shows interest in artistic expression						
Literature						
1. Enjoys good books, poems, and stories						
2. Enjoys repeating passages from poems and stories						
3. Gives pleasure to those who listen when repeating such passages						

FORM VII <Continued>

ATTENDANCE						
Days Present						
Days Absent						
Times Tardy						

In this report I have attempted to inform you in regard to your child's accomplishments. I have also tried to indicate those things in which I feel further growth is needed. If there are any questions about this report or about any phase of your child's school life, I shall be glad to arrange for a conference with you. You are invited to visit the school at any time.

.....Teacher

.....Teacher

SIGNATURE OF PARENT OR GUARDIAN

<Your signature indicates that you have examined the report; not that you approve or disapprove.>

- 1..... 4.....
- 2..... 5.....
- 3..... 6.....

PROMOTION

At end of first semester

.....to grade.....

.....Teacher

.....School

At end of second semester

.....to grade.....

.....Teacher

.....School

FORM VII <Continued>

COMMENTS OF PARENTS

FORM VIII

## FORM VIII

## PROGRESS REPORT

NAME.....

GRADE.....BUILDING.....

TEACHER.....

"Knowledge is in every country the surest basis of public happiness ... Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

George Washington.

## COMMENTS OF TEACHER CONCERNING SOCIAL ACTIVITIES

## COMMENT AND SIGNATURE OF PARENT

It is recommended that parents talk with the child concerning this report and that comments be made in the light of that discussion. You can help the school by doing this.

## FORM VIII &lt;Continued&gt;

Pupil	Date
SUBJECT	COMMENT OF TEACHER
READING OR LITERATURE	
LANGUAGE ORAL AND WRITTEN	
SPELLING	
WRITING	
ARITHMETIC	
GEOGRAPHY	
HISTORY	

## FORM VIII &lt;Continued&gt;

ART  _____	
HEALTH AND PHYS. ED.  _____	
HOME ECON.  _____	
MANUAL ARTS  _____	
MUSIC  _____	
SCIENCE  _____	
REL. EDUC.  _____	
ATTENDANCE	$\frac{1}{2}$ days absent _____ Times tardy _____



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