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VOL. 14, No. 6

**STUDIES IN EDUCATION NUMBER  
(Eighth of the Series)**



**A Critical Study of the Individual Reports  
Made by Kansas Administrators  
to Parents**

*By* MARY RACHEL WILLIAMS

JUN 25 '34



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STUDIES IN EDUCATION NUMBER

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MADE BY KANSAS ADMINISTRATORS  
TO PARENTS

By MARY RACHEL WILLIAMS

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*Studies in Education has been discontinued as a separate publication, for economy reasons. Hereafter Studies in Education will appear as numbers of Kansas State Teachers College of Emporia Bulletin of Information.*

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## FOREWORD

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A critical survey of the literature dealing with the reports which school authorities make to parents tends only to emphasize the fact that the opinions of writers on the subject vary almost as much as do the reports themselves. Miss Williams has secured from county superintendents and city school administrators more than 300 report cards used in Kansas. These cards represented the reporting medium between the school and the parents. Every level from first grade through high school was considered. Rural-school report cards were secured and were analyzed along with the cards used by the eleven first-class cities of the state, with cards from sixty-nine second-class cities, and from 100 third-class cities.

Making reports of pupils' progress to parents; deciding how frequently such reports should be made; determining whether this frequency should be the same for all pupils regardless of the child's scholastic success; selecting the items on which to report when there are so many things which might be said; interpreting the report form in such a way that its import does not lack in clarity to the untrained reader—these problems are ones which, in the writer's opinion, should be claiming much more attention from school administrators in the future than has been given to them in the past. If school workers are to have from parents the hearty coöperation which is so thoroughly necessary, it is highly desirable that the most important single medium for reporting information to the parents, the report card, be as efficient an instrument as it is possible to make it.

In the study which is presented here by Miss Williams (at the present time county superintendent of Lyon county, Kansas), an attempt has been made to evaluate as well as analyze the report forms in use in Kansas. Repeated use has been made of comparable studies by Dr. E. J. Ashbaugh, by Dr. H. B. Chapman, and by Miss Rowna Hansen. The editor wishes to acknowledge the indebtedness of *STUDIES IN EDUCATION* to these writers for use of the uncopyrighted materials utilized.

EDWIN J. BROWN.

## CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	5
The Nature of the Study.....	5
Previous Studies.....	6
The Scope of the Study.....	7
Method of Procedure.....	8
Sources of Data.....	8
Definition of Terms.....	9
Presentation of Data.....	9
II. ESSENTIAL ITEMS OF REPORT CARDS.....	10
Items Recognized by Educators.....	10
Items Desired by Parents.....	11
III. DESIRABILITY OF UNIFORM REPORT CARDS.....	13
IV. REPORT CARDS VERSUS LETTER REPORTS.....	14
V. REPORTS DESIGNED FOR VARIOUS LEVELS.....	16
Subjects Commonly Listed for Pupil Rating.....	16
System of Marks Used by Kansas Cards.....	19
Translation of Marks Used by the Cards.....	20
Other Items in Report Card Make-up.....	24
Desirable Size and Form of Reports.....	26
VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	28
Summary.....	28
Conclusions.....	29
Recommendations.....	30
BIBLIOGRAPHY.....	31

### LIST OF TABLES

I. Number of City Schools in Kansas Represented and Their Plan of Organization.....	7
II. Number and Kind of Cards Used in This Study.....	7
III. Items Desired by Parents on Reports ( <i>Taken from E. J. Ashbaugh</i> )..	11
IV. Rank and Percentage Frequencies of Certain Personal or Social Traits Which Parents Suggest.....	12
V. Subjects Listed on 31 Primary-Kindergarten Cards.....	16
VI. Subjects Listed on 20 Primary Cards and Frequency ( <i>Taken from Miss Hansen's Study</i> ).....	17
VII. Subject Matter Listed on County and Grade Elementary Cards.....	18
VIII. Subjects Listed on General Elementary Cards ( <i>Taken from Miss Hansen's Study</i> ).....	18
IX. Subject Matter Listed for Junior-Senior High-school Cards.....	19
X. Method of Reporting School Marks to Parents.....	20
XI. Method of Reporting School Marks to Parents ( <i>Taken from Chapman &amp; Ashbaugh</i> ).....	24
XII. Report of Attendance.....	25
XIII. Frequency with Which Schools Send Out Parents' Report Cards.....	25
XIV. Frequency with Which Elementary Schools Send Out Parents' Report Cards ( <i>Taken from Chapman and Ashbaugh</i> ).....	26
XV. Cards of Relative Sizes and Forms.....	27
XVI. Desirable Information on Report Card Structure.....	27

# A Critical Study of the Individual Reports Made by Kansas Administrators to Parents

By MARY RACHEL WILLIAMS

## CHAPTER I

### INTRODUCTION

#### THE NATURE OF THE STUDY

Often the writer has heard parents, teachers and administrators who are discussing report cards say, "What do we know about our child's work after reading the report card?" "What do the items mean?" "Why not use simpler terms?" "How can report cards be made to mean something definite?" "Does a grade of 90 per cent in arithmetic mean that the child knows 90 per cent of the subject content?"

Teachers often wonder how it is possible to give to the parent the most complete information covering the child's progress, granting that the teachers have the information which they wish to convey.

The problems confronting the administrators are: "What type of report card should be used in this school system?" "What are the essential items of a report card?" "Of what value are the reports to parents, pupils and teachers?" "What grade of paper is the most desirable to use?" "What size of card cuts to the most economic advantage?" "Which is more desirable to use, the card or booklet form?" "Is it desirable to use a uniform card throughout the same school system?" "Should 'letter reports' replace report cards?"

All schools use some form of report card as a means of acquainting parents of their children's scholastic progress. At present parents share with the teachers the responsibility of creating a favorable learning situation. If desirable methods of notifying parents of their children's progress are to be maintained, the report card must take an important part in the educational plan.

Originally the report card was a "deportment" card, and prior to 1889 and later, teachers kept their pupils' records in a school register based upon one recommended by Horace Mann in his tenth report given in *The Connecticut Common School Journal* of 1846. Since that day public instruction has made rapid strides along many lines, but report cards have not kept pace. A larger per cent of the parents are better educated; hence they are demanding a more complete progress chart of their children's work. The parents' demands in turn are affecting the ideas of the school authorities. Such is indicated by the following quotation dealing with the subject of reports, taken from "Creating Effective Pupil Reports" by M. N. Holland:<sup>1</sup>

"A report card, for example, should give more information about a pupil than his mere physical presence in school and the record he achieved in

1. M. N. Holland, "Creating Effective Pupil Reports." *Bulletin of Department Elementary School Principals*. Vol. 10, p. 363. (April, 1931.)

scholastic subjects. As for the teacher, the question of what she is teaching and why, must be made clear in contacts with the parents to the end that growth shall be stimulated in each child whose life she touches."

Hence the writer has as her main objective a critical study of the status of the individual reports made by Kansas school administrators to parents. Her purpose is to present an analysis of the individual reports now used; to make a comparison of the findings of this study with those of similar studies; and to conclude with possible recommendations.

### PREVIOUS STUDIES

Rowna Hansen<sup>2</sup> has made a study on "Report Cards for Kindergarten and Elementary Grades" in the United States. The purpose of her study was to gather facts which might be of service to those constructing new report cards. The study consisted of analyzing 628 report cards in use in 515 city school systems which are representative of all population sizes throughout the United States. Some of her findings will be used later for comparative study.

Chapman and Ashbaugh,<sup>3</sup> in 1925, made a questionnaire study of "Report Cards in American Cities." They grouped their study to include (1) university training institutions, (2) county school systems, and (3) cities of more than 10,000 population. They received 452 elementary school cards from 65 training schools representing 436 cities and counties. The table summarizing their study will be quoted in full.

E. J. Ashbaugh<sup>4</sup> made a questionnaire study, "Parents and Pupils' Report Cards," in 1929, to determine what items of administrative and supervisory nature, according to parents' opinions, should be included on report cards. He distributed the questionnaires to the members of a county council of Parent-Teachers Associations. Then the questionnaires were circulated by the members of the council among the parents who attended regular association meetings.

Frank Hendry<sup>5</sup> published a study of "Report Cards of the Royal Oak Public Schools" in 1929. It was the result of two years of research and experimentation on the part of a committee of teachers and principals coöperating with the superintendent to study report cards for the system. The writer will refer to Mr. Hendry's study again.

Mary N. Holland<sup>6</sup> published a study, "Creating Effective Pupil Reports," dealing with the construction of report cards in the Detroit public schools.

Olive G. Williams<sup>7</sup> made a questionnaire study, "Pupil Report and Supervision," in 1931. She circulated an inquiry blank among parents, teachers, and administrators of a New York school. The questions asked for opinions on

2. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades," *Bulletin of United States Department of Interior*. Leaflet No. 41, pp. 1-24. (Released January, 1932.)

3. H. B. Chapman, E. J. Ashbaugh, "Report Cards in American Cities," *Educational Research Bulletin*, Vol. 4, pp. 289-293, Ohio State University. (October 7, 1925.)

4. E. J. Ashbaugh, "Parents and Pupils' Report Cards," *Educational Research Bulletin*, Ohio State University, Vol. 8, pp. 143-146. (April 3, 1929.)

5. Frank Hendry, "Report Cards of the Royal Oak Public Schools," *Elementary School Journal*, Vol. 29, pp. 603-609. (April, 1929.)

6. Mary N. Holland, "Creating Effective Pupil Reports," *Bulletin of Department Elementary School Principals*, Vol. 10, pp. 363-371. (April, 1931.)

7. Olive G. Williams, "Pupil Reports and Supervision," *Bulletin of Department Elementary School Principals*, Vol. 10, pp. 359-362. (April, 1931.)

both the administrative and supervisory phases of report cards' use and construction.

A. O. Heck <sup>8</sup> in his book, *Administration of Pupil Personnel*, devotes a chapter on reports to parents. The writer will refer to Mr. Heck's chapter again.

Several other papers on report cards have been written, from which quotations will be made from time to time.

THE SCOPE OF THE STUDY

This study undertakes the analysis of 319 report cards used in the various school levels. The cards used come from 180 Kansas cities of the three different classes.

TABLE I.—Number of city schools in Kansas represented and their plan of organization.

TYPE OF CITY	Plan of organization							Total
	8-2-2	8-2-4	8-4	6-6	6-3-3	6-2-2-2	6-2-4	
First class.....	0	0	0	1	9	1	0	11
Second class.....	1	1	26	7	24	0	10	69
Third class.....	0	0	94	1	5	0	0	100
Totals.....	1	1	120	9	38	1	10	180

Table I gives the school plan of organization represented by the city schools from which cards were received.

It is evident that the 6-3-3 plan is most commonly used in the first-class cities of Kansas. When the second- and third-class cities are considered, it is found that 120 use the 8-4 plan, 29 use the 6-3-3 plan, 10 use the 6-2-4 plan, 8 use the 6-6 plan, and 1 each uses the 8-2-2 and the 8-2-4 plans of organization.

Table II gives the number and kinds of report cards analyzed in this study.

TABLE II.—Number and kind of cards used in this study.

KINDS OF CARDS	Number
County elementary.....	89
Primary (city).....	31
Elementary (city).....	78
Junior high school.....	38
Senior high school.....	83
Total.....	319

Read table thus: Elementary cards were received from 89 counties of Kansas. Thirty-one primary cards were received from 31 city school systems.

8. A. O. Heck, *Administration of Pupil Personnel*, pp. 275-297. Ginn and Company, Chicago. 1929. 463 pp.

It is known to be a fact that a large per cent of the elementary schools in the third-class cities use the county report card the same as do the rural district schools.

#### METHOD OF PROCEDURE

This study has been made in an attempt to answer the questions asked by administrators and teachers when they are either in doubt or are considering the selection of report cards. Letters were sent to city superintendents and principals of schools in first-, second- and third-class cities, and to county superintendents, asking for report cards in use to be sent to the writer. Questions suggested by the analysis are very numerous and but a few of the more important are listed:

1. What are the essential items to be considered or recognized by educators?
2. What are the essential items upon which information is desired by parents?
3. Is it desirable to use uniform report cards?
4. What are the advantages of letter reports?
5. What distinction in subject matter materials should be made when used on report cards designed for:
  - a. Primary School,
  - b. Elementary School,
  - c. Junior High School, or
  - d. Senior High School Levels?
6. What system of marks should be adopted?
7. What is the most desirable form and size for a report card?
8. Why give report cards at all?
9. What is a desirable report card make-up?
10. Should names of subjects be printed on the card?
11. What items of attendance should be used?
12. Should curriculum objectives be listed?
13. Should reports have a place for written messages to:
  - a. Parents, and
  - b. School Authorities?
14. What signatures are necessary?
15. Should graphs be used?
16. Should standard and general ability tests scores be placed on report cards?
17. To what extent are parents interested in the individual's ranking with the group?
18. Should character and health habits be placed on the report card?
19. Should general explanations be placed on the card or on a letter accompanying it?
20. How reliable are the marks found on report cards?

#### SOURCES OF DATA

The greater per cent of the data summarized in the tables was gathered for the study from the 319 report cards collected from 180 cities and 89 county superintendents' offices. Other tables from several recent studies will be compared with those of the writer's construction.

### TYPES OF DATA COLLECTED

The following types of data were obtained from the 319 report cards received and from other sources previously mentioned:

1. Items of information desired on reports by parents.
2. Rank and percentage frequencies of certain personal and social traits which parents suggested.
3. Opinions on both the administrative and supervisory phases of report card use and construction.
4. Frequency with which Kansas schools and other schools send out report cards to parents.
5. Subject matter listed for pupil rating according to the several educational levels.
6. Methods of distributing marks.
7. The sizes and forms of report cards used in Kansas.
8. Terms used in reporting attendance in Kansas schools.
9. Frequency and kinds of messages to parents and teachers.
10. Kind and frequency of signatures.
11. Types of school organization represented by the cards.

### DEFINITION OF TERMS

The term *administrative items* is used to refer to classification, attendance, age, and other items.

*Supervisory items* refers to those of scholarship, conduct, character, and health habits.

The term *administrator* is used to refer to superintendents and principals who receive their authority directly from the board of education and who are in charge of the school systems.

For use here, the writer defines *booklet* as being a small book consisting of two or more pages.

In this study the term *school authorities* refers to those in charge of the school system.

As used in this report, *scholastic subjects* refers to subject-matter content, such as reading, arithmetic, geography, and other similar subjects.

*Curriculum objectives* is a term that refers to those aims or goals set up by the school authorities to be obtained through progress by the pupils in the many subjects.

*Percentage frequencies* is a term used to refer to the per cent of times out of the whole that the items appear.

### PRESENTATION OF DATA

The writer's plan of study has been to give a presentation of the original data collected by classification into statistical tables. An analysis or discussion accompanies each table. From the study and comparisons the writer has drawn conclusions and given recommendations.

## CHAPTER II

### ESSENTIAL ITEMS OF REPORT CARDS

#### ITEMS RECOGNIZED BY EDUCATORS

In considering items on report cards some disagreement among educators as to essentials appears. All agree that scholarship, conduct, and attendance should be listed, but there is disagreement as to what else should be included. The tendency of educators seems to be to classify the essential items of report cards as administrative and supervisory.

William John Cooper, formerly Federal Commissioner of Education, says: <sup>1</sup>

"The most desirable report cards to measure the educational progress of the individual pupil should be one of utmost simplicity."

Miss Hansen <sup>2</sup> concludes that:

"The report card should offer a practical method (1) of offering constructive and suggestive help to parents, the child, and the teacher; (2) of rating all phases of growth and development, *e. g.*, social, physical, emotional, intellectual; (3) of administration so that too much time in marking is not expected from the teacher."

O. G. Williams <sup>3</sup> states:

"Briefly the basic principles, underlying use and construction of report cards, may be summarized as follows: (1) the reports should be broad, flexible, humanitarian system measuring the progress and achievement in which the development of the child's welfare is of main importance; (2) aims of education should be considered and used as a guide in making a pupil report to the parent; (3) the report should be constructed in such a way that it will develop an understanding of the whole personality of the child; (4) the report should be in terms that are understood by both the pupils and the parent; (5) the report should aid the pupil in self-understanding and should stimulate him to a steady and continuous growth utilizing his various abilities; (6) the report should describe that which it purports to describe; (7) the report should be limited to that which can be reliably described; (8) report cards should have a few administrative items but must be largely supervisory in purpose."

A. R. Keppel <sup>4</sup> in the article "Phase of Record Keeping" says:

"In this matter of record keeping we shall consider the following: (1) What shall we keep? (a) general information, (b) attendance, (c) scholarship, (d) educational and mental tests, (e) health habits, (f) discipline, (g) character habits. (2) Why shall we keep them? It is data that is useful and valuable to those who attempt to better understand the child in an effort to be of greater service. (3) How shall we keep them? In some compact form."

A. L. Heer, <sup>5</sup> in a study on "Essential Elements of Report Cards," gives the following items to be considered in report card construction:

---

1. "Uniform System of Report Cards in School Urged"; in *United States Daily*, Vol. VI, No. 268, p. 2. (January 16, 1932.)

2. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades." *Bulletin of United States Department of the Interior*. Leaflet No. 41, pp. 20. (Released January, 1932.)

3. Olive G. Williams, "Pupil Reports and Supervision." *Bulletin of Department Elementary School Principals*, Vol. 10, p. 358. (April, 1931.)

4. A. R. Keppel, "Phase of Record Keeping." *School and Society*, Vol. 29. (June 29, 1929.)

5. A. L. Heer, "Essential Elements of Report Cards." *Educational Research Bulletin*, Vol. 2. (Nov. 1923.)

"1. Grading standards, while not directly connected with the card, will secure more nearly uniform marks.

"2. Report cards should be sent out at least quarterly, but in such cases parents should be notified at shorter periods if the work is unsatisfactory.

"3. The group system of marking not interpreted in terms of per cent should, preferably, for the sake of uniformity, be the letters A, B, C, D, F.

"4. In my opinion there should be an odd number of groups. Five steps, four in passing and one in failure, is preferred.

"5. What should be marked? Certainly more than scholarship, deportment and attendance. Others to be considered are application, health, coöperation, citizenship, initiative, attentiveness, personal appearance, knowledge of subjects, contribution to class, thoroughness and responsibility."

#### ITEMS DESIRED BY PARENTS

According to E. J. Ashbaugh, in "Parents and Pupils Report Cards," parents have definitely desired items and opinions as shown by Tables III and IV, reproduced from the above-mentioned study.

TABLE III.—Items desired by parents on reports.\*

ITEMS	Percentage
1. Number of days present.....	82
2. Number of days absent.....	91
3. Number of times tardy.....	89
4. Accomplishments in subjects studied—	
(1) By letters meaning, excellent, good, etc.....	55
(2) By marks in percentages, 100, 90, etc.....	41
(3) By satisfactory or unsatisfactory only.....	4
5. Class average as well as the report of your child for each subject studied.....	70
6. The results of standard tests giving—	
(1) Child's score and average of his class.....	64
(2) Child's score and average of children over the country.....	27
7. Results of general ability or psychology tests giving—	
(1) Child's score and average of his class.....	59
(2) Child's score and average of country.....	30
8. Teacher's judgment of personal and social qualities (more than).....	50

*Read table thus:* Eighty-two per cent of the parents wanted the number of days present recorded. Ninety-one per cent wanted days absent given.

Many teachers and administrators have hesitated about sending standard educational test and psychology test grades home to parents by means of the report card. From Doctor Ashbaugh's table it is evident that parents wish to have the scores placed on the cards.

The parents were asked to suggest some personal or social traits that they wished the teachers would use when judging the children. These are noted in Table IV, presented below.

The tables speak for themselves of the wishes and opinions of parents. Most parents are really desirous of pupil reports that tell something definitely. It is evident that neither school nor parents can accomplish much in the way of training children unless there exists hearty coöperation between the home and school.

\* Table reproduced from E. J. Ashbaugh "Parents and Pupils Report Cards." *Educational Research Bulletin*, Ohio State University, Vol. 8, p. 143. (April 3, 1920.)

TABLE IV.—Rank and percentage frequencies of certain personal or social traits which parents suggest.

PERSONAL OR SOCIAL TRAITS	Frequency	Rank
Effort or application.....	78%	1.0
Deportment.....	75%	2.0
Respect for authority.....	73%	3.0
Trustworthiness.....	70%	4.0
Accuracy.....	68%	5.5
Promptness.....	68%	5.5
Health.....	65%	7.5
Self-confidence.....	65%	7.5
Initiative.....	64%	9.0
Cleanliness.....	61%	10.5
Interest.....	61%	10.5
Coöperation.....	59%	12.5
Politeness.....	59%	12.5
Neatness.....	55%	14.0
Industry.....	52%	15.0

*Read table thus:* Seventy-eight per cent of the parents suggested that effort or application should rank first. Seventy-five per cent ranked deportment as second. Seventy-three per cent ranked respect for authority as third.

## CHAPTER III

## DESIRABILITY OF UNIFORM REPORT CARDS

As the educational program advances from kindergarten to high school there are those who are desirous that report cards be made more uniform. Perhaps it isn't advisable that the very same type of card be used throughout the United States, as communities are so varied. Again, it may be desirable to use the same type within the levels of the same school system and possibly an area as large as a state. The argument is for more uniform placement as the child progresses from grade to grade and transfers from one school to another. Again, it is more convenient for comparison purposes to have uniform items on report cards.

Rowna Hansen<sup>1</sup> in her study, "Report Cards for Kindergarten and Elementary Grades," gives her conclusions upon uniformity of report cards in the United States.

"A certain amount of uniformity of the cards within a single school system is desirable for such administrative purposes as transfer of pupils from one school to another. It is not to be expected that there would be rigid uniformity between school systems throughout the country. The report card should reflect the best accepted teaching practice in each system. . . . There seems to be no uniform practice as to the number of report cards used within the elementary grades by the 515 city school systems."

After studying the 319 cards from Kansas schools the writer would conclude that more uniformity was found among the county elementary cards and the primary cards than among cards from the other levels. Most of the county elementary cards evidently had been purchased by the county superintendent from commercial supply houses.

There are certain administrative and supervisory items which are acceptable in making uniform report cards so as to lessen the problems in transferring from one school to another. To illustrate, it is desirable to have a system of marking which can be transferred on a uniform credit basis. From a supervisory viewpoint it is desirable that schools in a state use a common subject nomenclature. There are other supervisory items which are not uniform for every school yet are desirable, such as the curriculum objectives. By this the writer means that while every school has certain curriculum objectives each school does not emphasize the same ones due to different environmental factors.

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1. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades." *Bulletin of United States Department of the Interior*. Leaflet No. 41, p. 2. (Released January, 1932.)

## CHAPTER IV

## REPORT CARDS VERSUS LETTER REPORTS

Many schools use personal-letter reports to supplement report cards, but only a few use the letter form in place of cards. Letter reports take more of the teacher's time if she is to deal justly with each pupil. In case of departmentalized schools, where pupils have a different teacher for each subject, it would scarcely be economically advisable. However, each teacher could make her report and send it to the home-room teacher who would write and sign the letters for her group.

The faculty in Heaton School, Fresno, California, wrote letters in the school year 1929-'30 to parents instead of sending cards. The teachers considered their plan quite successful after one year and have continued its use.

R. B. Abbott,<sup>1</sup> in the study "Experiment with Reports to Parents," summarizes his points on letter reports as follows:

"Letter reports: (1) puts emphasis on growth of the whole child; (2) are better psychologically because they look to the effect of the report on the child; (3) fit each individual child; (4) mark the child in terms of his ability and what should be expected of him—rather than entirely on the basis of comparison with the class; (5) allow definite statements of the child's difficulties, whether academic, social or physical; (6) insure closer coöperation of parent and school because of more definite statement of the child's difficulties; (7) allow parents to write information to teachers by providing space and encouraging parents to make comments; (8) allow teachers space to encourage the child by commenting on achievements other than those listed on ordinary report cards; (9) require that the teacher would need to know the child better in order to write such a letter; (10) make the report a teaching act rather than a clerical job."

The letter is to be written on the principal's letterhead paper. It is to include a "section on the pupil's progress in subject matter and another emphasizing character habits, personal habits and social difficulties." The letters are to be written and signed by the teacher, but are read and approved by the principal before mailing. Space should be given to encourage parents to confer with teachers. Most authorities feel that reports should be sent on all pupils every eight weeks and more frequently on those having difficulties.

According to R. B. Abbott<sup>2</sup> the disadvantages of letter reports are:

"That they take a great deal of time—possibly more than teachers can afford; may not give parents satisfaction; may not drive the child to further effort; may allow the teacher to teach without keeping records of the progress of her pupils in subject matter; may be too personal."

Some arguments for report cards or booklets are: (1) that materials can be placed in a more graphic form; (2) they are more economical from the standpoint of the teacher's time; (3) easily understood by parents and pupils; (4) they are indicators of pupil achievement; (5) in a way they are progress charts; and, (6) indexes of health, character and social habits.

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1. R. B. Abbott, "Experiment with Reports to Parents." *Bulletin of Department of Elementary Principals*, Vol. 10, pp. 350-352. (April, 1931.)

2. Abbott, *op. cit.*, pp. 357-358.

Commonly heard arguments against report cards are: (1) that there is an impractical system of marks employed; (2) that terms used lack definite meaning; (3) that they are not reliable because teachers often fail to weigh their judgments; and, (4) that they do not emphasize sufficient items of information.

After considering the characteristics of both letter reports and report cards the writer concludes that both have sufficient good qualities to warrant thoughtful comparison before making a definite decision as to which is the better. As many of the arguments against report cards can be readily refuted, it is likely they are, in general, more desirable than letter reports.

CHAPTER V  
 REPORTS DESIGNED FOR VARIOUS LEVELS  
 SUBJECTS COMMONLY LISTED FOR PUPIL RATING

The subjects listed below are for the primary-kindergarten group of cards. It will be noted that every one of the 31 cards studied in this group had "Habits and attitudes desirable for citizenship" named. It is desirable that Tables V and VI be used in a comparative manner.

TABLE V.—Subjects listed on 31 primary-kindergarten cards.

SUBJECTS LISTED ON CARDS	Frequency
Music, rhythmic activities.....	38
Habits, attitudes desirable for citizenship.....	31
Reading, phonics, word study.....	17
Language, literature.....	15
Art, handwork.....	14
Arithmetic or numbers.....	13
Writing.....	12
Drawing and construction.....	8
English.....	7
Spelling.....	6
Games and plays.....	3
Geography.....	2
Social studies, history.....	2
Nature study.....	1
Physical training.....	1
Physiology, health habits.....	1

*Read table thus:* "Music, rhythmic activities" were found 38 times on the 31 cards. All 31 cards had "Habits and attitudes desirable for citizenship."

Table V was constructed by the writer from cards received from the county and city superintendents.

Table VI is from Rowna Hansen's study on "Report Cards for Kindergarten and Elementary Grades."<sup>1</sup> It is used as a comparative study with the writer's Table V.

Miss Hansen<sup>2</sup> says:

"The program of the Kindergarten has always been more closely integrated than the program in the elementary grades. More emphasis has been placed on behavior or social development, and achievement in subject matter as such has not been required."

Her statements closely agree with observations made by the writer in her study and are borne out by comparing Tables V and VI.

1. Rowna Hansen, "Report Cards for Kindergarten and Elementary Grades." *Bulletin of United States Department of the Interior*. Leaflet No. 41, p. 2. (January, 1932.)

2. Hansen, *op. cit.*, p. 2.

TABLE VI.—Subjects listed on 20 primary cards and frequency.

(Reproduced from Miss Hansen's study.)

SUBJECT MATTER	Frequency
Reading: Silent; oral; phonics; seat work; care of books . . . . .	27
Language: Spoken; written; composition; English; memory selections . . . . .	19
Numbers: Number work; arithmetic . . . . .	19
Music . . . . .	16
Spelling: Daily lists; general use . . . . .	16
Writing . . . . .	14
Drawing: Art, handwork; handiwork; work with materials; painting; construction . . . . .	14
Physical training: Physical education; physical culture; physical activities, calisthenics . . . . .	6
Health habits . . . . .	2
Manual arts . . . . .	1
Hygiene . . . . .	1
History . . . . .	1
Geography . . . . .	1
Social studies . . . . .	1
Civics . . . . .	1
Auditorium . . . . .	1

*Read table thus:* The items under reading appeared 27 times on the 20 cards. By this, it will be noted that more than one term is used to designate reading. Similar conditions are indicated by other subjects.

In making a comparative study of Tables VII and VIII, some similarities will be noted. Table VII contains the tabulated data from the 167 elementary cards studied by the writer. There were 89 county elementary cards and 78 city elementary cards in the group. Table VIII, on page 18, is taken from Rowna Hansen's<sup>3</sup> study of "Report Cards for Kindergarten and Elementary Grades." She studied 84 elementary cards and found a great diversity of items.

All 89 county elementary cards had both Kansas and United States history listed, since both subjects are required for the county 7th and 8th grade examinations, while the city elementary cards used the term history with a specific title to be filled in by the teacher. The writer found fewer terms used for the same subject than did Miss Hansen in her survey, as is indicated by comparing Tables VII and VIII.

3. Hansen, *Ibid.*, p. 23.

TABLE VII.—Subject matter listed on county and grade elementary cards.

(One hundred sixty-seven cards studied.)

SUBJECT MATTER	Frequency
Social science: Citizenship, civics, history.....	393
English: Language, grammar, composition, manuscripts.....	175
Reading: Classics, literature, rhetorical, phonics.....	167
Mathematics: Arithmetic.....	161
Spelling: Assigned and applied.....	160
Writing.....	159
Geography.....	159
Physiology: Health habits.....	156
Music: Individual instrumental and class, orchestra, glee club.....	151
Drawing: Drawing and art, art.....	137
Agriculture.....	106
Home economics: Domestic science, art.....	25
Manual training.....	21
Physical training: Athletics.....	18
Nature study.....	9
Bible study.....	7
Elementary or general science.....	3
Dramatics.....	1
Bookkeeping.....	1
School planning.....	1

Read table thus: Social science, citizenship, civics and history appeared 393 times on the 167 cards. English and the various terms used for it were recorded 175 times.

TABLE VIII.—Subjects listed on general elementary cards.

(Reproduced from Miss Hansen's Study.)

SUBJECT MATTER	Frequency
History and civics: United States history; local state history; citizenship, civics; civil government; social studies; social science; current events; United States constitution.....	120
Language: English; oral English; written English; oral language; composition; form of written composition; written language; grammar; literature; rhetorical; expression; memory selections; language-writing-spelling.....	117
Reading: Oral reading; silent reading; reading for thought; reading and literature; word study; phonics.....	90
Arithmetic: Oral arithmetic; mental arithmetic; written arithmetic; arithmetics; processes; reasoning in arithmetic; formal arithmetic; mathematics; numbers; algebra.....	85
Spelling: Spelling in composition; spelling and orthography; orthography.....	81
Writing: Handwriting; penmanship.....	80
Geography: Physical geography.....	77
Drawing: Art; fine and industrial art; industrial arts; handwork; picture study.....	75
Music: Band; orchestra.....	72
Physiology: Hygiene; science and hygiene; hygiene and health; sanitation.....	68
Domestic science: Home economics; household arts; domestic arts; clothing; sewing; food; cooking.....	37
Manual training: Manual arts; industrial; industrial work; handcraft; shop.....	37
Physical training: Physical education; physical culture; gymnasium.....	29
Nature study: General science; science; nature work.....	28
Agriculture: Agriculture-nature study; physiology.....	17
Health education: Health habits; cleanliness.....	14
Morals and manners: Religious instruction; citizenship or morals and manners.....	4
Bookkeeping.....	2
Activity period.....	1
Supervised play.....	1
Latin.....	1
Auditorium.....	1

Read table thus: History and civics, and other modified terms were noted 120 times on 84 cards. Language and English appeared 117 times.

Apparently there has not been any previous study made of subject-matter content of junior-senior high-school cards. For this reason the writer has prepared Table IX on the topic. Of the 121 cards studied but 21 had subject matter listed. The variety of terms used accounts for the numbers being greater than 21. The other 100 cards had space where names of subjects were to be filled in.

TABLE IX.—Subject matter listed for junior-senior high-school cards.

SUBJECT MATTER	Frequency
Social Science: Civics; constitution; economics; history; sociology; United States history; problems of American democracy and constitution; contemporary world civilization; world relations; citizenship. . . . .	45
Science: General science; physics; physiology; biology; botany; chemistry; nature study; hygiene. . . . .	35
English: Book reports; grammar; dramatics; public speaking; journalism. . . . .	28
Mathematics: Algebra; geometry; arithmetics; trigonometry. . . . .	27
Commerce: Parliamentary law; stenography; typewriting; commercial law; commercial arithmetic; bookkeeping. . . . .	24
Physical training: Physical education. . . . .	18
Music: Instrumental, vocal, orchestra. . . . .	16
Geography: Physical or industrial. . . . .	16
Industrial arts: Manual training; mechanical drawing; shop. . . . .	16
Home economics: Clothing; food; sewing; domestic art; domestic science. . . . .	14
Drawing: Drawing and art; art. . . . .	10
Penmanship: Writing; business writing. . . . .	9
Reading: Literature. . . . .	6
Latin. . . . .	6
Methods. . . . .	3
Psychology. . . . .	3
French. . . . .	3
Spanish. . . . .	2
Management. . . . .	1

*Read table thus:* Social science and modified terms were recorded 45 times on the 21 cards studied. Science and related subjects had a frequency of 35.

#### SYSTEM OF MARKS USED BY KANSAS CARDS

In 1921, the "Kansas Uniform Grading Plan" was drawn up by a committee consisting of W. W. McConnell, E. J. Knight and J. L. Hutchinson,<sup>4</sup> indorsed by the High School Principals' and City Superintendents' Section of the Council of Administration which was held at Topeka in January of the same year. This plan defined education; named the main objectives of education; designated the grades A, B, C, D, and F and defined them according to the qualities of scholarship, initiative, coöperation, and individual development; it recommended the distribution of grades by normal curve of distribution; and presented weighted credits as follows:

"Weighted credits suggested by the committee are:

1. Grade of A for unit subject, 1.2 units
2. Grade of B for unit subject, 1.1 units
3. Grade of C for unit subject, 1.0 units
4. Grade of D for unit subject, 0.9 units
5. Grade of F for unit subject, no credit."

In some ways the cards studied by the writer show that this plan has been closely adhered to; however, there are many differences. One hundred and eighty-four cards used the letters A, B, C, D, and F, in translated form. While

4. W. W. McConnell, E. J. Knight, and J. L. Hutchinson, "Kansas Uniform Grading Plan." *Bulletin of Kansas State Teachers Association*, p. 2. (January, 1921.)

these cards used the letters recommended by the "Kansas Uniform Grading Plans," yet they did not use the same uniform method of translation in all cases. The symbols of I, II, III, and IV ranked next in order, having been used by 25 cards. The letters A, B, C, D, E, and E, G, M, P, F, tied for third place as they were found in twenty-one cards each.

All the letters and symbols are translated either in per cent or descriptive words, designating qualities, and in some cases both are used. Many combinations of letters are used, as will be shown in the writer's Table X. Of the 319 cards studied by the writer, but 17 did not state the system of marks used. Three of the total number used the term per cent without letters or symbols. A small number of cards used plus and minus signs, or a check mark and star to indicate group work.

TABLE X.—Method of reporting school marks to parents.

RATING METHOD	Number using	Percentage
1. Percentages.....	3	.94
2. Letters translated:		
A, B, C, D, F.....	184	57.68
A, B, C, D, E.....	21	6.58
A, B, C, F.....	5	1.56
A, AB, B, BC, C, X, F.....	3	.94
A, B, C, NP.....	2	.63
A, D, E.....	1	.32
E, G, F, U, P.....	10	3.13
E, G, M, P, F.....	21	6.58
E, S, G, M, F.....	1	.32
E, S, F, P.....	5	1.56
S, E, G, F, P, D, Failure.....	3	.94
S, U, or S, U, I.....	5	1.56
S, VG, G, M, F.....	1	.32
D, U, I.....	3	.94
3. Symbols:		
x Av.....	2	.63
or.....	7	2.19
I, II, III, IV.....	25	7.86
4. Not stated.....	17	5.32
Totals.....	319	100.00

Read table thus: Percentage ratings were used by 3 cards. This is .94 per cent of the total cards studied. Letters A, B, C, D, F, in translated form were used by 184 (57.68%) cards of the 319 studied. They were the letters recommended by the Kansas Uniform Grading Plan.

Table X gives the methods of reporting school marks to parents as indicated by Kansas report cards.

#### TRANSLATION OF MARKS USED BY THE CARDS

Letters were translated as follows:

A, B, C, D, F, built on Normal Curve of Frequency: A, 7 per cent; B, 24 per cent; C, 38 per cent; D, 24 per cent; F, 7 per cent. Letters were also defined as:

Grade of A; Excellent; 95 to 100; 93 to 100.

1. Scholarship—Exceeding expectations of instructor.
2. Initiative—Contributions exceeding the assignment.
3. Attitude—Positive benefit to the class.
4. Coöperation—Forwarding all group activities.
5. Individual improvement—Actual and noticeable.

Grade of B; Good; 85 to 95; 87 to 92.

1. Scholarship—Accurate and complete.
2. Initiative—stimulating some desirable achievements.
3. Attitude—Proper and beneficial.
4. Coöperation—Effective in group work.
5. Individual improvement showing marks of progress.

Grade of C; Fair; 75 to 85; 80 to 86.

1. Work in general of medium quality.
2. Work quite strong in one or more items but weak in others.

Grade of D; Unsatisfactory; 60 to 75; 70 to 75; 60 to 79.

1. Scholarship—Barely meeting assignments.
2. Initiative—Uncertain, not wholly manifest.
3. Attitude—Not objectionable, usually neutral.
4. Coöperation—Not positive or very effective.
5. Individual improvement—Slight, not positive.

Grade of F; Poor or Failing work; Below 60; Below 70.

1. This is failing work which may be due to many causes.

Grade of E and NP are used by some instead of F; same translation.

1. One school gave 80 per cent as failing while a small number of the cards counted 75 per cent as failing.

A, B, C, F—translated:

- Grade of A; 90 to 100.
- Grade of B; 80 to 90.
- Grade of C; 70 to 80.
- Grade of F; Failure.

A, AB, B, BC, C, X, F—translated:

- Grade of A; Superior work; 95 to 100.
- Grade of AB; Excellent; 90 to 94.
- Grade of B; Medium; 85 to 89.
- Grade of BC; Fair; 80 to 84.
- Grade of C; Passing; 75 to 79.
- Grade of X; Not passing, but can be made up; 70 to 74.
- Grade of F; Failing work, cannot be made up; below 70.

A, D, E—translated:

- Grade of A; Highest grade given; standard or above.
- Grade of D; Vanishing grade.
- Grade of E; Failing grade.

E, G, F, U, P—translated:

- Grade of E; Excellent; 95 to 100.
- Grade of G; Good; 85 to 94.
- Grade of F; Fair; 75 to 84.
- Grade of U; Unsatisfactory; 60 to 74.
- Grade of P; Poor; Failing; Below 60.

E, G, M, P, F—translated:

- Same as above except that P is used instead of U, and F stands as the failing grade. Also M is used to mean fair.

E, S, G, M, F—translated:

- Grade of E; Excellent.
- Grade of S; Above average.
- Grade of G; Average.
- Grade of M; Below average; merely passing.
- Grade of F; Failure.

E, G, F, P—translated.

- Means: excellent, good, fair, poor or failure.

S, E, G, F, P, D, F—translated:

- Grade of S; Superior; 96 to 100.
- Grade of E; Excellent; 91 to 95.
- Grade of G; Good; 86 to 90.
- Grade of F; Fair; 81 to 85.
- Grade of P; Passing; 75 to 80.
- Grade of D; Unsatisfactory.
- Grade of F; Below 75; failing. (Placed in red ink.)

S, VG, G, M, F—translated:

- Grade of S; Excellent. (Some cards used E.)
- Grade of VG; Very good.
- Grade of G; Average.
- Grade of M; Merely passing.
- Grade of Failure.

S, U, or S, U, I—translated:

- Grade of S; Satisfactory.
- Grade of U; Unsatisfactory.
- Grade of I; Shows improvement.

D, U, I—translated:

- Grade of D; for children who show well-developed habits.
- Grade of U; used to indicate habits that need developing.
- Grade of I; used to indicate habits that show improvement.

*Symbols* were translated as follows:

- Grade of +; the plus is used to indicate work which is above the standard or above the average.
- Grade of Av; Work of average type.
- Grade of —; Work below average or failing, marked by minus.
- Grade of √; Indicates unsatisfactory habits.
- Grade of \*; Indicates habits to be improved.
- Grade of I; Excellent; 90 to 100; 93 to 100.
- Grade of II; Good; 80 to 89; 86 to 92.
- Grade of III; Average; 70 to 79; 78 to 85.
- Grade of IV; Below average; 60 to 69; 70 to 77.
- Grade of V; Poor work; 50 to 59.
- Grade of F; Failing work; Below 50; 60; 70; 75; 80.

In comparing the many marks used and their translations the writer notes the need of uniformity in the Kansas marking system. As the system stands it is extremely difficult to interpret grades transferred from one school system to that of another. A careful study of the previous pages indicates that the letter "F," when used as a failing grade, may mean a mark below 50, 60, 70, 75, or 80 per cent. Some schools use the term "F" to mean "fair" or "above average" while others interpret it as poor or failing. Consequently, the writer agrees with the authors of the "Kansas Uniform Grading Plan" that there is a need of adopting a uniform method of marking which will be helpful in the transcribing of grades. Much criticism has been accorded the public schools for their lack of uniformity in grading and marking. Teachers are often charged as giving unfair marks and in showing partiality to their pupils. Such will continue until some standard, uniform method of marking is adopted.

As future indicators of the possibility of developing a definite system of grading the writer quotes the opinions of several educators. K. W. Warden,<sup>5</sup> in "Means by Which Teachers' Marks May Be Made More Reliable," says:

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5. K. W. Warden, "Means by Which Teachers' Marks May Be Made More Reliable," *American School Board Journal*, Vol. 69, p. 66. (November, 1924.)

"As teachers we shall never become very proficient in marking papers until we unselfishly and unprejudicially examine the available information on the subject of teacher's marks and weigh this information in the light of our own experience."

C. E. Hulten,<sup>6</sup> in "Personal Element in Teachers' Marks," says:

"When we apply scientific and objective standards to the work of pupils, we may eliminate the cause for much of the charge of unfairness and partiality. We shall be able to show the individual pupil that achievement and progress go hand in hand. And we shall be able to convince the public that teaching has at least reached the same plane and taken its rightful place by the side of the other professions."

L. R. Campbell,<sup>7</sup> in "So Pupils May Know," says:

"Every teacher should define and explain the marks so that pupils may know, and knowing may succeed."

W. N. Anderson,<sup>8</sup> in "Grading and Promotion of Pupils," holds that:

"The success of any plan or scheme will depend in a large measure on the spirit in which it is undertaken; and that the first important step on the part of the superintendent is to see that the teachers become conscious of the existence of wide individual differences among pupils, and duly appreciative of the needs of making provisions to meet these differences."

When considering progress or grouping graphs the writer found that only 24 per cent of the 319 cards used some form of graph. The graph was used in conjunction with the letter system of marks. It is worthy of comment that 43.8 per cent of the county elementary cards used progress graphs in order that the child might picture his own grades. Attention should be called to the fact that the "Kansas Uniform Grading Plan" recommended that graphs be used in all school systems of Kansas to indicate pupil achievement. Many schools feel that the progress graph or profile card has many advantages, one of which is that it portrays the pupil's achievement clearly and definitely. Other advantages are given by R. E. Robinson,<sup>9</sup> in his paper "Individual Profiles of Percentile Ranks," which is quoted:

"The profile card (1) discloses the low or high in the pupil's academic achievement in which way it may point to those who need remedial work in certain subjects or, in the other case, more activity on a higher plane; (2) shows the pupils' general academic placement and hence points to possible retardations; (3) exhibits any consistent trends of achievement from month to month, either in a single subject or all of them."

In considering surveys on methods of reporting school marks given by others the writer found that prior to 1928 the graph or profile card was seldom used. Since then it has been gaining recognition rapidly by school authorities and is highly recommended to-day.

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6. C. E. Hulten, "Personal Element in Teacher's Marks." *Journal of Educational Research*, Vol. 12, p. 50. (June, 1925.)

7. L. R. Campbell, "So Pupils May Know," *School and Society*, Vol. 32, p. 762. (December 6, 1930.)

8. W. N. Anderson, "Grading and Promotion of Pupils." *American School Board Journal*, Vol. 68, p. 41. (February, 1924.)

9. R. E. Robinson, "Individual Profiles of Percentile Ranks." *Department Elementary School Principals Bulletin*, Vol. 10, p. 349. (April, 1931.)

TABLE XI.\*—Method of reporting school marks to parents.

(Reproduced from Chapman and Ashbaugh.)

RATING METHOD	Percentage emphasized			
	Elementary	Junior	Senior high	Total
Percentages.....	29.0	23	37	31.6
Letters translated.....	35.0	28	34	34.3
Letters.....	17.0	26	17	17.8
Groups.....	7.0	16	5	7.0
Symbols.....	8.0	7	5	6.3
Graph.....	0.5	0	1	0.7
No rating.....	3.5	0	1	2.3
Total number.....	452.0	70	320	842.0

\* Chapman and Ashbaugh, op. cit., p. 292.

Read table thus: Grading by per cent was used by 29 elementary, 23 junior high and 37 senior high schools, or 31.6 per cent of the 842 cards studied recorded grades in per cent. Thirty-four and three-tenths per cent used letters translated.

Table XI, taken from Chapman and Ashbaugh,<sup>10</sup> "Report cards in American Cities" on method of reporting school marks to parents, is presented by the writer to be used in comparison with Table X.

Comparing Table XI with the writer's Table X on page 20, the reader's attention is called to the difference in ranking. This table gives "letters translated" first rank and "percentage" as second. The writer's table agrees on the first rank, but finds other items coming in succession, leaving "percentage" near the last. The writer found ten cards of the 319 that grouped the individual in the A, B, C, D, class, after which he was graded as "satisfactory" or "unsatisfactory."

#### OTHER ITEMS IN REPORT CARD MAKE-UP

Several items not previously named are: report of attendance; forms and space for messages to parents and teachers; and frequency with which schools send reports to parents.

Considering "Report of attendance," given in Table XII, days present, days absent, and times tardy rank the three highest, which is similar to the items parents desire as previously stated in Chapter II, page 10.

10. *Ibid.*, p. 292.

TABLE XII.—Report of attendance.

ITEMS NOTED	Number using	Percentage
Times tardy.....	296	92.70
Days absent.....	275	86.20
Days present.....	102	31.97
Days taught.....	81	25.39
Times truant.....	40	12.53
Days-on-roll.....	36	11.28
Days belonging.....	36	11.28
Half-days absent.....	30	9.40
Half-days present.....	25	7.83
Days-off-roll.....	14	4.38
Unexcused absence.....	9	2.83
Unexcused tardies.....	9	2.83
No items.....	5	1.56
Excused absence.....	1	.31
Per cent attendance.....	1	.31

*Read table thus:* Times tardy were on 296 (92.7%) of the 319 cards. Days absent were given on 275 of the 319 cards studied.

Messages to parents and teachers were in two forms, written or printed. Two hundred sixty-eight cards had printed messages to parents which explained the aims of the card and also invited the parents to visit the schools; 29 cards had space for written messages to be sent by the teacher; 46 did not allow space for either form of message. Fifty-six cards had printed explanations and directions from the principal and superintendent, 14 had space for written messages from parents to teachers, and 249 had no space for such notations.

Signatures seemed to be common to report cards, as 310 of the 319 had space for parents' signatures, 276 for the teacher's, 133 gave the principal's name and 226 carried the name of the superintendent.

Comparing the results in Table XIII of the writer's study on the frequency with which schools send out reports to parents with that given in Table XIV by Chapman and Ashbaugh,<sup>11</sup> it was found that monthly and six times a year stood as the two highest items in frequency.

TABLE XIII.—Frequency with which schools send out parents' report cards.

FREQUENCY	Number of schools				Percentage
	Primary	Elementary	Junior	Senior	
Two times.....	1	0	0	0	.32
Four times.....	0	0	1	1	.63
Five times.....	1	0	0	0	.32
Six times.....	26	66	36	81	65.50
Monthly.....	3	101	1	1	33.23
Totals.....	31	167	38	83	100.00

*Read table thus:* One of the 31 primary cards was sent twice a year. Two hundred nine or 65.5 per cent of the 319 cards were sent out every six weeks. One hundred six or 33.23 per cent of the cards were sent to parents every month.

11. H. B. Chapman and E. J. Ashbaugh, "Report Cards in American Cities." *Educational Research Bulletin*, Vol. 4, p. 289. Ohio State University. (October 7, 1925.)

Table XIV is quoted from Chapman and Ashbaugh,<sup>12</sup> "Report Cards in American Cities."

TABLE XIV.—Frequency with which elementary schools send out parents' report cards.

(Reproduced from Chapman and Ashbaugh.)

FREQUENCY	Number	Percentage
Four times.....	64	14
Five times.....	14	3
Six times.....	113	25
Monthly.....	234	52
Miscellaneous.....	27	6
Totals.....	452	100

*Read table thus:* Two hundred thirty-four or 52 per cent of the four hundred fifty-two cards were sent to parents, monthly; one hundred thirteen or 25 per cent were sent out every six weeks.

If the writer were considering only elementary cards, there would be a greater similarity between her findings and those presented in Table XIV from Chapman and Ashbaugh. When counting all levels in Kansas, the six-week interval is first, with 65.5 per cent of the cards being sent at this frequency, and the monthly interval is second, with 33.23 per cent. Chapman and Ashbaugh found that 52 per cent sent reports monthly, and 25 per cent sent them every six weeks. In regard to the frequency of sending out report cards according to a survey made by O. G. Williams,<sup>13</sup> "Pupil Report and Supervision," the writer cites the following:

"Recently the writer circulated an inquiry blank among parents, teachers, and administrators of a New York school. The questions asked for opinions on both administrative and supervisory phase of report card use and construction. Briefly the findings are:

1. Frequency of sending out reports:
  - a. Parents and administrators preferred every six weeks.
  - b. Teachers, once or twice a term.
  - c. Pupils, twice a term, or every six weeks."

#### DESIRABLE SIZE AND FORM OF REPORTS

Table XV shows the number of cards of relative sizes as observed by the writer in her study of 319 report cards used for all levels. It is noticeable that the sizes vary greatly.

12. Chapman and Ashbaugh, *loc. cit.*

13. O. G. Williams, "Pupil Reports and Supervision." *Bulletin of Department of Elementary School Principals*, Vol. 10, p. 361. (April, 1931.)

TABLE XV.—Cards of relative sizes and forms.

SIZES . . . . .	Number of cards of relative sizes						Total
	3"x5" to 4½"x5"	3"x6" to 4½"x6"	4"x6" to 4½"x6½"	3"x7" to 5½"x7½"	3"x8" to 5¼"x8½"	4"x9" to 5¼"x10½"	
<i>Forms.</i>							
Cards . . . . .	55	39	13	14	7	2	130
Booklets . . . . .	14	147	6	13	9	0	189
Totals . . . . .	69	186	19	27	16	2	319

*Read table thus:* Fifty-five of the cards fell in the size grouping, 3" x 5" to 4½" x 5" while thirty-nine of the cards fell in the 3" x 6" to 4½" x 6" grouping. Fourteen of the booklets fell in the first grouping while 147 were in the second. Of the 319 report cards studied 130 were card forms and 189 were booklets.

The study indicates that the larger number of forms used are either 3 in. by 5 in. or 4 in. by 6 in., which are the standard sizes for filing cabinets. However, after consulting several printing authorities, the writer presents the information on report-card size, material, and form in Table XVI.

TABLE XVI.—Desirable information on report card structure.

GRADE OF PAPER AND SIZE	Price per sheet	Number of cards		Number of booklets (Single fold)		Price per hundred			
		Cut 3"x5"	Cut 4"x6"	Cut 3"x5"	Cut 4"x6"	Cards, 3"x5"	Booklets, 4"x6"	Cards, 4"x6"	Booklets 4"x6"
Cover—20x26 . . .	\$0.05	32	20	16	9	\$0.16	\$0.31	\$0.25	\$0.55
2-ply Bristol, 22x28 . . . . .	.07½	39	20	16	9	.20	.46	.37	.83
Ledger, 17x22 . . . . .	.02	21	12	9	6	.09	.22	.16	.33

*Read table thus:* Cover paper size 20" x 26" costs 5 cents a sheet and can be cut into 32 of the 3" x 5" cards or 16 single-fold booklets, while it will cut only 20 of the 4" x 6" cards or 9 of the 4" x 6" single-fold booklets. This does not take into account the additional cost of printing the desired items on the reports.

Since 189 of the 319 reports studied were in booklet form, there is indication of the booklet popularity over the card. Again booklets give more space for presenting information wished by parents and pupils. On the other hand, cards cut to a better economic advantage than do booklets as is indicated in Table XVI above. However, the 3 in. by 5 in. booklet cuts to a better economic advantage than other sizes of cards or booklets. The 3 in. by 5 in., either in card or booklet form, is more convenient because it fits the standard filing cabinet and envelope. In general, the writer recommends that a 3 in. by 5 in. card or booklet, from an economic standpoint, be used.

## CHAPTER VI

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## SUMMARY

This investigation has, as its main objective, the critical study of the status of the individual reports made by Kansas public school administrators to parents. The purpose is:

1. To present an analysis of the individual reports now used.
2. To make a comparison of the findings of this study with those of like nature.
3. To make recommendations which should aid administrative officers in their accounting and report procedure.

The greater part of the data was taken from the 319 report cards with additional suggestions from the previous studies listed on pages 6 and 7.

The scope of this investigation includes a study of 319 report cards. These cards were received from 89 county superintendents; primary, elementary, junior and senior high schools, representing 180 of the first-, second- and third-class cities of Kansas.

The following types of data were assembled from the various sources:

1. Type of school organization represented by the cards.
2. Items of information desired on report cards.
3. Rank and percentage frequencies of certain personal and social traits which parents suggested.
4. Opinions from administrators, teachers, and parents on the administrative, supervisory, and teaching phases of report card use and construction.
5. The degree of uniformity of report cards.
6. Frequency with which Kansas schools in particular and other schools in general send out report cards to parents.
7. Subject matter listed for pupil rating at the several educational levels.
8. The methods of distributing marks.
9. The dimensions and forms of report cards used in Kansas schools.
10. Technical terms used in reporting attendance in Kansas.
11. Frequency of reporting and kinds of messages sent to parents and teachers.
12. Official capacity of persons signing report cards to parents.

In summarizing, there are many topics which the writer has considered.

1. Kansas possesses eleven first-class cities, and the writer found that 9 or 81.8 per cent of that number have school systems organized on the 6-3-3 plan. Of the second-class city schools sending report cards, 26 or 37.5 per cent were organized on the 8-4 plan, while 24 or 34.5 per cent were using the 6-3-3 plan of organization. Ninety-four per cent of the third-class cities sending cards represented the 8-4 plan.

2. Educators tend to classify the essential items of report cards as administrative and supervisory. A desirable report card is one which

measures the progress and achievement of pupils of attendance, accomplishments, progress, and teachers' judgments of pupils' habits.

3. Better than 50 per cent of the parents, according to a survey made, rank social traits in the following order of importance: Effort, deportment, respect for authority, trustworthiness, accuracy, promptness, health, self-confidence, initiative, cleanliness, politeness, neatness and industry.

4. The administrative items are those which refer to management, filing, classification and transcribing of credits. Supervisory items indicate improvement of instruction, discipline, development of coöperation, recognition of individual differences and remedial assistance.

5. More uniformity was found among the county elementary, city elementary and primary cards than in the other kinds.

6. The larger per cent of report cards are sent to parents once every six weeks.

7. Subjects listed on the cards were given in diversified terms. The primary and elementary cards had subject matter listed in some definite form, while only 21 of the 121 junior and senior high-school cards studied had subjects listed.

8. The methods used for distributing marks are many and varied in meaning. Translated letters are preferred by the majority of schools, but varied interpretations are given.

9. Most of the report cards used have been forms bought from commercial houses. Hence they consist of varied dimensions and forms. The larger per cent fall within the two standard file groupings, which are 3 in. by 5 in. and 4 in. by 6 in.

10. The "times tardy," "days absent," "days present," and "days taught" rank consecutively as the four highest technical terms used for reporting attendance. However, there were many other items used.

11. Apparently letter reports are seldom used by Kansas administrators.

12. Messages to parents and teachers were either written or printed. There were 268 cards of the 319 studied which had printed messages to parents explaining the aims, interpreting marks, and inviting parents to visit school. There were 29 cards which provided space for written messages to be sent by teachers to parents. In regard to messages to teachers, only 70 of the 319 cards studied gave space. These messages consisted of either printed explanations and directions from principal and superintendent to the teacher or space for written messages from the parents to the teacher.

13. Superintendents, principals, and teachers carried the official capacity of persons signing the reports to parents. A few cards did not require the signatures of parents or guardians while 97 per cent required them.

### CONCLUSIONS

1. There is practically a complete lack of uniformity in the report cards used by school officials in making reports to parents. This is evidenced by:
  - a. Methods of distributing marks. (Table X, page 20; Table XI, page 24.)

- b. Technical terms used in reporting attendance. (Table XII, page 25.)
  - c. Items of subject matter listed. (Table V, page 16; Table VI, page 17; Table VII, page 18; Table VIII, page 18; Table IX, page 19.)
  - d. Frequency with which Kansas schools send out reports to parents. (Table XIII, page 25; Table XIV, page 26.)
  - e. Dimensions and forms of report cards used. (Table XV, page 27.)
  - f. Frequency of reporting and types of messages sent to parents and teachers. (Page 25.)
  - g. Official capacity of persons signing reports to parents. (Page 25.)
2. There is a need of a central clearing agency to bring some semblance of order out of the lack of uniformity now prevailing in methods of reporting to parents. This is shown by:
- a. The many systems of marks used. (Table X, page 20; Table XI, page 24.)
  - b. The diversity of interpretations given each method. (Pages 20-22.)
  - c. The technical terms used in reporting attendance. (Table XII, page 25.)
  - d. Lack of similarity in the meaning of terms. (Table X, page 20; Table XI, page 24.)
  - e. The numerous items of subject matter listed having similar meanings. (Table V, page 16; Table VII, page 18; Table IX, page 19.)
  - f. The variety of dimensions and forms of report cards. (Table XV, page 27.)
3. There is a lack of definite items of subject matter. This is indicated by:
- a. Numerous items of subject matter listed having similar meanings. (Table V, page 16; Table VI, page 17; Table VII, page 18; Table VIII, page 18; Table IX, page 19.)
4. There are certain items which are more desirable than others.
- a. Opinions on essential items or report cards as indicated by parents. (Table III, page 11; Table IV, page 12.)
  - b. Essential items of reports as given by educators. (Pages 10-11.)
5. Certain dimensions and forms are more desirable from an economic standpoint. This is shown by:
- a. Lack of uniformity in dimensions and forms. (Table XV, page 27.)
  - b. Dimensions of cards that can be cut economically from certain types and grades of paper. (Table XVI, page 27.)
6. Marks should have more comprehensive meanings. This is revealed by:
- a. The diversity of interpretations given to each mark. (Pages 20-22.)
  - b. Lack of similarity in the meanings of terms. (Pages 20-22.)

### RECOMMENDATIONS

There are many recommendations deemed advisable by the writer:

1. A more uniform marking system should be adopted by Kansas schools with the view of aiding in solving the problem of grade transcription between schools.
2. A more uniform interpretation of the marks should be developed so that they will have meaning which is more comprehensive to parent and pupil.

3. An attempt should be made to gain uniformity in items of subject matter to be listed through a central clearing agency. Probably space should be left on junior and senior high cards for subjects to be listed.
4. Character, health, and scholarship habits should be graded in positive terms.
5. The 3 in. by 5 in. card and a single-fold booklet cut to a better economic advantage than do other dimensions.
6. Some administrative items are more important than others, *e. g.*, attendance record, student's record, and conduct record.
7. A report card should be simple in form and constructed to show progress and achievement.
8. Percentile profile graphs are advisable in showing pupil progress.
9. Report card make-up suitable for filing purposes should be considered. Some items place the student's name, with surname first, in upper left-hand corner to give the age and classification.
10. Letter reports are valuable supplements to the regular report cards in giving additional information. The personal element carried into the report in this manner aids much in establishing teachers and parents on a basis of mutual interest.
11. Four or six times a year is deemed the more desirable of the frequencies with which reports are sent to parents. When report cards are sent less frequently it is best to supplement with letter reports which make for better mutual understanding of parents, pupils, and teachers.
12. To improve existing conditions, reports with return envelopes should be mailed to the parents.

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