

STATEMENT OF PERMISSION TO COPY

In presenting this paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this paper for scholarly purposes may be granted by my major professor, or, in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature

Larkin Juan Bachman

Date

August 4, 1977

EVALUATION PROCEDURES USED BY MONTANA SHORTHAND I
TEACHERS USING GREGG DIAMOND JUBILEE SERIES

by

Barbee Jean Buchanan

A professional paper submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Approved:

Daniel S. Hertz
Chairperson, Graduate Committee

Daniel S. Hertz
Head, Major Department

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1977

ACKNOWLEDGMENT

A great deal of appreciation is extended to many people for their help in the completion of this study. A special thanks to Dr. Dan Hertz, Committee Chairman, for his encouragement and guidance through the masters program and this study. This writer is grateful to Dr. Floyd Frost and Dr. Harvey Larson, committee members, for their interest and encouragement.

Appreciation is also extended to the many business teachers throughout the state of Montana, for without their interest and participation, this study would not have been possible.

A final expression of deep gratitude is made to this writer's parents for their guidance and strength throughout this study. Whatever this writer accomplishes is an extension of them.

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
ABSTRACT	ix
CHAPTER I. INTRODUCTION	1
Statement of Problem	2
Need for the Study	2
Limitations	4
Definition of Terms	4
Summary	5
CHAPTER II. REVIEW OF LITERATURE	6
Introduction	6
Reading	7
Theory	8
Vocabulary	10
Brief Forms	12
Transcription	13
Summary	16
CHAPTER III. MONTANA SHORTHAND I EVALUATION	17
Restatement of Problem	17
Sources of Data	18
Survey Instrument and Administration	18
Analysis of Data	19
CHAPTER IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA CONCERNING SHORTHAND I EVALUATION	21
Reading Rates	22
Theory Tests	23
Vocabulary Tests	39
Brief Forms	47
Transcription	56
General Evaluation	67

	Page
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	77
Summary	77
Review of Literature	79
Summary of Findings	80
Conclusions	81
Reading Rate	81
Theory Tests	81
Vocabulary Tests	82
Brief Forms	82
Transcription	83
BIBLIOGRAPHY	88
APPENDICES	92

LIST OF TABLES

	Page
I. Total Number of Surveys	21
II. Frequency of Timed Reading Rates	23
III. Reading Rates for an A	25
IV. Reading Rates for a B	26
V. Reading Rates for a C	28
VI. Reading Rates for a D	29
VII. Theory Test Frequency	31
VIII. Method of Grading Theory Tests	32
IX. Number of Words in a Theory Test	33
X. Theory Test Score Required for an A	35
XI. Theory Test Score Required for a B	36
XII. Theory Test Score Required for a C	38
XIII. Theory Test Score Required for a D	39
XIV. Frequency of Vocabulary Tests	41
XV. Combined Vocabulary and Theory Tests	42
XVI. Vocabulary Test Score Required for an A	43
XVII. Vocabulary Test Score Required for a B	44
XVIII. Vocabulary Test Score Required for a C	46
XIX. Vocabulary Test Score Required for a D	47
XX. Frequency of Brief Form Tests	49

	Page
XXI. Timed Brief Form Tests	50
XXII. Brief Form Derivative Tests Given	51
XXIII. Brief Form Test Scores Required for an A	52
XXIV. Brief Form Test Scores Required for a B	53
XXV. Brief Form Test Scores Required for a C	55
XXVI. Brief Form Test Scores Required for a D	56
XXVII. Quarter in Which Plate Material Transcription is Begun .	57
XXVIII. Quarter in Which Typewriter Transcription is Begun . . .	57
XXIX. Method of Grading Transcripts	58
XXX. Required Number of Takes Passed per Quarter	60
XXXI. Speed Required for an A on Takes	61
XXXII. Speed Required for a B on Takes	63
XXXIII. Speed Required for a C on Takes	64
XXXIV. Speed Required for a D on Takes	65
XXXV. Percent of Accuracy Required to Pass a Take	66
XXXVI. Percentage of Reading Rates Used to Determine Quarter Grades	68
XXXVII. Percentage of Theory Used to Determine Quarter Grades . .	69
XXXVIII. Percentage of Vocabulary Used to Determine Quarter Grades	70
XXXIX. Percentage of Combined Theory and Vocabulary Used to Determine Quarter Grades	72

	Page
XXXX. Percentage of Combined Theory and Vocabulary Used to Determine Quarter Grades	73
XXXXI. Percentage of Brief Form Derivatives Used to Determine Quarter Grades	74
XXXXII. Percentage of Transcription Used to Determine Quarter Grades	75

ABSTRACT

The purpose of this study was to determine the evaluation methods and standards used by experienced shorthand I teachers in Montana. An equitable standard was developed that might be used as a guideline for evaluation.

Surveys were sent to 173 Montana public school business departments; 127 returns were received. In compliance with the limitations set down, only 46 of the 127 returns were useable for this study. These limitations were a full year of Gregg Shorthand Diamond Jubilee method taught four nine-week quarters by a teacher with at least two years of shorthand teaching experience.

The majority of respondents did not consider either reading rates or theory tests applicable for grading purposes for any quarter of the year. Theory and vocabulary tests were generally combined each quarter. The frequency of brief form tests were varied, but the majority did not give brief form derivative tests during any quarter. The majority of respondents began plate transcription during the first or second quarter and typewriter transcription during second or third quarter. Dictation, transcription takes were generally not considered applicable first quarter; a minimum of three takes were required to be passed at each of the remaining three quarters.

These conclusions, together with information from the survey of literature, formed the recommendations for specific and general evaluation methods. Reading rates were recommended once or twice weekly first quarter, weekly second quarter, every-other week third quarter, and twice quarterly fourth quarter. Combined vocabulary and theory tests were recommended to be graded on both transcription and correctness of outline. These tests should be given twice weekly first quarter, weekly second quarter, and every-other week fourth quarter. Brief form and derivative tests should be given weekly first semester and at least every-other week second semester. Transcription from plate material should be begun first quarter and typewritten transcription during second quarter. Transcripts should be graded according to verbatim transcript first semester and mailable copy second semester. The required number of takes to be passed each quarter at each speed should be three with at least 95 percent accuracy.

CHAPTER I

INTRODUCTION

Many teachers seem to be content to go along never changing their teaching techniques or evaluating the effectiveness of their program. Before teachers can improve their evaluation techniques, they must both study research that has been done in the area and do some "comparison shopping" from the evaluation standards used by other shorthand teachers in the field.

Shorthand methods of teaching, and hence methods of evaluation, have varied from teacher to teacher for years. Teachers appear to teach as they have been taught and as a result, for the past 40 years very little has been done to change this repetition of methods. Joe Pullis states:

For the most part, teaching methodology in shorthand has been guided by personal opinion rather than by research and teaching procedures frequently used today are essentially identical with those recommended in the 1930's. (Coleman, 1974:5)

As teachers, we must give students grades at specified times of the term. The evaluation process is also necessary for the students to know where they are going, and where their goals need to be set; a means for them to determine where they are in relation to what they are expected to accomplish during the term, or a section of it.

The difficulty comes when we sit down to determine the standards by which we as teachers must assign grades. Why can't someone determine

a method by which we can assign grades that would be equitable with those given by other teachers in the same geographical area, or even in the same state?

Until recently, very little actual research had been done in the shorthand field to determine which methods of evaluation actually reflected the knowledge and skills the student possessed.

The problem of placing students who have had previous shorthand instruction at the proper level for continued study is compounded by the great variety of standards and the lack of definite information on the standards used to determine the grades which a student in transferring. (Woolschlager, 1976:205)

STATEMENT OF PROBLEM

This study was done to determine the evaluation methods and standards used by experienced shorthand I teachers in Montana. The problem was to determine the relevance and consistency in grading given by Montana shorthand teachers to the areas of reading, theory, brief forms, vocabulary, and transcription skills for each quarter.

NEED FOR THE STUDY

As Montana is one of this nation's largest states, our schools often have small enrollments because of their geographic locations. Many of our business departments are one-teacher departments, and in some cases are taught by teachers with nothing more than a business minor. These teachers seldom have anyone in the system to talk to about how they are

teaching, what they are teaching, how their students are progressing, and what their students are doing in class. These teachers seldom get the chance, except at conventions and professional meetings, to "Compare notes" with other business teachers.

In addition, some students move from one community to another and hence from one business department to another. The confusion for a student is uncomprehendable; particularly if the new teacher is using a totally different approach to the subject from that which the student is accustomed.

Possibly by compiling a few basic standards, we business teachers could work together to make this transition for our students a little less mind-boggling and a little more equitable.

A study such as this might also be of help to those teachers in one-teacher departments to gauge where their students should be in relation to where other teachers within the state are gearing their students.

Is it fair to shorthand students when an "A" in one school is given for a much lower level of competence than an "A" in another school 15 miles down the road in either direction? When a counselor goes to a business teacher and tells her the standards in her shorthand class are unreasonably high, what can she show has been done in research to substantiate the evaluation procedures that are being used? What evidence for that matter, has she to give in relation to grading criteria used in

the state of Montana?

LIMITATIONS

This study was limited to teachers who have taught at least two years of first year Gregg Diamond Jubilee shorthand at the high school level. Only one questionnaire was answered per department, and that was completed to reflect the entire program if more than one person in the department was responsible for teaching shorthand I. In addition, the study was limited to those schools in Montana on a quarter (nine week) grading period which taught shorthand I for a full year, four quarters.

DEFINITION OF TERMS

Shorthand--Gregg Diamond Jubilee series method.

Theory--Those words in the beginning of a lesson used to introduce the theory in that lesson.

Vocabulary--Miscellaneous words from preassigned lessons. (May include theory words, but not limited to or by them.)

Brief Forms--129 words or word groups assigned special speed forms in Gregg Diamond Jubilee shorthand.

Transcription--Not only the writing out of shorthand outlines, but also the combined knowledge of theory, shorthand vocabulary, and in addition, the skills of typing, English, and reading.

SUMMARY

This research paper was done to determine the evaluation methods and standards used by experienced shorthand I teachers in Montana who have taught Gregg Diamond Jubilee method. In order to determine equitable methods of grading shorthand at the first year level, the areas of reading, theory, brief forms, vocabulary, and transcription were researched.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

Several researchers have addressed themselves to the problems of evaluating the progress of shorthand I students. This chapter is a review of that literature and is presented in sections under the following subheadings: Reading, Theory, Vocabulary, Brief Forms, and Transcription.

Evaluation is an integral part of teaching any class. A grading plan must be clearly stated by the teacher, easily understood by the students, and easily administered. Wedell gives the following as basic objectives for a shorthand I class:

Regardless of the wording, basic objectives in shorthand classes throughout the country are quite similar. What does vary, of course, is the emphasis and change from one grading period to another. Most frequently objectives in first-semester shorthand will be:

1. To master the principles of the shorthand system
2. To develop speed in reading shorthand notes
3. To develop the ability to take shorthand
4. To develop shorthand penmanship

The objectives in the second semester may be similar; however, emphasis on carryover objectives must be altered, and an objective for transcription should be added. The objectives in second-semester shorthand may be:

1. To review the principles of the shorthand system
2. To develop dictation speed
3. To develop the basic skills of Transcription
4. To improve shorthand penmanship

(Wedell, 1975:16)

READING

A device used by most of the shorthand approaches is to read periodically as rapidly as possible. This practice helps to automatize the common words in the vocabulary. (Russon, 1968:16)

Several researchers indicate reading rate has been part of the criteria required for grading, at least during the first part of the first semester. A student's reading fluency shows a definite sign of skill and fluency from textbook plate notes and from the student's own shorthand notes, the teacher will have an indicator of reading responses and speed of recognition of familiar outlines.

Reading is generally begun as sound spelling of outlines. Sound spelling should continue for the first three to four weeks of beginning shorthand. By the fourth week, however, Joe Pullis believes the beginning shorthand student should be able to read reasonably fluently from the current day's lesson. (Pullis, 1973:49)

The fourth week, students should be expected to read at a minimum of 40 words a minute, with an increase of 20 words for each respective grade level, when randomly called upon to read. This minimum rate might be increased by 10 words every two weeks until a base minimum of 160 words a minute is reached sometime during the second semester. (Pullis, 1973:49-50)

Ruth Anderson also states that "Students do appear to benefit from the timing of their reading rates." (Brendel, 1972:112)

Soskis also believes that students should be called upon randomly to read from plate materials and later from their own notes. This

reading practice increases fluency and appears to be correlated to fluency in writing. (Soskis, 1975)

THEORY

This writer compares the learning of theory for shorthand students to that of a construction engineer building a house. A good engineer will look over the ground before he builds and then begins to erect the building. If he builds on sand, the future of the building is questionable; but if he chooses land that is firm and solid, the foundation is much more solid. So, also in shorthand, if students learn the basic theory--their ground work--their foundation will be solid and firm, and their progress and future should be more secure.

The terms shorthand vocabulary and shorthand theory in research seem to be used synonymously in many cases. According to the terms used for this paper, shorthand theory is pertaining to principles taught during the first semester of the Gregg Text. This theory implies the understanding of these principles rather than the teaching of the rules, the student will be able to apply them correctly in the writing of the shorthand. (Coleman, 1974:27)

It would appear from various research studies that theory knowledge is related in most part to the ability of shorthand students in other aspects of shorthand such as reading, writing, vocabulary, dictation, and transcription.

If a student does not get a strong background and understanding of theory and how to use it in the writing of shorthand outlines in the first semester, recent research indicates that there will be little chance they will be able to correct this in later semesters of the course. These findings have repeatedly indicated that the first semester of shorthand instruction determines in large part the student's accomplishment in subsequent semesters. (Brendel, 1972:113)

Shorthand skill development is directly related to the student's knowledge of shorthand theory and vocabulary. The student's accuracy and speed in transcription are again directly related to his accuracy in writing shorthand outlines. (Brendel, 1972:113)

Patrick found that 96 percent of the student's ability to transcribe correctly written outlines were directly associated with the theoretical accuracy of shorthand outlines from dictation. (Patrick 1965)

In addition, Kraseus found in his study that 96.1 percent of the correctly written outlines were transcribed correctly, and that incorrectly written shorthand outlines were transcribed only 58.8 percent of the time. (Kraseus, 1964)

Norma Crewdson found that a correctly written outline was an important part of transcription. It was her recommendation that more emphasis be placed on theory testing, especially during the first semester. She also recommended that students be encouraged to write correct outlines rather than to "get something down for every word." (Crewdson, 1963)

As shorthand theory is presented during the first quarter of shorthand, and testing is suggested frequently, it is apparent that the student will get continued emphasis in theory during that first part of the shorthand year. It is important, however, to continue testing of theory knowledge and application throughout the remainder of the year.

Doerr found several instances where students wrote fewer correct outlines at the end of the first year of shorthand than they did at the end of the first semester. He suggests that teachers continue to stress the principles of the shorthand system during the entire first year of shorthand instruction, not just the first semester. (Doerr, 1967)

VOCABULARY

As the reader has probably noticed, the words theory and vocabulary seem often to be used interchangeably in the research materials. Obviously, in order to test theory, one needs to use vocabulary, and hence there is some overlapping of these two terms.

Vocabulary building is the bridge between the mastery of theory and the building of dictation skill. Vocabulary is the application of theory learned to words other than those included in the theory part of the daily lessons. The basis for grading vocabulary tests should not only be the transcription resulting, but also the accuracy of the outline; the testing simultaneously of theory application and transcription.

In 1959, Harriet Daneilson did a study to determine the relationship between the competency in shorthand vocabulary and achievement in

shorthand dictation. She found that shorthand vocabulary is significantly related to shorthand achievement. Daneilson felt that one of the primary areas of emphasis must be on building shorthand vocabulary in order to achieve optimum growth in shorthand. (Daneilson, 1959)

In his 1965 study, Haggblade showed that one of the factors showing the highest correlation with achievement in shorthand was the ability to write theoretically correct outlines. He concluded that teachers should stress the value of writing correct words. (Haggblade, 1975)

Shorthand teachers should emphasize the building of an accurate shorthand vocabulary, especially during the first semester of shorthand. If the students learn to write accurate outlines from the beginning, they should be able to build their shorthand dictation speeds far more rapidly than those students who consistently write their own outlines. (Brendel, 1972:103)

Some researchers indicate the importance of timing when giving students vocabulary tests.

In the past, teachers have frequently followed the practice of duplicating vocabulary or theory tests or have dictated them without timing them. Such a procedure overlooks the importance of being able to write accurate outlines automatically is essential in the third area emphasized in first-semester shorthand--building dictation skill. (Pallis, 1966)

Emphasis on vocabulary building should include not only the development of the ability to write accurate outlines, but also the ability to write such outlines under timed conditions. Thus, the term theory test as it is used today would more accurately be described as a vocabulary test.

The basis for grading the vocabulary test should be accurate shorthand outlines, not merely the accurate transcription of whatever outline the student has written. (Coleman, 1974: 27)

As we can see from the preceeding statement, accuracy of outlines in vocabulary remains an important point. A Doerr study also brings out this point in the following:

Doerr found several instances where students wrote fewer correct outlines at the end of the first year of shorthand than they did at the end of the first semester. He suggests that teachers continue to stress the principles of the shorthand system during the entire first year of shorthand instruction, not just the first semester. (Doerr, 1967)

BRIEF FORMS

A systematic review of brief forms is essentially for the eventual automatization of shorthand outlines. Uthe recommends complete automatization of brief form outlines. (Uthe, 1966)

Brief form derivatives should be also drilled to help automatize the brief forms themselves as well as instill in the student the awareness that many of the words are made up of brief forms. Kline recommends more time should be spent in testing derivatives than has been done in the past as they tend to slow down the expert writer as well as the student. (Kline, 1949)

A complete mastery of brief forms is necessary for achievement in shorthand. While brief forms are the easiest words to write, students have more difficulty with the brief form derivatives. More class time should be spent in teaching the brief form derivatives. (Coleman, 1974:20)

Special dictation material loaded with brief forms and their derivatives in addition to frequent brief form tests should be given.

(Munnick, 1967)

TRANSCRIPTION

As transcription is an integral part of shorthand, and as business transcription is done at a typewriter, a student who is enrolled in shorthand should have one year of typing or at least be taking typing concurrently with the shorthand course. The first method is preferable as the student's skill is more refined than a student who is taking typing and shorthand concurrently.

When the makeup of the class is such that part of the class is made up of students who have had typing previously and the remainder are taking typing and shorthand concurrently, a question arises as to the method of scoring. Should there be a variance in grading transcription? This is a question that must be answered by the teacher when such a situation arises in the class.

Speed building can be introduced almost as soon as students begin writing. Such methods are scribble writing and writing on every-other line and retracing outlines previously dictated can be used to build speed even at the beginning levels of writing.

Even though there is general agreement that transcription should be taught in the first year of shorthand, there is no agreement between authorities as to when it should be introduced.

Hampton analyzed the results obtained from introducing transcription in the third week of the first semester, in the tenth week of the first semester, in the first week of the second semester, and in the ninth week of the second semester.

Based upon the analysis of data, Hampton concluded that the time at which typewritten transcription practice is introduced has no effect on transcription rates, dictation speeds, or shorthand theory knowledge attained by first-year shorthand students. (Hampton, 1970).

Many teachers introduce typed transcription during the first semester. This transcription is usually short transcription drills from homework plate material. It has been suggested that if typed transcription is introduced during the first semester, the teacher will be able to devote more time to speed building than if the teacher has not yet provided for typed transcription in the shorthand course. (Coleman, 1974:30)

Transcription from shorthand plate material should be the first type of transcription test. Material taken from a pre-announced range of lessons is graded on the total number of correct words. (Soskis, 1975)

McKenna found that while the early introduction of new-material dictation (before all theory had been covered) did not result in an increase in the ability to take and accurately transcribe new-matter dictation, it did not retard the students in their ability to take and transcribe new-matter dictation. (Coleman, 1974:17)

Brent found that by the end of two semesters of instruction no significant differences in dictation speeds of transcription rates existed between the students who were introduced to typewritten transcription during the first semester and those students who did not begin typewritten transcription until the second semester. Brent did find, however, that a significant difference did exist in shorthand theory knowledge at the end of one year of instruction. The students who did not begin typewritten transcription until the second semester had significantly superior performances on shorthand accuracy. (Brent, 1970)

Dictation for transcription is normally given in three or five minute takes with 95 percent accuracy required to pass. A problem arises in grading here in that some teachers count punctuation errors as full errors and others count them as only partial errors. This makes comparisons inequitable if the kinds of errors allowed are unknown.

Researchers studied the dictation habits of businessmen and found that they seldom dictate steadily for more than two or three minutes. Thus, it was concluded that shorthand students can build an employable skill without taking five-minute dictation tests. (Campbell, 1975:19)

A recent study took a closer look at shorthand achievement as it progressed throughout five-minutes of dictation. It was concluded that a student's performance on a three minute test was similar to his performance on a five-minute test. (Prigge, 1971)

Dallman also did a study to determine whether there was a significant difference in achievement on three- and five-minute dictation tests. He found that dictation achievement could be measured as reliably on the three-minute tests as on the five-minute tests for at least part of the time. (Coleman, 1974:17)

Transcription, by this writer's definition, also includes English and typing skills. Therefore, here also is included a study of transcription errors made on different transcription activities done by Barbara Vought. The most frequently occurring types of errors found in both Shorthand I and II were those related to language skills and typewriting. The highest percentage of errors occurred in punctuation and

typewriting. The lowest percentage of errors were capitalization.

(Vought, 1969)

The idea of mailability, and useability in reference to transcripts in shorthand I classes, brings up the old problem of equitability. What is acceptable or mailable to one teacher may not be to another. For the purposes of equitability, verbatim reproductions of the dictation would appear to be the answer.

Iannizze suggests that the goal of all transcription should be verbatim, not mailable transcripts. (Iannizze, 1967)

SUMMARY

Let us remember that grades are an artificial form of motivation, they are in actuality meeting a need for measurement of the student's progress for the student, as well as the teacher.

Dr. Russon sums up testing and evaluation in shorthand very nicely when she says:

As shorthand is a perceptual-motor skill and the emphasis is ongoing, the most satisfactory test in this subject is the performance test. The performance test, in addition, should correlate with the stated objectives of each unit of instruction. At the end of each grading period, therefore, any tests given should be on the work covered during that period. Since many of the learning activities in shorthand are in the form of timed activities, the teacher should avoid giving any other tests simply to be testing. (Russon, 1968:46)

CHAPTER III

MONTANA SHORTHAND I EVALUATION

RESTATEMENT OF PROBLEM

This study was conducted to survey the standards of grading used by Montana public high school teachers in their shorthand I classes. The results of that survey were compiled to determine an equitable standard shorthand I teachers could use for grading purposes.

SOURCES OF DATA

One shorthand I teacher from the business department of each of the 173 public schools in the state of Montana was surveyed. Those who actually did the evaluating process for their classes filled out the questionnaire. In cases where more than one teacher in the high school taught a shorthand class, only one of them filled out the questionnaire for the entire shorthand program.

The study was limited to those programs teaching a complete year of Gregg Shorthand method. Those schools teaching a method of shorthand other than Gregg, or on a grading period other than nine weeks, were asked to indicate such and then return the questionnaire unanswered. The survey was also limited to those teachers who had two or more years of shorthand I teaching experience.

SURVEY INSTRUMENT AND ADMINISTRATION

Before the questionnaire was sent to teachers in Montana, it was tested for validity by various business education teachers attending summer school, the researcher's committee members, and several non-business education people. They were asked to read the questionnaire and make corrections or recommendations they felt were necessary.

A copy of the final revision of the questionnaire and cover letter were sent to the business department heads of each high school in Montana.

The questionnaire was developed and constructed on the basis of the review of literature. It asked specific and general questions about the various standards used in evaluation of shorthand I students. A section of the questionnaire was included for recommendations and comments.

Only those public high schools which taught Gregg Shorthand filled out questionnaires. Cover letters and questionnaires were sent to each business department in Montana on March 8, 1977. Addresses were procured from the listing of Montana Business and Office Education Personnel published by the Office of the Superintendent of Public Instruction in the state capital, Helena, Montana. The list was made up of those teaching business in the state for the year 1976-1977. From the first mailing, 90 surveys, or 62.0 percent, were returned.

A follow-up letter and a second questionnaire was mailed on April

16, 1977, to the 83 business departments who had not responded to the initial mailing. From the second mailing, 37 surveys, or 44.6 percent, were received.

In answer to the two mailings, 127 out of 173 shorthand I teachers responded. This represented a 73.4 percent return. Of the 127 surveys returned, 10 were teaching a system other than Gregg Shorthand; 36 teachers had less than two years experience; 14 taught no shorthand I; 11 used a grading period other than nine weeks; 1 taught less than a full year of shorthand; and 9 gave no information. A total of 81 surveys were unuseable; the remaining 46 surveys, or 26.6 percent, of the original 173 surveys were used in tabulating results for the tables of this study.

ANALYSIS OF DATA

This study was intended to survey the evaluation standards in use by business teachers teaching shorthand in Montana. The study was restricted to those schools teaching Gregg Shorthand and to experienced shorthand teachers teaching on a nine-week, or quarter system. Questions were asked to determine general and specific standards used.

The questionnaire surveyed general and specific aspects of evaluation standards in the areas of reading, theory, vocabulary, brief forms, and transcription.

The data was analyzed by the number responding to the questionnaire

less those from teachers with less than two years of shorthand teaching experience, those teaching a system other than Gregg, and those teaching less than a full year or on a grading period other than nine weeks.

Table I, page 21, simply states the numbers of surveys and the percent of the whole in the returns received for the survey.

Tables II through XXXXII of the study are set up identically. The writer has set the responses of the respondents at the left of each table. The frequency of responses at each level along with the percentage of the total number of useable surveys are listed for each quarter of the year. The results of each quarter are listed vertically parallel and chronologically at the right of the original responses.

Frequency and percentage are totaled for each quarter to 46, the number of useable surveys, and 100 percent. The response of NA, nor applicable, was used when respondents indicated such or left the space for response blank, indicating an answer was not applicable.

Interpretation of the tables is versatile in that they can be read vertically to see the span of responses for each quarter, and they can be read horizontally to determine the frequency of responses at each level of response for each quarter. An explanation of each table giving the number and percentage of each response preceeds each table.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA CONCERNING SHORTHAND I EVALUATION

Of the total 173 schools surveyed, 46, or 26.6 percent, did not reply to either of the two mailings. Only 46, or 26.6 percent, were useable for this paper due to set limitations. Thirty-six, or 20.8 percent, of the instructors had less than two years of Shorthand I teaching experience. Ten, or 5.8 percent, of the schools surveyed taught systems other than Gregg Diamond Jubilee. Nine, or 5.2 percent, of the surveys were returned giving no information. Fourteen, or 8.1 percent, of the schools surveyed taught no shorthand I. Eleven, or 6.3 percent, of the schools used a grading period other than nine weeks. Only one of the schools, or 0.6 percent, indicated less than one year of shorthand instruction. This information is presented in Table I.

TABLE I
TOTAL NUMBER OF SURVEYS

Unanswered	46	26.6%
Useable	46	26.6
Less than two years experience	36	20.8
System other than Gregg D. J.	10	5.8
No information given	9	5.2
No shorthand taught	14	8.1
Grading period other than nine weeks	11	6.3
Less than 1 year of instruction	<u>1</u>	<u>0.6</u>
Total	173	100.0%

The remainder of this chapter will deal with the results derived from the 46 useable surveys.

Reading Rates

The first portion of the survey dealt with reading rates. The first question asked if the teacher timed reading rates. Responses were given for each of the four quarters of the school year.

During the first quarter of the school year, the greatest number who timed indicated that timings were given once or twice a week. Eleven, or 23.9 percent, gave timings twice weekly; 10, or 21.8 percent, timed weekly; 6, or 13.1 percent, timed every-other week; 5, or 10.8 percent, timed twice a quarter; 1, or 2.2 percent, timed quarterly; 8, or 17.4 percent, indicated no timings given; and 5, or 10.8 percent, indicated not applicable.

During the second quarter of the school year, the greatest number who timed indicated that timings were given weekly or every-other week. Four, or 8.7 percent, timed twice weekly; 14, or 30.4 percent, timed weekly; 12, or 25.1 percent, timed every-other week; 5, or 10.9 percent, timed twice quarterly; 1, or 2.2 percent, timed quarterly; 5, or 10.9 percent, indicated no timings given; and 5, or 10.9 percent indicated not applicable.

During the third quarter, those who tested reading rates did so at least every-other week. Four, or 8.7 percent, timed twice weekly; 6, or

13.0 percent, timed weekly; 10, or 21.8 percent, timed every-other week; 7, or 21.8 percent, timed twice quarterly; 2, or 4.4 percent, timed quarterly; 10, or 21.7 percent, indicated no timings given; and 7, or 15.2 percent, indicated not applicable.

During the fourth quarter, the greatest number indicated no timings were given or were not applicable. Four, or 8.7 percent, timed twice weekly; 4, or 8.7 percent, timed weekly; 6, or 13.1 percent, timed every-other week; 3, or 6.5 percent, timed twice quarterly; 3, or 6.5 percent, timed quarterly; 15, or 32.6 percent, indicated no timings given; and 11, or 23.9 percent, indicated not applicable.

The frequency of timed reading rates for each quarter of the school year are given in Table II.

TABLE II
FREQUENCY OF TIMED READING RATES

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
2 weekly	11	23.9%	4	8.7%	4	8.7%	4	8.7%
Weekly	10	21.8	14	30.4	6	13.0	4	8.7
Every-other week	6	13.1	12	26.1	10	21.8	6	13.1
2 quarterly	5	10.8	5	10.9	7	15.2	3	6.5
Quarterly	1	2.2	1	2.1	2	4.4	3	6.5
None given	8	17.4	5	10.9	10	21.7	15	32.6
NA	<u>5</u>	<u>10.8</u>	<u>5</u>	<u>10.9</u>	<u>7</u>	<u>15.2</u>	<u>11</u>	<u>23.9</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question two of the survey asked the reading speed at which a student received an A, B, C, D, for each quarter. In all cases, the majority responded not applicable. Table III, page 25, gives the responses of the reading speed required for an A. First quarter 4, or 8.7 percent, used 120 words per minute (WPM); 3, or 6.5 percent, used 100 WPM; 2, or 4.4 percent, used 80-90 WPM; 5, or 10.9 percent, used 60 WPM or less; 3, or 6.5 percent, indicated the speed used varied; and 29, or 64.0 percent, indicated not applicable.

Second quarter 2, or 4.3 percent, used 180 WPM; one each, or 2.2 percent, used 160 and 150 WPM; 2 each, or 4.4 percent, used 140 and 120 WPM; 3 each, or 6.5 percent, used 100, 60 WPM or less, and a varied rate; 29, or 63.0 percent, indicated not applicable.

Third quarter 1, or 2.2 percent, used 200 WPM; 4, or 8.7 percent, used 160 WPM; and 3 each, or 4.4 percent, used 150, 120, and 60 WPM or less; 3, or 6.5 percent, responded a variable rate; and 32, or 69.5 percent, indicated not applicable.

Fourth quarter 2, or 4.3 percent, used 200 WPM; 3, or 6.5 percent, at 180 WPM; 1, or 2.2 percent, at 160 WPM; 2, or 4.4 percent, at 140 WPM; one each, or 2.2 percent, at 80-90 and 60 WPM or less; 3, or 6.5 percent, responded a variable rate; and 33, or 71.7 percent, indicated not applicable.

TABLE III
READING RATE FOR AN A

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
200					1	2.2%	2	4.3%
180			2	4.3	0	0.0	3	6.5
160			1	2.2	4	8.7	1	2.2
150			1	2.2	2	4.4	0	0.0
140			2	4.4	0	0.0	2	4.4
120	4	8.7%	2	4.4	2	4.3	0	0.0
100	3	6.5	3	6.5	0	0.0	00	0.0
80-90	2	4.4	0	0.0	0	0.0	1	2.2
60 or less	5	10.9	3	6.5	2	4.4	1	2.2
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	29	63.0	29	63.0	32	69.5	33	71.7
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

The first quarter responses for a grade of B were 1, or 2.2 percent, at 150 WPM; 4, or 8.7 percent, at 100 WPM; 2, or 4.4 percent, at 80-90 WPM; 6, or 13.0 percent, at 70 WPM or less; 3, or 6.5 percent, replied that the rate was variable; and 30, or 65.2 percent, indicated reading rates were not applicable.

During the second quarter, the speeds for a grade of B were 2 each, or 4.4 percent, at 160, 130, 120, 100, and 80-90 WPM; 3, or 6.4 percent, indicated 70 WPM and less; 3, or 6.4 percent, vary their reading rate scale; and 30, or 65.2 percent, responded not applicable.

The third quarter responses were 1, or 2.2 percent, at 150 WPM; 5, or 10.8 percent, at 140 WPM; 1 each, or 2.2 percent, at speeds of 130,

110, and 70 WPM or less; 3, or 6.5 percent, again varied their reading rate scale, and 34, or 73.9 percent, responded not applicable.

Fourth quarter the responses were 1, or 2.2 percent, at 180 WPM; 4, or 8.7 percent at 160 WPM; 1 each, or 2.2 percent, at 150, 130, and 70 WPM and less; 3, or 6.5 percent, vary their reading rate scale; and 35, or 76.0 percent, responded not applicable. Table IV gives the reading rates for each quarter in order to obtain a grade of B.

TABLE IV
READING RATE FOR A B

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
180							1	2.2%
160			2	4.4%			4	8.7
150	1	2.2%	0	0.0	1	2.2%	1	2.2
140	0	0.0	0	0.0	5	10.8	0	0.0
130	0	0.0	2	4.4	1	2.2	1	2.2
120	0	0.0	2	4.4	0	0.0	0	0.0
110	0	0.0	0	0.0	1	2.2	0	0.0
100	4	8.7	2	4.4	0	0.0	0	0.0
80-90	2	4.4	2	4.4	0	0.0	0	0.0
70 or less	6	13.0	3	6.4	1	2.2	1	2.2
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	<u>30</u>	<u>65.2</u>	<u>30</u>	<u>65.2</u>	<u>34</u>	<u>73.9</u>	<u>35</u>	<u>76.0</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table V, page 28, lists the reading rates responded for a grade of C for each quarter of the year. The speeds for the first quarter were 1, or 2.2 percent, at 100 WPM; 4, or 8.7 percent, at 80 WPM; 4, or 8.7 percent, at 50-60 WPM; 3, or 6.5 percent, at 45 WPM or less; 3, or 6.5

percent, responded a variable reading rate scale; and 31, or 67.3 percent, indicated not applicable.

Second quarter responses were 2, or 4.4 percent, at 140 WPM; 1, or 2.2 percent, at 110 WPM; 3 each, or 6.5 percent, at 110 and 100 WPM; 1, or 2.2 percent, at 50-60 WPM; 2, or 4.4 percent, at 45 WPM or less; 3, or 6.5 percent, responded a variable reading rate scale; and 31, or 67.3 percent, indicated not applicable.

Third quarter responses were 1 each, or 2.2 percent, at 160, 130, 110, 100, and 45 WPM or less; 4, or 8.7 percent, at 120 WPM; 3, or 6.5 percent, responded a variable reading scale; and 34, or 73.8 percent, indicated not applicable.

Fourth quarter responses were 5, or 10.9 percent, at 140 WPM; 1 each, or 2.2 percent, at 120 and 50-60 WPM; 3, or 6.5 percent, responded a variable reading scale; and 36, or 78.2 percent, indicated not applicable.

TABLE V
READING RATE FOR A C

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
160					1	2.2%		
140			2	4.4%	0	0.0	5	10.9%
130			0	0.0	1	2.2	0	0.0
120			0	0.0	4	8.7	1	2.2
110			1	2.2	1	2.2	0	0.0
100	1	2.2%	3	6.5	1	2.2	0	0.0
80	4	8.7	3	6.5	0	0.0	0	0.0
50-60	4	8.7	1	2.2	0	0.0	1	2.2
45 or less	3	6.5	2	4.4	1	2.2	0	0.0
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	<u>31</u>	<u>67.4</u>	<u>31</u>	<u>67.3</u>	<u>34</u>	<u>73.8</u>	<u>36</u>	<u>78.2</u>
Totals	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table VI, page 29, lists the reading rates responded for a grade of D for each quarter of the year. The speeds for the first quarter were 1, or 2.2 percent, at 80-90 WPM; 4, or 8.7 percent, at 60 WPM; 1, or 2.2 percent, at 50 WPM or less; 2, or 4.3 percent, at 40 WPM; 4, or 8.7 percent, at 35 WPM or less; 3, or 6.5 percent, responded a variable reading rate scale; and 31, or 67.4 percent, indicated not applicable.

Second quarter responses were 2, or 4.4 percent, at 120 WPM; 1, or 2.2 percent, at 100 WPM; 3 each, or 6.5 percent, at 80-90, 60, 35 WPM or less, and variable reading rate scale; and 31, or 67.4 percent, indicated not applicable.

Third quarter responses were 1 each, or 2.2 percent, at 130-140, 120, and 110 WPM; 2 each, or 4.4 percent, at 80-90 and 60 WPM; 1, or 2.2

percent, at 35 WPM or less; 3, or 6.5 percent, responded a variable reading rate scale; and 35, or 76.1 percent, indicated not applicable.

Fourth quarter responses were 1, or 2.2 percent, at 130-140 WPM; 3, or 6.5 percent, at 120 WPM; 1 each, or 2.2 percent, at 100, and 50 WPM; 3, or 6.5 percent, responded a variable reading rate scale; and 37, or 80.4 percent, indicated not applicable.

TABLE VI
READING RATE FOR A D

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
130-140					1	2.2%	1	2.2%
120			2	4.4%	1	2.2	3	6.5
110			0	0.0	1	2.2	0	0.0
100			1	2.2	2	4.3	1	2.2
80-90	1	2.2	3	6.5	2	4.3	0	0.0
60	4	8.7	3	6.5	0	0.0	0	0.0
50	1	2.2	0	0.0	0	0.0	1	2.2
40	2	4.3	0	0.0	0	0.0	0	0.0
35 or less	4	8.7	3	6.5	1	2.2	0	0.0
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	<u>31</u>	<u>67.4</u>	<u>31</u>	<u>67.4</u>	<u>35</u>	<u>76.1</u>	<u>37</u>	<u>80.4</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Theory Tests

The second section of the questionnaire was involved with theory tests from the theory words in each lesson. The first quarter the majority of the respondents gave theory tests once or twice a week.

Eleven, or 23.9 percent, tested twice weekly; 16, or 34.8 percent, tested weekly; 9, or 19.6 percent, tested every-other week; 2, or 4.4 percent, tested twice quarterly; 3, or 6.5 percent, responded none given; and 5, or 10.8 percent, answered not applicable.

The second quarter the majority of the respondents gave theory tests weekly. Seven, or 15.2 percent, tested twice a week; 25, or 54.3 percent, tested every-other week; 3, or 6.5 percent, tested twice a quarter; 1 each, or 2.2 percent, tested quarterly or not at all; 2, or 4.4 percent, indicated not applicable.

The third quarter the greatest number of respondents gave weekly theory tests. One, or 2.2 percent, tested twice weekly; 19, or 41.3 percent, tested weekly; 3, or 6.5 percent, tested every-other week; 9, or 19.6 percent, tested twice quarterly; 2, or 13.0 percent, tested quarterly; 6 each, or 13.0 percent, indicated they gave no tests or not applicable.

The fourth quarter the greatest number of respondents gave tests weekly or every-other week. Fourteen, or 30.4 percent, tested weekly; 7 each, or 15.2 percent, tested every-other week, or twice a quarter; 3, or 6.5 percent, tested quarterly; 8, or 17.5 percent, indicated none given; and 7, or 15.2 percent responded not applicable.

TABLE VII
THEORY TEST FREQUENCY

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
2 weekly	11	23.9%	7	15.2%	1	2.2%		
Weekly	16	34.8	25	54.3	19	41.3	14	30.4%
Every-other week	9	19.6	7	15.2	3	6.5	7	15.2
2 quarterly	2	4.4	3	6.5	9	19.6	7	15.2
Quarterly	0	0.0	1	2.2	2	4.4	3	6.5
None given	3	6.5	1	2.2	6	13.0	8	17.5
NA	<u>5</u>	<u>10.8</u>	<u>2</u>	<u>4.4</u>	<u>6</u>	<u>13.0</u>	<u>7</u>	<u>15.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question four asked about the method by which theory tests were graded; whether they were graded by transcription only, correct outline only, or both; NA was a response for not applicable. Table VIII, page 32, indicates that the majority of respondents use both transcription and correctness of outline in grading theory tests for each quarter. The first quarter 10, or 21.7 percent, graded transcription, 5, or 10.9 percent, graded correctness of outline; 25, or 54.4 percent, graded both; and 6, or 13.0 percent, indicated not applicable.

Second quarter 6, or 13.0 percent, graded transcription; 4, or 8.7 percent, graded correctness of outline; 34, or 73.9 percent, graded both; and 2, or 4.4 percent, indicated not applicable.

Third quarter 9, or 19.6 percent, graded transcription, 3, or 6.5 percent graded correctness of outline, 25, or 54.3 percent graded both;

and 9, or 19.6 percent, indicated not applicable.

Fourth quarter 8, or 17.4 percent, graded transcription; 4, or 8.7 percent, graded correctness of outlines; 22, or 47.8 percent, graded both; and 12, or 26.1 percent, indicated not applicable.

TABLE VIII
METHOD OF GRADING THEORY TESTS

METHOD	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Trans.	10	21.7%	6	13.0%	9	19.6%	8	17.4%
Outline	5	10.9	4	8.7	3	6.5	4	8.7
Both	25	54.4	34	73.9	25	54.3	22	47.8
NA	<u>6</u>	<u>13.0</u>	<u>2</u>	<u>4.4</u>	<u>9</u>	<u>19.6</u>	<u>12</u>	<u>26.1</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question five asked the number of words used to make up a theory test for each quarter. The responses for each quarter were wide spread. The greatest number of respondents for each quarter used 10-50 words. Seven, or 15.2 percent, gave 10; 13, or 28.2 percent, gave 20-25; 4, or 8.7 percent, gave 30-40; 12, or 26.1 percent, gave 50; 1, or 2.2 percent, gave 60-80; 2, or 4.4 percent, gave 100; and 7, or 15.2 percent, indicated not applicable.

The second quarter 3 each, or 6.5 percent, gave 10, and 30-40; 16 each, or 34.8 percent, gave 20-25 and 50; 1, or 2.2 percent, gave 60-80; 4, or 8.7 percent, gave 100; and 3, or 6.5 percent, indicated not applicable.

Third quarter 4, or 8.7 percent, gave 10; 9, or 19.5 percent, gave 20-25; 2, or 4.4 percent, gave 30-40; 13, or 28.2 percent, gave 50; 2, or 4.4 percent, gave 60-80; 4, or 8.7 percent, gave 100; 1, or 2.2 percent, gave 200; and 11, or 23.9 percent, indicated not applicable.

Fourth quarter, 4, or 8.7 percent, gave 10; 8, or 17.4 percent, gave 10; 8, or 17.4 percent, gave 20-25; 2, or 4.4 percent, gave 30-40; 10, or 21.7 percent, gave 50; 2, or 4.4 percent, gave 60-80; 6, or 13.0 percent, gave 100; 1, or 2.2 percent, gave 200; and 13, or 28.2 percent, indicated not applicable.

TABLE IX
NUMBER OF WORDS IN A THEORY TEST

WORDS	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
10	7	15.2%	3	6.5%	4	8.7%	4	8.7%
20-25	13	28.2	16	34.8	9	19.5	8	17.4
30-40	4	8.7	3	6.5	2	4.4	2	4.4
50	12	26.1	16	34.8	13	28.2	10	21.7
60-80	1	2.2	1	2.2	2	4.4	2	4.4
100	2	4.4	4	8.7	4	8.7	6	13.0
200	0	0.0	0	0.0	1	2.2	1	2.2
NA	7	15.2	3	6.5	11	23.9	13	28.2
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

The last question in the theory section, number six, asked the percentage required for grades of A, B, C, or D on a theory test. Table X, page 35, gives the scores required for a grade of A. The greatest responses indicated 94 is the lowest score required for an A on theory

tests for the first quarter. One, or 2.2 percent, required 96-97; 9, or 19.6 percent, required 95; 12, or 26.0 percent, required 94; 5, or 10.9 percent, required 92-93; 14, or 30.4 percent, required 90; and 5, or 10.9 percent, indicated not applicable.

Second quarter the greatest number of respondents required a score of 94 or better. One each, or 2.2 percent, required 99-100 and 98; 2, or 4.4 percent, required 96-97; 9, or 19.6 percent, required 95; 11, or 23.9 percent, required 94; 5, or 10.8 percent, required 92-93; 14, or 30.4 percent, required 90; and 3, or 6.5 percent, indicated not applicable.

Third quarter the greatest number of respondents required a score of 94 or better. Two each, or 4.4 percent, required 99-100 and 96-97; 9, or 19.6 percent, required 95; 8, or 17.4 percent, required 94; 6, or 13.0 percent, required 92-93; 9, or 19.5 percent, required 90; and 10, or 21.7 percent, indicated not applicable.

The fourth quarter the largest number of respondents also required 94 or better for a grade of A. Two, or 4.4 percent, required 99-100; 1, or 2.2 percent, required 98; 2, or 4.4 percent, required 96-97; 9, or 19.5 percent, required 95; 8, or 17.4 percent, required 94; 4, or 8.7 percent, required 92-93; 8, or 17.4 percent, required 90; and 12, or 26.0 percent, indicated not applicable.

TABLE X
THEORY TEST SCORE REQUIRED FOR AN A

PERCENT	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
99-100		1 2.2%	2 4.4%	2 4.4%
98		1 2.2	0 0.0	1 2.2
96-97	1 2.2%	2 4.4	2 4.4	2 4.4
95	9 19.6	9 19.6	9 19.6	9 19.5
94	12 26.0	11 23.9	8 17.4	8 17.4
92-93	5 10.9	5 10.8	6 13.0	4 8.7
90	14 30.4	14 30.4	9 19.5	8 17.4
NA	<u>5</u> <u>10.9</u>	<u>3</u> <u>6.5</u>	<u>10</u> <u>21.7</u>	<u>12</u> <u>26.0</u>
Total	46 100.0%	46 100.0%	46 100.0%	46 100.0%

Table XI, page 36, lists the scores used to determine grades of B for each quarter. The majority of respondents who considered percentage applicable used 86 as the lowest B possible. Five each, or 10.9 percent, used 90, 88-89, and 87; 7, or 15.2 percent, used 86; 4, or 8.7 percent, used 84-85; 1, or 2.2 percent, used 82-83; and 14, or 30.4 percent, used 80; 5, or 10.8 percent, indicated not applicable.

Second quarter the majority of applicable respondents used 87 and above. One, or 2.2 percent, used 96-98; 6 each, or 13.0 percent, used 90 and 88-89; 5, or 10.9 percent, used 87; 6, or 13.0 percent, used 86; 4, or 8.7 percent, used 84-85; 1, or 2.2 percent, used 82-83; 14, or 30.5 percent, used 80; 3, or 6.5 percent, indicated not applicable.

The majority of respondents who considered percentages applicable the third quarter used 86 and above. Two, or 4.4 percent, used 96-98;

5 each, or 10.85 percent, used 90, 88-89, 87, and 86; 3, or 6.5 percent, used 84-85; 2, or 4.4 percent, used 82-83; 8, or 17.4 percent, used 80; and 11, or 23.9 percent, indicated not applicable.

Fourth quarter the majority of applicable respondents used 87 or better for a B. Two, or 4.4 percent, used 96-98; 5 each, or 10.85 percent used 90, 88-89, and 87; 3, or 6.5 percent, used 86; 4, or 8.7 percent used 84-85; 1, or 2.2 percent, used 82-83; 7, or 15.2 percent, used 80; and 14, or 30.4 percent, indicated not applicable.

TABLE XI

THEORY TEST SCORE REQUIRED FOR A B

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
96-98			1	2.2%	2	4.4%	2	4.4%
90	5	10.9%	6	13.0	5	10.8	5	10.9
88-89	5	10.9	6	13.0	5	10.9	5	10.8
87	5	10.9	5	10.9	5	10.8	5	10.9
86	7	15.2	6	13.0	5	10.9	3	6.5
84-85	4	8.7	4	8.7	3	6.5	4	8.7
82-83	1	2.2	1	2.2	2	4.4	1	2.2
80	14	30.4	14	30.5	8	17.4	7	15.2
NA	<u>5</u>	<u>10.8</u>	<u>3</u>	<u>6.5</u>	<u>11</u>	<u>23.9</u>	<u>14</u>	<u>30.4</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XII, page 38, gives the scores required for a C on theory for each quarter of the year. Of those respondents who find percentages applicable, the majority used 77 and above for a C during each quarter. Respondents for first quarter used 3, or 6.5 percent, used 85-87; 2, or 4.4 percent, used 81-83; 7, or 15.2 percent, used 80; 8, or 17.4 percent,

used 77-79; 7, or 15.2 percent, used 72-76; 14, or 30.4 percent, used 70; and 5, or 10.9 percent, indicated not applicable.

Of the respondents for the second quarter 1, or 2.2 percent, used 92-96; 3, or 6.5 percent, used 85-87; 2, or 4.4 percent, used 81-83; 9, or 19.6 percent, used 80; 7 each, or 15.2 percent, used 77-79 and 72-76; 14, or 30.4 percent, used 70; and 3, or 6.5 percent indicated not applicable.

Of the respondents for the third quarter, 2, or 4.4 percent, used 92-96; 3, or 6.5 percent, used 85-87; 2, or 4.4 percent, used 81-83; 7, or 15.2 percent, used 80; 8, or 17.4 percent, used 77-79; 5, or 10.8 percent, used 72-76; 8, or 17.4 percent, used 70; and 11, or 23.9 percent, indicated not applicable.

Fourth quarter responses were 2 each, or 4.4 percent, used 92-96 and 81-83; 5 each, or 10.9 percent, used 85-87, 80, and 72-76; 6, or 13.0 percent, used 77-79; 7, or 15.2 percent, used 70; and 14, or 30.4 percent, indicated not applicable.

TABLE XII

THEORY TEST SCORE REQUIRED FOR A C

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
92-96			1	2.2%	2	4.4%	2	4.4%
85-87	3	6.5%	3	6.5	3	6.5	5	10.9
81-83	2	4.4	2	4.4	2	4.4	2	4.4
80	7	15.2	9	19.6	7	15.2	5	10.8
77-79	8	17.4	7	15.2	8	17.4	6	13.0
72-76	7	15.2	7	15.2	5	10.8	5	10.9
70	14	30.4	14	30.4	8	17.4	7	15.2
NA	<u>5</u>	<u>10.9</u>	<u>3</u>	<u>6.5</u>	<u>11</u>	<u>23.9</u>	<u>14</u>	<u>30.4</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XIII, page 39, lists the scores of the respondents for a grade of D on theory tests for each quarter. The majority of respondents who used percentage to determine grades used 70 or better for a passing grade each quarter. First quarter 3, or 6.5 percent, used 80; 5, or 10.9 percent, used 72-75; 16, or 34.8 percent, used 70; 2, or 4.4 percent, used 65-68; 15, or 32.6 percent, used 60; and 3, or 6.5 percent, indicated not applicable.

Third quarter 2, or 4.4 percent, used 90-95; 3, or 6.5 percent, used 80; 6, or 13.0 percent, used 72-75; 12, or 26.1 percent, used 70; 3, or 6.5 percent, used 65-68; 9, or 19.6 percent, used 60; and 11, or 23.9 percent, indicated not applicable.

Fourth quarter 2, or 4.4 percent, used 90-95; 3, or 6.5 percent, used 80; 5, or 10.8 percent, used 72-75; 11, or 23.9 percent, used 70;

2, or 4.4 percent, used 65-68; 8, or 17.4 percent, used 60; and 15, or 32.6 percent, indicated not applicable.

TABLE XIII
THEORY TEST SCORE REQUIRED FOR A D

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
90-95			1	2.2%	2	4.4%	2	4.4%
80	3	6.5	3	6.5	3	6.5	3	6.5
72-75	5	10.9	6	13.0	6	13.0	5	10.8
70	16	34.8	16	34.8	12	26.1	11	23.9
65-68	2	4.4	2	4.4	3	6.5	2	4.4
60	15	32.6	15	32.6	9	19.6	8	17.4
NA	<u>5</u>	<u>10.8</u>	<u>3</u>	<u>6.5</u>	<u>11</u>	<u>23.9</u>	<u>15</u>	<u>32.6</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Vocabulary Tests

Question number seven begins the third section of the survey concerning vocabulary tests. This question asked how frequently vocabulary tests of miscellaneous words from preassigned lessons were given. The majority of those who gave vocabulary tests the first quarter tested once or twice a week. Four, or 8.7 percent, tested twice a week; 15, or 32.6 percent, tested weekly; 4, or 8.7 percent, tested every-other week; 5, or 10.9 percent, tested twice quarterly; 1, or 2.2 percent, tested quarterly; 11, or 23.9 percent, did no testing; and 6, or 13.0 percent, indicated not applicable.

During the second quarter nearly half of those who tested did so

once or twice a week. Two, or 4.4 percent, tested twice a week; 13, or 28.2 percent, tested weekly; 8, or 17.4 percent, tested every-other week; 7, or 15.2 percent, tested twice quarterly; 7, or 15.2 percent, tested quarterly; 10, or 21.7 percent, indicated no testing; and 5, or 10.9 percent, indicated not applicable.

Third quarter the majority of all respondents tested at least every-other week. Two, or 4.4 percent, tested twice weekly; 6, or 13.0 percent, tested weekly; 12, or 26.1 percent, tested every-other week; 8, or 17.4 percent, tested quarterly; 1, or 2.2 percent, tested quarterly; 14, or 30.4 percent, did no testing; and 3, or 6.5 percent, indicated not applicable.

Fourth Quarter the majority of the respondents tested at least twice quarterly or oftener. One, or 2.2 percent, tested twice weekly; 7, or 15.2 percent, tested weekly; 9 each, or 19.6 percent, tested every-other week and twice quarterly; 2, or 4.4 percent, tested quarterly; 14, or 30.4 percent, did no testing; one, or 2.2 percent, tested at a varied schedule; and 3, or 6.5 percent, indicated not applicable.

Table XIV, page 41, gives these results.

TABLE XIV
FREQUENCY OF VOCABULARY TESTS

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
2 weekly	4	8.7%	2	4.4%	2	4.4%	1	2.2%
Weekly	15	32.6	13	28.2	6	13.0	7	15.2
Every-other week	4	8.7	8	17.4	12	26.1	9	19.6
2 quarterly	5	10.9	7	15.2	8	17.4	9	19.5
Quarterly	1	2.2	1	2.2	1	2.2	2	4.4
None tested	11	23.9	10	21.7	14	30.4	14	30.4
Variable	0	0.0	0	0.0	0	0.0	1	2.2
NA	<u>6</u>	<u>13.0</u>	<u>5</u>	<u>10.9</u>	<u>3</u>	<u>6.5</u>	<u>3</u>	<u>6.5</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question eight asked whether the respondents combined vocabulary and theory into one test during each quarter. Half, 23, or 50.0 percent, of the respondents answered yea; 19, or 41.3 percent answered no; and 4, or 8.7 percent responded not applicable for the first quarter. During the second quarter, 25, or 54.4 percent, indicated yes; 18, or 39.1 percent, indicated no; and 3, or 6.5 percent, indicated not applicable. Fourth quarter the majority 23, or 50.0 percent, of the respondents combined tests; 20, or 43.5 percent, did not; and 3, or 6.5 percent, indicated not applicable. Table XV, page 42, lists the results of question eight.

TABLE XV
COMBINED VOCABULARY AND THEORY TESTS

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Yes	23	50.0%	25	54.4%	23	50.0%	23	50.0%
No	19	41.3	18	39.1	20	43.5	20	43.5
NA	<u>4</u>	<u>8.7</u>	<u>3</u>	<u>6.5</u>	<u>3</u>	<u>6.5</u>	<u>3</u>	<u>6.5</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question nine was the last question in the vocabulary section and it asked the percentage required by the respondents on vocabulary tests for an A, B, C, or D for each quarter. The majority of those who used percentages used 93 and above for an A each quarter. One, or 2.2 percent, used 97; 7, or 15.2 percent, used 95-96; 6, or 13.0 percent, used 94; 2, or 4.4 percent used 93; 13, or 28.2 percent, used 90; 2, or 4.4 percent, used a variable scale; and 15, or 32.6 percent, indicated not applicable the first quarter.

The second quarter 1, or 2.2 percent, used 97; 7, or 15.2 percent, used 95-96; 6, or 13.0 percent, used 94; 2, or 4.4 percent, used 93; 1, or 2.2 percent, used 92; 13, or 28.2 percent, used 90; 2, or 4.4 percent, used a variable scale, and 14, or 30.4 percent, indicated not applicable.

The third quarter 1, or 2.2 percent, used 97; 7, or 15.2 percent, used 95-96; 8, or 17.4 percent, used 94; 3, or 6.5 percent, used 93; 12, or 26.1 percent used 90; 3, or 4.4 percent, used a variable scale; and

13, or 28.2 percent, indicated not applicable. Table XVI sets forth these results.

TABLE XVI
VOCABULARY TEST SCORE REQUIRED FOR AN A

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
97	1	2.2%	1	2.2%	1	2.2%	2	4.4%
95-96	7	15.2	7	15.2	7	15.2	7	15.2
94	6	13.0	6	13.0	8	17.4	8	17.4
93	2	4.4	2	4.4	3	6.5	2	4.3
92	0	0.0	1	2.2	0	0.0	0	0.0
90	13	28.2	13	28.2	12	26.1	12	26.1
Variable	2	4.4	2	4.4	2	4.4	2	4.4
NA	<u>15</u>	<u>32.6</u>	<u>14</u>	<u>30.4</u>	<u>13</u>	<u>28.2</u>	<u>13</u>	<u>28.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

The majority of those who used percentages gave a B for 85 or above each quarter. The first quarter 6, or 13.0 percent, used 90; 2, or 4.4 percent, used 88; 3 each, or 6.5 percent, used 87, 86, and 85; 12, or 26.1 percent, used 80; 2, or 4.4 percent used a variable scale; and 15, or 32.6 percent, indicated not applicable.

Second quarter 6, or 13.0 percent, used 90; 2, or 4.4 percent, used 88; 3, or 6.5 percent, used 87; 4, or 8.7 percent, used 86; 2, or 4.4 percent, used 85; 13, or 28.2 percent, used 80; 2, or 4.4 percent, used a variable scale; and 14, or 30.4 percent, indicated not applicable.

Third quarter 6, or 13.0 percent, used 90; 4, or 8.7 percent, used 88; 3 each, or 6.5 percent, used 87, 86, and 85; 12, or 26.1 percent

used 80; 2, or 4.4 percent, used a variable scale; and 13, or 28.3 percent, indicated not applicable.

Fourth quarter 1, or 2.2 percent, used 94; 5, or 10.9 percent, used 90; 4, or 8.7 percent, used 88; 3 each, or 6.5 percent, used 87, 86, and 85; 12, or 26.1 percent, used 80; 2, or 4.4 percent, used a variable scale; and 13, or 28.2 percent, indicated not applicable. These results are presented in Table XVII.

TABLE XVII
VOCABULARY TEST SCORE REQUIRED FOR A B

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
94							1	2.2%
90	6	13.0%	6	13.0%	6	13.0%	5	10.9
88	2	4.4	2	4.4	4	8.7	4	8.7
87	3	6.5	3	6.5	3	6.5	3	6.5
86	3	6.5	4	8.7	3	6.5	3	6.5
85	3	6.5	2	4.4	3	6.5	3	6.5
80	12	26.1	13	28.2	12	26.1	12	26.1
Variable	2	4.4	2	4.4	2	4.4	2	4.4
NA	<u>15</u>	<u>32.6</u>	<u>14</u>	<u>30.4</u>	<u>13</u>	<u>28.3</u>	<u>13</u>	<u>28.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XVIII, page 46, gives the percent required for a C on vocabulary tests. The majority of those who use percentages to grade vocabulary tests use 75 or better for a grade of C for each quarter. First quarter 4 each, or 8.7 percent, use 85 and 80-81: 2 each, or 4.4 percent, use 78-79 and 77; 3, or 6.5 percent, use 76; 1, or 2.2 percent, use 75; 13, or 28.2 percent, use 70; 2, or 4.3 percent, use a variable

scale; and 15, or 32.6 percent, indicated not applicable.

Second quarter 4 each, or 8.7 percent, used 85 and 80-81; 2 each, or 4.4 percent, used 78-79, 77, and 75; 3, or 6.5 percent, used 76; 13, or 28.2 percent used 70; 2, or 4.4 percent, used a variable scale; and 14, or 30.4 percent, indicated not applicable.

Third quarter 4, or 8.7 percent, used 85; 8, or 10.9 percent, used 80-81; 2 each, or 4.4 percent, used 78-79, 77, and 75; 4, or 8.7 percent, used 76; 12, or 26.1 percent, used 70; 2, or 4.4 percent, used a variable scale; and 13, or 28.2 percent, indicated not applicable.

Fourth quarter 1, or 2.2 percent, used 91; 3, or 6.5 percent, used 85; 6, or 13.0 percent, used 80-81; 2 each, or 4.4 percent, used 78-79, and 77; 4, or 8.7 percent, used 76; 1, or 2.2 percent, used 75; 12, or 26.1 percent, used 70; 2, or 4.4 percent, used a variable scale; 13, or 28.2 percent, indicated not applicable.

TABLE XVIII

VOCABULARY TEST SCORE REQUIRED FOR A C

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
91							1	2.2%
85	4	8.7%	4	8.7%	4	8.7%	3	6.5
80-81	4	8.7	4	8.7	5	10.9	6	13.0
78-79	2	4.4	2	4.4	2	4.4	2	4.4
77	2	4.4	2	4.4	2	4.4	2	4.4
76	3	6.5	3	6.5	4	8.7	4	8.7
75	1	2.2	2	4.4	2	4.3	1	2.2
70	13	28.2	13	28.2	12	26.1	12	26.1
Variable	2	4.3	2	4.3	2	4.3	2	4.3
NA	<u>15</u>	<u>32.6</u>	<u>14</u>	<u>30.4</u>	<u>13</u>	<u>28.2</u>	<u>13</u>	<u>28.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

The percentages required for a D on vocabulary tests for each quarter are given in Table XIX, page 47. Of those who used percentage to grade vocabulary tests the majority used a grade of 70 or higher to pass with a D for each quarter. The first quarter 4, or 8.7 percent, used 80; 3, or 6.5 percent used 75; 8, or 17.4 percent, used 70; 2, or 4.4 percent, used 65; 12, or 26.1 percent, used 60; 2, or 4.3 percent, used a variable scale; and 15, or 32.6 percent, indicated not applicable.

Second quarter 4, or 8.7 percent, used 80; 3, or 6.5 percent, used 75; 9, or 19.6 percent, used 70; 1, or 2.2 percent, used 65; 13, or 28.3 percent, used 60; 2, or 4.3 percent, used a variable scale; and 14, or 30.4 percent, indicated not applicable.

Third quarter 4, or 8.7 percent, used 80; 3, or 6.5 percent, used

75; 10, or 21.7 percent, used 70; 2, or 4.4 percent, used 65; 12, or 26.1 percent, used 60; 2, or 4.4 percent, used a variable scale; and 13, or 28.3 percent, indicated not applicable.

Fourth quarter 1, or 2.2 percent, used 88; 3, or 6.5 percent, used 80; 4, or 8.7 percent, used 75; 9, or 19.6 percent, used 70; 2, or 4.4 percent, used 65; 12, or 26.1 percent, used 60; 2, or 4.3 percent, used a variable scale; and 13, or 28.2 percent, indicated not applicable.

TABLE XIX
VOCABULARY TEST SCORE REQUIRED FOR A D

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
88							1	2.2%
80	4	8.7%	4	8.7%	4	8.7%	3	6.5
75	3	6.5	3	6.5	3	6.5	4	8.7
70	8	17.4	9	19.6	10	21.7	9	19.6
65	2	4.4	1	2.2	2	4.4	2	4.4
60	12	26.1	13	28.3	12	26.1	12	26.1
Variable	2	4.3	2	4.3	2	4.3	2	4.3
NA	<u>15</u>	<u>32.6</u>	<u>14</u>	<u>30.4</u>	<u>13</u>	<u>28.3</u>	<u>13</u>	<u>28.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Brief Forms

The fourth part of the survey had to do with brief forms. Question ten asked the frequency of brief form tests for each quarter. Most of the respondents tested once or twice a week the first quarter; the frequency decreased a bit each quarter until by the fourth quarter most tested only once or twice a quarter. First quarter 6, or 13.0 percent,

tested twice weekly; 18, or 39.1 percent, tested weekly; 9, or 19.6 percent, tested every-other week; 8, or 17.4 percent, tested twice quarterly; 2, or 4.4 percent, tested quarterly; and 3, or 6.5 percent, indicated not applicable.

The second quarter 5, or 10.9 percent, tested twice weekly; 16, or 34.8 percent tested weekly; 14, or 30.4 percent, tested every-other week; 8, or 17.4 percent, tested twice quarterly; 2, or 4.3 percent, tested quarterly; and 1, or 2.2 percent, indicated not applicable.

Third quarter only 1, or 2.2 percent, tested twice weekly; 10 each, or 21.7 percent, tested weekly or every-other week; 12, or 26.1 percent, tested twice quarterly; 5, or 10.9 percent, tested quarterly; 4 each, or 8.7 percent, gave no tests or indicated not applicable.

Fourth quarter 9, or 19.6 percent, tested weekly; 6, or 13.1 percent, tested every-other week; 11, or 23.9 percent, tested twice quarterly; 8, or 17.4 percent, tested quarterly; 6 each, or 13.0 percent, gave no tests or indicated not applicable. These results are presented in Table XX, page 49.

TABLE XX
FREQUENCY OF BRIEF FORM TESTS

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
2 weekly	6	13.0%	5	10.9%	1	2.2%		
Weekly	18	39.1	16	34.8	10	21.7	9	19.6%
Every-other week	9	19.6	14	30.4	10	21.7	6	13.1
2 quarterly	8	17.4	8	17.4	12	26.1	11	23.9
Quarterly	2	4.4	2	4.3	5	10.9	8	17.4
None given	0	0.0	0	0.0	4	8.7	6	13.0
NA	3	6.5	1	2.2	4	8.7	6	13.0
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXI gives the results of question 11 which asked if brief form tests were timed for each quarter. The first semester the majority do not time; third quarter as many did as didn't; and the majority timed during the fourth quarter. Table XXI is found on page 50. First quarter 9, or 19.6 percent, timed; 36, or 78.2 percent, did not; while 1, or 2.2 percent, indicated not applicable. Second quarter 16, or 34.8 percent, timed while 30, or 65.2 percent, did not. Third quarter 21 each, or 45.6 percent, timed and did not time; while 4, or 8.7 percent indicated not applicable. Fourth quarter 25, or 54.4 percent timed; 17, or 36.9 percent, did not; and 4, or 8.7 percent, indicated not applicable.

TABLE XXI
TIMED BRIEF FORM TESTS

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Yes	9	19.6%	16	34.8%	21	45.6%	25	54.4%
No	36	78.2	30	65.2	21	45.6	17	36.9
NA	<u>1</u>	<u>2.2</u>	<u>0</u>	<u>0.0</u>	<u>4</u>	<u>8.7</u>	<u>4</u>	<u>8.7</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXII, page 51, gives the results of question 12, which asked if brief form derivative tests were given each quarter. The majority did not give derivative tests during the first semester, but did during the second. First quarter 14, or 30.4 percent, gave brief form derivative tests; 27, or 58.7 percent, did not, and 5, or 10.9 percent, indicated not applicable. Second quarter 19, or 41.3 percent, tested brief form derivatives while 23, or 50.0 percent, did not; and 4, or 8.7 percent indicated not applicable. Third quarter 25, or 54.3 percent, tested brief form derivatives while 16, or 34.8 percent, did not; and 5, or 10.9 percent, indicated not applicable. Fourth quarter 25, or 54.3 percent, tested brief form derivatives while 16, or 34.8 percent, did not; and 5, or 10.9 percent, indicated not applicable.

TABLE XXII

BRIEF FORM DERIVATIVE TESTS GIVEN

RESPONSE	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Yes	14	30.4%	19	41.3%	25	54.3%	25	54.3%
No	27	58.7	23	50.0	16	34.8	16	34.8
NA	<u>5</u>	<u>10.9</u>	<u>4</u>	<u>8.7</u>	<u>5</u>	<u>10.9</u>	<u>5</u>	<u>10.9</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question 13 asked the percent required on brief form tests for an A, B, C, or D for each quarter. The majority of respondents who find percentages applicable used 95 or better for an A each quarter. First quarter 2 each, or 4.4 percent, used 100 or 99; 5, or 10.8 percent, used 98; 1, or 2.2 percent, used 96-97; 8, or 17.4 percent, used 95; 5, or 10.8 percent, used 94; 2, or 4.4 percent, used 93; 12, or 26.1 percent, used 90; and 9, or 19.5 percent, indicated not applicable.

Second quarter 2, or 4.4 percent, used 100; 3 each, or 6.5 percent, used 99 and 96-97; 6 each, or 13.0 percent, used 98 and 95; 4, or 8.7 percent, used 94; 2, or 4.4 percent, used 93; 13, or 28.3 percent, used 90; and 7, or 15.2 percent, indicated not applicable.

Third quarter 2, or 4.4 percent, used 100; 4 each, or 8.7 percent, used 99 and 98; 2, or 4.3 percent, used 96-97; 5, or 10.8 percent, used 95; 4, or 8.7 percent, used 94; 2, or 4.4 percent, used 93; 12, or 26.1 percent, used 90; and 11, or 23.9 percent, indicated not applicable.

Fourth quarter 5, or 10.8 percent, used 100; 2, or 4.4 percent,

used 99; 4, or 8.7 percent, used 98; 1, or 2.2 percent, used 96-97; 5, or 10.8 percent, used 95; 4, or 8.7 percent, used 94; 2, or 4.4 percent, used 93; 10, or 21.7 percent, used 90; and 13, or 28.3 percent, indicated not applicable. Table XXIII gives the brief form test scores required for an A.

TABLE XXIII

BRIEF FORM TEST SCORES REQUIRED FOR AN A

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
100	2	4.4%	2	4.4%	2	4.4%	5	10.8%
99	2	4.4	3	6.5	4	8.7	2	4.4
98	5	10.8	6	13.0	4	8.7	4	8.7
96-97	1	2.2	3	6.5	2	4.3	1	2.2
95	8	17.4	6	13.0	5	10.8	5	10.8
94	5	10.8	4	8.7	4	8.7	4	8.7
93	2	4.4	2	4.4	2	4.4	2	4.4
90	12	26.1	13	28.3	12	26.1	10	21.7
NA	<u>9</u>	<u>19.5</u>	<u>7</u>	<u>15.2</u>	<u>11</u>	<u>23.9</u>	<u>13</u>	<u>28.3</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

For a grade of B on brief form tests, the majority of the respondents who used percentages used 87 or higher for each quarter. First quarter 3, or 6.5 percent, used 97-98; 5, or 10.9 percent, used 95-96; 1, or 2.2 percent, used 93-94; 6, or 13.0 percent, used 90-92; 5, or 10.9 percent, used 87-88; 4, or 8.7 percent, used 85-86; 12, or 26.1 percent, used 80; and 10, or 21.7 percent, indicated not applicable.

Second quarter 3 each, or 6.5 percent, used 97-98 and 93-94; 5, or 10.9 percent, used 95-96; 6, or 13.0 percent, used 90-92; 4 each, or 8.7

percent, used 87-88 and 85-86; 13, or 28.3 percent, used 80; and 8, or 17.4 percent, indicated not applicable.

Third quarter 2, or 4.4 percent, used 97-98; 4, or 8.7 percent used 95-96; 2, or 4.3 percent, used 93-94; 6, or 13.0 percent, used 90-92; 4 each, or 8.7 percent, used 87-88 and 85-86; 12 each, or 26.1 percent, used 80 and indicated not applicable.

Fourth quarter 1, or 2.2 percent, used 97-98; 4 each, or 8.7 percent, used 95-96, 93-94, 90-92, 87-88, and 85-86; 10, or 21.7 percent, used 80; and 15, or 32.6 percent, indicated not applicable. The brief form test scores required for a B are given in Table XXIV

TABLE XXIV
BRIEF FORM TEST SCORES REQUIRED FOR A B

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
97-98	3	6.5%	3	6.5%	2	4.4%	1	2.2%
95-96	5	10.9	5	10.9	4	8.7	4	8.7
93-94	1	2.2	3	6.5	2	4.3	4	8.7
90-92	6	13.0	6	13.0	6	13.0	4	8.7
87-88	5	10.9	4	8.7	4	8.7	4	8.7
85-86	4	8.7	4	8.7	4	8.7	4	8.7
80	12	26.1	13	28.3	12	26.1	10	21.7
NA	<u>10</u>	<u>21.7</u>	<u>8</u>	<u>17.4</u>	<u>12</u>	<u>26.1</u>	<u>15</u>	<u>32.6</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXV, page 55, shows the results of the scores required for a C on brief form tests for each quarter. The majority of those who use percentages to grade used 80 or greater for a C grade for each quarter.

First quarter 3, or 6.5 percent, used 96; 4, or 8.7 percent, used 93-94; 2, or 4.4 percent, used 86-90; 6, or 13.0 percent, used 81-85; 8, or 17.4 percent, used 76-80; 13, or 28.3 percent, used 70-75; and 10, or 21.7 percent, indicated not applicable.

Second quarter 3, or 6.5 percent, used 96; 4, or 8.7 percent, used 93-94; 5 each, or 10.9 percent, used 86-90 and 81-85; 7, or 15.2 percent, used 76-80; 14, or 30.4 percent, used 70-75; and 8, or 17.4 percent, indicated not applicable.

Third quarter 2, or 4.4 percent, used 96; 3, or 6.5 percent, used 93-94; 4, or 8.7 percent, used 86-90; 5, or 10.9 percent, used 81-85; 7, or 15.2 percent, used 76-80; 13, or 28.2 percent, used 70-75; and 12, or 26.1 percent, indicated not applicable.

Fourth quarter only 1, or 2.2 percent, used 96; 3, or 6.5 percent, used 93-94; 5, or 10.9 percent, used 86-90; 4, or 8.7 percent, used 81-85; 7, or 23.9 percent, used 76-80; 11, or 23.9 percent, used 70-75; and 15, or 32.6 percent, indicated not applicable.

TABLE XXV

BRIEF FORM TEST SCORES REQUIRED FOR A C

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
96	3	6.5%	3	6.5%	2	4.4%	1	2.2%
93-94	4	8.7	4	8.7	3	6.5	3	6.5
86-90	2	4.4	5	10.9	4	8.7	5	10.9
81-85	6	13.0	5	10.9	5	10.9	4	8.7
76-80	8	17.4	7	15.2	7	15.2	7	15.2
70-75	13	28.3	14	30.4	13	28.2	11	23.9
NA	<u>10</u>	<u>21.7</u>	<u>8</u>	<u>17.4</u>	<u>12</u>	<u>26.1</u>	<u>15</u>	<u>32.6</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXVI, page 56, gives the results of the scores required for a grade of D on a brief form test for each quarter. The majority of the respondents who used percentage to determine grades used 70 or greater for a passing grade on brief forms each quarter. First quarter 4, or 8.7 percent, used 95; 3, or 6.5 percent, used 70-78; 13, or 28.3 percent used 60-65; and 10, or 21.7 percent, indicated not applicable.

Second quarter 4 each, or 8.7 percent, used 95 and 90-92; 5, or 10.9 percent, used 80-88; 11, or 23.9 percent, used 70-78; 14, or 30.4 percent, used 60-65; and 8, or 17.4 percent, indicated not applicable.

Third quarter 1, or 2.2 percent, used 98; 3 each, or 6.5 percent, used 95 and 90-92; 7, or 15.2 percent, used 80-88; 9, or 19.6 percent, used 70-78; 13, or 28.3 percent, used 60-65; and 10, or 21.7 percent, indicated not applicable.

Fourth quarter 1, or 2.2 percent used 98; 2, or 4.4 percent, used 95; 3, or 6.5 percent, used 90-92; 7, or 15.2 percent, used 80-88; 9, or 19.6 percent, used 70-78; 11, or 23.9 percent, used 60-65; and 13, or 28.2 percent, indicated not applicable.

TABLE XXVI

BRIEF FORM TEST SCORES REQUIRED FOR A D

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
98					1	2.2%	1	2.2%
95	4	8.7%	4	8.7%	3	6.5	2	4.4
90-92	3	6.5	4	8.7	3	6.5	3	6.5
80-88	5	10.9	5	10.9	7	15.2	7	15.2
70-78	11	23.9	11	23.9	9	19.6	9	19.6
60-65	13	28.3	14	30.4	13	28.3	11	23.9
NA	<u>10</u>	<u>21.7</u>	<u>8</u>	<u>17.4</u>	<u>10</u>	<u>21.7</u>	<u>13</u>	<u>28.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Transcription

The fifth portion of the survey asked about transcription and transcription tests. Question 14 asked which quarter transcription from plate material was begun; these results are found in Table XXVII, page 57. The majority responded first or second quarter. Twenty-two, or 47.8 percent, began first quarter; 17, or 37.0 percent, began second quarter; 6, or 13.0 percent, began third quarter; and only 1, or 2.2 percent, began fourth quarter.

TABLE XXVII

QUARTER IN WHICH PLATE MATERIAL TRANSCRIPTION IS BEGUN

TOTALS	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
46 100.0%	22 47.8%	17 37.0%	6 13.0%	1 2.2%

Table XXVIII gives the results of question 15 which asked the quarter in which typewriter transcription was begun. The majority of respondents began second or third quarter. Eight, or 17.4 percent, began during second quarter; 17, or 37.0 percent, began during third quarter; and 7, or 15.2 percent, began during the fourth quarter.

TABLE XXVIII

QUARTER IN WHICH TYPEWRITER TRANSCRIPTION IS BEGUN

TOTALS	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
46 100.0%	8 17.4%	14 30.4%	17 37.0%	7 15.2%

Table XXIX gives the responses to question 16 which asked how transcripts were graded. Of those who graded transcripts first quarter, the majority graded according to verbatim. Table XXIX is found on page 58. Sixteen, or 34.8 percent, used verbatim; 5, or 10.9 percent, used mailable; 1, or 2.2 percent, indicated other, but did not specify; and 24, or 52.1 percent, answered not applicable.

Second quarter the majority of those who graded transcripts used verbatim transcript. Seventeen, or 37.0 percent, used verbatim; 10, or 21.7 percent, used mailable; 2, or 4.3 percent, used useable; and 17, or 37.0 percent indicated not applicable.

Third quarter the majority used mailable transcripts. Eleven, or 23.9 percent, used verbatim; 23, or 50.0 percent used mailable; 1, or 2.2 percent used other, but did not specify; and 10, or 21.7 percent, indicated not applicable.

Fourth quarter the majority used mailable transcripts. Five, or 10.8 percent, used mailable; 27, or 58.7 percent, used mailable; 1, or 2.2 percent, used other, but did not specify; and 13, or 28.3 percent, indicated not applicable.

TABLE XXIX
METHOD OF GRADING TRANSCRIPTS

METHOD	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
Verbatim	16	34.8%	17	37.0%	11	23.9%	5	10.9%
Mailable	5	10.9	10	21.7	23	50.0	27	58.7
Useable	0	0.0	2	4.3	1	2.2	0	0.0
Other	1	2.2	0	0.0	1	2.2	1	2.2
NA	<u>24</u>	<u>52.1</u>	<u>17</u>	<u>37.0</u>	<u>10</u>	<u>21.7</u>	<u>13</u>	<u>28.3</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Question 17 asked the number of takes that must be passed at each speed for each quarter; Table XXX, page 60, gives these results. The majority of respondents did not consider takes applicable the first

quarter. Of those who did, however, the majority required 2 or 3 takes. Four, or 8.7 percent, required 2; 6, or 13.0 percent, required 3; 1 each, or 2.2 percent, required 4-5 and 10; 2, or 4.4 percent, required varied numbers; and 32, or 69.5 percent, indicated not applicable.

Second quarter the majority of respondents required 2 or 3 takes at each speed. Eight, or 17.4 percent, required 2 takes; 16, or 23.7 percent, required 3; 1 each, or 2.2 percent, required 4-5 and 10; 2, or 4.4 percent, required varied numbers; and 18, or 39.1 percent, indicated not applicable.

Third and fourth quarters the majority required 3 takes at each speed per quarter. Third quarter 8, or 17.4 percent, required 2 takes; 26, or 56.5 percent, required 3; 4, or 8.7 percent, required 4-5; 1, or 2.2 percent, required 10; 2, or 4.4 percent, required varied numbers; and 5, or 10.8 percent, indicated not applicable.

Fourth quarter 7, or 15.2 percent, required 2 takes; 26, or 56.5 percent, required 3; 7, or 15.2 percent, required 4-5; 2, or 4.4 percent, required varied numbers; and 4, or 8.7 percent, indicated not applicable.

TABLE XXX

REQUIRED NUMBER OF TAKES PASSES PER QUARTER

NUMBER	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
2	4	8.7%	8	17.4%	8	17.4%	7	15.2%
3	6	13.0	16	34.7	26	56.5	26	56.5
4-5	1	2.2	1	2.2	4	8.7	7	15.2
10	1	2.2	1	2.2	1	2.2	0	0.0
Variable	2	4.4	2	4.4	2	4.4	2	4.4
NA	<u>32</u>	<u>69.5</u>	<u>18</u>	<u>39.1</u>	<u>5</u>	<u>10.8</u>	<u>4</u>	<u>8.7</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXI, page 61, gives the results of question 18 which asked the speed the minimum number of takes must be passed for a grade of A, B, C, or D for each quarter. The first semester the majority of respondents did not grade takes. One each, or 2.2 percent, used 80 and 70; 4, or 8.7 percent, used 50; 2, or 4.4 percent, used 40 or lower; 3, or 6.5 percent, used a variable speed; and 35, or 76.0 percent, indicated not applicable.

Second quarter the majority of those who graded takes used 60 or higher. Six, or 13.0 percent, used 80; 11, or 23.9 percent, used 60; 4, or 8.7 percent, used 50; 2, or 4.4 percent used 40 or less; 3, or 6.5 percent used a variable speed; and 20, or 43.5 percent, indicated not applicable.

Third quarter the majority of those who graded takes used 80 words per minute or more. Three, or 6.5 percent, used 100; 3, or 8.7 percent,

used 90; 17, or 37.0 percent, used 80; 8, or 17.4 percent, used 70; 5, or 10.9 percent, used 60; 3, or 6.5 percent, used a variable scale; and 6, or 13.0 percent, indicated not applicable.

Fourth quarter the majority of those who graded takes used 100 words per minute or more. Two, or 4.4 percent, used 120; 3, or 6.5 percent, used 110; 16, or 34.8 percent, used 100; 2, or 4.3 percent, used 90; 12, or 26.1 percent, used 80; 2, or 4.4 percent, used 70; 3, or 6.5 percent, used a variable scale; and 6, or 13.0 percent, indicated not applicable.

TABLE XXXI

SPEED REQUIRED FOR AN A ON TAKES

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
120							2	4.4%
110							3	6.5
100					3	6.5%	16	34.8
90					4	8.7	2	4.3
80	1	2.2%	6	13.0%	17	37.0	12	26.1
70	1	2.2	0	0.0	8	17.4	2	4.4
60	0	0.0	11	23.9	5	10.9	0	0.0
50	4	8.7	4	8.7	0	0.0	0	0.0
40 or less	2	4.4	2	4.4	0	0.0	0	0.0
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	35	76.0	20	43.5	6	13.0	6	13.0
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXII, page 63, gives the speeds required on a Take for a B for each quarter. First quarter the majority of respondents did not grade takes. One each, or 2.2 percent, used 70-75, 60, and 45-50; 5,

or 10.8 percent, used 40 or less; 3, or 6.5 percent, used variable speed; and 35, or 76.1 percent, indicated not applicable.

Second quarter the majority of those who grade takes used 45-50 or greater for a grade of B. One, or 2.2 percent, used 80; 4, or 8.7 percent, used 70-75; 2, or 4.4 percent, used 60; 10, or 21.7 percent, used 45-50; 5, or 10.9 percent, used 40 or less; 3, or 6.5 percent, used a variable speed; and 21, or 45.6 percent, indicated not applicable.

Third quarter the majority of respondents used 60 or greater for a grade of B. One, or 2.2 percent, used 90; 6, or 13.0 percent, used 80; 10, or 21.8 percent, used 70-75; 14, or 30.4 percent, used 60; 4, or 8.7 percent, used 45-50; 1, or 2.2 percent, used 40 or less; 3, or 6.5 percent, used variable speeds; and 7, or 15.2 percent, indicated not applicable.

Fourth quarter the majority of respondents used 80 or greater for a grade of B. Five, or 10.9 percent, used 100; 8, or 17.4 percent, used 90; 10, or 21.7 percent, used 80; 9, or 19.6 percent, used 70-75; 4, or 8.7 percent, used 60; 3, or 6.5 percent, used a variable speed; and 7, or 15.2 percent, indicated not applicable.

TABLE XXXII

SPEED REQUIRED FOR A B ON TAKES

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
100							5	10.9%
90					1	2.2%	8	17.4
80			1	2.2%	6	13.0	10	21.7
70-75	1	2.2%	4	8.7	10	21.8	9	19.6
60	1	2.2	2	4.4	14	30.4	4	8.7
45-50	1	2.2	10	21.7	4	8.7	0	0.0
40 or less	5	10.8	5	10.9	1	2.2	0	0.0
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	<u>35</u>	<u>76.1</u>	<u>21</u>	<u>45.6</u>	<u>7</u>	<u>15.2</u>	<u>7</u>	<u>15.2</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXIII, page 64, gives the responses of the speeds required for a grade of C for each quarter. First semester the majority did not consider takes applicable. First quarter one each, or 2.2 percent, used 60 and 45-50; 5, or 10.9 percent, used 40 or lower; 3, or 6.5 percent, used a variable scale; and 36, or 78.2 percent, indicated not applicable.

Second quarter 4, or 8.7 percent, used 60; 3, or 6.5 percent, used 45-50; 12, or 26.1 percent, used 40 or lower; 3, or 6.5 percent, used a variable scale; and 24, or 52.2 percent, indicated not applicable.

Third quarter the majority of respondents used 45 or more for a grade of C. Two, or 4.4 percent, used 80; 4, or 8.7 percent, used 70; 10, or 21.7 percent, used 60; 13, or 28.3 percent, used 45-50; 7, or 15.2 percent, used 40 or lower; 3, or 6.5 percent, used a variable scale; and 7, or 15.2 percent indicated not applicable.

Fourth quarter the majority used 60 words per minute and higher. Two, or 4.4 percent, used 90; 10, or 21.8 percent, used 80; 6, or 13.0 percent, used 70; 12, or 26.1 percent, used 60; 6, or 13.0 percent, used 45-50; 3, or 6.5 percent, used a variable scale; and 7, or 15.2 percent, indicated not applicable.

TABLE XXXIII
SPEED REQUIRED FOR A C ON TAKES

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
90							2	4.4%
80					2	4.4%	10	21.8
70					4	8.7	6	13.0
60	1	2.2%	4	8.7%	10	21.7	12	26.1
45-50	1	2.2	3	6.5	13	28.3	6	13.0
40 or less	5	10.9	12	26.1	7	15.2	0	0.0
Variable	3	6.5	3	6.5	3	6.5	3	6.5
NA	36	78.2	24	52.2	7	15.2	7	15.2
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXIV, page 65, gives the results for a grade of D on transcription for each quarter. The majority of the respondents did not consider takes applicable during the first semester. First quarter 2, or 4.3 percent, used 45-50; 4, or 8.7 percent, used 40 or lower; 2, or 4.4 percent, used a variable scale; and 38, or 82.6 percent, indicated not applicable.

Second quarter 1, or 2.2 percent used 60; 3, or 6.5 percent, used 45-50; 6, or 13.0 percent, used 40 or lower; 2, or 4.4 percent, used a

variable scale; 34, or 73.9 percent, indicated not applicable.

Third quarter the majority of those who considered speed applicable used 45-50 or higher. One, or 2.2 percent, used 70; 3, or 6.5 percent used 60; 9, or 19.5 percent, used 45-50; 11, or 23.9 percent, used 40 or lower; 2, or 4.4 percent, used a variable scale; and 20, or 43.5 percent, indicated not applicable.

Fourth quarter the speed required for a passing grade, for those who considered them applicable, was 60 or better. Three, or 6.5 percent, used 80; 5, or 10.8 percent, used 70; 7 each, or 15.2 percent, used 60 and 45-50; 5, or 10.9 percent, used 40 or lower; 2, or 4.4 percent, used a variable scale; and 17, or 37.0 percent, indicated not applicable.

TABLE XXXIV

SPEED REQUIRED FOR A D ON TAKES

WPM	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
80							3	6.5%
70					1	2.2%	5	10.8
60			1	2.2%	3	6.5	7	15.2
45-50	2	4.3%	3	6.5	9	19.5	7	15.2
40 or less	4	8.7	6	13.0	11	23.9	5	10.9
Variable	2	4.4	2	4.4	2	4.4	2	4.4
NA	38	82.6	34	73.9	20	43.5	17	37.0
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

The last question in the transcription portion of the survey was question 19 which asked the percent of accuracy required to pass a take each quarter. Table XXXV, page 66, gives these results. The first

quarter the majority indicated not applicable. One, or 2.2 percent, used 100; 10, or 21.7 percent, used 98; 3, or 6.5 percent, used other unspecified means of scoring; and 32, or 69.6 percent, indicated not applicable.

Second quarter the majority used 95 percent accuracy or greater. One, or 2.2 percent, used 100; 2, or 4.4 percent, used 98; 22, or 47.8 percent, used 95; 5, or 10.8 percent, used other unspecified means of scoring; and 16, or 34.8 percent, indicated not applicable.

Third quarter the majority used 95 percent accuracy or greater. Two, or 4.4 percent, used 100; 5, or 10.9 percent, used 98; 33, or 71.7 percent, used 95; 3, or 6.5 percent, used other unspecified means of scoring; and 3, or 6.5 percent, indicated not applicable.

TABLE XXXV

PERCENT OF ACCURACY REQUIRED TO PASS A TAKE

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
100	1	2.2%	1	2.2%	2	4.4%	2	4.4%
98	10	21.7	2	4.4	3	6.5	5	10.9
95	0	0.0	22	47.8	34	73.9	33	71.7
Other	3	6.5	5	10.8	3	6.5	3	6.5
NA	32	69.6	16	34.8	4	8.7	3	6.5
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

General Evaluation

The last part of the survey was concerned with general evaluation for each quarter. The respondents were asked the percentages in several areas used to compute quarter grades. The first area covered was reading, and is summarized in Table XXXVI, page 68. The majority used 20-25 percent or more in determining the first quarter grades. Two each, or 4.35 percent, used 60-75, 50, and 40; 8, or 17.4 percent, used 30-35; 12, or 26.1 percent, used 20-25; 2, or 4.4 percent, used 12-17; 3, or 6.5 percent, used 10 or less; and 15, or 32.6 percent, indicated not applicable.

The majority of those who used reading rates to determine grades second quarter used 20-25 or more. One, or 2.2 percent, used 50; 5, or 10.9 percent, used 30-35; 11, or 23.9 percent, used 20-25; 5, or 10.8 percent, used 12-17; 7, or 15.2 percent, used 10 or less; and 16, or 37.0 percent, indicated not applicable.

The majority of respondents did not consider reading rates applicable for grading purposes during the third and fourth quarters. Third quarter 1, or 2.2 percent, used 30-35; 4, or 8.7 percent, used 20-25; 2, or 4.4 percent, used 12-17; 11, or 23.9 percent, used 10 or less; and 28, or 60.8 percent indicated not applicable.

Fourth quarter 2, or 4.4 percent, used 20-25; 3, or 6.5 percent, used 12-17; 10, or 21.7 percent, used 10 or less; and 31, or 67.4

percent, indicated not applicable.

TABLE XXXVI

PERCENTAGE OF READING RATE USED TO DETERMINE QUARTER GRADES

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
60-75	2	4.3%						
50	2	4.4	1	2.2%				
40	2	4.3	0	0.0				
30-35	8	17.4	5	10.9	1	2.2%		
20-25	12	26.1	11	23.9	4	8.7	2	4.4%
12-17	2	4.4	5	10.8	2	4.4	3	6.5
10 or less	3	6.5	7	15.2	11	23.9	10	21.7
NA	<u>15</u>	<u>32.6</u>	<u>17</u>	<u>37.0</u>	<u>28</u>	<u>60.8</u>	<u>31</u>	<u>67.4</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXVII, page 69, gives the percentage of theory used to determine each quarter's grades. The majority of respondents did not consider theory applicable in determining quarter grades during any quarter. Of those who used theory, the majority used it for 25 percent or more of the first quarter grade. Three each, or 6.5 percent, used 50-70 and 30; 4, or 8.7 percent, used 25; 2, or 4.4 percent, used 12-17; 4, or 8.7 percent, used 10 or less; and 29, or 63.0 percent, indicated not applicable.

Of those who used theory, the majority used it for 20 percent or more of the second quarter grade. Two each, or 4.4 percent, used 50-70, 30, and 25; 4, or 8.7 percent, used 20; 3 each, or 6.5 percent, used 12-17 and 10 or less; and 30, or 65.2 percent, indicated not applicable.

Third quarter 2, or 4.4 percent, used 30; 1, or 2.2 percent, used 25; 2, or 4.3 percent, used 20; 3 each, or 6.5 percent, used 12-17 and 10 or less; 35, or 76.1 percent, indicated not applicable.

Fourth quarter 1, or 2.2 percent, used 25; 2 each, or 4.4 percent, used 30, 20, and 12-17; 4, or 8.7 percent, used 10 or less; and 35, or 76.1 percent, indicated not applicable.

TABLE XXXVII

PERCENTAGE OF THEORY USED TO DETERMINE QUARTER GRADES

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
50-70	3	6.5%	2	4.4%				
30	3	6.5	2	4.3	2	4.4%	2	4.4%
25	4	8.7	2	4.4	1	2.2	1	2.2
20	2	4.4	4	8.7	2	4.3	2	4.3
12-17	1	2.2	3	6.5	3	6.5	2	4.3
10 or less	4	8.7	3	6.5	3	6.5	4	8.7
NA	<u>20</u>	<u>63.0</u>	<u>30</u>	<u>65.2</u>	<u>35</u>	<u>76.1</u>	<u>35</u>	<u>76.1</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXVIII, page 70, gives the percentage of vocabulary used to determine each quarter's grades. More than three fourths of the respondents indicated vocabulary not applicable in determining grades during any quarter of the year. First quarter 4, or 8.7 percent, used 25; 1, or 2.2 percent, used 20; 6, or 13.0 percent, used 10 or less; and 35, or 76.1 percent, indicated not applicable.

Second quarter 1, or 2.2 percent, used 25; 2 each, or 4.4 percent, used 20 and 12-17; 6, or 13.0 percent, used 10 or less; and 35, or 76.1

percent, indicated not applicable.

Third quarter 1, or 2.2 percent, used 30; 3, or 6.5 percent, used 12-17; 6, or 13.0 percent, used 10 or less; and 36, or 78.3 percent, indicated not applicable.

Fourth quarter 2, or 4.4 percent, used 20; 3, or 6.5 percent, used 12-17; 6, or 13.0 percent, used 10 or less; and 35, or 76.1 percent, indicated not applicable.

TABLE XXXVIII

PERCENTAGE OF VOCABULARY USED TO DETERMINE QUARTER GRADES

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
30					1	2.2%		
25	4	8.7%	1	2.2%	0	0.0		
20	1	2.2	2	4.4	0	0.0	2	4.4%
12-17	0	0.0	2	4.3	3	6.5	3	6.5
10 or less	6	13.0	6	13.0	6	13.0	6	13.0
NA	<u>35</u>	<u>76.1</u>	<u>35</u>	<u>76.1</u>	<u>36</u>	<u>78.3</u>	<u>35</u>	<u>76.1</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXIX, page 72, gives the percentages of combined theory and vocabulary used to determine each quarter's grades. More than 60 percent of the respondents indicated that combined theory and vocabulary was not applicable in determining grades during any quarter of the year. Of those who used combined theory and vocabulary, the majority used it to comprise 25 percent or more of the first quarter grade. Four each, or 8.7 percent used 50-60 and 30-40; 2, or 4.4 percent, used 25; 6, or 13.0

percent, used 20; 2, or 4.4 percent, used 10-15; and 28, or 60.8 percent, indicated not applicable.

Second quarter 3, or 6.5 percent, used 50-60; 5, or 10.9 percent, used 30-40; 2, or 4.4 percent, used 25; 4, or 8.7 percent, used 20; 3, or 6.5 percent, used 10-15; and 29, or 63.0 percent, indicated not applicable.

Third quarter 2, or 4.4 percent, used 50-60; 3, or 6.5 percent, used 30-40; 5, or 10.9 percent, used 25; 6, or 13.0 percent, used 20; 2, or 4.4 percent, used 10-15; and 28, or 60.8 percent, indicated not applicable.

Fourth quarter one each, or 2.2 percent, used 50-60 and 30-40; 5 each, or 10.9 percent, used 25 and 20; 4, or 8.7 percent, used 10-15; and 30, or 65.1 percent, indicated not applicable.

TABLE XXXIX

PERCENTAGE OF COMBINED THEORY AND VOCABULARY USED TO
DETERMINE QUARTER GRADES

PERCENT	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
50-60	4 8.7%	3 6.5%	2 4.4%	1 2.2%
30-40	4 8.7	5 10.9	3 6.5	1 2.2
25	2 4.4	2 4.4	5 10.9	5 10.9
20	6 13.0	4 8.7	6 13.0	5 10.9
10-15	2 4.4	3 6.5	2 4.4	4 8.7
NA	<u>28</u> <u>60.8</u>	<u>29</u> <u>63.0</u>	<u>28</u> <u>60.8</u>	<u>30</u> <u>65.1</u>
Total	46 100.0%	46 100.0%	46 100.0%	46 100.0%

Table XXXX, page 73, gives the percentages of brief forms used to determine each quarter's grades. The majority of the respondents used brief form grades to determine 20 percent or more of the first quarter grades. One, or 2.2 percent, used 50; 9, or 19.6 percent, used 30-40; 8 each, or 17.4 percent, used 25 and 20; 2 each, or 4.3 percent, used 12-17 and 10 or less; and 16, or 34.8 percent, indicated not applicable.

Second quarter the majority used 12 percent or more of brief form grades to determine quarter grades. One, or 2.2 percent, used 50; 6, or 13.0 percent, used 30-40; 4, or 8.7 percent, used 25; 8, or 17.4 percent, used 20; 5, or 10.9 percent, used 12-17; 6, or 13.0 percent, used 10 or less; and 16, or 34.8 percent, indicated not applicable.

The majority of respondents do not consider brief forms applicable in determining quarter grades during the second semester. Third quarter 1, or 2.2 percent, used 30-40; 4, or 8.7 percent, used 25; 9, or 19.6

percent, used 20; 3, or 6.5 percent, used 12-17; 4, or 8.7 percent, used 10 or less; and 25, or 54.3 percent, indicated not applicable.

TABLE XXXX

PERCENTAGE OF BRIEF FORMS USED TO DETERMINE QUARTER GRADES

PERCENT	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
50	1 2.2%	1 2.2%		
30-40	9 19.6	6 13.0	1 2.2%	
25	8 17.4	4 8.7	4 8.7	4 8.7%
20	8 17.4	8 17.4	9 19.6	5 10.9
12-17	2 4.3	5 10.9	3 6.5	3 6.5
10 or less	2 4.3	6 13.0	4 8.7	6 13.0
NA	<u>16</u> <u>34.8</u>	<u>16</u> <u>34.8</u>	<u>25</u> <u>54.3</u>	<u>28</u> <u>60.9</u>
Total	46 100.0%	46 100.0%	46 100.0%	46 100.0%

Table XXXXI, page 74, gives the percentage of brief form derivatives used to determine each quarter's grades. The greatest majority did not use brief form derivatives to determine quarter grades for any quarter of the year. First quarter 1 each, or 2.2 percent, used 30 and 20-25; 2, or 4.4 percent, used 12-17; 5, or 10.8 percent, used 10 or less; and 37, or 80.4 percent, indicated not applicable.

Second quarter 3 each, or 6.5 percent, used 20-25 and 12-17; 7, or 15.2 percent, used 10 or less; and 33, or 71.8 percent, indicated not applicable.

Third quarter 1, or 2.2 percent, used 30; 3, or 6.5 percent, used 20-25; 1, or 2.2 percent, used 12-17; 5, or 10.8 percent, used 10 or less; and 36, or 78.3 percent, indicated not applicable.

Fourth quarter 1, or 2.2 percent, used 30; 4, or 8.7 percent, used 20-25; 1, or 2.2 percent, used 12-17; 3, or 6.5 percent, used 10 or less; and 37, or 80.4 percent, indicated not applicable.

TABLE XXXXI

PERCENTAGE OF BRIEF FORM DERIVATIVES USED TO
DETERMINE QUARTER GRADES

PERCENT	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4	
30	1	2.2%			1	2.2%	1	2.2%
20-25	1	2.2	3	6.5%	3	6.5	4	8.7
12-17	2	4.4	3	6.5	1	2.2	1	2.2
10 or less	5	10.8	7	15.2	5	10.8	3	6.5
NA	<u>37</u>	<u>80.4</u>	<u>33</u>	<u>71.8</u>	<u>36</u>	<u>78.3</u>	<u>37</u>	<u>80.4</u>
Total	46	100.0%	46	100.0%	46	100.0%	46	100.0%

Table XXXXII, page 75, gives the percentage of transcription used to determine each quarter's grades. The majority of respondents did not consider transcription applicable in determining first semester grades. First quarter 6, or 13.0 percent, used 30-40; 3, or 6.5 percent, used 20-25; 6, or 13.0 percent, used 10-17; 31, or 67.4 percent, indicated not applicable.

Second quarter 1, or 2.2 percent, used 60-75; 7, or 15.2 percent, used 50; 8, or 17.4 percent, used 30-40; 6 each, or 13.05 percent, used 20-25 and 10-17; and 18, or 39.1 percent, indicated not applicable.

Second semester the majority of respondents used transcription to determine half or more of the quarter grades. Third quarter 1 each, or

2.2 percent, used 100 and 80-90; 6, or 13.0 percent, used 60-75; 16, or 34.8 percent, used 50; 6, or 13.0 percent, used 30-40; 4, or 8.7 percent, used 20-25; 1, or 2.2 percent used 10-17; and 11, or 23.9 percent, indicated not applicable.

Fourth quarter 2, or 4.4 percent, used 100; 3, or 6.5 percent, used 80-90; 8, or 17.4 percent, used 60-75; 16, or 34.7 percent used 50; 4, or 8.7 percent, used 30-40; 2, or 4.4 percent, used 20-25; 1, or 2.2 percent, used 10-17; and 10, or 21.7 percent, indicated not applicable.

TABLE XXXXII
PERCENTAGE OF TRANSCRIPTION USED TO
DETERMINE QUARTER GRADES

PERCENT	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
100			1 2.2%	2 4.4%
80-90			1 2.2	3 6.5
60-75		1 2.2%	6 13.0	8 17.4
50		7 15.2	16 34.8	16 34.7
30-40	6 13.0%	8 17.4	6 13.0	4 8.7
20-25	3 6.5	6 13.0	4 8.7	2 4.4
10-17	6 13.1	6 13.1	1 2.2	1 2.2
NA	<u>31</u> <u>67.4</u>	<u>18</u> <u>39.1</u>	<u>11</u> <u>23.9</u>	<u>10</u> <u>21.7</u>
Total	46 100.0%	46 100.0%	46 100.0%	46 100.0%

The last part of question 20 asked the other areas used to determine grades. Those specified were mailable copy, grammar, punctuation, corrections, class attitude, word usage, spelling, homework, and book transcription. Some teachers do not use given percentages, but grade on an individualized system dependent on variable circumstances.

Question 21 asked if the respondents wished results of the survey to please enclose a stamped, self-addressed envelope. Of the 173 total respondents, 38 returned self-addressed envelopes. Of these, 22 of the 46 respondents whose surveys were useable for this study requested the results.

Question 22 asked respondents to make comments or recommendations if they wished. A few respondents indicated their classes were small and therefore the methods of instruction varied to be geared more to the individual needs of their students. One teacher totally individualized instruction and let students work toward set minimum number of lessons at their own speed.

An indication was made that the length of dictation varied from three to five minutes and that grading sometimes varied as a result of dictation length.

One respondent indicated "It is difficult to put down each quarter as definite percentages in each group as from year to year you get students of a different caliber and can set standards higher."

Another respondent indicated that quizzes are often grouped together and included as daily work. One indicated that percentages in question 20 may vary depending on the number of exams given; while another indicated "There may be too much emphasis on testing and not enough on skill building techniques."

One respondent indicated that reading rates are recorded and each student is graded according to improvement. Finally, one respondent felt that everything could not ". . . be broken down and graded by a certain percentage--a lot of the final grade is a subjective grade."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The ultimate purpose of this study was to determine the evaluation methods and standards used by experienced shorthand I teachers in Montana. The size and geography of the state presented the situation that many of our high school business departments are one-teacher departments. These people seldom have a chance to compare notes with other business education professionals about what they are doing and results they are obtaining in their classes.

This writer thought that possibly by compiling a few basic standards, we as business teachers could make our standards more equitable throughout the state. If nothing more, teachers can be assured that the standards used in their classes are close, or equal, to those suggested.

Limitations were set as to the method—Diamond Jubilee. A personal comment was made to this writer by a colleague after the survey to the effect that the standards recommended here could be adapted to any method. Two years of experience were required to give stability to the standards received. A full year course was necessary and the grading period of nine weeks was used because of its general use in the state.

Review of Literature

The review of literature covered five areas: reading, theory, vocabulary, brief forms, and transcription.

The survey of literature indicated that reading has been part of the criteria required for grading, at least during the first part of the first semester. Sound spelling was indicated for the first four to five weeks and then students should read aloud from plate materials and later from own notes. Reading rate increases fluency and appears to correlate to fluency in writing.

The terms shorthand vocabulary and shorthand theory are often used interchangeably in literature. Correctly written outlines were found to be transcribed correctly more frequently than incorrectly written outlines. Continued emphasis beyond the first part of the year, to year end, was important. Vocabulary building was described as the bridge between the mastery of theory and the building of dictation skills. A suggestion to time vocabulary and theory tests was also indicated.

Brief forms should be automatized by students. The use of brief forms and derivatives in dictation material should be used often. Frequent testing of brief forms was suggested.

Transcription is an integral part of shorthand. Introduction of transcription during the first semester was indicated so the teacher can devote more time to speed building during second semester.

Summary of Findings

The questionnaire was sent to 173 teachers in public high school business departments in the state of Montana. It was designed to answer specific and general evaluation methods used by shorthand I teachers. Due to limitations set down, only 46 of the 127 returns received were used for the survey.

Most of the schools used reading rates in evaluation the first three quarters. The rates used, however, were varied and lower than those suggested in the review of literature.

Theory and vocabulary tests were generally combined with tests once or twice a week at first, decreasing to every-other week or oftener toward year end. Tests were made up of 1-50 words and were scored according to correctness of both transcription and outline. Percentage grades from respondents appeared lower than suggested by researchers.

Brief form tests were generally not timed, and derivatives were not tested until second semester. Brief form percentages were especially low in relation to current research. The majority graded as low as 70 percent for a passing grade any quarter of the year. Generally accepted standards require 95 percent accuracy as a minimum.

The majority began plate transcription during the first or second quarter and typewriter transcription by second or third quarter. Transcripts were generally graded on verbatim text first semester and

mailable transcription second semester. Generally, three takes were required at each speed for a passing score. Speeds varied tremendously for passing grades. A "D" varied as low as 40 words per minute or lower to 80 words per minute for a passing grade at the end of one year of shorthand I.

General evaluation percentages for each quarter's grades were about as varied as the number of responses. Teacher emphasis in each class determined the weight accorded to each area.

CONCLUSIONS

Reading Rates

Of those who timed reading rates, the majority timed once or twice a week first quarter; weekly or every-other week second quarter; at least every-other week third quarter; and fourth quarter they were considered not applicable or not given. The majority did not consider reading rates applicable for grading purposes any quarter of the year.

Theory Tests

The majority did not consider theory tests applicable for any quarter of the year. Of those who did, however, the majority gave them once or twice a week first quarter, weekly second and third quarters, and weekly or every-other week fourth quarter.

For grading purposes, the majority graded both transcription and correctness of outline for each quarter. The majority used 10-50 words

for theory tests for each quarter.

For scoring purposes, 94 was the lowest score for an A each quarter; 86 was the lowest for a B first and third quarter, 87 for second and fourth quarter; 77 was the lowest for a C each quarter;; and 70 was the lowest for a D each quarter.

Vocabulary Tests

Vocabulary Tests were given once or twice a week first and second quarter; at least every-other week third quarter; and twice quarterly or oftener fourth quarter. The majority combined theory and vocabulary tests each quarter.

For grading purposes, those who scored vocabulary tests used 93 and above for an A; 85 and above for a B; 75 and above for a C; and 70 or higher for a D each quarter of the year.

Brief Forms

The frequency of brief form tests were varied; once or twice a week first quarter; at least every-other week second quarter; at least twice quarterly third quarter; and only once or twice a quarter fourth quarter. The majority did not time brief form tests the first three quarters, but did time fourth quarter.

The majority of respondents did not give brief form derivative tests during any quarter. For grading purposes, brief form tests were

scored 95 or higher for an A; 87 or higher for a B; 80 or higher for a C; and 70 or higher for a D each quarter of the year.

Transcription

The majority of respondents began plate transcription during the first or second quarter, and typewriter transcription during the second or third quarter. Transcripts were graded on verbatim transcript first and second quarter, and mailable transcript third and fourth quarter.

Dictation, transcription takes were generally not considered applicable first quarter, however, a minimum of three takes were required to be passed at each speed for each of the remaining quarters. The speeds at which an A was earned for takes were 40 or higher second quarter; 80 or higher third quarter; and 90 or higher fourth quarter. The speed at which a B was earned were 40 or lower second quarter; 60 or higher third quarter; and 80 or higher fourth quarter. The speed at which a C was earned were 45 or higher third quarter; and 60 or higher for fourth quarter; the majority indicated speed not applicable for a grade of C or D for the entire first semester. The speed at which a D was earned were 45-50 or higher third quarter and 60 or higher fourth quarter. Respondents indicated that 95 percent accuracy was required second, third, and fourth quarter for these takes.

RECOMMENDATIONS

These recommendations have been made based on the review of literature and the survey results. In order to do justice to the quantity of recommendations, this writer has chosen an unorthodox method of presentation. She has used the survey form itself with the recommendations filled in the appropriate boxes. This method should be most understandable for the reader, as well as for those who took the survey when they receive the results. The following three pages are an exact reproduction of the survey form with the recommendations filled in the appropriate boxes.

85
SHORTHAND SURVEY
 Barbee Buchanan
 507 South Center
 Miles City, Montana 59301

Name Years of Shorthand I teaching experience

Title Do you teach: (Check One)
 Gregg Simplified
 School Gregg Diamond Jubilee
 Other (Specify)

Grading Period:
 Six-Week periods
 Nine-Week periods

If you do not teach Gregg Diamond Jubilee, or are on a grading period other than a nine-week period, please indicate such by placing a check mark at the right and return all materials in the enclosed, self-addressed envelope. You need not complete the rest of the questionnaire. ☐

DIRECTIONS: Please read each of the following questions and give the appropriate letter or number(s) for each quarter. If an answer is not applicable for a given quarter, please indicate with (NA) in the appropriate column.

R E C O M M E N D A T I O N S

READING RATES	QUARTERS			
	1	2	3	4
1. Do you time reading rates (A) twice weekly, (B) weekly (C) every other week, (D) twice a quarter, (E) quarterly, (F) None given.	A/B	B	C	D
2. Reading rates are scored:	WPM for an A =	120	160	200
	WPM for a B =	100	140	180
	WPM for a C =	80	120	160
	WPM for a D =	60	100	140

T H E O R Y T E S T S

3. Theory Tests, from the theory words in each lesson, are given (A) twice weekly, (B) weekly, (C) every other week, (D) twice a quarter, (E) quarterly, (F) None given.	A	B	B	C
4. Theory tests are graded on (A) transcription only, (B) correct outline only, (C) both of the above.	C	C	C	C
5. How many words usually make up each theory test?	20	20/40	50	50/100
6. Theory tests are scored:	% for an A =	95	95	95
	% for a B =	90	90	90
	% for a C =	85	85	85
	% for a D =	80	80	80

VOCABULARY TESTS

QUARTERS

1 2 3 4

7. Vocabulary tests over miscellaneous words from preassigned lessons are given (A) twice a week, (B) weekly, (C) every other week, (D) twice quarterly, (E) quarterly, (F) None given.	A	B	B	C
8. Do you combine vocabulary and theory as one test? (Circle the correct answer)	NO YES	NO YES	NO YES	NO YES
9. Vocabulary tests are scored:				
% for an A =	95	95	95	95
% for a B =	90	90	90	90
% for a C =	85	85	85	85
% for a D =	80	80	80	80

BRIEF FORM TESTS

10. Brief form tests are given (A) twice a week, (B) weekly, (C) every other week, (D) twice quarterly, (E) quarterly, (F) None given.	B	B	C	C
11. Do you time Brief form tests? (Circle the correct answer)	NO YES	NO YES	NO YES	NO YES
12. Do you give Brief form derivative tests? (Circle the correct answer)	NO YES	NO YES	NO YES	NO YES
13. Brief form tests are scored:				
% for an A =	99	99	99	99
% for a B =	98	98	98	98
% for a C =	96	96	96	96
% for a D =	95	95	95	95

TRANSCRIPTION TESTS

14. Transcription from plate material is begun during which quarter? (Check appropriate box)	X			
15. Typewriter transcription is begun in which quarter? (Check appropriate box)		X		
16. Transcripts are graded according to (A) verbatim, (B) Mailable, (C) Useable, (D) Other — Specify	A	A	B	B
17. What number of takes must be passed at each speed for each quarter?	NA	3	3	3
18. The speed at which the minimum number of takes must be passed for a given grade are:				
A =	NA	60	80	100
B =	NA	50	70	90
C =	NA	NA	60	80
D =	NA	NA	50	70
19. The percentage of accuracy required to pass a take is (A) 100%, (B) 98%, (C) 95%, (D) Other Specify	NA	95	95	95

GENERAL EVALUATION		QUARTERS			
		1	2	3	4
20. Give the percentage of each of the following areas used to compute the quarter's grade:					
Reading		30	25	10	—
Theory					
Vocabulary					
Combined theory and vocabulary		30	30	20	10
Brief forms		25	20	10	10
Brief form derivatives		5	10	5	5
Transcription		10	10	50	70
Other-specify <u>Homework, attendance, punctuation,</u>			5	5	5
Other-specify <u>grammar, attitude</u>					
Other-specify					

21. If you would like the results of this survey, please enclose a stamped, self-addressed envelope.

22. If you wish to make comments or recommendations, please do so here.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Brendel, Leroy, and Yengel, Herbert. NBEA YEARBOOK No. 10. "Shorthand" by Ruth I. Anderson. 1972.
- Brendel, Leroy, and Yengel, Herbert. NBEA YEARBOOK No. 10. "Transcription" by Alan C. Lloyd. 1972.
- Brent, Linda C. A Study to Determine the Effect of the Early Introduction of Typewritten Transcription on Achievement in Beginning Shorthand. M. S. thesis, Northern Illinois University. Dekalb, Illinois. 1970.
- Campbell, Patty Glover. "Research in Measurement and Evaluation in Shorthand." Business Education World. Vol. 5, No. 4. March-April, 1975.
- Coleman, Marion G., and Henson, Oleen M. NBEA YEARBOOK No. 12. "Variables Affecting Achievement in Shorthand and Transcription." by Joe Pullis. 1974.
- Coleman, Marion G., and Henson, Oleen M. NBEA YEARBOOK No. 12. "Implications of Research for Instruction in Shorthand and Transcription." by Beth Loftus. 1974.
- Crowdson, Norma N. A Comparison of the Effect of Accuracy in Transcription from Outlines or Context. Master's thesis. Minneapolis: University of Minnesota. 1963.
- Daneilson, Harriet. The Relationship Between Competency in Shorthand Vocabulary and Achievement in Shorthand Dictation. Doctor's thesis. Bloomington: Indiana University. 1959.
- Doerr, A. An Analytical Study of Selected Factors of the Gregg Shorthand System, Diamond Jubilee Series, to Evaluate the Degree of Difficulty Students Have in Adopting These Selected Factors. Doctor's thesis. New York: New York University. 1967.
- Haggblade, Berle. Factors Affecting Achievement in Shorthand. Doctor's thesis. Los Angeles: University of California. 1965.

- Hampton, Donald F. The Effect on Achievement in First Year Shorthand of Introducing Typewritten Transcription Practice at Various Times During the Year. Ed D. thesis. Northern Illinois University, Dekalb, Illinois. 1970.
- Iannizze, Elizabeth. Transcription and Shorthand Errors Among Elementary and Advanced High School Writers of Simplified and Diamond Jubilee Gregg Shorthand. Doctor's thesis. New York: New York University. 1967.
- Kline, A. E. Variations in the Speed of Writing Symbol Combinations in Gregg Shorthand. Doctor's thesis. New York: New York University. 1949
- Kraseus, Richard C. An Analysis of some of the Factors that Contribute to the Difficulty of Transcription Materials in Gregg Shorthand, Diamond Jubilee Series. Master's thesis. Mankato, Minnesota: Mankato State College. 1964.
- Minnick, B. J. An Evaluation of Systematic Repetition of Brief Forms Through Specially Constructed Dictation Material for Gregg Shorthand, Diamond Jubilee Series. Doctor's thesis. Knoxville: The University of Tennessee. 1967.
- Patrick, A. L. An Error Analysis of Selected Brief Forms and Principles in Shorthand Notes of Beginning Gregg Diamond Jubilee Shorthand Students. Doctor's thesis. Knoxville: The University of Tennessee. 1965.
- Prigge, Lila L. The Effects of Time Sequences on Performance Variability in Gregg Shorthand. Doctor's thesis. Grand Forks: The University of North Dakota. 1971.
- Pullis, Joe M. The Relationship Between Competency in Shorthand Accuracy and Achievement in Shorthand Dictation. Doctor's thesis. Denton: North Texas State University. 1966.
- Pullis, Joe M. South-Western Monograph No. 126. "Methods of Shorthand Instruction--a Research Analysis. South-Western Publishing Co. 1973.
- Russon, Allien R. South-Western Monograph No. 119. "Methods of Teaching Shorthand." South-Western Publishing Co. 1968.

Soskis, Mosetta S., and Hagedorn, Geneva. "Performance Objectives and Evaluation in Shorthand." Business Education Forum, Vol. 30, No. 3. December 1975.

Uthe, E. F. An Evaluation of the Difficulty Level of Shorthand Dictation Materials. Doctor's thesis. Minneapolis: University of Minnesota. 1966.

Vought, Barbara. A Study of Transcription Errors Made on Letters Transcribed by Shorthand II Students. Master's thesis. Dekalb: Northern Illinois University. 1969.

Wedell, A. J. "Evaluation in Shorthand." Business Education Forum, Vol. 29, No. 7. April 1975.

Woolschlager, Ruth B., and Harris, E. Edward. NBEA YEARBOOK No. 14. "Issues in Teaching Shorthand." by Donald Hampton. 1976.

APPENDICES

March 8, 1977

Miss Barbee Buchanan
Custer County High School
Miles City, MT 59301

Dear Barbee,

In partial fulfillment of a Masters of Science Degree in Business Education at Montana State University, I am conducting a study on the evaluation standards used by Shorthand I teachers in Montana Public High Schools. From this study, I will compile standards that would be equitable for grading Shorthand I students.

Enclosed is a questionnaire that I would like you, as a Shorthand I teacher, to complete concerning the means by which you evaluated your Shorthand I students. The information provided will be held in strict confidence.

Please return this questionnaire in the enclosed stamped, self-addressed envelope. May I expect your return by March 15, 1977. Your cooperation is very much appreciated.

Sincerely,

(Miss) Barbee Buchanan
Custer County High School

Enclosures

94
SHORTHAND SURVEY
 Barbee Buchanan
 507 South Center
 Miles City, Montana 59301

Name Years of Shorthand I teaching experience

Title Do you teach: (Check One)

..... Gregg Simplified

School Gregg Diamond Jubilee

..... Other (Specify)

Grading Period:

..... Six-Week periods

..... Nine-Week periods

If you do not teach Gregg Diamond Jubilee, or are on a grading period other than a nine-week period, please indicate such by placing a check mark at the right and return all materials in the enclosed, self-addressed envelope. You need not complete the rest of the questionnaire. ☐

DIRECTIONS: Please read each of the following questions and give the appropriate letter or number(s) for each quarter. If an answer is not applicable for a given quarter, please indicate with (NA) in the appropriate column.

READING RATES	QUARTERS			
	1	2	3	4
1. Do you time reading rates (A) twice weekly, (B) weekly (C) every other week, (D) twice a quarter, (E) quarterly, (F) None given.				
2. Reading rates are scored:	WPM for an A =			
	WPM for a B =			
	WPM for a C =			
	WPM for a D =			

THEORY TESTS				
3. Theory Tests, from the theory words in each lesson, are given (A) twice weekly, (B) weekly, (C) every other week, (D) twice a quarter, (E) quarterly, (F) None given.				
4. Theory tests are graded on (A) transcription only, (B) correct outline only, (C) both of the above.				
5. How many words usually make up each theory test?				
6. Theory tests are scored:	% for an A =			
	% for a B =			
	% for a C =			
	% for a D =			

VOCABULARY TESTS

QUARTERS
1 2 3 4

7. Vocabulary tests over miscellaneous words from preassigned lessons are given (A) twice a week, (B) weekly, (C) every other week, (D) twice quarterly, (E) quarterly, (F) None given.				
8. Do you combine vocabulary and theory as one test? (Circle the correct answer)	NO YES	NO YES	NO YES	NO YES
9. Vocabulary tests are scored:				
% for an A =				
% for a B =				
% for a C =				
% for a D =				

BRIEF FORM TESTS

10. Brief form tests are given (A) twice a week, (B) weekly, (C) every other week, (D) twice quarterly, (E) quarterly, (F) None given.				
11. Do you time Brief form tests? (Circle the correct answer)	NO YES	NO YES	NO YES	NO YES
12. Do you give Brief form derivative tests? (Circle the correct answer)	NO YES	NO YES	NO YES	NO YES
13. Brief form tests are scored:				
% for an A =				
% for a B =				
% for a C =				
% for a D =				

TRANSCRIPTION TESTS

14. Transcription from plate material is begun during which quarter? (Check appropriate box)				
15. Typewriter transcription is begun in which quarter? (Check appropriate box)				
16. Transcripts are graded according to (A) verbatim, (B) Mailable, (C) Useable, (D) Other — Specify				
17. What number of takes must be passed at each speed for each quarter?				
18. The speed at which the minimum number of takes must be passed for a given grade are:				
A =				
B =				
C =				
D =				
19. The percentage of accuracy required to pass a take is (A) 100%, (B) 98%, (C) 95%, (D) Other Specify				

GENERAL EVALUATION

QUARTERS

1 2 3 4

20. Give the percentage of each of the following areas used to compute the quarter's grade:				
Reading				
Theory				
Vocabulary				
Combined theory and vocabulary				
Brief forms				
Brief form derivatives				
Transcription				
Other-specify				
Other-specify				

21. If you would like the results of this survey, please enclose a stamped, self-addressed envelope.

22. If you wish to make comments or recommendations, please do so here.

JUST A SHORT REMINDER

If you have not already completed the questionnaire that was sent to you regarding Shorthand I evaluation standards, would you please take a few minutes and do so now.

The specific information from your school is of great importance. In order to compile an equitable standard for Shorthand I grading, the current standards you are using in your class are needed.

For your convenience, another questionnaire is enclosed. May I expect your reply by May 1, 1977. Your cooperation is very much appreciated.

Sincerely,

(Miss) Barbee Buchanan
Custer County High School

Enclosures