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Date May 25, 1979

ANALYSIS OF THE STUDENT PROGRESS REPORTING SYSTEM FOR BOZEMAN ELEMENTARY SCHOOLS IN BOZEMAN, MONTANA

by

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TABLE OF CONTENTS

Page

VITA..... ii

ACKNOWLEDGMENTS..... iii

LIST OF TABLES..... vi

ABSTRACT.....viii

Chapter

1. INTRODUCTION

PURPOSE OF REPORTING STUDENT PROGRESS..... 1

METHODS OF REPORTING STUDENT PROGRESS..... 2

STATEMENT OF THE PROBLEM..... 8

NEED OF THE STUDY..... 8

GENERAL QUESTIONS TO BE ANSWERED..... 12

GENERAL PROCEDURE..... 14

LIMITATIONS AND DELIMITATIONS..... 15

DEFINITION OF TERMS..... 16

SUMMARY..... 18

2. REVIEW OF LITERATURE

HISTORICAL SKETCH..... 21

MODERN TRENDS IN REPORTING..... 26

SUMMARY..... 31

3. THE SURVEY..... 32

POPULATION DESCRIPTION AND SAMPLING PROCEDURE 32

Chapter

METHOD OF DATA COLLECTION..... 33
METHOD OF DATA ORGANIZATION..... 36
METHOD OF DATA ANALYSIS..... 37
SUMMARY..... 39
4. ANALYSIS OF DATA..... 42
SUMMARY..... 151
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS..... 184
SUMMARY..... 184
CONCLUSIONS..... 209
RECOMMENDATIONS..... 217
LITERATURE CITED..... 221

APPENDIX

A. COVER LETTER..... 225
B. QUESTIONNAIRE..... 226
C. REPORT CARD: BOZEMAN MONTANA..... 229

LIST OF TABLES

Table

1. Importance of Bozeman Elementary Report Cards. 44
2. Importance of Bozeman Elementary Parent-Teacher Conferences..... 46
3. Importance of Retaining the Present Student Progress Reporting System in Bozeman, Montana 48
4. Suggested Time Schedule for Reporting Student Progress..... 50
5. Suggested Student Progress Reporting System... 53
6. Suggestions for Improving the Student Progress Reporting System..... 57
7. Importance of Teacher Comments on Bozeman Elementary Report Cards..... 62
8. Clarity and Comprehensiveness of Reasons for Achievement or Difficulty as Stated on Bozeman Elementary Report Cards..... 64
9. Clarity of Marks Utilized on Bozeman Elementary Report Cards..... 66
10. Suggested Marking System for Reporting Student Progress..... 69
11. General Information Requested by Parents and Teachers Regarding Student Progress..... 71
12. Specific Information Requested by Parents and Teachers Regarding Reading..... 79
13. Specific Information Requested by Parents and Teachers Regarding Language..... 86

Table

14. Specific Information Requested by Parents and Teachers Regarding Arithmetic..... 92

15. Specific Information Requested by Parents and Teachers Regarding Writing..... 98

16. Specific Information Requested by Parents and Teachers Regarding Spelling..... 102

17. Specific Information Requested by Parents and Teachers Regarding Science..... 107

18. Specific Information Requested by Parents and Teachers Regarding Social Studies..... 113

19. Specific Information Requested by Parents and Teachers Regarding Physical Education... 119

20. Specific Information Requested by Parents and Teachers Regarding Art..... 126

21. Specific Information Requested by Parents and Teachers Regarding Music..... 131

22. Specific Information Requested by Parents and Teachers Regarding Work Habits..... 136

23. Specific Information Requested by Parents and Teachers Regarding Behavior and Personal Development..... 143

24. Perceived Importance of Different Student Progress Information at Grades One, Two, Three and Four..... 150

ABSTRACT

The purpose of this study was to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools in Bozeman, Montana, with regard to reporting methods, time scheduling of reports, clarity of marks and specific information requested in the areas of reading, language, writing, arithmetic, spelling, science, social studies, physical education, art, music, work habits and behavior.

In order to analyze and then make recommendations concerning Bozeman's current student progress reporting system, the researcher reviewed literature which pertained to the philosophies and methods of reporting student progress. According to precedent obtaining in the literature, in combination with parent and teacher interviews, the researcher investigated relevance of potential questions to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana.

Following an evaluation of construct validity as predicated on expert opinion and questionnaire development through a review of pertinent literature as to questions to be asked, an inventory was constructed.

The population of this study included all classroom teachers and parents or guardians of elementary school children, grades one through four, enrolled in Bozeman Public Elementary Schools during the 1978-79 school year. There were 54 teachers and 1267 parents in this population. A questionnaire was mailed to all parents and teachers in this population.

Six hundred two completed questionnaires were returned. The findings of this study were presented in the order in which the questions listed appeared in the questionnaire. Tables One through Twenty Four were utilized to display data.

It was found that a large majority of parents and teachers approve of Bozeman Elementary report cards and parent-teacher conferences in their present form. The current nine week schedule was also approved, if teachers will inform parents immediately whenever a student progress problem occurs. It was found that more conferences and fewer report cards were requested. Parents and teachers requested more precise grades, more specific teacher comments on report cards and specific changes or precise additions to current report cards. Recommendations regarding these findings were stated.

Chapter 1

INTRODUCTION

The primary functions of reporting student progress are to inform parents and pupils of the quality of work being done, progress being made and to enable home and school to work together to effectively promote learning. Effective communication implies that reporting should inform rather than confuse and do it conveniently, with minimum error. It should be concise without loss or waste of information (Ahmann, 1964:551). This is a difficult problem because to inform completely would require reporting on a myriad of details. Therefore, the detail must be summarized in a manner that will be clearly understood by all concerned. This chapter will deal with the purpose of reporting student progress, methods of reporting and problems encountered in the reporting procedure.

THE REPORTING PROCESS

The Purpose of Reporting Student Progress

The purpose of reporting student progress is to maximize the educational development of each student in relation to his ability. The school has the obligation

to provide parents and students with knowledge of the specific learning objectives which have been established for the student in conjunction with a complete and accurate picture of the child's progress toward these objectives.

Parents have a right and need to know the educational progress of their progeny (Payne, 1968:183). They are involved in counseling their children and in helping them make future educational and vocational plans. According to Johnson, when parents and teachers share their knowledge regarding the total child and thereby gain a clearer understanding of the child's needs and interests, necessary adjustments can be made both at home and in school to provide effective learning opportunities (1966:48).

Students have a right and need to be appraised of their progress. Ultimately, reporting serves no purpose more important than enabling the child to understand himself more fully and be better understood so that he may develop his potentialities to the maximum. The purpose of education is to help people discover and develop the talents residing within themselves.

Methods of Reporting Student Progress

The report card is the chief means used to inform

pupils and parents of the learner's progress. The report card reflects the many changes taking place in education and is rapidly changing in form and content.

According to Burton, the traditional report card was first developed in the 1890's. Subjects were marked with percentages, letters or some other symbol. Emphasis was placed entirely upon the subject, not the learner. No description or interpretation of marks accompanied the card. Absence, tardiness and deportment were included, but little else. Letters and word ratings appeared later (Burton, 1962:522).

As educational philosophy and practice changed, a new type of report card developed. The features of the developing report cards may be directly contrasted with the characteristics of the traditional card. The school philosophy and curriculum objectives were increasingly included. Emphasis was placed upon the learner rather than on the subject. The report contained information regarding what the learner was doing and how he was progressing within given subject areas. Pupils and parents were more frequently informed as to the learning outcomes and the reasons for difficulty. More personality trait, health and physical information was included and greater

participation by parents and pupils was encouraged. Report cards were made to be more brief, with explanations and interpretations of marks in a separate booklet. Space was provided for comments by teachers and parents (Burton, 1962:523).

It is now common for report cards to have separate scales for judging academic achievement and for dealing with attitudes, personal-social adjustment and other noncognitive aspects of development (NEA, 1970:56). Many report cards make provision for conveying to parents significant information regarding levels of reading achievement, health practices and the like; specific performance objectives and learning goals are increasingly included (CASEA, 1972:8). Computer assisted reporting to parents is relatively new; the efficiency and thoroughness of computerized narrative reports represent a viable alternative in student progress reporting (Giannangelo, 630:1974).

The parent-teacher conference is a second method of reporting student progress. When successful the conference gives parents greater insight into the school's objectives, efforts and obstacles to its success; the teacher gains understanding of out-of-school conditions affecting pupils.

Information concerning the past development of the pupil, current performance and ways in which school and home can work together toward mutually acceptable goals can be communicated. According to Jessel, when parent-teacher conferences are based on specifics derived through study of the student's record, they are more likely to be followed by action on the part of the parents (1965:146).

The teacher-pupil conference is a third method of reporting student progress. Children constantly receive various kinds if insight into their school performance, but it is important for them to receive a summary report of their progress occasionally. The reporting system is working at its best when the child is provided with specific information concerning his achievements in ways that clarify his potential power and help him see how that potential is or is not being realized (Anderson, 1966:8).

Problems Encountered in the Reporting Procedure

A clear, consistent and explicit reporting system based on educational specifics helps each child to arrive at a realistic and comprehensive picture of himself as a person, as a learner and as a potential

contributor to the adult world he is destined to join. Recently, demands for educational accountability and criticisms leveled by those advocating a return to basic education have served to reemphasize the importance of adequate reporting. Cooperation between home and school is possible only when educational objectives are clear.

It is incumbent upon the teacher to specify the basis upon which evaluation will be made. Evaluations represent an integral, fallible yet potentially meaningful element in the educational process. A survey conducted in 1968 by Educational Testing Service, involving 129 high schools, indicates the diversity of evaluation policies and practices. The results of the survey were as follows: (1) twenty two percent of the schools in the survey had no fixed policy governing the assignment of marks; (2) twenty seven percent reported that an absolute standard of achievement was used; (3) twenty nine percent marked students on their achievement with respect to their ability; and (4) sixteen percent said that marks represented achievement with respect to others in the class (Payne, 1968:184).

It is important that everyone concerned understand the assessment and reporting system if communication of

student progress is to occur. A policy must be formulated that indicates the purpose of marks, the substance of what is being evaluated, the sources of evidence employed, the basis of comparison and the curricular reference of the marks (NEA, 1970:56). This requires that the school's educational objectives be clarified and communicated since the assment and reporting of pupil progress should reflect these objectives. Definitive standards must be established; these standards need to be understood and used by all members of the faculty and must be communicated to the parents so that they will know what their children's marks mean (Kingston, 1966:39).

It is important that evaluation of academic achievement be separated from judgments about noncognitive aspects of development. Assessments of attitudes, conduct and citizenship should not be part of the evaluative marks in content areas.

No single system of reporting used alone is likely to be adequate for reporting; a combination of reporting devices may be more useful (DeBlassie, 1974:67). Dual reporting systems, including report cards, parent-teacher conferences and teacher-pupil conferences seem to have advantages in providing a more useful picture of the child's

status and progress (Kingston, 1966:39). The dual marking system has recently been implemented in some schools. This system provides two grades: one reflects the child's achievement in terms of learning objectives; the other reflects his effort, improvement, or growth in terms of potential. Advocates of dual marking systems claim that this system makes it easier for a parent to understand the meaning of his child's grades (NEA, 1970:56).

Statement of the Problem

The specific area to be addressed in this study is to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools in Bozeman, Montana, with regard to reporting methods, time scheduling of reports, clarity of marks and specific information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior.

Need of the Study

The Bozeman Public Schools are a combination of Bozeman Elementary School District No. 7 and Bozeman High School District No. 7. District No. 7 has a total of

eight schools: five K-4 grade elementary schools, one 5-6 grade middle school, one 7-9 grade junior high school and one 10-12 grade senior high school. On April 1, 1979, total district enrollment was 4,285; total 1-4 grade enrollment was 1267.

The philosophy of the Bozeman Elementary School District concerning reporting student progress is as follows: Children are individuals. They differ in interests and abilities, experiences, maturity and rate of growth. The child's progress should not be compared with that of any other child. It should be considered in relation to the ability of the child only (Student Progress Report Card, 1979).

The current student progress system employed in the Bozeman Elementary School District consists of four reporting periods: the first report involves a parent-teacher conference; the remaining three involve report cards. Additional parent-teacher conferences may be held at the request of parent of teacher. Reporting periods occur every nine weeks.

The current parent-teacher conference involves a visit between the teacher and one or both parents; on occasion the child also is included. Procedures followed

are not uniform: some schools give parents completed narrative reporting sheets; some schools use checklists; some schools supply parents with samples of students' work only. Teachers are encouraged to convey a constructive and comprehensive report of the child's progress in all areas. Conferences are intended to provide a two-way communication system between parents and teachers; the ultimate goal is to maximize the child's learning experiences.

Report cards currently used include the following information: name of the child, school, classroom teacher and building principal; telephone number of the school; statement of philosophy as quoted on page 9 of this paper. The body of the report card is divided into three sections: work habits and attitudes; personal development; and achievement report. Work habits and attitudes include the following categories: pays attention, follows directions, makes good use of time, works well independently, completes work in a reasonable time, works carefully and neatly, is careful with materials. Personal development includes the following categories: obeys school rules, accepts responsibility, respects rights of others, plays and works well with others. Achievement report includes specific

categories following each subject heading. Arithmetic: knows number facts, is developing problem-solving skills, is accurate in practice. Language: listens thoughtfully, is developing good oral expression, is developing good written expression. Reading: makes use of phonics, uses study skills, shows vocabulary growth, reads with comprehension, enjoys reading independently. Handwriting: forms letters correctly, applies skills in written work. Spelling: applies skills in other written work, is accurate in daily lessons. Science and Health: is gaining knowledge of facts, considers facts in forming opinions. Social Studies: is gaining knowledge of facts, is gaining skill in finding and using information, is gaining skill in using maps, graphs, and charts. Physical Education: is developing body skills, is developing game skills. Art: shows interest and effort. Music: shows interest and effort. Reading levels one through twelve are included on the back of the card and a 1½ by 5 inch space for each of the three reporting periods for teacher and parent comments is given. Report cards are identical for grades 1-4 report cards. Possible marks are commendable, acceptable and needs improvement.

By way of summary, evaluation and reporting should

be comprehensive, including appraisal of progress toward all the school's major objectives. Uniform evaluation and reporting policies are essential if concise and complete student progress information is to evolve and be clearly conveyed.

General Questions to be Answered by Both Parents and Teachers

1. Do Bozeman Elementary report cards optimize home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner?

2. Do Bozeman Elementary parent-teacher conferences optimize home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner?

3. Are three report cards and one conference per year sufficient to fully inform parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education? Is there a system of reporting and/or a time

schedule of reporting that is preferred by parents and teachers?

4. Are teacher comments on Bozeman Elementary report cards of assistance to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all subjects?

5. Are the reasons for achievement or difficulty sufficiently comprehensive and concisely stated on Bozeman Elementary report cards?

6. Do marks commendable, acceptable and needs improvement convey clear meaning to parents in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects? Is there a marking system that is preferred by parents and teachers?

7. What general information should be reported to parents regarding student progress?

8. What specific information should be reported to parents in the following areas: reading; language; arithmetic; writing; spelling; science; social studies; physical education; art; music; work habits; behavior and personal development?

9. Is different student progress information important at different grade levels: Grade One, Two, Three and Four?

General Procedure

The researcher reviewed literature which pertained to the philosophies and methods of reporting student progress. According to precedent obtaining in the literature (Berdie, 1974 and Oppenheim, 1966), in combination with parent and teacher interviews, the researcher investigated relevance of possible questions to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana. Following an evaluation of construct validity of questions to be asked, a questionnaire was constructed. This questionnaire was submitted to a panel of six elementary school administrators and one professor of elementary education who worked independently to determine the inter-rater reliability of the instrument. These experts were asked to consider the instrument in regard to consistency of meaning, completeness, clarity, ability to answer questions basic to the study, form and ease of response. Their comments were used to refine the instrument and cover letter. The revision was administered to five parents and five teachers and was again given to the experts to be considered on the same criteria. After final revision,

the researcher administered the final forms.

All parents and teachers of 1-4 grade students in Bozeman, Montana, were mailed questionnaires; the school mail was utilized. Survey forms were color coded to designate grade level and teacher forms were so marked. Record was kept of each return and a frequency distribution of responses was completed. Analysis was facilitated through the generation of histograms and tables reflecting percentage of responses to each question included in the questionnaire.

Limitations and Delimitations

Limitations of this study include recognition of the fact that composite evaluation of something as nebulous as human behavior is not a simple process; all evidence cannot be completely objective (Ahmann, 1963:545). Evaluating a pupil's competence requires careful reflection on much more than knowledge of subject matter; aspects of personality and abilities must also be considered. It is often difficult to completely separate work habits, personal development and achievement because they are interdependent.

Delimitations of this study include the following: This study was limited to the analysis of the student progress reporting system currently in use in the Bozeman

Public Elementary Schools, grades 1-4. The population surveyed was limited to teachers and parents of elementary school children in the Bozeman District during the 1978-79 school year. The literature reviewed for this study was limited to that available through the Montana State University Library, Bozeman, Montana.

Definition of Terms

Academic Achievement: Knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both (Good, 1973:7).

Behavior and Personal Development: The action or activities of a child, including physical action, internal psysiological and emotional processes, and implicit mental activity; includes attitudes and values (Good, 1973:58).

Bozeman Elementary Schools: Grades 1-4 in Bozeman, Montana.

Conference, Teacher-Parent: Face to face communication between a child's teacher and his parent for the purpose of exchanging information and suggestions to facilitate the child's development(Good, 1973:127).

Dual Marking System: Grading by giving two marks for each subject, one for achievement and the other for effort,

improvement or growth in terms of potential (Good, 1973: 351).

Evaluation: A process by which a teacher uses behavior records, inventories, scales or check lists which yield descriptive, qualitative data. These data form the basis for judgments about the pupil's acquisition of learning outcomes (Burton, 1962:475).

General Objectives: The general aims or objectives of the school curriculum in terms of what students are expected to know or understand, appreciate or value, or be able to do (CASEA: 1972).

Performance Objectives: The translation of general aims into specific aims of the school curriculum that will actually be measured; what the student will be able to do to demonstrate mastery of the general objectives, under what evaluative conditions, and to what level of proficiency (CASEA: 1972).

Report Card: A formal, written notification to parents and/or guardians reporting achievement or progress of a student in various aspects of the school program; may include subject matter achievement, pupil's attitudes, effort and attendance (Good, 1973:491).

Student Progress Reporting System: A system designed

to comprehensively communicate to parents the progress being made by their child toward a specified set of learning objectives.

Work Habits: Procedure in learning activities that, through repeated use, has become semiautomatic or automatic; includes attention, ability to follow directions, use of time and neatness (Good, 1973:651).

Summary

The purpose of reporting student progress is to inform parents and students in order to maximize the educational development of each pupil. A pupil's knowledge of the results of his study is one of the conditions necessary for effective learning. A parent's knowledge of his child's progress enables him to support and supplement the educational program for the child. Precise communication is possible only if evaluation and reporting are made in terms of the general and specific educational objectives of the school and if these objectives are clearly stated and accurately measured.

In Chapter Two, the researcher reviews the trends in student progress reporting systems from 1800 to the present. A discussion of modern systems currently in use demonstrated some possible alternative methods of reporting. Chapter Three details the procedures used to obtain information concerning the analysis of the student progress system currently in use in the Bozeman Public Elementary Schools in Bozeman, Montana. The results of the survey are presented in Chapter Four and the conclusions and implications are discussed in Chapter Five.

Chapter 2

REVIEW OF LITERATURE

As the researcher reviewed the literature, the need for an analysis of the Bozeman student progress reporting system became apparent. In this section a historical sketch of trends in student reporting systems from 1800 to the present lays the foundation for this study. Focus is placed upon modern trends in reporting student progress.

Historical Sketch

One characteristic of education is outstanding: perhaps more than any other cultural process it carries almost all of its past with it into the present, even if this past rests in rather covert assumptions, practices, attitudes and beliefs (Burton, 1962:275). If we are to understand education in the fullest sense, we must study its history for the clarification and explanation which can be so learned.

In the middle of the 1800's, when government-supported elementary schools began to be popular, there was pressure to differentiate students according to their abilities. Generally, the students showed their competencies by reading, writing and reciting. Progress evaluations were

mostly narrative, detailing what the student could or could not do (Herbers, 1969:1).

The number of students entering public high schools increased rapidly with the passage of compulsory attendance laws at the elementary level. Between 1870 and 1910, the number of pupils in public elementary and high schools rose from 6,871,000 to 17,813,000 (Hofstadter, 1959:306). The elementary schools utilized written descriptions when evaluating student's skills; the high schools began using percentages or similar markings to measure students' abilities in the different subject areas.

The purpose of reporting pupil progress was basically to inform students of their level of performance in comparison with the others' in the class.

As the number of students graduating from high school increased, grading was introduced to help colleges screen their applicants. By the turn of the century, percentage grading became increasingly popular, especially at the secondary school level (Kirschenbaum, 1971:52).

Educators began moving away from the 100-point scale to those scales which had fewer and larger categories. One was a three point scale which employed Excellent, Average or Poor. Another was the familiar five-point

scale: Excellent, Good, Average, Poor or Failing (or A, B, C, D, F).

Another popular grading system was the normal curve. This meant that in any group of students a small percentage would receive the highest and the lowest grades, while the majority of the students would get the average grades. The aim of this system was to insure a fair distribution of grades. One advocate suggested that two percent of the students should qualify for an A grade, twenty three percent for a B, fifty percent for a C, twenty three percent for a D and two percent should fail (Kirschenbaum, 1971:57).

In 1912, Starch and Elliot conducted a study designed to test the reliability of grades as a measurement of pupil accomplishment (Starch, 1912: 442-57). The aim of the study was to determine how much the personal values and expectations of individual teachers influence their grading standards. To do this, copies of two English language examination papers, written by two pupils at the end of their first year in a large mid-west high school, were duplicated in their original form and sent to two hundred high schools. The teachers who taught first year English in each of the schools were asked to mark the

papers according to the practices and standards of the school. One hundred forty two schools returned their graded papers. The papers were graded on the basis of 75 as a passing score. At this time it was common practice to grade papers in terms of a percentage score based on an absolute score of 100. For one paper, scores varied from 64 to 98 points, with an average score of 88.2. The other paper had a range from 50 to 97, with an average score of 80.2. In addition to purely subjective feelings which any given teacher may have had concerning the papers, some teachers highly valued neatness, spelling and punctuation; some focused primarily on how well the message was communicated. With more than thirty different scores for a single paper and a range of over forty points, the ambiguity of the grading process was demonstrated.

In the 1920's the shift away from the 100-point scale continued, but there was no consensus as to what should replace it. More schools shifted to the five-point scale, based on percentages (Kirchenbaum, 1971: 58). In the 1920's as many as forty nine different bases were utilized for various grading systems (Johnson, 1925: 284). Evidence was mounting to point out that academic grades often reflected arbitrary criteria of the individual teacher.

The earliest report cards were developed as the school's major means of informing the student and his parents of the student's progress. They were concise documents which used letters or numbers to rate student performance in four or five subject areas. Emphasis was on the subject matter; the learner himself was overlooked, except as his behavior was reflected in the area of deportment. No description of the basis for evaluating the student's work was included; it was not clear if the grade reflected the student's work in relation to the group or his work in relation to his own ability (Austin, 1965: 660).

In the early 1930's, opposing views on grading began to surface. One group favored eliminating grades, while the other group preferred more objective grades. The testing movement begun during the First World War led to greater stress upon the acquisition of knowledge and methods of measuring this learning. Advances in science and technology and measurement led to the development of the standardized test. Many educators regarded the standardized test as the answer to measuring pupil progress. The progressives in education were interested in the growth of the total person, individual differences and individualized instruction. They viewed testing as harmful to the

students in regard to competition and labeling according to ability (Rogers, 1952).

Critics of grading were not advocating the total elimination of evaluation of the student's progress; they recognized the value of occasional examinations. Their aim was to change the grading system to a more meaningful evaluation, better communication and more learning.

Many approaches to grading to describe student performance for parent review were instigated in the 1940's and 1950's. By the end of the 1940's approximately 80% of the nation's schools had some form of the five-point (A, B, C, D, F) system (Hill, 1935:19). Major reasons for this were administrative ease and a screening procedure for receiving universities. During this period there was still controversy concerning normal curves, objectivity, specifying grading criteria, behavioral objectives, student motivation, parent involvement, problems of reliability and validity, grade competition, superficial descriptions and damaged self concepts. Yet at no time did the report card show a statement of clear objectives nor were clear grading criteria established (Hill, 1935:21).

The 1960's was a decade of student power, demonstrations and revolts on campuses and in the society. Students

were demanding many changes, including a better education. Pressure to eliminate grades began to show results in the late 1960's. Yale University finally abandoned its numerical scale and converted to a four-point scale: Honors, High Pass, Pass, Fail, with no cumulative average computed. Institutions experimenting with two, three and four point scales were: Columbia, Tufts, Lake Forest, Carleton, Grinnell, Simmons, Bowdoin, Harvard, La Salle, Princeton, Ohio State, University of Chicago, University of Washington, Washington State University, Penn State, California Institute of Technology, University of California at Berkeley, Temple University Medical College and Douglass College (Kirschenbaum, 1971:69-70).

Modern Trends in Reporting

Important trends in reporting pupil progress have emerged during the 1970's. Through experimentation and revision of their procedures, school systems have attempted to develop sound reporting systems. Research (NEA, 1970:5) has indicated that the following appear to be some general changes in current practice:

1. Pupil preparation of a brief written self-evaluation often accompanies teacher evaluation of the pupil.

2. More detailed explanation of the meaning of marks is included on report cards. Behavioral objectives accompany each subject area.

3. Individual progress marks and comparative marks are both utilized.

4. Forms specifically suited to the goals of specific grades or levels have been developed.

5. Reporting occurs less frequently.

6. Space is provided for both teacher and parent comments.

7. Combined reporting by both teacher and parent comments.

8. Report cards are larger and printed on colored paper.

9. Numerous objectives appear under such titles as social adjustment, personal development and work habits.

10. Descriptive terms and statements which reflect more understanding of child development (such as needs more time and help) are increasingly used in place of percentage or letter grades.

Rather than use a report card, some schools utilize the parent-teacher conference or the informal letter for reporting pupil progress. These two techniques can

provide individualized descriptions of pupil behavior but also demand considerably more teacher time.

Computer Assisted Reporting to Parents, a reporting technique whereby parents and pupils receive an anecdotal report of the child's school progress, is also emphasized in some schools. According to Giannangelo, these reports indicate strengths, weaknesses, areas in which additional practice of skills is necessary and skills that need reteaching. The general goals of a curricular area are categorically subdivided into detailed objectives; the specific objectives are then written as anecdotal statements of academic performance at varying levels of proficiency. Each statement is number-coded to facilitate teacher selection and reporting. The teachers' time and effort in utilizing this reporting technique are kept to a minimum. Each teacher is provided with a list of anecdotal statements that correspond to the scope and sequence of the curricular area to be evaluated. The evaluator then identifies the statements which indicate competence for the objectives to be evaluated for that reporting period. On a code sheet with the pupil's name, the teacher circles the numbers which indicate the levels of achievement of that particular child. The number of

statements to be considered is determined by the length of the reporting period and the number of objectives encountered by the children during that particular reporting period. Once the code sheets have been completed, the information is key-punched and fed into the computer. The result is an anecdotal report which provides parents with meaningful information regarding their children's academic progress. It is estimated that for a cost of two dollars per child a parent could receive four reports per year in the areas of reading, language arts, mathematics and social studies (Giannangelo, 1974:630-631). The teachers' time and effort in utilizing this reporting technique are kept to a minimum.

According to Karmel, grading becomes more objective if a logical and rational system is followed (1970:417). SPECS, the School Planning, Evaluation and Communication System, has devised a pre-test/post-test system of assessing student performance whereby attention is focused upon planned instructional processes and identification of the particular methodology and materials intended for use to assist the student achieve each learning objective. Specific processes to each performance objective are identified. Taken together, a statement of desired

processes and outcomes is formulated. A booklet is provided to monitor what actually happens during the implementation of lessons and student outcomes are tracked in terms of mastery of performance objectives and general objectives (CASEA, 1972:44-45).

Recently, demands for educational accountability and criticisms by those advocating a return to basic education have served to reemphasize the importance of adequate reporting. Marking and reporting are essentially information processing activities and can be likened to a communications network. Marks are the means by which a teacher communicates evaluations about the progress that each student has made toward a specified set of educational goals (DeBlassie, 1974:187). It is necessary that marking systems be clear, consistent and explicit if communication is to occur. Teacher feedback needs to be frequent and communicate the relevant information concerning the student's status and how he can improve. It is possible that if evaluation systems were clearer and if more adequate reporting were used, pupils would be in a better position to improve their performance (White, 1968:13).

Summary

Through the literature review, the researcher discovered that objective student progress appraisal and consistent, clearly understood reporting has been of concern for over a century. Focus has shifted from subject matter, to the student as compared with his peer group, to the growth of the individual student as compared with his own abilities.

The literature revealed that while many different systems have been employed over the years, current emphasis has been placed on improved understanding of reporting systems, including stated philosophy, objectives, interpretations of grading and reasons for achievement or difficulty.

The results of the literature survey enabled this writer to generate a means to study the current student progress reporting system for the Bozeman Public Elementary Schools in terms of parent and teacher opinions. Chapter Three will detail the survey which was largely formulated and validated as a result of this literature review.

Chapter 3

THE SURVEY

In order to analyze and then make recommendations concerning the student progress reporting system currently in use in the Bozeman Public Elementary Schools in Bozeman, Montana, the researcher determined adequate theoretical underpinnings through a review of pertinent literature and then constructed a questionnaire. This chapter defines the population of the study and explains the sampling procedure. The methods utilized in collecting and organizing the data are discussed and the questions of the study are restated.

Population Description and Sampling Procedure

The population of this study included all classroom teachers and parents or guardians of elementary school children, grades one through four, enrolled in Bozeman Public Elementary Schools during the 1978-79 school year. It is assumed that each child has at least one parent or guardian. According to the 1978-79 administrative records, there were 54 teachers and 1267 students in this population. numbers of teachers at each grade level were: First Grade, 12; Second Grade, 13; Third Grade, 15; Fourth Grade, 14.

Numbers of students at each grade level were: First Grade, 297; Second Grade, 310; Third Grade, 336; Fourth Grade, 324. A questionnaire designed to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana, was sent to all parents and teachers involved in order that they be given the opportunity to respond.

Method of Data Collection

The researcher reviewed literature which pertained to the philosophies and methods of reporting student progress. According to precedent obtaining in the literature, in combination with parent and teacher interviews, the researcher investigated relevance of potential questions to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana. Following an evaluation of construct validity as predicated on expert opinion and question development through a review of pertinent literature as to questions to be asked, an inventory was constructed. The inventory or questionnaire forms were color coded to designate grade level and those intended for teacher response were so marked. The survey was three pages in

length and required approximately fifteen minutes to complete. An appropriate cover letter explaining the purpose of the study was included with the questionnaire. This questionnaire and cover letter were submitted to a panel of six elementary school administrators and one professor of elementary education who worked independently to determine the inter-rater reliability of the instrument. These experts were asked to consider the instrument on the basis of consistency of meaning, completeness, clarity, ability to answer the questions basic to the study, form and ease of response. Their comments were used to further refine the instrument and cover letter. The revision was administered to five parents and five teachers of elementary school students to field test consistency of meaning, completeness, clarity, ability to answer questions basic to the study, form and ease of response; the completed questionnaire forms were again submitted to the experts to be considered on the same criteria.

The final, revised questions of this study, designed to determine attitudes of parents and teachers regarding the current student progress reporting system employed in Bozeman, Montana Elementary Schools, were as follows: Questions one and two considered the effectiveness of the

report card and parent-teacher conferences with regard to maximizing home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. Question three considered the present reporting system, which involves three report cards and one parent-teacher conference at nine week intervals, with regard to sufficiently informing parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and enabling parents to guide, counsel and assist their children with their education. Question four considered teacher comments on Bozeman Elementary report cards with regard to assisting parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all subjects . Question five considered reasons for achievement or difficulty on Bozeman Elementary report cards with regard to clarity and comprehensiveness. Question six considered the present report card marking system, which consists of the categories commendable, acceptable and needs improvement, with regard to clarity and comprehensiveness in terms of transmitting appraisal

of student progress in the areas of work habits, personal development and achievement in all subjects. Question seven considered general information which parent and teachers thought should be reported to parents regarding student progress. Question eight considered specific information which parents and teachers thought should be reported to parents regarding student progress in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior. Question nine considered whether different student progress information was important at different grade levels in regard to grades One, Two, Three and Four.

All parents and teachers of 1-4 grade students in Bozeman, Montana, were mailed questionnaires; the school mail was utilized. The survey returns were anonymous except for noting grade level and whether the respondent was teacher or parent. The questions were subjective since opinions were being solicited. The cover letter added to the credibility of the survey which had the full support of Bozeman School District No. 7.

Method of Data Organization

A record was kept of each return; number of parent

respondents, teacher respondents and grade level represented was noted. A frequency distribution of responses was completed. Separate histograms reflecting percentage of responses to questions one, two, three, four, five, six and nine were constructed to display the data. Responses to questions seven and eight and narrative comments additionally responding to questions three and six were categorized and listed in tabular form; a composite figure from each of the categories is shown along with a corresponding percentage of total responses to each subject area listed.

Method of Data Analysis

The responses to the individual questions emphasized in the study were tabulated according to frequency of response and categorized in frequency distributions according to grade level and parent or teacher response. Percentage of responses to each question was determined by utilization of a hand-held calculator; the researcher calculated percentages twice as a precaution for accuracy. Analysis was facilitated through the generation of histograms reflecting percentage of responses: Questions one through six were answered by strongly agree, agree, no opinion, disagree or strongly disagree. Questions three

and six solicited additional narrative comments; responses were categorized on the basis of suggested time schedules of reporting student progress, suggested student progress reporting systems, suggestions for improving the student progress reporting system and suggested marking systems. Questions seven and eight solicited narrative comments; responses were categorized on the basis of achievement of specific skills, work habits, personal development, information regarding components of specific subject areas, information regarding ways in which parents can help and encourage students, method of student progress reporting and method of progress comparison. Responses to questions three, six, seven and eight were listed in tabular form, including a composite figure reflecting total responses from each of the categories and a corresponding percentage of total responses to each question. Question nine was answered by yes, no or no opinion.

This information, in conjunction with the review of pertinent literature as a foundation, enabled the researcher to analyze the student progress reporting system currently in use in Bozeman Public Elementary Schools and to make recommendations with regard to reporting methods, time scheduling, clarity of marks and general and specific

information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits, and behavior and personal development.

Summary

In order to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools, the researcher reviewed literature which pertained to the philosophies and methods of reporting student progress. According to precedent obtaining in the literature, in combination with parent and teacher interviews, the researcher investigated relevance of potential questions to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana.

Following an evaluation of construct validity as predicated on expert opinion and questionnaire development through a review of pertinent literature as to questions to be asked, an inventory was constructed.

The population of this study included all classroom teachers and parents or guardians of elementary school children, grades one through four, enrolled in Bozeman Public Elementary Schools during the 1978-79 school year.

There were 54 teachers and 1267 students in this population. A questionnaire designed to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana, was sent to all parents and teachers in this population. The school mail was utilized.

A record was kept of each return; number of respondents, categorized by teacher, parent and grade level represented, was noted. A frequency distribution of responses was completed. Separate histograms reflecting percentage of responses to questions one, two, three, four, five, six and nine were constructed to display the data. Responses to questions seven and eight and narrative comments additionally responding to questions three and six were categorized and listed in tabular form; a composite figure from each of the categories is shown along with a corresponding percentage of total responses to each area listed.

The results of this survey are presented in Tables One through Twenty Four in Chapter Four. The information thereby collected, in conjunction with the foundation of information obtained through the review of pertinent literature, was utilized to make recommendations concerning the reporting of student progress in Bozeman Elementary

Schools. These recommendations are presented in Chapter Five.

Chapter 4

ANALYSIS OF DATA

The specific area addressed in this study was to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools in Bozeman, Montana, with regard to reporting methods, time scheduling, clarity of marks and general and specific information requested in the areas of: reading; language; arithmetic; writing; spelling; science; social studies; physical education; art; music; work habits; behavior and personal development.

The population of this study included all classroom teachers and parents or guardians of elementary school children, grades one through four, enrolled in Bozeman Public Elementary Schools during the 1978-79 school year. Six hundred two of the thirteen hundred twentyone questionnaires mailed were completed and returned. The inventory mailed to these parents and teachers contained nine questions dealing with student progress reporting procedures currently in use in Bozeman, Montana. The cover letter may be found in Appendix A; the questionnaire may be found in Appendix B; a copy of the current report card employed in Bozeman Elementary Schools may be found in Appendix C.

The findings of this study are presented in this chapter in the order in which the questions listed appeared in the questionnaire and in Chapter Three. A record was kept of each return; number of parent respondents, teacher respondents and grade level represented was noted. A frequency distribution of responses was completed. Separate histograms reflecting percentage of responses to questions one, two, three, four, five, six and nine were constructed. Responses to questions seven and eight and narrative comments additionally responding to questions three and six were categorized and listed in tabular form; a composite figure reflecting total responses from each of the categories is shown along with a corresponding percentage of total responses to each area listed. Questionnaire items accompany each histogram or table, followed by a description of the dominant characteristics of the results.

Table 1. Importance of Bozeman Elementary Report Cards (percentage of responses)

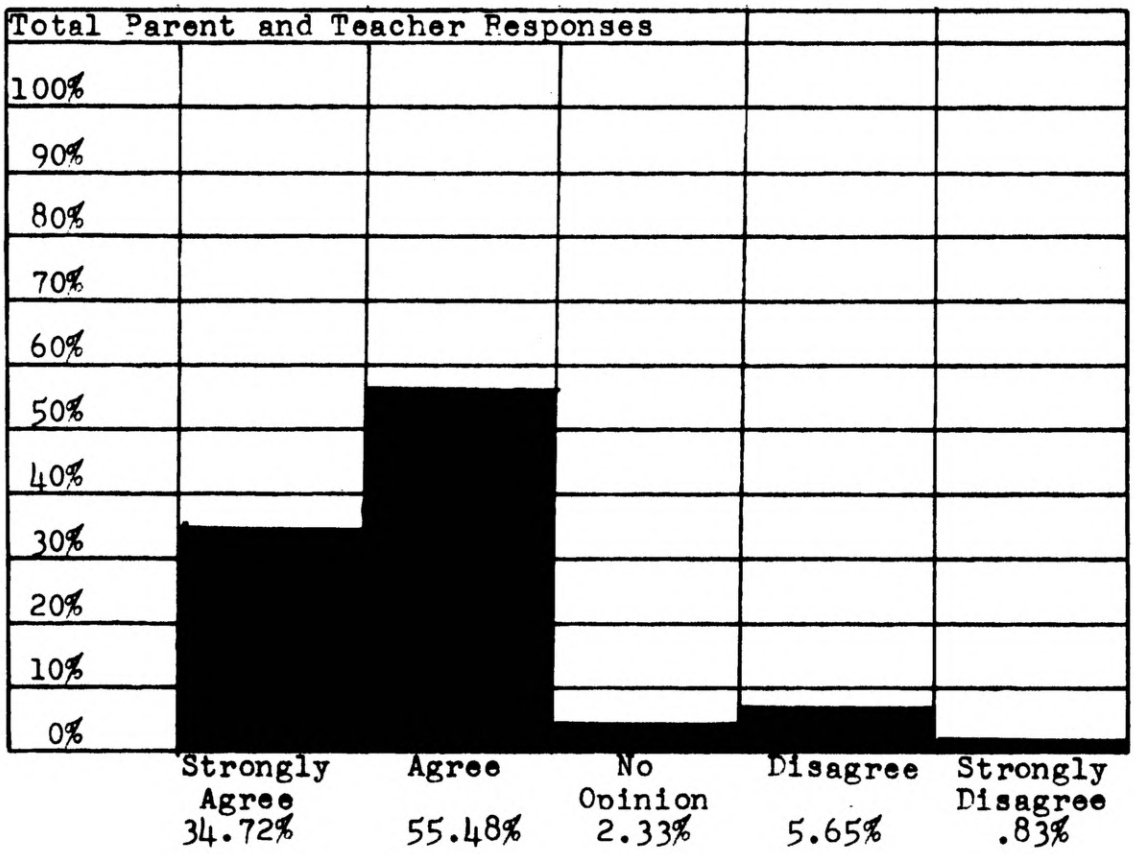


Table 1 displays data gleaned from question one which was stated as follows: Do Bozeman Elementary report cards optimize home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner? This

table indicates that 99.01% (596) of the respondents reacted to this question; .99% (6) did not react.

Of the responses given, 55.48% (334) indicated agreement that Bozeman Elementary report cards optimize home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner; 34.72% (209) indicated strong agreement; 5.65% (34) indicated disagreement; .83% (5) strongly disagreed; 2.33% (14) had no opinion.

The majority of the respondents to this question, 90.20%, approved of Bozeman Elementary report cards in their present form. This indicates that parents and teachers believe that Bozeman Elementary report cards are important and effective tools in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. The minority, or 6.48%, did not approve of Bozeman Elementary report cards.

Table 2. Importance of Bozeman Elementary Parent-Teacher Conferences
(percentage of responses)

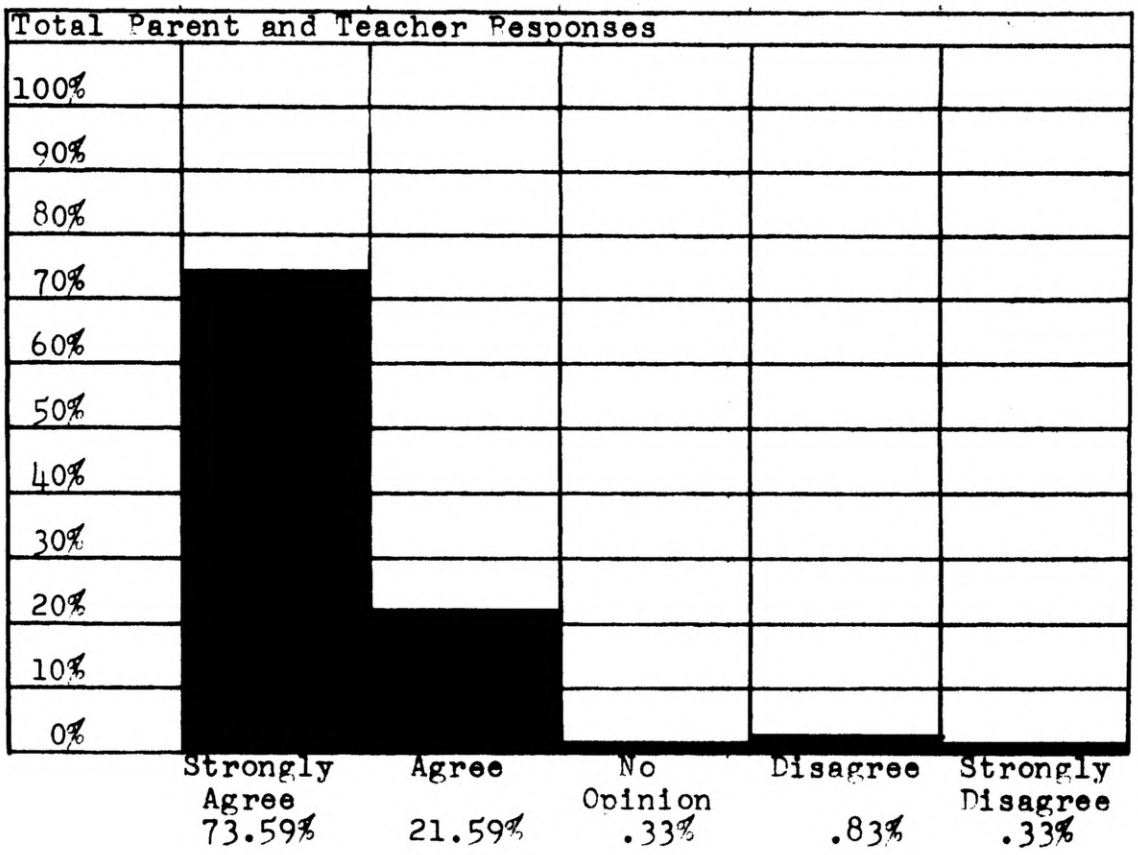


Table 2 displays data gleaned from question two which was stated as follows: Do Bozeman Elementary parent-teacher conferences optimize home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner?

This table indicates that 96.67% (582) of the respondents reacted to this question; 3.33% (20) did not react.

Of the responses given, 73.59% (443) indicated strong agreement that Bozeman parent-teacher conferences optimize home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner; 21.59% (130) indicated agreement; .83% (5) indicated disagreement; .33% (2) strongly disagreed; .33% (2) had no opinion.

The majority of the respondents to this question, 95.18%, approved of Bozeman Elementary parent-teacher conferences in their present form. This indicates that parents and teachers believe that Bozeman Elementary parent-teacher conferences are important and effective methods of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. The minority, or 1.16%, did not approve of Bozeman Elementary parent-teacher conferences.

Table 3. Importance of Retaining the Present Student Progress Reporting System in Bozeman, Montana (percentage of responses)

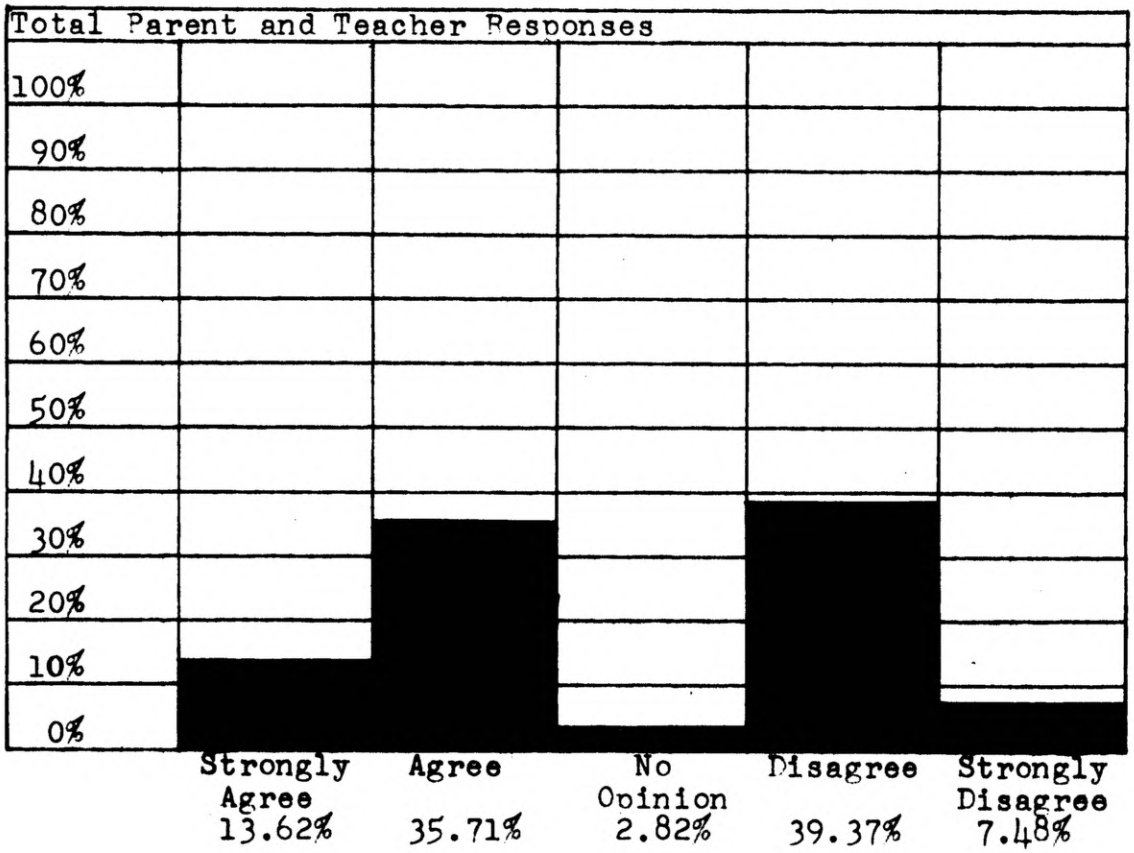


Table 3 displays data gleaned from question three which was stated as follows: Are three report cards and one parent-teacher conference per year sufficient to fully inform parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel

and assist their children with their education? This table indicates that 99.00% (596) of the respondents reacted to this question; 1.00% (6) did not react.

Of the responses given, 39.37% (237) indicated disagreement that three report cards and one parent-teacher conference per year are sufficient to fully inform parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education; 35.71% (215) indicated agreement; 13.62% (82) strongly agreed; 7.48% (45) strongly disagreed; 2.82% (17) had no opinion.

Nearly half of the respondents to this question, 49.33%, approved of Bozeman's current reporting system which consists of three report cards and one parent-teacher conference per year. However, nearly half of the respondents to this question, 46.85%, did not approve of this system. This indicates that approximately half of the parents and teachers who reacted to this question believe that Bozeman's current student reporting system is sufficiently effective, while approximately half of the parents and teachers who reacted to this question do not believe that it is sufficiently effective.

Table 4. Suggested Time Schedule of Reporting Student Progress
(percentage of responses)

Total Parent and Teacher Responses		
Time Scheduling	Total Number Responding	Percent of Total
At Completion of Projects	1	.24%
Eight Weeks	8	1.89%
Eighteen Weeks	6	1.42%
Four Weeks	28	6.62%
Nine Weeks	265	62.65%
Six Weeks	48	11.35%
Twelve Weeks	37	8.75%
Two Weeks	2	.46%
Weekly	28	6.62%
Grand Total	423	100.00%

*Additionally, two hundred ninety two respondents, or 48.50% of the total six hundred two completed questionnaire forms, indicated that parents should be notified immediately whenever any problem with regard to a child's progress exists.

Table 4 displays data gleaned from question three,

part two, which solicited suggestions with regard to parent and teacher preference of time schedule of reporting student progress. This table indicates that 70.27% (423) of the respondents reacted to this question; 29.73% (179) did not react.

Of the responses given, 62.65% (265) indicated that 265 of the 423 respondents to this question believe that the present nine week reporting schedule is sufficient to fully inform parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education; 11.35% (48) preferred six week reporting intervals; 8.75% (37) preferred twelve weeks; 6.62% (28) preferred four weeks; 6.62% (28) preferred weekly reports; 1.89% (8) preferred eight weeks; 1.42% (6) preferred eighteen weeks; .46% (2) preferred two weeks; .24% (1) preferred reports at completion of projects. Additionally, two hundred ninety two respondents, or 48.50% of the total six hundred two individuals who returned completed questionnaire forms, indicated that parents should be notified immediately whenever any problem with regard to a child's progress occurs.

Over half of the respondents to this question, 62.65%, approved of Bozeman's current nine week reporting schedule in terms of this schedule being sufficient to fully inform parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education. Nearly half, or 48.50%, of the total six hundred two respondents to the survey additionally indicated that parents should be notified immediately whenever any problem with regard to a child's progress occurs. This indicates that approximately half of the parents and teachers believe that Bozeman's current reporting schedule is sufficiently effective if teachers will additionally inform parents immediately whenever student progress problems occur.

Table 5. Suggested Student Progress Reporting System for Reporting Student Progress (Percentage of Responses)

Total Parent and Teacher Responses		
Reporting System	Total Number Responding	Percent of Total
Conference and Narrative Reports	47	7.81%
Conferences Only	71	11.79%
Conference/Report Card Together	45	7.48%
Four Report Cards and Two Conferences	10	1.66%
Four Report Cards and Three Conferences	1	.17%
Four Report Cards and Four Conferences	4	.66%
Four Report Cards and Conference when Necessary	1	.17%
Four Report Cards and Four Narrative Reports	1	.17%
List of Sequential Skills with Conference	4	.66%
Monthly Progress Report	7	1.16%
Narrative Reports Only	26	4.32%
Note, Call or Conference	21	3.49%
Report Card:Academic; Conference: Personal Development & Work Habits	7	1.16%
Report Card Plus Notes, Phone Calls	31	5.15%
Six Report Cards	4	.66%
Six Report Cards and Two Conferences	1	.17%

Table 5, Continued:

Total Parent and Teacher Responses		
Reporting System	Total Number Responding	
Six Report Cards and Three Conferences	1	.17%
Six Report Cards and Six Conferences	2	.33%
Student Work Sufficient	5	.83%
System Adequate Now	155	25.75%
Three Conferences Only	30	4.97%
Three Report Cards Only	1	.17%
Three Report Cards and Two Conferences	4	.66%
Three Report Cards and Three Conferences	5	.83%
Two Report Cards and Two Conferences	114	18.94%
Three Report Cards and Two Conferences	1	.17%
Whatever is Convenient for the Teacher	2	.33%
Weekly Reports	1	.17%
Grand Total	602	100.00%

Table 5 displays data gleaned from question three, part two, which solicited suggestions with regard to parent and teacher preference of systems of reporting student progress. This table indicates that 602 (100.00%) of the respondents answered this question.

Of the responses given, 25.75% (155) indicated that 155 of the 602 respondents to this question believe that the present student progress reporting system consisting of three report cards and one parent-teacher conference per year are sufficient to fully inform parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education; 18.94% (114) preferred two conferences and two report cards; 11.79% (71) preferred conferences only; 7.81% (47) preferred conferences and narrative reports; 7.48% (45) preferred conferences and report cards together; 5.15% (31) preferred report cards plus notes and telephone calls; 4.97% (30) preferred three conferences only; 4.32% (26) preferred narrative reports only; 3.49% (21) preferred notes, telephone calls or conferences; 1.66% (10) preferred four report cards and two conferences.

Over one fourth of the respondents to this question, or 25.75%, approved of Bozeman's current student progress reporting system consisting of three report cards and one parent-teacher conference per year. Of the combined responses, 53.49% (322) have requested more than one conference per year; 19.10% (115) have requested more than

three report cards per year; 12.29% (74) have requested narrative reports. Additionally, 52.82% (318) have also requested fewed than three report cards per year. This indicates that more than half of the parents and teachers prefer more than one conference and less than three report cards per year to become sufficiently informed of their children's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education.

Table 6. Suggestions for Improving the Student Progress Reporting System
(Percentage of Responses)

Total Parent and Teacher Responses		
Suggested Improvement	Total Number Responding	Percent of Total
Add What Child Should Work on During Summer to Report Card	1	.21%
Add Works to Ability to Report Card	1	.21%
Child Must Understand Report Card	1	.21%
Conference for Needs Improvement, Report Card to Report	12	2.49%
Conferences are Important	10	2.07%
Conferences Should Include Child	1	.21%
Explain Report Card	1	.21%
Fewer Areas to Mark on Report Card	1	.21%
Information Helpful Only if Timely	1	.21%
Keep Present Areas on Report Card Same	1	.21%
Longer Conferences Requested	1	.21%
Monthly Newsletter	5	1.02%
More Conferences	90	18.67%
More Notes and Telephone Calls Between Reports	50	10.37%
More Parent Comments on Report Cards	1	.21%
More Report Cards	1	.21%

Table 6, Continued:

Total Parent and Teacher Responses		
Suggested Improvement	Total Number Responding	Percent of Total
More PIR days for Teachers to Report	4	.83%
More Report, Less Mark	2	.41%
More Space for Comments on Report Card	1	.21%
More Specific Report Cards	32	6.64%
More Structured Conferences	3	.62%
Report Cards Adequate Now	69	14.32%
Report Cards Bad for Self Image	1	.21%
Report Cards Important	4	.83%
Report Cards Inadequate	3	.62%
Report Card Should be Mailed	1	.21%
Report Card Too Subjective	32	6.64%
Report Card With Specific Comments	108	22.41%
Send Checklist Home Between Reports	1	.21%
Send Copy of Report Card for Parent to Keep	2	.41%
Separate Comment Sheet on Report Card	2	.41%
Send Warning Slip for Needs Improvement	1	.21%
Special Education Has A Better Reporting System	1	.21%

Table 6, Continued:

Total Parent and Teacher Responses		
Suggested Improvement	Total Number Responding	Percent of Total
Specific Comments on Papers	2	.41%
System Adequate but More Reporting if Problems Occur	32	6.64%
Outline of Each Subject with Goals and Grading Method Requested	1	.21%
Weekly Grades in Tested Areas	2	.41%
Grand Total	482	100.00%

Table 6 displays data gleaned from question three, part two, which solicited suggestions with regard to parent and teacher ideas in terms of improving the student progress reporting system currently in use in the Bozeman Elementary Schools in Bozeman, Montana. This table indicates that 80.07% (482) of the respondents reacted to this question; 19.93 (120) did not react.

Of the responses given, 22.41% (108) indicated that specific comments are necessary to be included on Bozeman's current Elementary report cards; 14.32% (69) indicated that Bozeman Elementary report cards are adequate as they are at present; 18.67% (90) indicated that they would like

more conferences; 10.37% (50) indicated that they would like more notes and telephone calls between reports; 6.64% (32) indicated that Bozeman Elementary report cards should be more specific; 6.64% (32) indicated that current report cards are too subjective; 6.64% (32) indicated that Bozeman's present student progress reporting system is adequate but more reporting is needed if problems occur; 2.49% (12) indicated that conferences should be held for improvement needed and report cards should be used for final reporting; 2.07% (10) indicated that conferences are important.

Nearly one fourth of the respondents offering suggestions with regard to improving the student progress reporting system currently in use in Bozeman Public Elementary Schools in Bozeman, Montana, or 22.41%, indicated that specific comments are a necessary addition to report cards. Only 14.32% indicated that Bozeman Elementary Report Cards are adequate as they are and 18.67% indicated that they would like more conferences.

Of the combined responses, 85.27% (411) have requested specific changes or specific additions in terms of making the current student progress reporting system employed in Bozeman, Montana, more comprehensive, objective, timely and

more clearly interpreted by both parents and teachers.

Table 7. Importance of Teacher Comments on Bozeman Elementary Report Cards (percentage of responses)

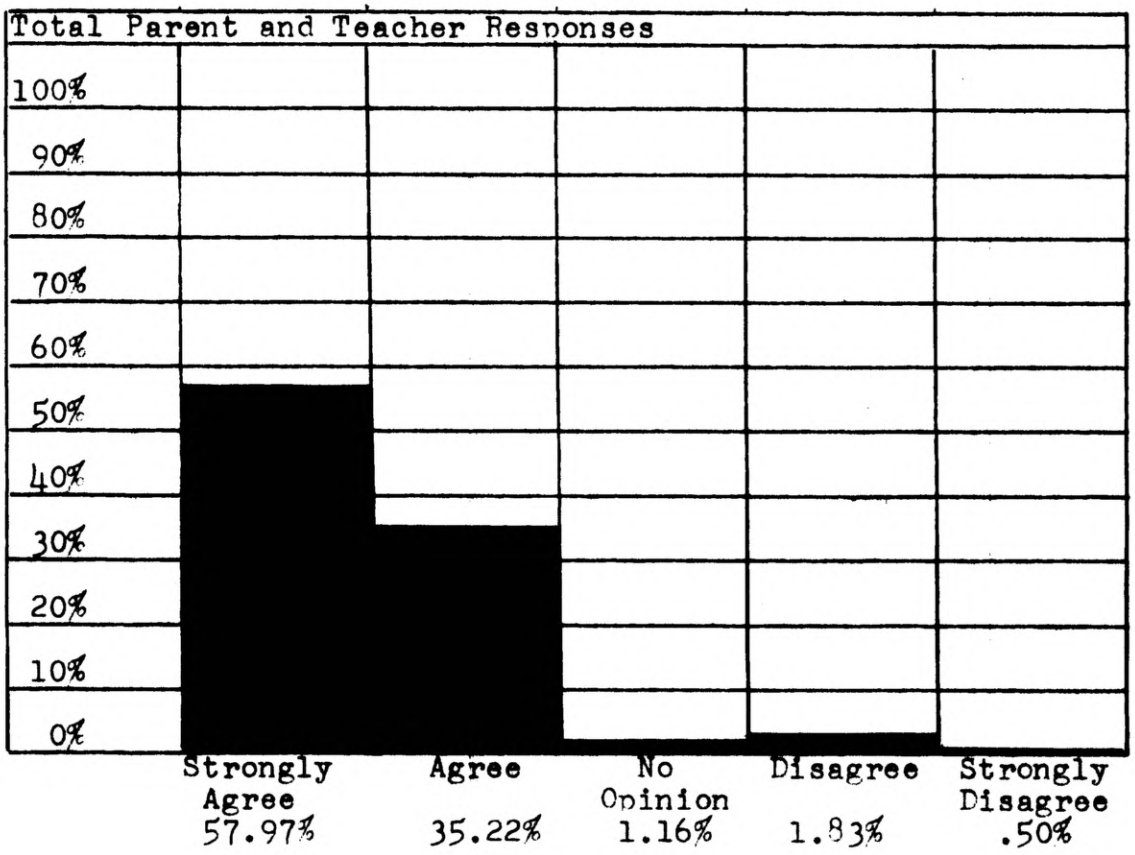


Table 7 displays data gleaned from question four which was stated as follows: Are teacher comments on Bozeman Elementary report cards of assistance to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all subjects? This table indicates that 96.68%

(582) of the respondents reacted to this question; 3.32% (20) did not react.

Of the responses given, 57.97% (349) indicated strong agreement that teacher comments on Bozeman Elementary report cards are of assistance to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all areas; 35.22% (212) indicated agreement; 1.83% (11) indicated disagreement; .50% (3) strongly disagreed; 1.16% (7) had no opinion.

The majority of the respondents to this question, 93.19%, approved of the inclusion of teacher comments on Bozeman Elementary report cards and indicated that teacher comments are important to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all areas. The minority, or 2.33%, did not approve of teacher comments.

Table 8. Clarity and Comprehensiveness of Reasons For Achievement or Difficulty as Stated On Bozeman Elementary Report Cards (percentage of responses)

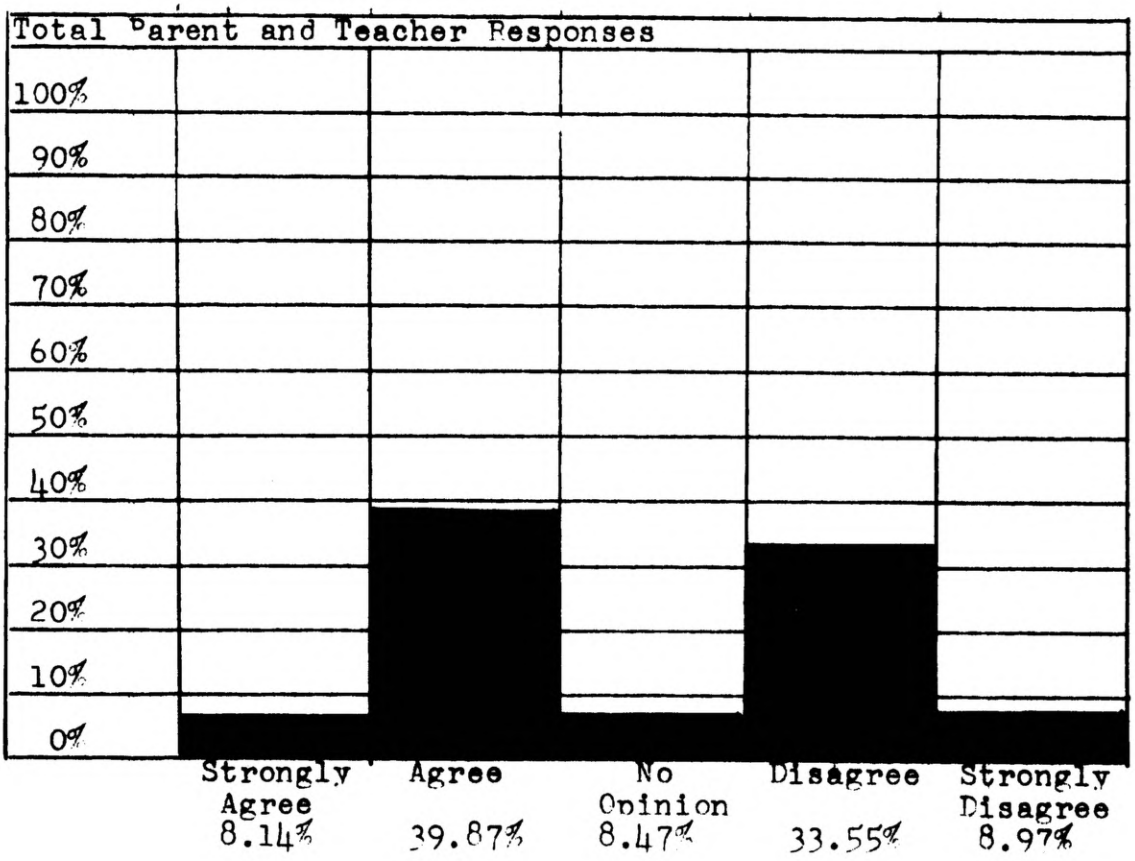


Table 8 displays data gleaned from question five which was stated as follows: Are the reasons for achievement or difficulty sufficiently comprehensive and concisely stated on Bozeman Elementary report cards? This table indicates that 99.00% (596) of the respondents reacted to

this question; 1.00% (6) did not react.

Of the responses given, 39.87% (240) indicated agreement that the reasons for achievement or difficulty are comprehensively and clearly stated on Bozeman Elementary report cards in their present form; 33.55% (202) indicated disagreement; 8.97% (54) strongly disagreed; 8.14% (49) strongly agreed; 8.47% (51) had no opinion.

Nearly half of the combined respondents to this question, 48.01%, indicated that the reasons for achievement or difficulty are sufficiently comprehensive and concisely stated on Bozeman Elementary report cards in their present form. However, nearly half of the combined respondents to this question, 42.52%, did not agree. This indicates that approximately half of the parents and teachers who responded to this question believe that the reasons for achievement or difficulty are sufficiently comprehensive and clearly stated on current Bozeman Elementary report cards, while approximately half of the parents and teachers who responded to this question do not believe that these reasons are sufficiently comprehensive and clearly stated.

Table 9. Clarity of Marks Utilized on Current Bozeman Elementary Report Cards
(percentage of responses)

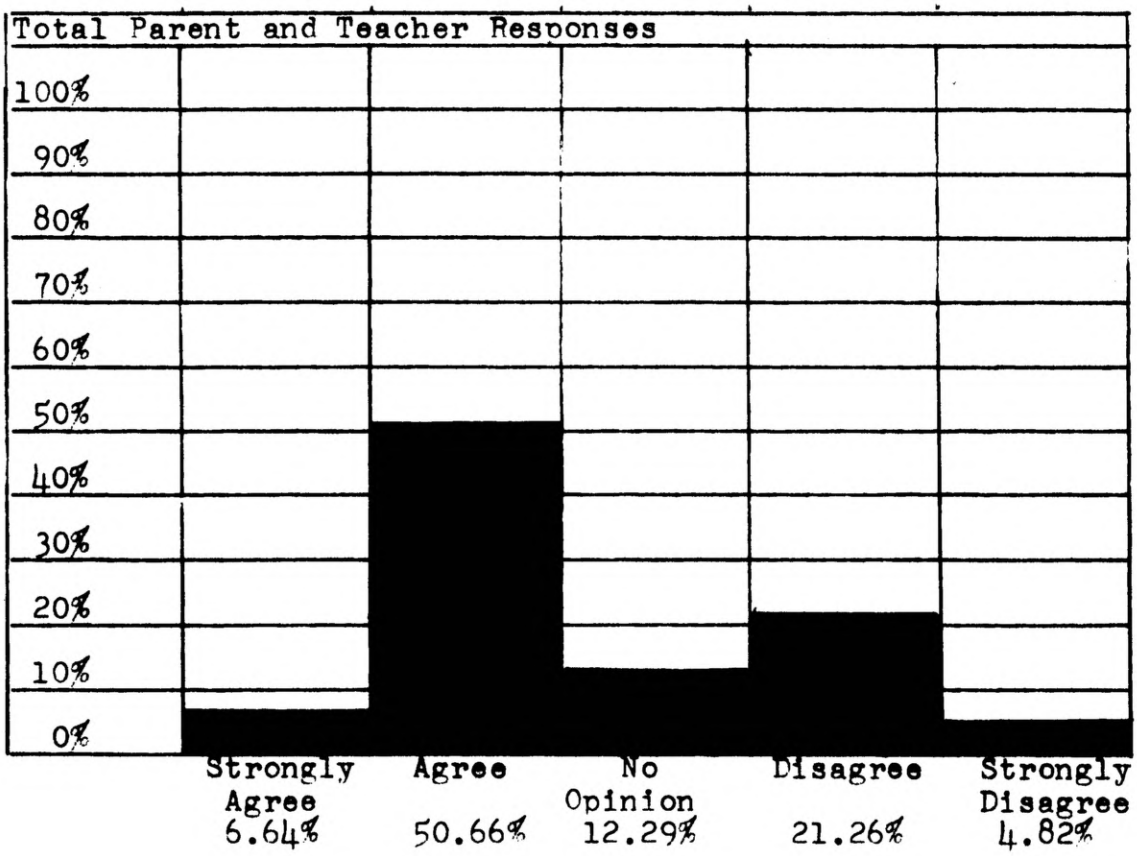


Table 9 displays data gleaned from question six which was stated as follows: Do marks commendable, acceptable and needs improvement convey clear meaning to parents in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects? This table indicates that 95.67% (576)

of the respondents reacted to this question; 4.33% (26) did not react.

Of the responses given, 50.66% (305) indicated agreement that marks commendable, acceptable and needs improvement convey clear meaning to parents in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects; 21.26% (128) indicated disagreement; 6.64% (40) strongly agreed; 4.82% (29) strongly disagreed; 12.29% (74) had no opinion.

More than half of the respondents to this question, 57.30%, approved of marks commendable, acceptable and needs improvement in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. However, more than one fourth of the respondents to this question, 26.08%, did not approve of marks commendable, acceptable and needs improvement. This indicates that approximately half of the parents and teachers who responded to this question believe that Bozeman's current report card marks are sufficiently comprehensive and clearly stated, while approximately one fourth of the parents and teachers do not believe that marks are sufficiently comprehensive or

clear.

Table 10. Suggested Marking System for Reporting Student Progress
(percentage of responses)

Total Parent and Teacher Responses		
Marking System	Total Number Responding	Percent of Total
Comments Only for Art and Music	1	.94%
Comments Only for Behavior and Work Habits	2	1.89%
Dual Marking System: Child Compared to Self and to Peers	1	.94%
Letter Grades	41	38.68%
More Categories of Marks	3	2.83%
More Objective Marks	20	18.87%
No Grades	2	1.89%
Numbers Instead of Grades	2	1.89%
Precise Grades: 0-100 for Academics	5	4.72%
Present Marks are Too Vague	22	20.75%
Present Marks Are Adequate	2	1.89%
Reasons for Grades Should be Given	2	1.89%
Report Card Doesn't Show A Students	1	.94%
Use Plus or Minus to Indicate High or Low	1	.94%
Use S or U for Behavior	1	.94%
Grand Total	106	100.00%

Table 10 displays data gleaned from question six, part two, which solicited suggestions with regard to parent and teacher preference of marking system to report student progress. This table indicates that 17.61% (106) of the 602 respondents suggested alternative marking systems for reporting student progress.

Of the responses given, 38.68% (41) requested letter grades; 20.75% (22) indicated that present marks are too vague; 18.87% (20) requested more objective marks; 4.72% (5) requested precise grades based on a zero to one hundred scale; 2.83% (3) requested more categories of marks.

Of the combined responses, eighty eight (83.02%) have requested more precise marks; this indicates that more than three fourths of the one hundred six respondents suggesting alternative marking systems for reporting student progress prefer more precise marks in terms of clearly transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects.

Table 11. General Information Requested by Parents and Teachers Regarding Student Progress (percentage of responses)

Total Parent and Teacher Responses		
General Information	Total Number Responding	Percent of Total
Ability	25	1.37%
Achievement	19	1.04%
Application of Skills	9	.49%
Attendance	3	.16%
Attention	3	.16%
Attitude	90	4.92%
Avoid Labeling Children	2	.11%
Basic Skills	3	.16%
Behavior	98	5.35%
Challenge the Child	2	.11%
Completes Work	4	.22%
Comprehension	12	.66%
Concentration	2	.11%
Cooperation	7	.38%
Creativity	3	.16%
Early Notification of Possible Retention	1	.05%
Emotional Adjustment	35	1.91%

Table 11, Continued:

Total Parent and Teacher Responses		
General Information	Total Number Responding	Percent of Total
Enjoyment	1	.05%
Explain "Acceptable"	4	.22%
Follows Directions	1	.05%
Goals and Expectations	24	1.31%
Home Projects	1	.05%
Home Work Requested	2	.11%
How Can Parents Help and Encourage	161	8.79%
How is Evaluation Determined	3	.16%
Improvement	4	.22%
Inform Parent if School Offers Special Help	2	.11%
Interest	15	.82%
Invite Parent to School	2	.11%
Learning Disability or Handicap	1	.05%
Letter Grades	1	.05%
Level at Which Child Started	1	.05%
Listens to Directions	2	.11%
Main Emphasis Individual Progress; Some Mention of Compared to Peers	1	.05%
Materials: Show Parents	6	.33%

Table 11, Continued:

Total Parent and Teacher Responses		
General Information	Total Number Responding	Percent of Total
Maturity	2	.11%
Neatness	2	.11%
On Grade Level	43	2.35%
Parents Should Evaluate Teachers	1	.05%
Participation	5	.27%
Performance	9	.49%
Personal Development	14	.76%
Personal Goals	4	.22%
Phonics: Send Rules Home	2	.11%
Positive Information Reported	12	.66%
Problems	152	8.30%
Progress	270	14.75%
Progress Compared to Class Average	125	6.83%
Progress Compared to District Average	8	.44%
Progress Compared to National Norms	13	.71%
Progress Compared to Own Ability	24	1.31%
Progress in Meeting Expectations	29	1.58%
Quality of Work	4	.22%
Reasons for Problems	3	.16%

Table 11, Continued:

Total Parent and Teacher Responses		
General Information	Total Number Responding	Percent of Total
Reduce Comparison of Students	6	.33%
Respect for Authority	3	.16%
Response of Child	2	.11%
Response to Discipline or Failure	2	.11%
Responsibility	1	.05%
Send Books Home	2	.11%
Send Home Class List	2	.11%
Social Behavior and Development	169	9.23%
Special Recognition for Effort	1	.05%
Special Ability	17	.94%
Special Interest	16	.87%
Specific Learning Objectives Listed	19	1.04%
Specific "Needs Improvement"	80	4.37%
Specific Strengths and Weaknesses	72	3.93%
Student Must Understand Marks	1	.05%
Study Skills and Habits	8	.44%
Teaching Methods	4	.22%
Test Results	3	.16%
What Books Can be Used to Supplement	1	.05%

Table 11, Continued:

Total Parent and Teacher Responses		
General Information	Total Number Responding	Percent of Total
What is Taught and When	29	1.60%
What is Teacher Doing to Remediate	17	.94%
Work Habits	31	1.70%
Works to Ability	73	4.00%
Grand Total	1831	100.00%

Table 11 displays data gleaned from question seven which was stated as follows: What general information should be reported to parents regarding student progress? This table indicates that 1831 responses were given to this question. Since 602 completed questionnaires were returned, the average respondent gave 3.04 responses to this question.

Of the responses given, 14.75% (270) requested progress information; 9.23% (169) requested information regarding social behavior and development; 8.79% (161) requested information regarding ways in which parents can help and encourage students; 8.30% (152) requested information regarding problems; 6.83% (125) requested comparative progress with class average; 5.35% (98) requested information regarding behavior; 4.92% (90) requested information regarding student

attitudes; 4.37% (80) requested specific information regarding "needs improvement" marks; 4.00% (73) requested information regarding students working to their own ability; 3.93% (72) requested information regarding specific strengths and weaknesses; 2.35% (43) requested information regarding whether child's work is on his own grade level; 1.91% (35) requested information regarding emotional adjustment; 1.70% (31) requested information regarding work habits; 1.58% (29) requested that progress in meeting expectations be reported; 1.58% (29) requested information regarding what is taught and when it is taught; 1.37% (25) requested information regarding ability; 1.31% (24) requested that student progress be reported in comparison with ability of the child; 1.31% (24) requested that information regarding goals and expectations be given; 1.04% (19) requested information regarding achievement; 1.04% (19) requested that specific learning objectives be listed; .94% (17) requested that information regarding special abilities be reported; .94% (17) requested information regarding what is being done at school to remediate problems; .87% (16) requested information regarding special interests of students; .82% (15) requested information regarding student interest; .76% (14) requested information regarding

personal development; .71% (13) requested that student progress be reported in comparison with national norms; .66% (12) requested that information regarding comprehension be reported; .66% (12) requested that positive information be reported.

Of the combined responses, six hundred eighty three (37.30%) have requested information regarding achievement in all subjects; four hundred sixty six (25.45%) have requested information regarding personal development; two hundred seventy four (14.96%) have requested information regarding the method of progress comparison and reporting; one hundred seventy one (9.34%) have requested information regarding ways in which parents can help and encourage students; one hundred twenty three have requested information regarding work habits; and one hundred fourteen (6.23%) have requested information regarding more specifics concerning what is happening at school.

This indicates that parents and teachers believe that the following general information should be reported to parents regarding student progress: student achievement in all subjects is most important; personal development information is the second most important; information regarding the method of progress comparison and reporting

is the third most important; information regarding ways in which parents can help and encourage is the fourth most important; information regarding work habits is the fifth most important; information regarding more specifics concerning what is happening at school is the sixth most important.

Table 12. Specific Information Requested by Parents and Teachers Regarding Reading (percentage of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	16	2.08%
Achievement	31	4.04%
Application of Skills	1	.13%
Attitude	7	.92%
Challenge the Child	2	.26%
Completes Work	1	.13%
Comprehension	93	12.11%
De-emphasize Level	2	.26%
Emphasize: Basal is Only Part of Program	1	.13%
Enjoyment	13	1.69%
Goals and Expectations	16	2.08%
How Parents can Help and Encourage	64	8.33%
How Much Should Child Practice	5	.65%
Important Subject	12	1.56%
Improvement	1	.13%
Interest	21	2.73%
Letter Grade	1	.13%

Table 12, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Level or Placement	38	4.95%
Level Should be Explained	54	7.03%
Materials: Show Parents	6	.78%
Monthly Progress Reports	3	.39%
More Teacher Guidance With Library Books	1	.13%
Neatness and Care With Work	2	.26%
On Grade Level	25	3.26%
Oral Reading Skills	11	1.43%
Participation	1	.13%
Percentage Scores Once a Year	1	.13%
Performance	1	.13%
Personal Goals	1	.13%
Phonics	39	5.08%
Problems	3	.39%
Progress	51	6.64%
Progress Compared to Class Average	30	3.91%
Progress Compared to District Average	3	.39%
Progress Compared to National Norms	4	.52%
Progress Compared to Own Ability	8	1.04%

Table 12, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Progress in Meeting Expectations	4	.52%
Readiness	2	.26%
Report Card Adequate for Reading	8	1.04%
Retains Skills	12	1.56%
Series Used	3	.39%
Silent Reading Skills	7	.92%
Specific "Needs Improvement"	60	7.81%
Specific Skills: List	5	.65%
Specific Strengths/Weaknesses	7	.92%
Speed	2	.26%
Teacher's Attitude About Materials	1	.13%
Teaching Methods	2	.26%
Test Results	3	.39%
Title One Report	2	.26%
Vocabulary	30	3.91%
What Books Can be Used to Supplement	21	2.73%
What is Taught	8	1.04%
What Method of Reading Does Child Use	2	.26%
Work and Study Habits	10	1.30%

Table 12, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Works Independently	3	.39%
Works to Ability	7	.92%
Grand Total	768	100.00%

Table 12 displays data gleaned from question eight regarding specific information which should be reported to parents in the area of reading. This table indicates that 768 responses were given to this question. Since 602 completed questionnaires were returned, the average respondent gave 1.276 responses to this question.

Of the responses given, 12.11% (93) requested comprehension information; 8.33% (64) requested information regarding ways in which parents can help and encourage students; 7.81% (60) requested specific "needs improvement" information; 7.03% (54) requested that reading level be explained; 6.64% (51) requested progress information; 5.08% (39) requested information regarding phonics; 4.95% (38) requested information regarding placement level; 4.04% (31) requested information regarding achievement;

3.91% (30) requested information regarding vocabulary; 3.91% (30) requested information regarding progress as compared to class average; 3.26% (25) requested information regarding grade level upon which child is reading; 2.73% (21) requested information regarding interest; 2.73% (21) requested information regarding specific books used to supplement reading; 2.08% (16) requested information regarding ability; 2.08% (16) requested information regarding goals and expectations set for students; 1.69% (13) requested information regarding enjoyment; 1.56% (12) indicated that reading is an important subject; 1.56% (12) requested information regarding retention of skills; 1.43% (11) requested information regarding oral reading skills; 1.30% (10) requested information regarding work and study habits.

Of the combined responses, three hundred two (39.33%) have requested information regarding achievement of specific reading skills; one hundred ninteen (15.49%) have requested information regarding placement level of students in the reading program; one hundred eighteen (15.36%) have requested more specific information concerning the reading program; eighty five (11.07%)have requested information regarding how parents can help and encourage

students in reading; forty two (5.48%) have requested information regarding personal development; forty one (5.34%) have requested that progress be compared to a specific group of individuals or a specific set of learning goals; twenty three (2.99%) have requested information regarding work habits; twelve (1.56%) have indicated that reading is an important subject; eight (1.04%) have requested that progress be given in terms of a student's own ability; eight (1.04%) have indicated that the current Bozeman report card is adequate in terms of reporting student progress in reading; five (.65%) have requested improvement of teaching methods in regard to reading; five (.65%) have requested that more specific grading be utilized in reporting student progress in regard to reading.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of reading: student achievement of specific skills is most important; placement level information is second most important; information regarding the components of the reading program is third most important; information regarding ways in which parents can help

and encourage students is fourth most important; personal development information in regard to reading progress is fifth most important; information regarding the method of progress comparison is sixth most important; work habit information is seventh most important; emphasis given to reading because of its importance is eighth most important; progress in terms of a student's own ability is ninth most important; keeping the present Bozeman report card the same in the area of reading is tenth most important; improvement in teaching methods with regard to reading and utilization of specific grades in reporting reading progress is eleventh most important.

Table 13. Specific Information Requested by Parents and Teachers Regarding Language (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	3	.73%
Achievement	2	.49%
Application of Skills	8	1.95%
Attention	1	.24%
Attitude	2	.49%
Comprehension	17	4.14%
Creative Writing	29	7.06%
Debate	1	.24%
Define Subject	5	1.22%
Diction	1	.24%
Follows Directions	1	.24%
Foreign Language	7	1.70%
General Communication Skills	4	.97%
Goals and Expectations	3	.73%
Grammar	19	4.62%
How Parents Can Help and Encourage	20	4.87%
Important Subject	1	.24%
Interest	1	.24%

Table 13, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Letter Grade	1	.24%
Level or Placement	3	.73%
Listening Skills	7	1.70%
Listens to Directions	1	.24%
Materials: Show Parents	2	.49%
More Emphasis	1	.24%
Neatness	2	.49%
Oral Expression	59	14.36%
Participation	1	.24%
Performance	2	.49%
Problems	20	4.87%
Progress	18	4.38%
Progress Compared to Class Average	7	1.70%
Report Card Adequate in Language Area	23	5.60
Research Skills	1	.24%
Samples of Work	2	.49%
Sentence Construction	9	2.19%
Speaks Before Class	2	.49%
Speaks Willingly	2	.49%

Table 13, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Specific "Needs Improvement"	13	3.16%
Specific Strengths/Weaknesses	1	.24%
Speech	14	3.41%
Teaching Methods	3	.73%
Vocabulary	22	5.35%
What is Taught in Language	26	6.33%
Works to Ability	4	.97%
Written Expression	40	9.73%
Grand Total	411	100.00%

Table 13 displays data gleaned from question eight regarding specific information which should be reported to parents in the area of language. This table indicates that 411 responses were given to this question. Since 602 completed questionnaires were returned, 68.27% of the respondents reacted to this question.

Of the responses given, 14.36% (59) requested information regarding oral expression; 9.73% (40) requested information regarding written expression; 7.06% (29) requested information regarding creative writing; 6.33%

(26) requested information regarding what is taught in language; 5.60% (23) indicated that Bozeman's current report card is adequate in regard to reporting student progress in language; 5.35% (22) requested information regarding vocabulary development; 4.87% (20) requested information with regard to how parents can help and encourage students in the area of language; 4.87% (20) requested information with regard to student problems with language; 4.62% (19) requested information regarding grammar; 4.38% (18) requested information regarding student progress; 4.14% (17) requested information regarding comprehension; 3.41% (14) requested information regarding speech; 3.16% (13) requested information regarding specific "needs improvement"; 2.19% (9) requested information regarding sentence construction; 1.95% (8) requested information regarding application of skills; 1.70% (7) requested that foreign language be added to the language curriculum; 1.70% (7) requested information with regard to listening skills; 1.70% (7) requested information regarding student progress comparison with class average; 1.22% (5) requested a definition of the subject area of language.

Of the combined responses, two hundred eighty seven (69.83%) have requested information regarding student

achievement of language skills; fifty eight (14.11%) requested more specific information regarding the subject of language; 5.60% (23) indicated that Bozeman's current report card is adequate with regard to reporting student progress in language; 4.87% (20) requested information regarding how parents can help and encourage students in language; 1.70% (7) requested information regarding work habits; 1.70% (7) requested information with regard to progress as compared to class average; 1.46% (6) requested information regarding personal development; .49% (2) indicated that language is important; .24% (1) indicated that more specific grades should be utilized.

This indicates that over half of the parents and teachers who reacted to this question believe that student achievement of language skills is the most important item to be reported to parents in the area of language. The remaining specific information to be reported in the area of language, listed in the order of importance as indicated by percentage of response, is: specific information regarding the subject of language is second most important; keeping the current Bozeman report card the same in the area of language is third most important; information with regard to how parents can help and encourage their

students is the fourth most important; information regarding work habits and information with regard to student progress as compared to class average if fifth most important; information regarding personal development is sixth most important; emphasis of language because of its importance is seventh most important; specific grades in language is least important.

Table 14. Specific Information Requested by Parents and Teachers Regarding Arithmetic (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	6	1.16%
Accuracy	10	1.93%
Achievement	13	2.50%
Application of Skills	18	3.47%
Attitude	4	.77%
Completes Work	1	.19%
Comprehension	44	8.48%
Concentration	2	.39%
Consistancy	1	.19%
Ease	1	.19%
Enjoyment	1	.19%
Follows Directions	1	.19%
Goals and Expectations	10	1.93%
Grasps New Concepts Quickly	5	.96%
Homework Requested	2	.39%
How Parents Can Help and Encourage	41	7.90%
How Placement is Determined	1	.19%
Important Subject	5	.96%

Table 14, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Interest	5	.96%
Knowledge of Facts	60	11.56%
Knowledge of Signs and Symbols	1	.19%
Letter Grade	1	.19%
Level or Placement	27	5.20%
More Detailed Evaluation	1	.19%
Monthly Progress Reports	1	.19%
Neatness	2	.39%
Nine Week Report	1	.19%
On Grade Level	6	1.16%
Percentage Scores Once a Year	1	.19%
Performance	8	1.54%
Personal Goals	1	.19%
Problems	26	5.02%
Problem Solving	14	2.70%
Progress	40	7.71%
Progress Compared to National Norm	2	.39%
Progress in Meeting Expectations	5	.96%
Report Card Adequate	13	2.50%

Table 14, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Report Card Not Specific Enough	2	.39%
Samples of Work	3	.58%
Specific "Needs Improvement"	45	8.67%
Specific Skills: List	13	2.50%
Specific Strengths/Weaknesses	6	1.16%
Teaching Methods	10	1.93%
Test Results	6	1.16%
Teach Metric and English System of Measurement	1	.19%
Two Week Report	1	.19%
What is Taught in Area of Math	43	8.29%
What is Teacher Doing to Help Remediate	3	.58%
Will Child Seek Help	1	.19%
Works Independently	1	.19%
Works to Ability	3	.58%
Grand Total	519	100.00%

Table 14 displays data gleaned from question eight regarding specific information which should be reported to parents in the area of arithmetic. This table indicates

that 519 responses were given to this question. Since 602 completed questionnaires were returned, 86.21% of the respondents reacted to this question.

Of the responses given, 11.56% (60) requested information regarding student knowledge of specific math facts; 8.67% (45) requested information regarding specific "needs improvement"; 8.48% (44) requested information regarding comprehension; 8.29% (43) requested information regarding specific topics taught in the area of arithmetic; 7.90% (41) requested information regarding ways in which parents can help and encourage students; 7.71% (40) requested student progress information; 5.20% (27) requested information regarding level or placement of students; 5.02% (26) requested information regarding student problems in arithmetic; 3.47% (18) requested information regarding application of skills; 2.70% (14) requested information regarding problem solving; 2.50% (13) indicated that Bozeman's current report card is adequate in the area of arithmetic; 2.50% (13) requested achievement information; 2.50% (13) requested more information regarding specific skills taught in arithmetic; 1.93% (10) requested information regarding accuracy; 1.93% (10) requested information regarding goals and expectations; 1.93% (10) requested

information regarding teaching methods.

Of the combined responses, two hundred forty seven (47.59%) requested information regarding achievement of specific arithmetic skills; one hundred sixty eight (32.37%) requested more specific information regarding the area of arithmetic; forty three (8.29%) have requested information regarding ways in which parents can help and encourage students in arithmetic; thirteen (2.50%) have requested that progress be compared to a specific group or set of goals; thirteen (2.50%) have indicated that Bozeman's current report card is adequate in terms of reporting student progress in arithmetic; eleven (2.12%) have requested information regarding personal development; eleven (2.12%) have requested information regarding work habits; eight (1.54%) have requested more specific reporting of grades in regard to reporting student progress in arithmetic; five (.97%) have indicated that arithmetic should be emphasized because of its importance.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of arithmetic: student achievement of specific math skills is most important; information

regarding the components of the arithmetic program is second most important; information regarding ways in which parents can help and encourage is third most important; information regarding the method of student progress comparison is fourth most important; keeping Bozeman's current report card the same in the area of arithmetic is also fourth in importance; personal development information and information regarding work habits are fifth in importance; more specific reporting of grades in regard to reporting of student progress in arithmetic is sixth in importance; emphasizing the area of arithmetic is seventh in importance.

Table 15. Specific Information Requested by Parents and Teachers Regarding Writing (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	19	5.31%
Achievement	1	.28%
Allow Different Styles	1	.28%
Application of Skills	4	1.12%
Attitude	3	.84%
Coordination: Fine Motor	7	1.96%
Creative Writing	16	4.48%
De-emphasize Letter Form	25	6.97%
Ease	1	.28%
Enjoyment	1	.28%
Equipment Needed	1	.28%
Goals and Expectations	5	1.40%
Grade S or U	2	.56%
How Parents Can Help and Encourage	23	6.41%
How Much Should Child Practice	8	2.23%
How Should Child Hold Pencil	1	.28%
Improvement	5	1.40%
Interest	3	.84%

Table 15, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Knowledge of Letters	2	.56%
Legibility	43	12.01%
Letter Formation	25	6.97%
Letter Grade	1	.28%
Level of Placement	2	.56%
More Emphasis	5	1.40%
Neatness	51	14.25%
Organization	3	.84%
Problems	9	2.51%
Progress	18	5.03%
Progress Compared to Class Average	6	1.68%
Report Card Adequate	26	7.26%
Samples of Work	8	2.23%
Send Home Chart: How to Form Letters	3	.84%
Specific Needs Improvement	12	3.35%
Special Recognition for Effort	2	.56%
What is Taught in Area of Writing	9	2.51%
Works to Ability	7	1.96%
Grand Total	358	100.00%

Table 15 displays data gleaned from question eight regarding specific information which parents and teachers believe should be reported to parents in the area of writing. This table indicates that 358 responses were given to this question.

Of the responses given, 14.25% (51) requested information regarding neatness of writing; 12.01% (43) requested information regarding legibility of writing; 7.26% (26) indicated that Bozeman's current report card is adequate with regard to the area of writing; 6.97% (25) indicated that letter formation should receive less emphasis; 6.97% (25) requested information regarding letter formation; 6.41% (23) requested information with regard to how parents can help and encourage students in the area of writing; 5.31% (19) requested information regarding ability; 5.03% (18) requested information regarding progress; 4.48%(16) requested information regarding creative writing; 3.35% (12) requested specific "needs improvement" information; 2.51% (9) requested information regarding student progress problems; 2.51% (9) requested information regarding specific topics taught in the area of writing; 2.23% (8) have requested information regarding the amount of time students should practice writing; 2.23% (8) have requested

samples of student work; 1.96% (7) requested information regarding fine motor coordination; 1.96% (7) requested information regarding students working to ability; 1.68% (6) have requested that student progress be reported in comparison to class average; 1.40% (5) have requested information regarding goals and expectations; 1.40% (5) have requested that writing be given more emphasis.

Of the combined responses, two hundred one (56.15%) have requested information regarding achievement of specific writing skills; forty seven (13.13%) have requested specific information regarding specific topics taught in the area of writing; thirty one (8.66%) have requested specific information regarding how parents can help and encourage; twenty eight (7.82%) have indicated curricular changes in writing; twenty six (7.26%) have indicated that the present Bozeman report card is adequate in the area of writing; ten (2.79%) have requested information regarding work habits; seven (1.96%) have requested information regarding personal development; five (1.40%) have indicated that writing is important and should receive more emphasis.

Table 16. Specific Information Requested by Parents and Teachers Regarding Spelling (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	9	2.64%
Accuracy	63	18.49%
Achievement	1	.29%
Application of Skills	68	19.95%
Attitude	1	.29%
Challenge the Child	1	.29%
Dictionary Skills	3	.88%
Ease	1	.29%
Enjoyment	1	.29%
Goals and Expectations	4	1.17%
Grade S or U	1	.29%
How Parents Can Help and Encourage	26	7.63%
Important	6	1.77%
Improvement	1	.29%
Interest	4	1.17%
Letter Grade	3	.88%
Level or Placement	1	.29%
Lists in Advance	22	6.45%

Table 16, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
More Emphasis	1	.29%
Monthly Progress Reports	2	.59%
Participation	1	.29%
Personal Goals	1	.29%
Phonics Skills: Application	17	4.99%
Problems	22	6.45%
Progress	14	4.11%
Progress Compared to Class Average	3	.88%
Report Card Adequate	23	6.74%
Retains Skills	9	2.64%
Sources of Words	1	.29%
Specific "Needs Improvement"	3	.88%
Specific Strengths/Weaknesses	1	.29%
Teaching Methods	2	.59%
Test Results	17	4.99%
Vocabulary	3	.88%
What is Taught	4	1.17%
What is Teacher Doing to Remediate	1	.29%
Grand Total	341	100.00%

Table 16 displays data gleaned from question eight regarding specific information which parents and teachers believe should be reported to parents in the area of spelling. This table indicates that 341 responses were given to this question.

Of the responses given, 19.95% (68) requested information regarding application of spelling skills; 18.49% (63) requested information regarding accuracy; 7.63% (26) requested information regarding ways in which parents can help and encourage students; 6.74% (23) indicated that Bozeman's current report card is adequate in the area of spelling; 6.45% (22) have requested that spelling lists be sent home prior to tests; 6.45% (22) have requested information regarding student progress problems; 4.99% (17) have requested information regarding application of phonics skills in spelling; 4.99% (17) have requested that test results be reported to parents; 4.11% (14) have requested information regarding student progress; 2.64% (9) have requested information regarding retention of skills; 2.64% (9) have requested information regarding ability; 1.77% (6) have indicated that spelling be emphasized because of its importance; 1.17% (4) have requested that goals and expectations be defined; 1.17% (4) requested information on

interest; 1.17% (4) have requested information regarding specific topics taught in the area of spelling.

Of the combined responses, two hundred twenty five (65.98%) have requested information regarding achievement of specific spelling skills; forty five (13.20%) have requested more specific information regarding spelling; twenty six (7.62%) have requested information regarding ways in which parents can help and encourage students; twenty three (6.75%) have indicated that Bozeman's present report card is adequate in the area of spelling; seven (2.05%) have requested information regarding personal development; six (1.76%) have requested more specific grades in the area of spelling; six (1.76%) have indicated that spelling should be emphasized because of its importance; three (.88%) have requested information regarding teaching methods in the area of spelling.

This indicates that Bozeman parents and teachers who responded to this question believe that the following student progress information should be reported to parents in the area of spelling: student achievement of specific skills is most important; specific information regarding components of the spelling program is second most important;

information regarding ways in which parents can help and encourage students in the area of spelling is third most important; keeping the current Bozeman report card the same in the area of spelling is fourth most important; information regarding personal development is fifth most important; more specific grades and emphasis of spelling because of its importance is sixth most important; information regarding teaching methods employed in the area of spelling is seventh most important.

Table 17. Specific Information Requested by Parents and Teachers Regarding Science (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	7	2.08%
Achievement	3	.89%
Application of Skills	18	5.34%
Attitude	4	1.19%
Awareness	1	.30%
Comprehension	26	7.72%
Curiosity	26	7.72%
Enjoyment	6	1.78%
Forms Opinions From Facts	3	.89%
Goals and Expectations	3	.89%
Grade S or U	1	.30%
Grasps New Concepts Quickly	1	.30%
Home Projects Requested	8	2.37%
How Much Emphasis is Given to Science	3	.89%
How Parents Can Help and Encourage	17	5.04%
Individual and Group Participation	2	.59%
Interest	24	7.12%

Table 17, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Knowledge of Facts	4	1.19%
Letter Grade	2	.59%
Level or Placement	2	.59%
Love of Nature	5	1.47%
More Emphasis	3	.89%
Monthly Progress Reports	6	1.78%
Not Graded	2	.59%
Outdoor Classroom for Environmental Education	1	.30%
Participation	7	2.08%
Personal Health and Hygiene	1	.30%
Problems	10	2.96%
Progress	11	3.25%
Progress Compared to Class Average	2	.59%
Program for Advanced Students	1	.30%
Questioning and Reasoning Ability	7	2.08%
Report Card Adequate for Science	15	4.45%
Report Card Not Specific Enough	1	.30%
Research Skills	1	.30%

Table 17, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Retains Skills	1	.30%
Samples of Work	1	.30%
Special Ability	1	.30%
Special Interest	18	5.34%
Specific "Needs Improvement"	1	.30%
Teaching Methods	8	2.37%
Teach Metric and English System of Measurement	1	.30%
Test Results	1	.30%
What is Taught in the Area of Science	70	20.77%
Works to Ability	1	.30%
Grand Total	337	100.00%

Table 17 displays data gleaned from question eight regarding specific information which should be reported to parents in the area of science. This table indicates that 337 responses were given to this question.

Of the responses given, 20.77% (70) requested information regarding specific topics taught in the area of science; 7.72% (26) requested information regarding

comprehension; 7.72% (26) requested information regarding curiosity of students; 7.12% (24) requested information regarding interest; 5.34% (18) requested information regarding application of skills; 5.34% (18) requested information regarding special interests of students; 5.04% (17) requested information regarding how parents can help and encourage students in the area of science; 4.45% (15) indicated that Bozeman's current report card is adequate in the area of science; 3.25% (11) requested information regarding progress; 2.96% (10) requested information regarding problems of students in the area of science; 2.37% (8) requested home project information; 2.37% (8) requested information regarding teaching methods; 2.08% (7) requested information regarding ability; 2.08% (7) requested information regarding student participation; 2.08 % (7) requested information regarding student questioning and reasoning ability; 1.78% (6) requested information regarding student interest; 1.78% (6) requested monthly progress reports in the area of science; 1.47% (5) requested information regarding student attitude toward nature.

Of the combined responses, ninty five (28.19%) requested information regarding achievement of specific science skills; one hundred nine (31.34%) requested

information regarding specific topics included in the area of science; seventy five (22.26%) requested information regarding personal development; twenty five (7.42%) requested information regarding ways in which parents can help and encourage students in the area of science; fifteen (4.45%) indicated that Bozeman's current report card is adequate in the area of science; ten (2.97%) requested more specific grades; three (.89%) indicated that science should be emphasized because of its importance; three (.89%) indicated topics which they believe should be part of the science curriculum; two (.59%) indicated that science should not be a graded subject.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of science: information regarding student achievement of specific skills is the most important; information regarding specific topics taught in the area of science is second most important; personal development information is third most important; information regarding ways in which parents can help and encourage students in the area of science is fourth most important; keeping the present Bozeman report card the

same in the area of science is fifth most important; more specific grades is sixth most important; emphasis given to science because of its importance and inclusion of more topics in the science curriculum is seventh most important; ungrading science is eighth most important.

Table 18. Specific Information Requested by Parents and Teachers Regarding Social Studies (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	2	.94%
Application of Skills	3	1.42%
Appreciation of Cultural Differences	4	1.89%
Attention	2	.94%
Attitude	4	1.89%
Attitude Toward Self	12	5.66%
Awareness of World	3	1.42%
Community Helpers	3	1.42%
Comprehension	6	2.83%
Current Events	2	.94%
Define Subject	1	.47%
Forms Opinions From Facts	3	1.42%
Geography	2	.94%
Goals and Expectations	5	2.36%
Grade S or U	1	.47%
Grasps New Concepts Quickly	1	.47%
History	5	2.36%

Table 18, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Home Projects	2	.94%
How Parents Can Help and Encourage	11	5.20%
How is Evaluation Determined	1	.47%
Important	1	.47%
Improvement	1	.47%
Individual and Group Participation	2	.94%
Interest	15	7.09%
Knowledge of Facts	6	2.83%
Knowledge of U. S. Culture	2	.94%
Letter Grade	2	.94%
Level of Placement	1	.47%
Map Skills	3	1.42%
More Emphasis	2	.94%
Monthly Progress Report	2	.94%
Not Graded	2	.94%
Participation	4	1.89%
Performance	1	.47%
Problems	5	2.36%
Progress	8	3.78%

Table 18, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Progress Compared to Class Average	2	.94%
Progress in Meeting Expectations	2	.94%
Questioning and Reasoning Abilities	1	.47%
Report Card Adequate for Social Studies	20	9.44%
Report Card Not Specific Enough	1	.47%
Research Skills	1	.47%
Retains Skills	1	.47%
Special Interest	1	.47%
Specific "Needs Improvement"	1	.47%
Specific Strengths/Weaknesses	1	.47%
Teaching Methods	2	.94%
What Books Can be Used to Supplement	1	.47%
What is Taught in Social Studies	48	22.64%
Grand Total	212	100.00%

Table 18 displays data gleaned from question eight regarding specific information which parents and teachers believe should be reported to parents in the area of social studies. This table indicates that 212 responses were

given to this question.

Of the responses given, 22.64% (48) requested information regarding specific topics taught in social studies; 9.44% (20) indicated that Bozeman's present report card is adequate in the area of social studies; 7.09% (15) requested information regarding student interest; 5.66% (12) requested information with regard to student attitude toward self; 5.20% (11) requested information regarding how parents can help and encourage students in the area of social studies; 3.78% (8) requested information regarding student progress; 2.83% (6) requested information regarding comprehension; 2.83% (6) requested information regarding knowledge of facts; 2.36% (5) requested information regarding goals and expectations; 2.36% (5) requested information regarding student progress in the area of history; 2.36% (5) requested information regarding student progress problems; 1.89% (4) requested information regarding student appreciation of cultural differences; 1.89% (4) requested information regarding student attitudes; 1.89% (4) requested information regarding student participation.

Of the combined responses, sixty three (29.72%) have requested more specific information regarding the social studies program; fifty two (24.53%) have requested

information regarding achievement of specific social studies skills; forty nine (23.12%) have requested information regarding personal development of students; twenty (9.43%) have indicated that Bozeman's current report card is adequate in the area of social studies; fourteen (6.60%) have requested information regarding how parents can help and encourage students in social studies; seven (3.30%) have requested more specific grades; three (1.42%) have indicated that social studies be emphasized because of its importance; two (.94%) have indicated that social studies should not be graded; two (.94%) have requested information regarding student work habits in the area of social studies.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of social studies: Information regarding the components of the social studies program is most important; student achievement of specific skills is second most important; personal development information is third most important; keeping Bozeman's current report card the same in the area of social studies is fourth most important; information regarding ways in

which parents can help and encourage students is fifth most important; utilization of specific grades is sixth most important; emphasis of social studies because of its importance is seventh most important; information regarding student work habits and not grading social studies is eighth most important.

Table 19. Specific Information Requested by Parents and Teachers Regarding Physical Education (percent of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	14	3.24%
Achievement	2	.46%
Appreciation of Body Fitness	2	.46%
Attention	1	.23%
Attitude	3	.69%
Attitude Toward Self	2	.46%
Balance	1	.23%
Behavior	1	.23%
Comments to Report	1	.23%
Cooperation	10	2.31%
Coordination	41	9.49%
De-emphasize	1	.23%
De-emphasize Competitive Sports	2	.46%
Development Compared to Peers	9	2.08%
Enjoyment	11	2.55%
Fitness	6	1.39%
Follows Directions	2	.46%

Table 19, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Forms Opinions from Facts	3	.69%
Game Skills	4	.93%
Goals and Expectations	6	1.39%
How Parents Can Help and Encourage	14	3.24%
Important	6	1.39%
Individual and Group Participation	4	.93%
Individual Sports	3	.69%
Interest	9	2.08%
Intermural Events: Three Per Year	3	.69%
Letter Grade	3	.69%
Monthly Progress Report	2	.46%
More Detailed Evaluation	2	.46%
More Emphasis	2	.46%
Not Graded	5	1.17%
Participation	31	7.18%
Performance	2	.46%
P.E. Teacher Should Evaluate	3	.69%
Problems	11	2.55%
Progress	8	1.85%

Table 19, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Progress Compared to Peers	18	4.18%
Progress Compared to Own Ability	8	1.85%
Progress In Meeting Expectations	6	1.39%
Reasoning For What is Taught	1	.23%
Report Card Adequate for P.E.	15	3.48%
Report Card Not Specific Enough	3	.69%
Report Only Exceptional or Remedial Cases	1	.23%
Safety Information	1	.23%
Separate P.E. Report Card	1	.23%
Skill Development	26	6.03%
Spatial Awareness	1	.23%
Special Ability	2	.46%
Special Interest	3	.69%
Specific "Needs Improvement"	7	1.63%
Specific Skills Taught	3	.69%
Specific Strengths/Weaknesses	25	5.80%
Sports Child Excells In	1	.23%
Sports For Life	5	1.17%

Table 19, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Sportsmanship	23	5.32%
Stamina	1	.23%
Strength	3	.69%
Team Sports	5	1.17%
Test Results	1	.23%
What is Taught	28	6.48%
Works to Ability	13	3.01%
What Special Help is Offered by School	1	.23%
Grand Total	432	100.00%

Table 19 displays data gleaned from question eight regarding specific information which should be reported to parents in the area of physical education. This table indicates that 432 responses were given to this question.

Of the responses given, forty one (9.49%) requested information regarding gross motor coordination; thirty one (7.18%) requested information regarding student participation; twenty eight (6.48%) requested information regarding specific topics taught in physical education; twenty six

(6.03%) requested information regarding skill development; 5.80% (25) requested information regarding specific student strengths and weaknesses; twenty three (5.32%) requested information regarding sportsmanship; eighteen (4.18%) requested information regarding progress as compared with peer progress; fifteen (3.48%) indicated that Bozeman's current student report card is adequate with regard to the area of physical education; fourteen (3.24%) requested information regarding student ability; fourteen (3.24%) requested information with regard to how parents can help and encourage students in the area of physical education; thirteen (3.01%) requested information regarding students working to ability; eleven (2.55%) requested information regarding enjoyment; eleven (2.55%) requested information regarding problems; ten (2.31%) requested information regarding cooperation; nine (2.08%) requested information regarding development as compared to peers; nine (2.08%) requested information regarding interest; eight (1.85%) requested information regarding progress as compared to student's own ability; eight (1.85%) requested information regarding student progress; seven (1.63%) requested information regarding specific "needs improvement"; six (1.39%) requested information regarding physical fitness;

six (1.39%) requested information regarding student progress in meeting expectations; six (1.39%) requested information regarding specific goals and expectations; six (1.39%) indicated that physical education is important; five (1.17%) requested information regarding life-long sports; five (1.17%) requested that physical education not be graded; five (1.17%) requested information regarding team sports.

Of the combined responses, one hundred twenty eight (29.63%) have requested information regarding achievement of specific physical education skills; one hundred twenty (27.78) have requested information regarding personal development in physical education; eighty seven (20.14%) have requested more specific information regarding the area of physical education; thirty three (7.64%) have requested that progress be reported in comparison to a specific group or a specific set of goals; ninteen (4.40%) have requested more specific grading and reporting; fifteen (3.47%) have indicated that Bozeman's current report card is adequate in the area of physical education; fourteen (3.24%) have requested information regarding ways in which parents can help and encourage students in physical education; eight (1.85) have indicated that physical education be emphasized because of its importance; five (1.16%) have requested that

physical education not be graded; three (.69%) have requested that physical education receive less emphasis.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in physical education: student achievement of specific skills is most important; personal development information is second most important; specific information regarding the physical education program is third most important; student progress information reported in comparison with peer group or learning expectations is fourth most important; more specific grading and reporting is fifth most important; keeping Bozeman's current report card the same in the area of physical education is sixth most important; information regarding ways in which parents can help and encourage is seventh most important; emphasis of physical education because of its importance is eighth most important; not grading physical education is ninth most important; decreasing emphasis in the area of physical education is least important.

Table 20. Specific Information Requested by Parents and Teachers Regarding Art (percentage of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	18	6.69%
Application of Skills	3	1.12%
Appreciation	3	1.12%
Attitude	4	1.49%
Attitude Toward Self	2	.74%
Completes Projects	1	.37%
Cooperation	2	.74%
Coordination: Fine Motor	2	.74%
Creativity	36	13.38%
Development Compared to Peers	4	1.49%
Enjoyment	16	5.95%
Follows Directions	2	.74%
Goals and Expectations	6	2.23%
How Parents Can Help and Encourage	7	2.60%
Important	1	.37%
Improvement	1	.37%
Interest	32	11.90%

Table 20, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Letter Grade	1	.37%
More Detailed Evaluation	1	.37%
More Emphasis	4	1.49%
Monthly Progress Reports	2	.74%
Neatness	2	.74%
Not Graded	7	2.60%
Not Interested in Skills	2	.74%
Participation	14	5.21%
Perceptual Ability	1	.37%
Problems	6	2.23%
Progress	10	3.73%
Progress Compared to Class Average	1	.37%
Progress in Meeting Expectations	2	.74%
Report Card Adequate in Area of Art	11	4.10%
Report Card Not Specific Enough	3	1.12%
Response of Child	1	.37%
Samples of Work	7	2.60%
Special Ability	21	7.81%
Special Interest	6	2.23%

Table 20, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Special Recognition for Effort	1	.37%
Teaching Methods	2	.74%
Technique	1	.37%
What is Taught in the Area of Art	23	8.55%
Grand Total	269	100.00%

Table 20 displays data gleaned from question eight regarding specific information which parents and teachers believe should be reported to parents in the area of art. This table indicates that 269 responses were given to this question.

Of the responses given, thirty six (13.38%) requested information regarding creativity; thirty two (11.90%) requested information regarding interest; twenty three (8.55%) requested information regarding specific topics taught in the area of art; twenty one (7.81%) requested information regarding special abilities of students; eighteen (6.69%) requested information regarding student ability in art; sixteen (5.95%) requested information

regarding enjoyment; fourteen (5.21%) requested information regarding student participation; eleven (4.10%) indicated that Bozeman's current report card is adequate in the area of art; ten (3.73%) requested information regarding student progress; seven (2.60%) requested information regarding ways in which parents can help and encourage students in the area of art; seven (2.60%) requested that art not be a graded subject; seven (2.60%) requested samples of art work; six (2.23%) requested information regarding student progress problems; six (2.23%) requested information regarding special interests of students.

Of the combined responses, one hundred ten (40.89%) requested information regarding personal development; sixty six (24.54%) requested more specific information regarding the area of art; forty two (15.61%) requested information regarding achievement of specific skills in the area of art; eleven (4.10%) indicated that Bozeman's current report card is adequate in the area of art; nine (3.35%) requested that art not be graded; seven (2.60%) requested more specific grading in the area of art; seven (2.60%) requested comparative progress with that of peers or with expectations; seven (2.60%) requested information

regarding ways in which parents can help and encourage students; five (1.86%) indicated that art is important and should be emphasized; five (1.86%) requested information regarding work habits.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of art: personal development information is most important; information regarding specific topics taught in the area of art is second most important; information regarding student achievement of specific skills is third most important; keeping the current Bozeman report card the same in the area of art is fourth most important; not grading art is fifth most important; more specific grading of art, reporting student progress in comparison with progress of peers or learning goals, and information regarding ways in which parents can help and encourage students in the area of art is sixth most important; emphasizing art because of its importance and information regarding work habits in the area of art is seventh most important.

Table 21. Specific Information Requested by Parents and Teachers Regarding Music (percentage of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	14	5.00%
Appreciation	4	1.43%
Attitude	7	2.50%
Attitude Toward Self	1	.36%
Challenge the Child	1	.36%
Comprehension	4	1.43%
Creativity	8	2.86%
Creative Writing of Music	1	.36%
Cooperation	1	.36%
Enjoyment	30	10.71%
Goals and Expectations	2	.71%
Grade S or U	1	.36%
How Parents Can Help and Encourage	9	3.21%
How Much Emphasis is Given to Art	1	.36%
Important	1	.36%
Improvement	1	.36%
Interest	35	12.50%

Table 21, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Learning an Instrument	2	.71%
Letter Grade	1	.36%
Monthly Progress Report	2	.71%
More Detailed Evaluation	1	.36%
More Emphasis	3	1.07%
Musical Theory	11	3.92%
Not Graded	9	3.21%
Participation	16	5.71%
Personal Goals	1	.36%
Problems	5	1.79%
Progress	7	2.50%
Progress Compared to Class Average	1	.36%
Progress in Meeting Expectations	1	.36%
Report Card adequate in Area of Music	17	6.07%
Report Card Not Specific Enough	2	.71%
Report Only Exceptional or Remedial Cases	1	.36%
Response of Child	2	.71%
Singing Ability	2	.71%

Table 21, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Special Ability	36	12.86%
Special Interest	3	1.07%
What is Taught in the Area of Music	24	8.57%
Works to Ability	12	4.29%
Grand Total	280	100.00%

Table 21 displays data gleaned from question eight regarding specific information which parents and teachers believe should be reported to parents in the area of music. This table indicates that 280 responses were given to this question.

Of the responses given, 12.86% (36) requested information regarding special musical abilities of students; 12.50% (35) requested information regarding interest; 10.71% (30) requested information regarding enjoyment; 8.57% (24) requested information regarding specific topics taught in the area of music; 6.07% (17) indicated that Bozeman's current report card is adequate in the area of music; 5.71% (16) requested information regarding student participation; 5.00% (14) requested information regarding student

ability in the area of music; 4.29% (12) requested information regarding students working to ability; 3.92% (11) requested information regarding musical theory; 3.21% (9) requested information regarding ways in which parents can help and encourage; 3.21% (9) requested that music not be graded; 2.86% (8) requested information regarding student creativity; 2.50% (7) requested information regarding attitude; 2.50% (7) requested information regarding student progress; 1.79% (5) requested information regarding student progress problems in the area of art.

Of the combined responses, eighty eight (31.43%) have requested information regarding personal development; sixty seven (23.93%) have requested more specific information regarding music; fifty (17.86) have requested information of achievement of specific music skills; twenty eight (10.00%) have requested information regarding work habits; seventeen (6.07%) have indicated that Bozeman's current report card is adequate in the area of music; nine (3.21%) have requested that music not be graded; nine (3.21%) have requested information regarding how parents can help and encourage students in the area of music; eight (2.86%) have requested more specific grading; four (1.43%) have indicated that music should be emphasized

because of its importance.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of music: personal development is most important; specific information regarding topics taught in the area of music is second most important; information of achievement of specific music skills is third most important; information regarding work habits is fourth most important; keeping Bozeman's current report card the same in music is fifth most important; not grading music and information regarding ways in which parents can help and encourage students in music is sixth most important; more specific grading in the area of music is seventh most important; emphasizing music because of its importance is eighth most important.

Table 22. Specific Information Requested by Parents and Teachers Regarding Work Habits (percentage of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Ability	1	.22%
Accuracy	3	.66%
Attention	28	6.19%
Attitude	13	2.88%
Comments to Report	5	1.11%
Completes Work	11	2.43%
Comprehension of Work	2	.44%
Concentration	9	1.99%
Consistancy	1	.22%
Cooperation	1	.22%
Creativity	1	.22%
De-emphasize	1	.22%
Enjoyment of Work	3	.66%
Explain Acceptable	1	.22%
Follows Directions	18	3.98%
Goals and Expectations	7	1.55%
Grade S or U	1	.22%

Table 22, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
How Much Time is Allotted for Work	1	.22%
How Parents Can Help and Encourage	30	6.64%
Important	24	5.31%
Improvement	6	1.33%
Is Quantity of Assignments Geared to Individual	1	.22%
Listening Skills	6	1.33%
Maturity	1	.22%
Monthly Progress Reports	1	.22%
More Emphasis	1	.22%
Neatness	20	4.43%
Not Graded	2	.44%
Organization	5	1.11%
Participation	3	.66%
Problems	21	4.66%
Progress	3	.66%
Progress Compared to Peers	6	1.33%
Progress in Meeting Expectations	12	2.66%
Prompt With Assignments	16	3.55%

Table 22, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Quality of Work	1	.22%
Report Card Adequate in the area of Work Habits	36	7.96%
Report Card Not Specific Enough	5	1.11%
Report Problems Immediately	3	.66%
Responsibility	4	.88%
Self Discipline	7	1.55%
Specific "Needs Improvement"	19	4.20%
Specific Strengths/Weaknesses	14	3.10%
Study Habits and Skills	7	1.55%
Uses Time Effectively	42	9.29%
Weekly Report	1	.22%
What is Teacher Doing to Help	1	.22%
Works Independently	28	6.19%
Works to Ability	14	3.10%
Works Well With Others	5	1.11%
Grand Total	452	100.00%

Table 22 displays data gleaned from question eight regarding specific information which should be reported

to parents regarding student progress in the area of work habits. This table indicates that 452 responses were given to this question.

Of the responses given, 9.29% (42) requested information regarding effective use of students' time; 7.96% (36) indicated that Bozeman's current report card is adequate in the area of work habits; 6.64% (30) requested information regarding ways in which parents can help and encourage work habits in students; 6.96% (28) requested information regarding student attention to work; 6.96% (28) requested information regarding student ability to work independently; 5.31% (24) indicated that work habits should be emphasized because of their importance; 4.66% (21) requested information regarding student problems with regard to work habits; 4.43% (20) requested information regarding student neatness with work; 4.20% (ninteen) requested information regarding specific areas needing improvement; 3.98% (18) requested information regarding student ability to follow directions; 3.55% (16) requested information regarding promptness with assignments; 3.10% (14) requested specific information regarding student strengths and weaknesses; 3.10% (14) requested information regarding students working to ability; 2.88% (13) requested

information regarding student attitude; 2.66% (12) requested information regarding student progress as compared with expectations; 2.43% (11) requested information regarding student completion of work; 1.99% (9) requested information regarding student concentration; 1.55% (7) requested information regarding goals and expectations; 1.55% (7) requested information regarding self discipline of students; 1.55% (7) requested information regarding study skills and habits; 1.33% (6) requested information regarding improvement of work habits; 1.33% (6) requested information regarding student progress in the area of work habits as compared to peers; 1.33% (6) requested information regarding listening skills; 1.11% (5) requested that comments be utilized to report student progress in the area of work habits; 1.11% (5) requested information regarding student organizational skills; 1.11% (5) indicated that Bozeman's current report card is not sufficiently specific in the area of work habits; 1.11% (5) requested information regarding student ability to work well with other students.

Of the combined responses, two hundred eight (46.03%) requested information regarding specific work habits that they believe children should utilize and master; forty seven

(10.40%) have requested more information regarding the area of work habits; thirty six (7.96%) have requested information regarding achievement of academic skills as reflected by student work habits; thirty six (7.97%) have requested information regarding personal development as reflected by student work habits; thirty six (7.97%) have indicated that Bozeman's current report card is adequate in the area of work habits; thirty (6.64%) have requested information regarding ways in which parents can help and encourage students in the area of work habits; twenty five (5.53%) have indicated that work habits are important and should be emphasized; eighteen (3.98%) have requested that student work habits be reported in comparison with peers or expectations; thirteen (2.88%) have requested more specific grading and reporting in the area of work habits; two (.44%) have requested that work habits not be graded; one (.22%) has requested that work habits be given less emphasis.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of work habits: information regarding student progress with specific work

habits is most important; more specific information regarding the area of work habits is second most important; information regarding achievement of academic skills as reflected by work habits is third most important; information regarding personal development as reflected by work habits and keeping Bozeman's report card the same in the area of work habits are also third most important; information regarding ways in which parents can help and encourage students develop effective work habits is fourth most important; emphasizing work habits because of their importance is fifth most important; reporting student progress in comparison with peers or expectations in the area of work habits is sixth most important; more specific grading and reporting in the area of work habits is seventh most important; not grading work habits is eighth most important; giving work habits less emphasis is least important.

Table 23. Specific Information Requested by Parents and Teachers Regarding Behavior and Personal Development (percentage of responses)

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Attention	1	.20%
Attitude	26	5.15%
Behavior: General Description	37	7.33%
Behavior:Structured Situations	3	.59%
Behavior:Unstructured Situations	10	1.98%
Comments to Report	10	1.98%
Cooperation	6	1.19%
Emotional Adjustment	3	.59%
Explain Acceptable	1	.20%
Goals and Expectations	3	.59%
Grade S or U	1	.20%
How Parents Can Help and Encourage	28	5.54%
Important	18	3.56%
Improvement	2	.40%
Initiative	3	.59%
Leader and/or Follower	8	1.58%
Maturity	1	.20%

Table 23, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Monthly Progress Reports	1	.20%
Not Graded	1	.20%
Obeys Rules	30	5.94%
Participation	3	.59%
Positive Information Reported	7	1.39%
Problems	37	7.33%
Problems Immediately	31	6.14%
Progress	2	.40%
Progress Compared to Expectations	11	2.18%
Reasons for Problems	2	.40%
Report Card Adequate	25	4.95%
Report Card Not Specific Enough	7	1.39%
Report Only Behaviors Affecting Education	1	.20%
Respect for Authority	34	6.73%
Respect for Others	20	3.95%
Response to Discipline or Disappointment	8	1.58%
Responsibility	6	1.19%
Responsible for School Property	8	1.58%

Table 23, Continued:

Total Parent and Teacher Responses		
Specific Information	Total Number Responding	Percent of Total
Self Discipline	5	.99%
Social Behavior and Development	64	12.67%
Specific Strengths/Weaknesses	12	2.38%
Uses Time Well	2	.40%
Weekly Reports	1	.20%
What is Teacher Doing to Help	1	.20%
Works and Plays Well With Others	25	4.95%
Grand Total	505	100.00%

Table 23 displays data gleaned from question eight regarding specific information which parents and teachers believe should be reported in the area of behavior and personal development. This table indicates that 505 responses were given to this question.

Of the responses given, 12.67% (64) requested information regarding social behavior and development; 7.33% (37) requested a general description of student behavior; 7.33% (37) requested information regarding problems; 6.73% (34) requested information regarding student respect for authority; 6.14% (31) requested information regarding

student problems to be reported immediately; 5.94% (30) requested information regarding students obeying school rules; 5.54% (28) requested information regarding ways in which parents can help and encourage students in the area of behavior and personal development; 5.15% (26) requested information regarding student attitudes; 4.95% (25) requested information regarding student ability to work and play well with others; 4.95% (25) indicated that Bozeman's current report card is adequate in the area of behavior and personal development; 3.95% (20) requested information regarding student respect for others; 3.56% (18) indicated that behavior and personal development are important and should be emphasized; 2.38% (12) requested information regarding specific student strengths and weaknesses; 2.18% (11) requested that behavior and personal development information be reported in comparison with expectations; 1.98% (10) requested information regarding behavior during unstructured situations; 1.98% (10) requested comments to report behavior and personal development; 1.58% (8) requested information regarding whether student is a leader and/or a follower; 1.58% (8) requested information regarding student response to discipline or disappointment; 1.58% (8) requested information regarding

student responsibility for school property; 1.39% (7) indicated that Bozeman's current report card is not sufficiently specific in the area of behavior and personal development; 1.19% (6) requested information regarding student cooperation; 1.19% (6) requested information regarding student responsibility.

Of the combined responses, one hundred twenty six (24.95%) have requested information regarding social interaction; seventy (13.86%) have requested information regarding problems in the area of behavior and personal development; sixty four (12.67%) have requested information regarding students compliance with school rules; fifty five (10.89%) have requested descriptive information of student behavior, during both structured and unstructured situations; thirty (5.95%) have requested information regarding emotional adjustment and student responsibility; twenty nine (5.74%) have requested more specific reporting; twenty eight (5.54%) have requested information regarding ways in which parents can help and encourage students in the area of behavior and personal development; twenty six (5.15%) have requested information regarding student attitudes; twenty five (4.94%) have indicated that Bozeman's current report card is adequate in the area of personal

development and behavior; eighteen (3.57%) have indicated that behavior and personal development are important and should be emphasized; eighteen (3.57%) have requested more specific information; fifteen (2.97%) have requested progress information in the area of behavior and personal development; one (.20%) has requested that behavior and personal development not be graded.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding behavior and personal development: information regarding social interaction is most important; information regarding problems in the area of behavior and personal development is second most important; information regarding student compliance with school rules is third most important; descriptive information of student behavior during structured and unstructured times is fourth most important; emotional adjustment and student responsibility information is fifth most important; specific reporting in the area of behavior and personal development is sixth most important; information regarding ways in which parents can help and encourage in the area of behavior and personal development is seventh most important; information regarding student

attitudes is eighth most important; keeping Bozeman's current report card the same in the area of behavior and personal development is ninth most important; emphasis of behavior and personal development because of its importance and more specific information regarding behavior and personal development is tenth most important; student progress as compared with peers or expectations is eleventh most important; not grading behavior and personal development is least important.

Table 24. Perceived Importance of Different Student Progress Information at Grades One,Two,Three and Four (percentage of responses)

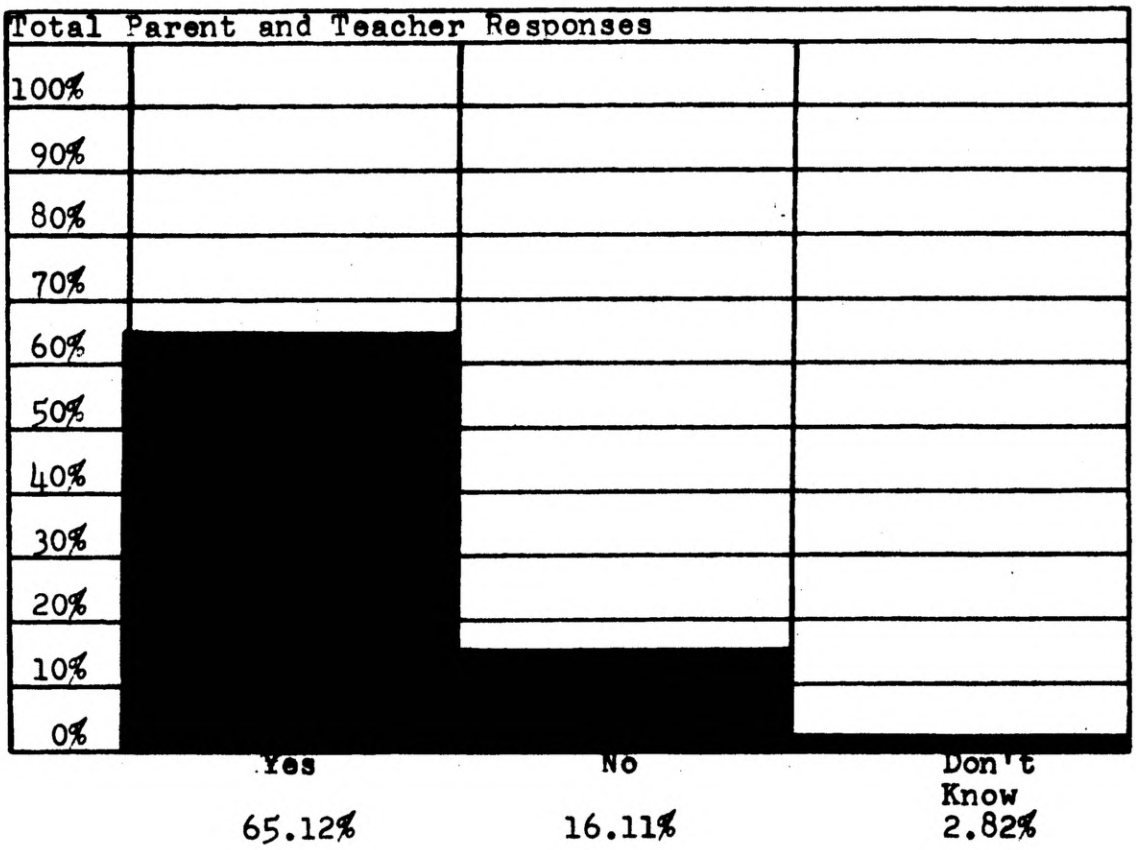


Table 24 displays data gleaned from question nine regarding whether parents and teachers believe that different student progress information is important at different grade levels: grade one, two, three and four. This table indicates that 84.05% (506) of the respondents reacted to this question; 15.95% (96) did not respond.

Of the responses given, 65.12% (392) indicated agreement that different student progress information is important at different grade levels with regard to grades one, two, three and four; 16.11% (97) indicated disagreement; 2.82% (17) didn't know.

This indicates that the majority of Bozeman parents and teachers who responded to this question, (65.12%), agree that different student progress information is important at different grade levels with regard to grades one, two, three and four.

Summary

The specific area addressed in this study was to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools in Bozeman, Montana, with regard to reporting methods, time scheduling, clarity of marks and general and specific information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

The population of this study included all classroom

teachers and parents or guardians of elementary school children, grades one through four, enrolled in Bozeman Public Elementary Schools during the 1978-79 school year. Six hundred two of the thirteen hundred twenty one questionnaires mailed were completed and returned. The inventory mailed to these parents and teachers contained nine questions dealing with student progress reporting procedures currently in use in Bozeman, Montana. A copy of the current report card utilized in Bozeman, Montana, was enclosed for reference purposes.

The data collected as a result of this survey have provided insight in terms of parent and teacher attitudes concerning the student progress reporting system currently in use in Bozeman, Montana, with regard to reporting methods, time scheduling, clarity of marks and general and specific information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

Question one of this study considered the effectiveness of the current Bozeman Elementary report card with regard to maximizing home-school communication in terms of transmitting appraisal of student progress in areas of work

habits, personal development and achievement in all subjects in a complete and clearly understood manner. The majority of the respondents to this question, 90.20% (543), approved of Bozeman Elementary report cards in their present form; the minority, or 6.48% (39), did not approve of Bozeman Elementary report cards; 2.33% (14) had no opinion and .99% (6) did not react to this question.

This indicates that parents and teachers who reacted to this question believe that Bozeman Elementary report cards in their present form are important and effective tools in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. The minority, or 6.48%, did not approve of Bozeman Elementary report cards.

Question two of this study considered the effectiveness of the current Bozeman Elementary parent-teacher conferences with regard to maximizing home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. The majority of the respondents to this question, 95.18% (573), approved of Bozeman Elementary parent-teacher

conferences in their present form; the minority, or 1.16% (7), did not approve of Bozeman Elementary parent-teacher conferences; .33% (2) had no opinion and 3.33% (20) did not react to this question.

This indicates that the majority of parents and teachers who reacted to this question believe that Bozeman Elementary parent-teacher conferences are important and effective methods of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. The minority, or 1.16%, did not approve of Bozeman Elementary parent-teacher conferences.

Question three of this study considered the present student progress reporting system, which involves three report cards and one parent-teacher conference at nine week intervals, with regard to sufficiently informing parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and enabling parents to guide, counsel and assist their children with their education. Nearly half of the respondents to this question, 49.33% (297),approved of the student progress reporting system currently employed in Bozeman, Montana. However, nearly half of the respondents

to this question, 46.85% (282), did not approve of this system; 2.82% (17) had no opinion and 1.00% (6) did not react to this question.

This indicates that approximately half of the parents and teachers who reacted to this question believe that Bozeman's current student progress reporting system is sufficiently effective, while approximately half of the parents and teachers who reacted to this question do not believe that it is sufficiently effective.

Question three of this study also solicited suggestions from parents and teachers with regard to time scheduling of student progress reports. Four hundred twenty three, or 70.27% of the total completed questionnaires returned, reacted to this question. More than half of the respondents who reacted to this question, 62.65% (265), approved of the present nine week reporting schedule employed in Bozeman, Montana; 11.35% (48) preferred six week reporting intervals; 8.75% (37) preferred twelve week intervals; 6.62% (28) preferred four week intervals; 6.62% (28) preferred weekly intervals; 1.89% (8) preferred eight week intervals; 1.42% (6) preferred eighteen week intervals; .46% (2) preferred two week intervals; .24% (1) preferred reports at completion of projects. Additionally, two

hundred ninety two respondents, or 48.50% of the total six hundred two individuals who returned completed questionnaire forms, indicated that parents should be notified immediately whenever any problem with regard to a child's progress occurs.

This indicates that over half of the parents and teachers who responded to this question, 62.65% (265), believe that Bozeman's current reporting schedule is sufficiently effective in terms of fully informing parents of their child's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education. This also indicates that approximately half of the parents and teachers, 48.50% (292), who responded to the questionnaire additionally believe that Bozeman's current reporting schedule is sufficiently effective if teachers will inform parents immediately whenever student progress problems occur.

Question three of this study further solicited suggestions from parents and teachers with regard to preferred method of reporting student progress. Six hundred two, or 100.00% of the total completed surveys returned, reacted to this question. More than one fourth

of the respondents to this question, or 25.75% (155), approved of Bozeman's current student progress reporting system consisting of three report cards and one parent-teacher conference per year. More than half of the respondents, 53.49%(322) requested more than one conference per year. Additionally, more than half of the respondents, 52.82% (318) have requested fewer than three report cards per year.

This indicates that more than half of the parents and teachers who responded to this question prefer more than one conference and fewer than three report cards per year to become sufficiently informed of their children's progress in the area of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education.

Question three of this study finally solicited suggestions from parents and teachers with regard to preferred improvement of the student progress reporting system currently employed in Bozeman, Montana. Four hundred eighty two, or 80.07% of the six hundred two individuals who returned completed questionnaire forms, reacted to this question. More than three fourths of the respondents who

reacted to this question, or 85.27%(411), have requested specific changes or specific additions in terms of making the current student progress reporting system employed in Bozeman, Montana, more comprehensive, timely and more clearly interpreted by parents and teachers. Nearly one fourth of the respondents offering suggestions with regard to improving the student progress reporting system currently in use in Bozeman Public Elementary Schools, or 22.41% (108), indicated that specific comments are a necessary addition to report cards; only 14.32% (69) indicated that Bozeman Elementary report cards are adequate as they are at present.

This indicates that more than three fourths of the parents and teachers who responded to this question prefer specific changes or specific additions in terms of making the current student progress reporting system currently employed in Bozeman, Montana, more comprehensive, timely and more clearly interpreted by parents and teachers. This further indicates that nearly one fourth of the parents and teachers who responded to this question prefer specific comments on Bozeman Elementary report cards.

Question four of this study considered teacher comments on Bozeman Elementary report cards with regard to assisting

parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. The majority of the respondents to this question, 93.19% (561), approved of the inclusion of teacher comments on Bozeman Elementary report cards and indicated that teacher comments are important to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all areas; the minority, or 2.33% (14), did not approve of teacher comments on Bozeman Elementary report cards; 1.16% (7) had no opinion and 3.32% (20) did not react to this question.

This indicates that the majority of teachers and parents who reacted to this question believe that teacher comments on Bozeman Elementary report cards are important to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all areas. The minority, or 2.33%, did not approve of teacher comments.

Question five of this study considered reasons for achievement or difficulty on Bozeman Elementary report cards with regard to clarity and comprehensiveness. Nearly half of the respondents to this question, 48.01%

(289), indicated that the reasons for difficulty or achievement are sufficiently comprehensive and concisely stated on Bozeman Elementary report cards in their present form. However, nearly half of the respondents to this question, 42.52% (256), did not agree; 8.47% (51) had no opinion and 1.00% (6) did not react to this question.

This indicates that approximately half of the parents and teachers who responded to this question believe that the reasons for achievement or difficulty are sufficiently comprehensive and clearly stated on current Bozeman Elementary report cards, while approximately half of the parents and teachers who responded to this question do not believe that these reasons are sufficiently comprehensive and clearly stated.

Question six of this study considered the present report card marking system, which consists of the categories commendable, acceptable and needs improvement, with regard to clarity and comprehensiveness in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. More than half of the respondents to this question, 57.30% (345), approved of marks commendable, acceptable and needs improvement in terms of transmitting

appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. However, more than one fourth of the respondents to this question, 26.08% (157), did not approve of marks commendable, acceptable and needs improvement; 12.29% (74) had no opinion and 4.33% (26) did not react to this question.

This indicates that approximately half of the parents and teachers who responded to this question believe that Bozeman's current report card marks are sufficiently comprehensive and clearly stated, while approximately one fourth of the parents and teachers do not believe that marks currently utilized are sufficiently comprehensive or clear.

Question six of this study also solicited suggestions from parents and teachers with regard to alternative marking systems for transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. One hundred six, or 17.61% of the 602 completed questionnaires, individuals responded to this question. Of the combined responses, eighty eight (83.02%) have requested more precise marks.

This indicates that more than three fourths of the one hundred six respondents suggesting alternative marking

systems for reporting student progress prefer more precise marks in terms of clearly transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects.

Question seven of this study considered general information which parents and teachers thought should be reported to parents regarding student progress. Eighteen hundred thirty one responses were given to this question; since six hundred two completed questionnaires were returned, the average respondent gave 3.04 responses to this question. Of the combined responses, 37.30% (683) have requested information regarding achievement in all subjects; 25.45% (466) have requested information regarding personal development; 14.96% (274) have requested information regarding the method of progress comparison and reporting; 9.34% (171) have requested information regarding ways in which parents can help and encourage students; 6.72% (123) have requested information regarding work habits; 6.23% (114) have requested information regarding more specifics concerning what is happening at school.

This indicates that parents and teachers who responded to this question believe that the following general information should be reported to parents regarding student

progress: student achievement in all subjects is most important; personal development information is second most important; information regarding the method of progress comparison and reporting is third most important; information regarding ways in which parents can help and encourage is fourth most important; information regarding work habits is fifth most important; information regarding more specifics concerning what is happening at school is sixth most important.

Question eight of this study considered specific information which parents and teachers thought should be reported to parents regarding student progress in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

Seven hundred sixty eight responses were given in the area of reading; since six hundred two completed questionnaires were returned, the average respondent gave 1.276 responses to this question. Of the combined responses, 39.33% (302) requested information regarding achievement of specific reading skills; 15.49% (119) requested information regarding placement level of students in the reading program; 15.36% (118) requested more specific information

concerning components of the reading program; 11.07% (85) requested information regarding how parents can help and encourage students in reading; 5.48% (42) requested information regarding personal development; 5.34% (41) requested that progress be compared to a specific set of individuals or a specific set of learning goals; 2.99% (23) requested information regarding work habits; 1.56% (12) indicated that reading is an important subject; 1.04% (8) requested that progress be reported in terms of a student's own ability; 1.04% (8) indicated that the current Bozeman report card is adequate in terms of reporting student progress in reading; .65% (5) requested improvement of teaching methods in regard to reading; .65% (5) requested that more specific grading be utilized in reporting student progress in regard to reading.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of reading: Student achievement of specific skills is most important; placement level information is second most important; information regarding components of the reading program is third most important; information regarding ways in which parents can

help and encourage students is fourth most important; personal development information in regard to reading progress is fifth most important; information regarding the method of progress comparison is sixth most important; work habit information is seventh most important; emphasis given to reading because of its importance is eighth most important; progress in terms of a student's own ability is ninth most important; keeping the present Bozeman report card the same in the area of reading is tenth most important; improvement in teaching methods with regard to reading and utilization of specific grades in reporting reading progress is eleventh most important.

The area of language received four hunded eleven responses. Since six hundred two completed questionnaires were returned, 68.27% of the respondents reacted to this question. Of the combined responses, 69.83% (287) requested information regarding student achievement of language skills; 14.11% (58) requested more specific information regarding the subject of language; 5.60% (23) indicated that Bozeman's current report card is adequate in the area of language; 4.87% (20) requested information with regard to how parents can help and encourage students in the area of language; 1.70% (7) requested information regarding work habits;

1.70% (7) requested information with regard to progress as compared to class average; 1.46% (6) requested information regarding personal development; .49% (2) indicated that language is important; .24% (1) indicated that more precise grades should be utilized.

This indicates that parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of language: student achievement of language skills is most important; specific information regarding the subject of language is second most important; keeping the current Bozeman report card the same in the area of language is third most important; information with regard to how parents can help and encourage students is the fourth most important; information regarding work habits and information with regard to student progress as compared with class average if fifth most important; information regarding personal development is sixth most important; emphasis of language because of its importance is seventh most important; specific grades in language is least important.

The area of arithmetic received five hundred nineteen responses. Since six hundred two completed questionnaires

were returned, 86.21% of the respondents reacted to this question. Of the combined responses, 47.59% (247) requested information regarding achievement of arithmetic skills; 32.37% (168) requested more specific information regarding the area of arithmetic; 8.29% (43) requested information regarding ways in which parents can help and encourage students in arithmetic; 2.50% (13) requested that progress be compared to a specific group or set of goals; 2.50% (13) have indicated that Bozeman's current report card is adequate in the area of arithmetic; 2.12% (11) requested information regarding personal development; 2.12% (11) requested information regarding work habits; 1.54% (8) requested more specific reporting of grades; .97% (5) indicated that arithmetic should be emphasized because of its importance.

This indicates that Bozeman parents and teachers who reacted to this question believe that the following specific information should be reported to parents regarding student progress in the area of arithmetic: student achievement of specific math skills is most important; information regarding components of the arithmetic program is second most important; information regarding ways in which parents can help and encourage is third most impor-

tant; information regarding the method of student progress comparison is fourth most important; keeping Bozeman's current report card the same in the area of arithmetic is also fourth most important; personal development information and information regarding work habits is fifth most important; more specific reporting of grades in regard to reporting of student progress in arithmetic is sixth most important; emphasizing the area of arithmetic is seventh most important.

The area of writing received three hundred fifty eight responses. Since six hundred two completed questionnaires were returned, 59.47% of the respondents reacted to this question. Of the combined responses, 56.15% (201) requested information regarding achievement of specific writing skills; 13.13% (47) requested specific information regarding specific topics taught in the area of writing; 8.66% (31) requested specific information regarding how parents can help and encourage students; 7.82% (28) indicated curricular changes in writing were important; 7.26% (26) indicated that the present Bozeman report card is adequate in the area of writing; 2.79% (10) requested information regarding work habits; 1.96% (7) requested information regarding personal development; 1.40% (5) indicated that

writing is important and should receive emphasis.

This indicates that Bozeman parents and teachers who reacted to this question believe that the following specific information should be reported to parents regarding student progress in the area of writing: information regarding achievement of specific writing skills is most important; information regarding how parents can help and encourage is second most important; curricular changes in writing is third most important; keeping the present Bozeman report card the same in the area of writing is fourth most important; information regarding work habits is fifth most important; information regarding personal development is sixth most important; emphasizing writing because of its importance is seventh most important.

The area of spelling received three hundred forty one responses. Since six hundred two completed questionnaires were returned, 56.64% of the respondents reacted to this question. Of the combined responses, 65.98% (225) requested information regarding achievement of specific spelling skills; 13.20% (45) requested more specific information regarding the subject of spelling; 7.62% (26) requested information regarding ways in which parents can help and encourage students; 6.75% (23) indicated that Bozeman's

current report card is adequate in the area of spelling; 2.05% (7) have requested information regarding personal development; 1.76% (6) requested more specific grades in spelling; 1.76% (6) indicated that spelling should be emphasized because of its importance; .88% (3) requested information regarding teaching methods in the area of spelling.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents in the area of spelling: student achievement of specific skills is most important; specific information regarding components of the spelling program is second most important; information regarding ways in which parents can help and encourage students is third most important; keeping the current Bozeman report card the same in the area of spelling is the fourth most important; information regarding personal development is fifth most important; more specific grades and emphasis of spelling because of its importance is sixth most important; information regarding teaching methods employed in the area of spelling is seventh most important.

The area of science received three hundred thirty seven responses. Since six hundred two completed questionnaires

were returned, 55.98% of the respondents reacted to this question. Of the combined responses, 28.19% (95) requested information regarding achievement of specific science skills; 31.34% (109) requested information regarding specific topics included in the area of science; 22.26% (75) requested information regarding personal development; 7.42% (25) requested information regarding ways in which parents can help and encourage students in the area of science; 4.45% (15) indicated that Bozeman's current report card is adequate in the area of science; 2.97% (10) requested more specific grades; .89% (3) indicated that science should be emphasized because of its importance; .89% (3) indicated topics which should be included in the science curriculum; .59% (2) indicated that science should not be graded.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of science: information regarding student achievement of specific skills is most important; information regarding specific topics taught in the area of science is second most important; personal development is third most important; information regarding

ways in which parents can help and encourage students is fourth most important; keeping the present Bozeman report card the same in the area of science is fifth most important; more specific grades is sixth most important; emphasis given to science because of its importance and inclusion of more topics in the science curriculum is seventh most important; ungrading science is eighth most important.

The area of social studies received two hundred twelve responses. Since six hundred two completed questionnaires were returned, 35.22% of the respondents reacted to this question. Of the combined responses, 29.72% (63) requested more specific information regarding the social studies program; 24.53% (52) requested information regarding achievement of specific social studies skills; 23.12% (49) requested information regarding personal development; 9.43% (20) indicated that Bozeman's current report card is adequate in the area of social studies; 6.60% (14) requested information regarding how parents can help and encourage students in social studies; 3.30% (7) requested more specific grades; 1.42% (3) indicated that social studies is important and should be emphasized; .94% (2) indicated that social studies should not be graded; .94%

(2) requested information regarding work habits.

This indicates that Bozeman parents and teachers who reacted to this question believe that the following specific information should be reported to parents in the area of social studies: information regarding components of the social studies program is most important; student achievement of specific skills is second most important; information regarding personal development is third most important; keeping Bozeman's current report card the same in the area of social studies is fourth most important; information regarding ways in which parents can help and encourage students is fifth most important; utilization of specific grades is sixth most important; emphasis of social studies because of its importance is seventh most important; information regarding student work habits and not grading social studies is eighth most important.

The area of physical education received four hundred thirty two responses. Since six hundred two completed questionnaires were returned, 71.76% of the respondents reacted to this question. Of the combined responses, 29.63% (128) requested information regarding achievement of specific physical education skills; 27.78% (120) requested information regarding personal development;

20.14% (87) requested specific information regarding the area of physical education; 7.64% (33) requested that progress be reported in comparison to a specific group or a specified set of goals; 4.40% (19) requested that more specific grading and reporting be used in regard to physical education; 3.47% (15) indicated that Bozeman's current report card is adequate in the area of physical education; 3.24% (14) requested information regarding ways in which parents can help and encourage students; 1.85% (8) indicated that physical education be emphasized because of its importance; 1.16% (5) requested that physical education not be graded; .69% (3) requested that physical education receive less emphasis.

This indicates that Bozeman parents and teachers who reacted to this question believe that the following specific information should be reported to parents regarding student progress in physical education: student achievement of specific skills is most important; personal development information is second most important; specific information regarding the physical education program is third most important; student progress information reported in comparison with peer group or learning expectations is fourth most important; more specific grading and reporting is

fifth most important; keeping Bozeman's current report card the same in the area of physical education is sixth most important; information regarding ways in which parents can help and encourage students in physical education is seventh most important; emphasis of physical education because of its importance is eighth most important; not grading physical education is tenth most important; decreasing emphasis in the area of physical education is least important.

The area of art received two hundred sixty nine responses. Since six hundred two completed questionnaires were returned, 44.68% of the respondents reacted to this question. Of the combined responses, 40.89% (110) requested information regarding personal development; 24.54% (66) requested more specific information regarding the area of art;15.61% (42) requested information regarding achievement of specific skills in the area of art; 4.10% (11) indicated that Bozeman's current report card is adequate in the area of art; 3.35% (9) requested that art not be graded; 2.60% (7) requested more specific grading in the area of art; 2.60% (7) requested comparative progress with that of peers or with expectations; 2.60% (7) requested information regarding ways in which parents can help and encourage

students in the area of art; 1.86% (5) indicated that art is important and should be emphasized; 1.86% (5) requested information regarding work habits.

This indicates that Bozeman parents and teachers who reacted to this question believe that the following specific information should be reported to parents regarding student progress in the area of art: personal development information is most important; information regarding specific topics taught in art is second most important; information regarding student achievement of specific skills is third most important; keeping the current Bozeman report card the same in the area of art is fourth most important; not grading art is fifth most important; more specific grading, reporting student progress in comparison with progress of peers or learning goals and information regarding ways in which parents can help and encourage students is sixth most important; emphasizing art because of its importance and information regarding work habits in the area of art is seventh most important.

The area of music received two hundred eighty responses. Since six hundred two completed questionnaires were returned, 46.51% of the respondents reacted to this question. Of the combined responses, 31.43% (88) requested specific

information regarding personal development; 23.93% (67) requested more specific information regarding topics taught in the area of music; 17.86% (50) requested information of achievement of specific music skills; 10.00% (28) requested information regarding work habits; 6.07% (17) indicated that Bozeman's current report card is adequate in the area of music; 3.21% (9) requested that music not be graded; 3.21% (9) requested information regarding ways in which parents can help and encourage students in the area of music; 2.86% (8) requested more specific grading; 1.43% (4) indicated that music should be emphasized because of its importance.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of music: personal development information is most important; specific information regarding topics taught in the area of music is second most important; information of achievement of specific music skills is third most important; information regarding work habits is fourth most important; keeping Bozeman's current report card the same in the area of music is fifth most important; not grading music and

information regarding ways in which parents can help and encourage students in the area of music is sixth most important; more specific grading in the area of music is seventh most important; emphasizing music because of its importance is eighth most important.

The area of work habits received four hundred fifty two responses. Since six hundred two completed questionnaires were returned, 75.08% of the respondents reacted to this question. Of the combined responses, 46.03% (208) requested information regarding specific work habits that they believe children should utilize and master; 10.40% (47) requested more information regarding the area of work habits; 7.97% (36) requested information regarding student achievement of academic skills as reflected by student work habits; 7.97% (36) requested information regarding personal development as reflected by student work habits; 7.97% (36) indicated that Bozeman's current report card is adequate in the area of work habits; 6.64% (30) requested information regarding ways in which parents can help and encourage student work habits; 5.53% (25) indicated that work habits are important and should be emphasized; 3.98% (18) requested that student work habits be reported in comparison with peers or expectations;

2.88% (13) requested more specific grading and reporting in the area of work habits; .44% (2) requested that work habits not be graded; .22% (1) requested that work habits be given less emphasis.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding student progress in the area of work habits: information regarding student progress with specific work habits is most important; more specific information regarding the area of work habits is second most important; information regarding achievement of academic skills as reflected by work habits is third most important; information regarding personal development as reflected by work habits and keeping Bozeman's current report card the same in the area of work habits is also third most important; information regarding ways in which parents can help and encourage students develop effective work habits is fourth most important; emphasizing work habits because of their importance is fifth most important; reporting student progress in comparison with peers or expectations in the area of work habits is sixth most important; more specific grading and reporting in the area of work habits is seventh

most important; not grading work habits is eighth most important; giving work habits less emphasis is least important.

The area of behavior and personal development received five hundred five responses. Since six hundred two completed questionnaires were returned, 83.89% of the respondents reacted to this question. Of the combined responses, 24.95% (126) requested information regarding social interaction; 13.86% (70) requested information regarding problems in the area of behavior and personal development; 12.67% (64) requested information regarding student compliance with school rules; 10.89% (55) requested descriptive information of student behavior, both at structured and unstructured times; 5.95% (30) requested information regarding emotional adjustment and student responsibility; 5.74% (29) requested more specific reporting; 5.54% (28) requested information regarding ways in which parents can help and encourage students in the area of behavior and personal development; 5.15% (26) requested information regarding student attitudes; 4.94% (25) indicated that Bozeman's current report card is adequate in the area of behavior and personal development; 3.57% (18) indicated that behavior and personal development are

important and should be emphasized; 3.57% (18) requested more specific information; 2.97% (15) requested progress information in the area of behavior and personal development; .20% (1) requested that behavior and personal development not be graded.

This indicates that Bozeman parents and teachers who responded to this question believe that the following specific information should be reported to parents regarding behavior and personal development: information regarding social interaction is most important; information regarding problems in the area of behavior and personal development is second most important; information regarding student compliance with school rules is third most important; descriptive information of student behavior during structured and unstructured times is fourth most important; emotional adjustment and student responsibility information is fifth most important; specific reporting in the area of behavior and personal development is sixth most important; information regarding ways in which parents can help and encourage students in the area of behavior and personal development is seventh most important; information regarding student attitudes is eighth most important; keeping Bozeman's current report card the same in the area of

behavior and personal development is ninth most important; emphasis of behavior and personal development because of its importance and more specific information regarding behavior and personal development is tenth most important; student progress as compared with peers or expectations is eleventh most important; not grading behavior and personal development is least important.

Question nine of this study considered whether different student progress information was important at different grade levels with regard to grades one, two, three and four. The majority of the respondents to this question, 65.12% (392), indicated agreement that different student progress information is important at different grade levels with regard to grades one, two, three and four; 16.11% (97) indicated disagreement; 2.82% (17) didn't know; 15.95% (96) did not react to this question.

This indicates that the majority of Bozeman parents and teachers who reacted to this question, 65.12%, agree that different student progress information is important at different grade levels with regard to grades one, two, three and four.

The information which was collected as a result of this survey, in conjunction with the foundation of

information obtained through the review of pertinent literature, was utilized to make recommendations concerning the student progress reporting system currently employed in Bozeman, Montana. These recommendations are presented in Chapter Five.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The primary functions of reporting student progress are to inform parents and pupils of the quality of work being done, progress being made and to enable home and school to work together to effectively promote learning. Effective communication implies that reporting should inform rather than confuse and do it conveniently, with minimum error. It should be concise without loss or waste of information.

A pupil's knowledge of the results of his study is one of the conditions necessary for effective learning. A parent's knowledge of his child's progress enables him to support and supplement the educational program for the child.

It is important that everyone concerned understand the assessment and reporting system if communication of student progress is to occur. It is important that evaluation of academic achievement be separated from judgments about noncognitive aspects of development. Assessments of attitudes, conduct and citizenship should not be part of the evaluative marks in content areas.

No single system of reporting used alone is likely to

be adequate for reporting; a combination of reporting devices, including report cards, parent-teacher conferences and teacher-pupil conferences seem to have advantages in providing a more useful picture of the child's status and progress.

The dual marking system has recently been implemented in some schools. This system provides two grades: one reflects the child's achievement in terms of learning objectives; the other reflects his effort, improvement or growth in terms of potential. Advocates of dual marking systems claim that this system makes it easier for a parent to understand the meaning of his child's grades.

The specific area addressed in this study was to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools in Bozeman, Montana, with regard to reporting methods, time scheduling of reports, clarity of marks and specific information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

The philosophy of the Bozeman Elementary School

District concerning reporting student progress states that children are individuals; they differ in interests and abilities, experiences, maturity and rate of growth. The child's progress should not be compared with that of any other child; it should be considered in relation to the ability of the child only.

The current student progress reporting system employed in Bozeman Public Elementary Schools consists of four reporting periods which occur at nine week intervals. The first report involves a parent-teacher conference; the remaining three reports involve report cards. Additional parent-teacher conferences may be held at the request of parent and teacher.

The current parent-teacher conference held in Bozeman, Montana, involves a visit between the teacher and one or both parents or guardians; on occasion the child also is included. Teachers are encouraged to convey a constructive and comprehensive report of the child's progress in all areas; the ultimate goal is to maximize the child's learning experiences.

Report cards currently used in Bozeman include the areas of work habits, behavior and personal development and achievement in the areas of reading, language, science,

arithmetic, writing, spelling, social studies, physical education, art and music. Specific categories follow each subject heading; possible marks are commendable, acceptable and needs improvement.

Precise communication is possible only if evaluation and reporting are made in terms of the general and specific educational objectives of the school and if these objectives are clearly stated and accurately measured.

Through the literature review, the researcher discovered that objective student progress appraisal and consistent, clearly understood reporting has been of concern for over a century. Focus has shifted from subject matter, to the student as compared with his peer group, to the growth of the individual student as compared with his own abilities.

The literature revealed that while many different systems have been employed over the years, current emphasis has been placed on improved understanding of reporting systems, including stated philosophy, objectives, interpretations of grading and reasons for achievement or difficulty.

Individualized descriptions of pupil behavior and academic progress demands a considerable amount of teacher

time. The literature revealed that some schools emphasize Computer Assisted Reporting to Parents, a reporting system technique whereby parents and pupils receive an anecdotal report of the child's school progress. These reports indicate strengths, weaknesses, areas in which additional practive of skills is necessary and skills that need reteaching; the result is an anecdotal report which provides parents with meaningful information regarding their children's progress. The teachers' time and effort in utilizing this reporting technique are kept to a minimum. It is estimated that for a cost of two dollars per child a parent could receive four reports per year regarding the academic progress of their child.

Grading becomes more objective if a logical and rational system is followed. Through the literature review, the researcher discovered that SPECS, the School Planning, Evaluation and Communication System, has devised a pre-test/post-test system of assessing student performance whereby attention is focused upon planned instructional processes and identification of the particular methodology and materials intended for use to assist the student achieve each learning objective. Specific processes to each performance objective are identified; taken together, a

statement of desired processes and outcomes is formulated. Student outcomes are tracked in terms of mastery of performance objectives and general objectives.

The results of the literature survey enabled this writer to generate a means to study the current student progress reporting system for the Bozeman Public Elementary Schools in terms of parent and teacher opinions.

In order to analyze and then make recommendations concerning the student progress reporting system currently in use in Bozeman Public Elementary Schools, the researcher reviewed literature which pertained to the philosophies and methods of reporting student progress. According to precedent obtaining in the literature, in combination with parent and teacher interviews, the researcher investigated relevance of potential questions to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana.

Following an evaluation of construct validity as predicated on expert opinion and questionnaire development through a review of pertinent literature as to questions to be asked, an inventory was constructed.

The population of this study included all classroom teachers and parents or guardians of elementary school

children, grades one through four, enrolled in Bozeman Public Elementary Schools during the 1978-79 school year. There were 54 teachers and 1267 students in this population. A questionnaire designed to elicit parent and teacher attitudes regarding the current student progress reporting system employed in Bozeman, Montana, was sent to all parents and teachers in this population. The school mail was utilized.

The final, revised questions of this study were as follows: Questions one and two considered the effectiveness of the report card and parent-teacher conferences with regard to maximizing home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. Question three considered the present reporting system, which involves three report cards and one parent-teacher conference at nine week intervals, with regard to sufficiently informing parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and enabling parents to guide, counsel and assist their children with their education. Question four considered teacher comments on Bozeman

Elementary report cards with regard to assisting parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. Question five considered reasons for achievement or difficulty on Bozeman Elementary report cards with regard to clarity and comprehensiveness. Question six considered the present report card marking system, which consists of the categories commendable, acceptable and needs improvement, with regard to clarity and comprehensiveness in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. Question seven considered general information which parents and teachers thought should be reported to parents regarding student progress. Question eight considered specific information which parents and teachers thought should be reported to parents regarding student progress in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and personal development and behavior. Question nine considered whether different student progress information was important at different grade levels with regard to grades one, two, three and four.

A record was kept of each return; number of respondents, categorized by teacher, parent and grade level represented, was noted. A frequency distribution of responses was completed. Separate histograms reflecting percentage of responses to questions one, two, three, four, five, six and nine were constructed to display the data. Responses to questions seven and eight and narrative comments additionally responding to questions three and six were categorized and listed in tabular form; a composite figure reflecting total responses from each of the categories was shown along with a corresponding percentage of total responses to each area listed.

Six hundred two of the thirteen hundred twenty questionnaires mailed were completed and returned. The cover letter may be found in Appendix A; the questionnaire may be found in Appendix B; a copy of the current report card employed in Bozeman Elementary Schools may be found in Appendix C.

The findings of this study were presented in the order in which the questions listed appeared in the questionnaire. Tables One through Twenty Four were utilized to display the data. Questionnaire items accompanied each histogram or table, followed by a description of the

dominant characteristics of the results.

The data collected as a result of this survey have provided insight in terms of parent and teacher attitudes concerning the student progress reporting system currently in use in Bozeman, Montana, with regard to reporting methods, time scheduling, clarity of marks and general and specific information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

Question one of this study considered the effectiveness of the current Bozeman Elementary report card with regard to maximizing home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. It was found that the majority of the parents and teachers who responded to this question, 90.20%(543), approved of Bozeman Elementary report cards in their present form. This indicates that the majority of the parents and teachers who reacted to this question believe that Bozeman Elementary report cards in their present form are important and effective tools in terms of transmitting appraisal of

student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner.

Question two of this study considered the effectiveness of the current Bozeman Elementary parent-teacher conferences with regard to maximizing home-school communication in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. It was found that the majority of the parents and teachers who responded to this question, 95.18% (573), approved of Bozeman Elementary parent-teacher conferences in their present form. This indicates that the majority of parents and teachers who reacted to this question believe that Bozeman Elementary parent-teacher conferences in their present form are important and effective methods of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner.

Question three of this study considered the present student progress reporting system, which involves three report cards and one parent-teacher conference at nine week

intervals, with regard to sufficiently informing parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and enabling parents to guide, counsel and assist their children with their education. Nearly half of the respondents to this question, 49.33% (297), approved of the student progress reporting system currently employed in Bozeman, Montana, Public Elementary Schools. However, nearly half of the respondents to this question, 46.85% (282), did not approve of this system. This indicates that approximately half of the parents and teachers who reacted to this question believe that Bozeman's current student progress reporting system is sufficiently effective, while approximately half of the parents and teachers who reacted to this question do not believe that it is sufficiently effective.

Question three of this study also solicited suggestions from parents and teachers with regard to time scheduling of student progress reports. More than half of the respondents who reacted to this question, 62.65% (265) approved of the present nine week schedule employed in Bozeman, Montana. Additionally, 48.50% (292) indicated that parents should be notified immediately whenever any

problem with regard to a child's progress occurs. This indicates that over half of the parents and teachers who reacted to this question believe that Bozeman's present reporting schedule is sufficiently effective in terms of fully informing parents of their child's progress in the areas of work habits, personal development and achievement in all subjects and to enable parents to guide, counsel and assist their children with their education. This also indicates that approximately half of the parents and teachers who reacted to this question additionally believe that Bozeman's current reporting schedule is sufficiently effective if teachers will inform parents immediately whenever student progress problems occur.

Question three of this study further solicited suggestions from parents and teachers with regard to preferred method of reporting student progress. More than one fourth of the respondents to this question, 25.75% (155) approved of Bozeman's current student progress reporting system consisting of three report cards and one parent-teacher conference per year. More than half of the respondents, 53.49% (322) requested more than one conference per year. Additionally, more than half of the respondents, 52.82% (318), requested fewer than three

report cards per year. This indicates that more than half of the parents and teachers who responded to this question prefer more than one conference and fewer than three report cards per year to become sufficiently informed of their children's progress in the area of work habits, personal development and achievement in in all subjects and to enable parents to guide, counsel and assist their children with their education.

Question three of this study also solicited suggestions from parents and teachers with regard to improvement of the student progress reporting system currently employed in Bozeman, Montana. More than three fourths of the respondents who reacted to this question, 85.27% (411), requested specific changes or specific additions in terms of making the current student progress reporting system employed in Bozeman, Montana, more comprehensive, timely and more clearly interpreted by parents and teachers. Nearly one fourth of the respondents offering suggestions with regard to improving the student progress reporting system currently in use in Bozeman Public Elementary Schools, 22.41% (108), indicated that specific comments are a necessary addition to report cards. This indicates that more than three fourths of the parents and teachers

who reacted to this question prefer specific changes or specific additions in terms of making the current student progress reporting system employed in Bozeman, Montana, more comprehensive, timely and more clearly interpreted by parents and teachers. This further indicates that nearly one fourth of the parents and teachers who reacted to this question prefer specific comments on Bozeman Elementary report cards.

Question four of this study considered teacher comments on Bozeman Elementary report cards with regard to assisting parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. The majority of the respondents to this question, 93.19% (561), approved of the inclusion of teacher comments on Bozeman Elementary report cards and indicated that teacher comments are important to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all areas. This indicates that the majority of teachers and parents who reacted to this question believe that teacher comments on Bozeman Elementary report cards are important to parents in terms of clarifying appraisal of student progress in the areas

of work habits, personal development and achievement in all areas.

Question five of this study considered reasons for achievement or difficulty on Bozeman Elementary report cards with regard to clarity and comprehensiveness. Nearly half of the respondents who reacted to this question, 48.01% (289), indicated that the reasons for difficulty or achievement are sufficiently comprehensive and concisely stated on Bozeman Elementary report cards in their present form. However, nearly half of the respondents to this question, 42.52% (256), did not agree. This indicates that approximately half of the parents and teachers who responded to this question believe that the reasons for achievement or difficulty are sufficiently comprehensive and clearly stated on current Bozeman Elementary report cards, while approximately half of the parents and teachers who reacted to this question do not believe that these reasons are sufficiently comprehensive and clearly stated.

Question six of this study considered the present Bozeman Elementary report card marking system, which consists of the categories commendable, acceptable and needs improvement, with regard to clarity and comprehensiveness in terms of transmitting appraisal of student progress in

the areas of work habits, personal development and achievement in all subjects. More than half of the respondents who reacted to this question, 57.30% (345), approved of marks commendable, acceptable and needs improvement in terms of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. However, more than one fourth of the respondents who reacted to this question, 26.08% (157), did not approve of marks commendable, acceptable and needs improvement. This indicates that approximately half of the parents and teachers who responded to this question believe that Bozeman's current report card marks are sufficiently comprehensive and clearly stated, while approximately one fourth of the parents and teachers do not believe that marks currently utilized are sufficiently comprehensive or clear.

Question six of this study also solicited suggestions from parents and teachers with regard to alternative marking systems for transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects. More than three fourths of the parents and teachers who reacted to this question, 83.02% (88), requested more precise marks. This indicates

that more than three fourths of the respondents who reacted to this question prefer more precise marks in terms of clearly transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects.

Question seven of this study considered general information which parents and teachers thought should be reported to parents regarding student progress. The average respondent gave 3.04 responses to this question. More than one third, 37.30% (683), requested information regarding achievement in all subjects; 25.45% (466) requested information regarding personal development; 14.96% (274) requested information regarding the method of progress comparison; 9.34% (171) requested information regarding ways in which parents can help and encourage students; 6.72% (123), requested information regarding work habits; 6.23% (114), requested information regarding more specifics concerning what is happening at school. This indicates that parents and teachers who reacted to this question believe that the following general information, listed in the order of their importance as indicated by percentage of response, should be reported to parents regarding student progress: student achievement

in all subjects; personal development information; information regarding method of progress comparison; information regarding ways in which parents can help and encourage; information regarding work habits; information regarding more specifics concerning what is happening at school.

Question eight of this study considered specific information which parents and teachers thought should be reported to parents regarding student progress in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development. The following specific information, listed in the order of importance as indicated by percentage of parent and teacher response, should be reported to parents regarding student progress in each of the following areas:

Reading: student achievement of specific skills, 39.33% (302); information regarding placement level of students, 15.49% (119); more specific information concerning components of the reading program, 15.36% (118); information regarding how parents can help and encourage students, 11.07% (85); information regarding personal development, 5.48% (42); progress as compared to a specific set of individuals or learning goals, 5.34% (41); information

regarding work habits, 2.99% (23); emphasis of reading because of its importance, 1.56% (12); reporting of student progress in terms of individual ability, 1.04% (8); the current Bozeman report card is adequate in the area of reading, 1.04% (8); improvement in teaching methods, .65% (5); utilization of more specific grading in reporting student progress in reading, .65% (5).

Language: information regarding student achievement of specific skills, 69.83% (287); information regarding the components of the language program, 14.11% (58); the current Bozeman report card is adequate in the area of language, 5.60% (23); information regarding how parents can help and encourage students, 4.87% (20); information regarding work habits, 1.70% (7); progress as compared to class average, 1.70% (7); information regarding personal development, 1.46% (6); emphasis of language because of its importance, .49% (2).

Arithmetic: information regarding student achievement of specific skills, 47.59% (247); information regarding the components of the arithmetic program, 32.37% (168); information regarding how parents can help and encourage students, 8.29% (43); progress as compared to a specific set of individuals or learning goals, 2.50%

(13); the current Bozeman report card is adequate in the area of arithmetic, 2.50% (13); information regarding personal development, 2.12% (11); information regarding work habits, 2.12% (11); more specific grades, 1.54% (8); emphasis of arithmetic because of its importance, .97% (5).

Writing: information regarding student achievement of specific skills, 56.15% (201); information regarding the components of the writing program, 13.13% (47); information regarding how parents can help and encourage students, 8.66%(31); curricular changes in writing, 7.82% (28); the current Bozeman report card is adequate in the area of writing, 7.26% (26); information regarding work habits, 2.79% (10); information regarding personal development, 1.96% (7); emphasis of writing because of its importance, 1.40% (5).

Spelling: information regarding achievement of specific skills, 65.98% (225); specific information regarding the components of the spelling program, 13.20% (45); information regarding ways parents can help and encourage students, 7.62% (26); the current Bozeman report card is adequate in the area of spelling, 6.75% (23); information regarding personal development, 2.05% (7); more specific

grades, 1.76% (6); emphasis of spelling because of its importance, 1.76% (6); information regarding teaching methods, .88% (3).

Science: information regarding achievement of specific skills, 28.19% (95); information regarding the components of the science program, 31.34% (109); information regarding personal development, 22.26% (75); information regarding ways in which parents can help and encourage students, 7.42% (25); the current Bozeman report card is adequate in the area of science, 4.45% (15); more specific grades, 2.97% (10); emphasis of science because of its importance, .89% (3); additional topics to be included in the science curriculum, .89% (3); not grading science, .59% (2).

Social Studies: more information regarding the components of the social studies program, 29.72% (63); information regarding student achievement of specific skills, 24.53% (52); information regarding personal development, 23.12% (49); the current Bozeman report card is adequate in the area of social studies, 9.43% (20); information regarding how parents can help and encourage students, 6.60% (14); more specific grades, 3.30% (7); emphasis of social studies because of its importance,

1.42% (3); not grading social studies, .94% (2); information regarding work habits, .94% (2).

Physical Education: information regarding achievement of specific skills, 29.63% (128); information regarding personal development, 27.78% (120); information regarding the components of the physical education program, 20.14% (87); progress as compared with a specific group or a specific set of goals, 7.64% (33); more specific grading and reporting, 4.40% (19); the current Bozeman report card is adequate in the area of physical education, 3.47% (15); information regarding how parents can help and encourage, 3.24% (14); emphasis of physical education because of its importance, 1.85% (8); not grading physical education, 1.16% (5); less emphasis should be given to physical education, .69% (5).

Art: information regarding personal development, 40.89% (110); information regarding the components of the art program, 24.54% (66); information regarding achievement of specific skills, 15.61% (42); the current Bozeman report card is adequate in the area of art, 4.10% (11); not grading art, 3.35% (9); more specific grading, 2.60% (7); progress as compared with peers or expectations, 2.60% (7); information regarding how parents can help and encourage

students, 2.60% (7);emphasis of art because of its importance, 1.86% (5); information regarding work habits, 1.86% (5).

Music: information regarding personal development, 31.43% (88); information regarding the components of the music program, 23.93% (67); information regarding achievement of specific skills, 17.86% (50); information regarding work habits, 10.00% (28); current Bozeman report card is adequate in the area of music, 6.07% (17); not grading music, 3.21% (9); information regarding how parents can help and encourage students, 3.21% (9); more specific grading, 2.86% (8); emphasis of music because of its importance, 1.43% (4).

Work Habits: information regarding specific work habits that children should utilize and master, 46.03% (208); information regarding the area of work habits, 10.40% (47); information regarding academic skills as reflected by student work habits, 7.97% (36); information regarding personal development, 7.97% (36); the current Bozeman report card is adequate in the area of work habits, 7.97% (36); information regarding ways parents can help and encourage students, 6.64% (30); emphasis of work habits because of their importance, 5.53% (25); comparison

of progress with peers or expectations, 3.98% (18); more specific grading and reporting, 2.88% (13); not grading work habits, .44% (2); giving less emphasis to work habits, .22% (1).

Behavior and Personal Development: information regarding social interaction, 24.95% (126); information regarding problems, 13.86% (70); information regarding student compliance with school rules, 12.67% (64); descriptive information regarding student behavior, at both structured and unstructured times, 10.89% (55); information regarding emotional adjustment and responsibility, 5.95% (30); more specific reporting, 5.74% (29); information regarding how parents can help and encourage students, 5.54% (28); information regarding student attitudes, 5.15% (26); the current Bozeman report card is adequate in the area of behavior and personal development, 4.94% (25); emphasis of behavior and personal development because of their importance, 3.57% (18); more specific information regarding students, 3.57% (18); information regarding student improvement, 2.97% (15); not grading behavior and personal development, .20% (1).

Question nine of this study considered whether different student progress information is important at different

grade levels with regard to grades one, two, three and four. The majority of the respondents to this question, 65.12% (392), indicated agreement that different student progress information is important at different grade levels with regard to grades one, two, three and four. This indicates that the majority of Bozeman parents and teachers who reacted to this question agree that different student progress information is important at different grade levels with regard to grades one, two, three and four.

The information which was collected as a result of this survey, in conjunction with the foundation of information obtained through the review of pertinent literature, was utilized to draw conclusions and make recommendations concerning the student progress reporting system currently employed in Bozeman, Montana.

Conclusions

The specific area addressed in this study was to analyze and then make recommendations concerning the student progress reporting system currently in use in the Bozeman Public Elementary Schools in Bozeman, Montana, with regard to reporting methods, time scheduling of

reports, clarity of marks and general and specific information requested by parents and teachers in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

The data which was collected as a result of this survey, in conjunction with the foundation of information obtained through the review of pertinent literature, have provided insight in terms of parent and teacher attitudes concerning the student progress reporting system currently in use in Bozeman, Montana, with regard to reporting methods, time scheduling, clarity of marks and general and specific information requested in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development.

The following conclusions were formulated on the basis of the data which was collected as a result of this survey, in conjunction with the foundation of information obtained through the review of pertinent literature:

1. Bozeman Elementary report cards in their present form are important and effective tools in terms of transmitting appraisal of student progress in the areas of

work habits, personal development and achievement in all subjects in a complete and clearly understood manner.

2. Bozeman Elementary parent-teacher conferences in their present form are important and effective methods of transmitting appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner.

3. Bozeman's current student progress reporting system, which involves three report cards and one parent-teacher conference at nine-week intervals, is sufficiently effective with regard to fully informing parents of their children's progress in the areas of work habits, personal development and achievement in all subjects and enabling parents to guide, counsel and assist their children with their education if teachers will inform parents immediately whenever student progress problems occur.

4. Bozeman's current student progress reporting system would become more effective in terms of fully informing parents of their child's progress in the areas of work habits, personal development and achievement in all subjects if more than one parent-teacher conference and fewer than three report cards per year were utilized.

5. Bozeman's current student progress reporting

system would become more effective in terms of fully informing parents of their child's progress in the areas of work habits, personal development and achievement in all subjects if precise changes or specific additions to the current report card were implemented in terms of making the student progress reporting system more comprehensive, timely and more clearly understood.

6. Specific teacher comments are important to parents in terms of clarifying appraisal of student progress in the areas of work habits, personal development and achievement in all areas.

7. The reasons for achievement or difficulty are not sufficiently comprehensive and clearly stated on current Bozeman Elementary report cards.

8. Bozeman's current Elementary report card marks, which consist of the categories commendable, acceptable and needs improvement, are not sufficiently comprehensive and clearly stated; more precise marks are preferred.

9. General information regarding student progress to be reported to parents, in the order of importance, is: student achievement in all subjects; personal development information; information regarding student progress comparison; information regarding ways in which parents can help

and encourage students; information regarding work habits; information regarding more specifics concerning what is happening at school.

10. Specific information to be reported to parents regarding student progress in the areas of reading, language, arithmetic, writing and spelling, listed in the order of importance, is: student achievement of specific skills; information regarding the components of the programs of each area; information regarding ways in which parents can help and encourage students; information regarding personal development; information regarding work habits; progress as compared to a specific set of individuals or learning goals; emphasis of each subject area because of its importance; more specific grades; information regarding teaching methods. Information regarding placement level of students was additionally important in the area of reading. The current Bozeman report card was considered to be adequate in terms of reporting student progress in a comprehensive and concise manner in the following subject areas: writing, 7.26%; spelling, 6.75%; language, 5.60%; arithmetic, 2.50%; reading, 1.04%.

11. Specific information to be reported to parents regarding student progress in the areas of science and

social studies, listed in the order of importance, is: information regarding the components of the programs in each area; information regarding student achievement of specific skills; information regarding personal development; information regarding ways in which parents can help and encourage student; more specific grades; emphasis of each subject because of its importance; information regarding work habits; not grading these subject areas. The current Bozeman report card was considered to be adequate in terms of reporting student progress in a comprehensive and concise manner in the following subject areas: social studies, 9.43%; science, 4.45%.

12. Specific information to be reported to parents regarding student progress in the area of physical education, listed in the order of importance, is: information regarding achievement of specific skills; information regarding personal development; information regarding the components of the program in this area; progress as compared with a specific group or a specific set of goals; more specific grading and reporting; information regarding how parents can help and encourage; emphasis of physical education because of its importance; not grading physical education; less emphasis of physical education. The current

Bozeman report card was considered to be adequate in terms of reporting student progress in a comprehensive and concise manner by 3.47% of the parents and teachers who reacted to this question.

13. Specific information to be reported to parents regarding student progress in the areas of art and music, listed in the order of importance, is: information regarding personal development; information regarding the components of the programs in each area; information regarding achievement of specific skills; information regarding work habits; not grading art and music; information regarding ways in which parents can help and encourage; emphasis of each subject area because of their importance. Additionally, information regarding progress as compared with peers or expectations was requested in the area of art. The current Bozeman report card was considered to be adequate in terms of reporting student progress in a comprehensive and concise manner in the following subject areas: music, 6.07%; art, 4.10%.

14. Specific information to be reported to parents regarding student progress in the area of work habits, listed in the order of importance, is: information regarding specific work habits that children should utilize and

master; information regarding the area of work habits; information regarding academic skills as reflected by work habits; information regarding personal development; information regarding ways in which parents can help and encourage work habits; emphasis of work habits because of their importance; comparative progress with expectations; more specific grading and reporting. The current Bozeman report card was considered to be adequate in terms of reporting student progress in a comprehensive and concise manner in the area of work habits by 7.97% of the parents and teachers who responded to this question.

15. Specific information to be reported to parents regarding student progress in the area of behavior and personal development, listed in the order of importance, is: information regarding social interaction; information regarding problems; information regarding student compliance with rules; descriptive information regarding student behavior during structured and unstructured times; information regarding ways in which parents can help and encourage students; information regarding student attitudes; emphasis of behavior and personal development because of their importance; information regarding student improvement; not grading behavior and personal development. The

current Bozeman report card was considered to be adequate in terms of reporting student progress in a comprehensive and concise manner in the area of behavior and personal development by 4.94%.

16. Different student progress information is important at different grade levels with regard to grades one, two, three and four.

Recommendations

The primary functions of reporting student progress are to inform parents and pupils of the quality of work being done, progress being made and to enable home and school to work together to effectively promote learning. Effective communication should be precise without loss or waste of information. It is important that everyone concerned understand the assessment and reporting system if communication of student progress is to occur. No single system of reporting used alone is likely to be adequate for reporting; a combination of reporting devices seem to have advantages in providing a more useful picture of the child's status and progress.

The information which was collected as a result of this study, incorporating the information obtained through the review of pertinent literature, was utilized by the

researcher to make the following recommendations concerning the student progress reporting system currently employed in Bozeman, Montana, with regard to reporting methods, time scheduling of reports, clarity of marks and general and specific information requested by parents and teachers in the areas of reading, language, arithmetic, writing, spelling, science, social studies, physical education, art, music, work habits and behavior and personal development:

1. Reporting Methods: It is recommended that Bozeman Public Elementary Schools retain the present report card/parent-teacher conference reporting system. However, two parent-teacher conferences and two report cards should be utilized. Additionally, it is recommended that teachers inform parents immediately whenever student progress problems occur.

2. Time Schedule: It is recommended that Bozeman Public Elementary Schools retain the present nine-week intervals of student progress reports.

3. Clarity of Marks: It is recommended that more precise and objective marks be utilized on Bozeman Public Elementary report cards. More than three categories are necessary; explanation of marks must be included with

report cards; specific reasons for achievement or difficulty as reflected by marks must be included on report cards in the form of teacher comments.

4. It is recommended that the current Bozeman report card be altered to include the following specific changes and additions: more space must be allowed for teacher comments; explanation of reading levels must be included; information regarding student progress as compared with specific learning objectives must be included; information regarding ways in which parents can help and encourage students must be included; specific learning objectives set for grades one, two, three and four must not be identical at each grade level.

5. General Information: It is recommended that Bozeman Public Elementary Schools retain the present areas of student progress information as listed on current report cards: work habits, personal development, and achievement report. It is further recommended that information regarding more specifics concerning what is happening at school, including defining subject areas and informing parents with regard to specific topics taught and teaching methods employed in each subject area , be conveyed to parents.

6. Specific Information: It is recommended that Bozeman Public Elementary Schools retain the present specific subject headings and specific student progress categories included with all subjects on current report cards. It is additionally recommended that information regarding specific learning objectives and information regarding student progress in relation to those precise goals be included with each subject area. Specific suggestions with regard to ways in which parents can help and encourage students, including suggested materials and methods, should be transmitted to parents.

The results of this study will be utilized by a committee of Bozeman Elementary parents, teachers and administrators in an effort to effectuate clear and concise transmittance of appraisal of student progress in the areas of work habits, personal development and achievement in all subjects in a complete and clearly understood manner. It is possible that if evaluation systems were clearer and if more adequate reporting were used, pupils would be in a better position to improve their performance.

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LITERATURE CITED

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APPENDICES

APPENDIX A

COVER LETTER

Dear Parents,

The primary functions of reporting student progress are to inform parents and pupils of the quality of work being done and progress being made and to enable home and school to work together to effectively promote learning.

In an effort to provide the very best home-school communication, we would like to know what you feel is important to include in a report card. A questionnaire is enclosed. The results of the questionnaire will help us to identify strengths and weaknesses to allow for improvement.

Please return the completed questionnaire to your child's teacher by Friday, March 23, 1979.

Thank you for your assistance.

Shirley Handsaker
Report Card Committee

APPENDIX B

QUESTIONNAIRE

A. Please indicate your degree of agreement with each item by placing a check (✓) in the appropriate block.

	A	B	C	D	E
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.Current report cards optimize home-school communication.					
2.Current parent-teacher conferences optimize home-school communication.					
3.Three report cards and one parent-teacher conference per year are sufficient.					
4.Teacher comments on current report cards are helpful.					
5.Reasons for difficulty or achievement on current report cards are clearly stated.					
6.Marks utilized on current report cards are clearly understood.					

B. Please respond to the following questions.

1. What general information would you like to receive concerning the progress of your child?

2. What method of reporting do you prefer?

3. What time schedule of reporting do you prefer?

4. Are there suggestions that you would like to offer to improve the current student progress reporting system?

5. Specifically, what information would you like to receive concerning the progress of your child in the following areas:

a. Reading:

b. Language:

c. Arithmetic:

d. Writing:

e. Spelling:

f. Science:_____

g. Social Studies:_____

h. Physical Education:_____

i. Art:_____

j. Music:_____

k. Work Habits:_____

l. Behavior and Personal Development:_____

6. Do you feel that different student progress information is important at different grade levels: grades one, two, three and four?_____

Reading Levels for Grades K-4:

1 2 3 4 5 6 7 8 9 10 11 12

The numerals 1 to 12 indicate the steps of continuous progress in reading. The circle on the scale indicates your child's placement at the time of this report.

Teacher and Parent Comments

2nd Period: _____

3rd Period: _____

4th Period: _____

Parent's Signature

2nd Period: _____

3rd Period: _____

_____ is promoted to _____

Teacher _____ Date _____

Principal _____ School _____

Pupil's Name _____

School _____ Phone _____

Teacher _____ School Year _____

PROGRESS REPORT

CONTINUOUS GROWTH PLAN

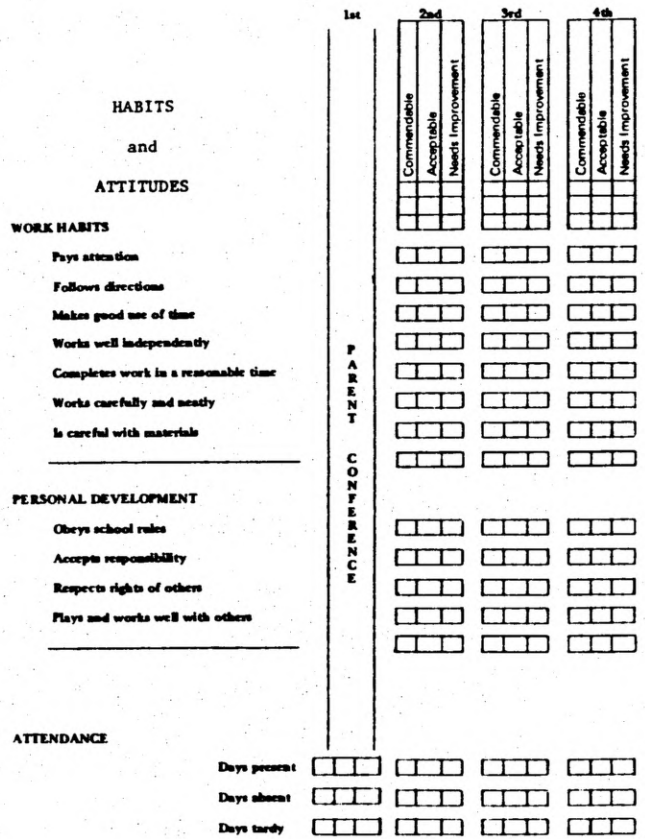
This is a report concerning your child's progress in school. As you examine it, please keep in mind that children are individuals. They differ in interests and abilities, experiences, maturity, and rate of growth. Therefore, we recommend that you do not compare your child's progress with that of any other child. Consult his teacher or principal if you have questions about his rate of growth.

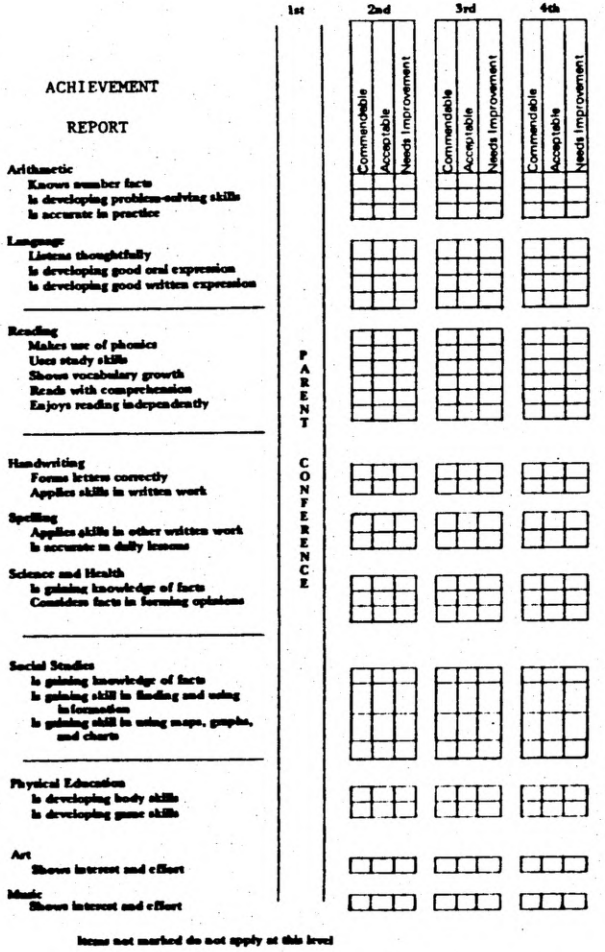
_____

Principal

BOZEMAN PUBLIC SCHOOLS

Bozeman, Montana 59715





Items not marked do not apply at this level