NATURE OF THE HIGH SCHOOL REPORT CARD IN MONTANA

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Submitted in partial fulfillment of the requirements
for the Master of Education degree
in the Department of Education
Montana State College
August, 1962

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CHAPTER I

INTRODUCTION

The report card is important because it has a key role in the educational program. It is an essential part of the evaluation and reporting process, and it often is the main link between the school and the home.

The need for report card revision is apparent to many educators. This need is not lessening according to Barnes who stated, "No other curricular problem seems so doggedly with us. An examination of the school mail that comes to our desk would probably show that this problem is getting several times as much attention as its nearest rival."[1]

The report card, which has been the concern of educators for many years, has undergone many changes. In order to insure that change leads to improvement, it is necessary to evaluate past efforts. This will help to determine the mistakes of the past, and help chart a clear course for the future. To do this, it is important, first, to know what changes have occurred in report cards, and second, to evaluate those changes in terms of acceptable educational criteria for reporting practices.

A report card should be designed to be outmoded. The very form it takes at any one time should be conducive to change and reform. Changes which do not lead to real improvement are perhaps

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[1]Barnes, Melvin W. and Rogers, Georgia, "Our Experiment Proves that Report Cards Should be Designed to be Outmoded", Nations Schools, 52: 54-56, October, 1953.

worse than no changes at all, and the job of educators is to make sure that change leads to improvement in report cards.

It was the belief of the investigator that report card revision has been occurring without a sufficient sense of direction. This belief led to the investigation of the high school report cards in Montana.

Problem

The purpose of this investigation was to determine the nature of Montana high school report cards. An analysis was made of the features and the procedures of revision to determine trends in high school reporting.

Procedures

The following procedures were used in this investigation:

1. A review of literature in the field was made to determine the need of report card revision and the general status of high school report cards.

2. The questionnaire was sent to Montana high schools to acquire information on various reporting practices and the rate of revisions.

3. A sample of the report card used in each Montana high school that responded was examined to determine the predominate characteristics.

Limitations

This survey of the characteristics of high school report cards had three limitations due to the time restriction. These were:

1. The review of literature was limited to resource material from the Montana State College library.

2. The questionnaire was sent only to the high school administrators.

3. The survey concerned only report card changes that occurred during the past five years.

The first step in the investigation was to review literature to show the need for report card improvement. Results of this review are presented in Chapter 2.

CHAPTER II

REVIEW OF LITERATURE

Literature in the field of reporting pupil progress was reviewed to find information in the following areas:

1. The purpose of reporting
2. Functions of the reporting system
3. Some issues in reporting
4. Problems of comparative reporting
5. Other problems in student reporting

These areas were dealt with individually in determining what people in the field have discovered about reporting pupil progress.

The Purpose of Reporting

Reporting is a form of communicating. By this means schools have conveyed information about pupil progress to parents, students, and other groups. When functioning most effectively, the reporting system can serve as a channel of communication through which schools receive as well as send information. Vredevoe and Lindecamp reported that "No part of the program of communication with parents is of greater importance and influence than that which attempts to report achievement, growth, or progress of the individual pupil in the school."[1]

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[1]Vredevoe, L. E., and Lindecamp, C. D., "How Shall We Make the Reporting and Recording of Pupil Progress More Meaningful?", The National Association of Secondary School Principals Bulletin, 37: 179-185, April, 1953.

Authorities, in general, agreed upon certain desirable characteristics of a reporting system. What is to be reported should be directly concerned with what a school system is seeking to achieve.[2] The information sent to the home should be based on those kinds of achievement and growth which the school is trying to develop in its students.[3] The reporting system in a school can be meaningful in the fullest sense only when there is understanding of the school's basic purposes, as Bolmeier pointed out, and the first step in the modernization of report forms has been the re-examination and re-definition of the objectives of the school.[4]

Perhaps the purpose of report cards can be made clearer by distinguishing among evaluation, marking, and reporting. In practice these processes have been closely related in function and purpose. However, better understanding of the purpose of reporting may be developed here by distinguishing among the three concepts.

Evaluation. Evaluation means the total process by which school staffs measure the educational growth or progress of pupils; what is to be evaluated is determined by the purposes of the educational program. Means for evaluation have included such procedures as standardized tests, classroom observation, and analysis of written work and individual projects. Brantley has stated that the school officials

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[2]Tibbetts, V. H., "Determining the Character of a Recording System", Progressive Education, XIII, p. 355, May, 1936.

[3]Traxler, Arthur E., Techniques of Guidance, Harper and Brothers, Publishers, New York, p. 233, 1945.

[4]Bolmeier, E. C., "What's in a Mark?", School Executive, 62: 25, May, 1943.

should be aware of the potentials of the student.

> The implication is that the school officials know the capacity, interests, and the ability of the individual so well that they can report on whether or not he is making the most of his opportunities. Such an assumption means that wide use must be made of standard tests, personality ratings, and interest questionnaires.[5]

The teacher's judgment usually has been a vital factor in the evaluation process. As a result of evaluation of student performance, a teacher should be able to render comprehensive professional judgment on the educational progress the pupils have made.

Marking. On the basis of evaluation, a teacher assigns a mark or prepares a summary statement of the progress made by each pupil. Marks have been presented as letters or numbers, or in more elaborate forms. Variation in the form for marking is usually found between elementary and secondary schools and not infrequently within these two levels. A marking system should be focused on growth and development of the pupil, so that nothing is gained, even on the marks, through cheating, and so that honest self-appraisal can be developed as part of the whole pattern.[6]

Reporting. Reporting is the process of communicating to persons concerned with the results of evaluation and marking.[7] By this means

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[5]Brantley, G. D., "An Analysis of Current Practice in the Use of the Report Card", The National Association of Secondary School Principals Bulletin, XXVI, pp. 67-76, January, 1953.

[6]Miller, Van, "Remarks About School Marks", American School Board Journal, 118-119: 25-26, September, 1949.

[7]Tibbetts, loc. cit.

a teacher's interpretation of each pupil's progress has been presented to parents and others concerned. Occurring within the framework of the total educational process, this communication has been the basic purpose of reporting.

Functions of the Reporting System

In reporting to pupils, parents, and other groups, the schools have served a variety of functions. The following is a list of these functions:

1. A concise and objective record of the quality, amount, and direction of educational growth is provided for each pupil. Reports to parents are usually made on a periodic basis throughout the school year, but special reports may be arranged as needed. DePencier, in her study of trends in reporting pupil progress, found a trend toward less frequent issuance, and held that an important point in favor of less frequent reports is that teachers can do a more thorough job of reporting if they are not required to make the reports too frequently.[8] Reports made at the end of each school year become a part of the permanent school records. Because of increasing use of school records by outside agencies, the importance of annual reports is considerable.[9]

2. Reporting can serve as a basis for planning between home and school. If educational growth is to be fostered, then teachers

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[8]DePencier, Ida B., "Co-operative Planning and Report Cards", Elementary School Journal, LIII, pp. 254-257, January, 1953.

[9]Traxler, op. cit., p. 235.

and parents should communicate with each other. Through a reporting system, pupils, parents, and teachers should cooperate in a diagnosis of learning difficulties and an analysis of educational experiences.[10] Homework may be a problem. Children may exhibit at school emotional problems which parents do not fully recognize but to which they need to give attention. Flickinger believed that teachers can often help parents plan experiences at home or in the community which effectively supplement school experiences, and parents can better help teachers to understand their pupils.[11]

A good report card should communicate something meaningful to the parent about his child.[12] Authorities felt that agreement should be reached as to (1) what is important, (2) the possibilities of it being reported without misunderstanding, and (3) how it could be reported with least confusion as to meanings and exactness of terms and symbols.[13] In a variety of such ways the reporting period can serve as a basis for cooperative planning between home and school.

3. Reports of educational progress have also served as a basis for planning future school experiences. Other teachers can use the

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[10]Mort, Paul R., and Ross, Donald H., Principles of School Administration, McGraw-Hill Book Company, Inc., pp. 150-151, 1957.

[11]Flickinger, Alice, "Two-Way Report Card", Elementary School Journal, XLIX, pp. 375-376, March, 1949.

[12]Reavis, W. C., "Report Cards", School Review, LX, pp. 199-200, April, 1952.

[13]Mort, loc. cit.

reports as one means of understanding pupils. Report cards also have been used for such purposes as determining promotion, and selecting courses in secondary schools. Also, the teacher preparing the report can use this assessment of pupil strengths and weaknesses in planning for experiences that are needed next.[14]

4. Report cards have been used to motivate pupils. Having pupils know exactly where they stand, in some instances, can lead to greater effort in school. Too often the youngster, who is and should be the one most concerned, has been left in the dark about this mysterious, unreadable report on himself.[15] Many educators, however, question the validity of report card motivation. The extent to which marking and reporting actually motivate pupils has probably depended on the type of reporting system and on the understanding and stimulation which the students received from the system. As Miller pointed out:

> When we speak of "earning" good marks our children imply that the mark rather than the learning itself is the acceptable goal of the activity. As efficient young Americans they seek the easiest means of getting the best marks. In doing so they often take themselves out of subjects in which they could learn the most.[16]

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[14]Miller, V. and Spalding, W. B., The Public Administration of American Schools, World Book Company, Yonkers-on-Hudson, New York, p. 293, 1956.

[15]Sheppard, L., "What Do Report Cards Mean to Your Children?", Instructor, 65: 93-4, September, 1955.

[16]Miller, loc. cit.

5. The reporting system has served as a means for interpreting a total educational program to parents. Some schools have found that a sound reporting system is their best public relations medium. Traxler maintained that "Reports to the home are a major technique in the functioning of sound school administration, public relations, and individual guidance."[17] While it should not be designed primarily as a public relations device, the reporting system has provided the opportunity to increase the understanding of the school's program.[18]

Some Issues in Reporting

Agreement may be achieved on a statement of purpose without resolving all issues in reporting. Concepts and procedures in the reporting process should be carefully defined and thoroughly understood both by the professional staff and by persons receiving the reports.[19] An examination of several issues in reporting has indicated the necessity for such understanding.

When school staffs evaluate pupils and their progress in school, there should be in each educational area definite criteria for evaluation.[20] The marking and reporting system should be sufficiently analy-

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[17]Traxler, loc. cit.

[18]Bolmeier, E. C., "An Analytical Appraisal Report of Pupil Progress", School Review, LI, pp. 292-299, May, 1943.

[19]Bolmeier, loc. cit.

[20]Pugsley, C. A., "Do Schools Report to Parents in Terms of School Objectives?", Educational Method, XV, pp. 15-20, October, 1935.

tical to be meaningful to all persons who have occasion to review the report.[21] Reporting systems, if they are to be useful, must specify these criteria clearly.[22]

In studying children and the learning process, Traxler frequently has observed a deep sense of frustration among pupils who are repeatedly branded failures through a school reporting system.[23] In many such cases the level of the work expected of the pupils has exceeded their potential learning abilities. Davis maintained that little consideration has been given in many cases to the fact that perhaps the pupil with the poor record is working much harder than his more fortunate brother or sister and is finding little satisfaction in his school work.[24]

Problems of Comparative Reporting

Unfortunately, two major difficulties are encountered in comparative reporting. First, one criticism has been that comparisons are made but that these comparisons are not clarified for the parents. LeBaron has stressed the point that the basis of comparison must be made clear.[25] Second, parents often have forgotten or ignored

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[21] Traxler, op. cit., p. 236.

[22] Pugsley, op. cit., p. 16.

[23] Traxler, op. cit., p. 235.

[24] Davis, Frank G., "Report Cards Can Be Modernized", American School Board Journal, 123:59, March, 1954.

[25] LeBaron, Walter A., "What Shall We Tell the Parents?", Elementary School Journal, LI, p. 322, February, 1951.

professional cautions indicating that "norms" have limited usefulness and must be considered along with other factors in reporting.[26]

Some schools have added to the usual report card a variety of modifications such as lengthy explanations of grading symbols and space for parents to write replies. There has been a danger, however, that informal notes will tell parents less and less about more and more.[27] In secondary schools, where reporting is complicated by the fact that some teachers may have over a hundred pupils, parent conferences with school counselors and groups of teachers have become part of the reporting process.[28] This tendency of informal reporting was noted by McNally, who reported:

> The trend is toward fewer formal reports, with more informal reporting between times. Many schools which report formally two or three times a year designate "reporting months" rather than "reporting days". In the course of the month the teacher writes to or confers with the parents of every child in her group.[29]

The difficulties of reporting pupil progress usually have centered around the inability of parents and teachers to communicate with each other in areas relative to what was important for the student's educational welfare.

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[26]Traxler, op. cit., p. 250.

[27]LeBaron, op. cit., p. 326.

[28]Buswell, G. T., "Report Cards", Elementary School Journal, XLIX, pp. 316-317, February, 1949.

[29]McNally, H. J., "Report Card Report", NEA Journal, 44: 350.

Other Problems in Student Reporting

In expanding the design for reporting, however, other problems have been encountered by schools. One was providing time for teachers to prepare and deliver reports. Traxler emphasized this need for organized teacher time in the following statement:

> Preparing information necessary in more elaborate reporting systems is time-consuming, and teachers often object because they find the task quite burdensome. Secondary schools, in part, because they must keep records and issue reports which will eventually satisfy not only parents but colleges and employers as well, have been slower to depart from traditional kinds of reports.[30]

A second problem in complex reporting systems is securing parental and staff understanding of the reporting system. From the parents' standpoint the report cards have been inadequate because they do not give them sufficient information about their children.[31] In calling attention to the need for parental and staff understanding, Traxler stated:

> No matter how diligently committees of parents and teachers may work to design report cards, the product, unless thoroughly understood and accepted by all persons involved, will be of limited value. Each factor on the appraisal report should be marked with symbols which are immediately meaningful to all persons who have occasion to review the report.[32]

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[30] Traxler, op. cit., p. 235.

[31] Wigley, E. H., "As a Result of Dissatisfaction", Childhood Education, 24: 274-6, 1948.

[32] Traxler, loc. cit.

Repeated explanations should be provided for parents and staff members who come to a school system after new reporting systems are adopted.[33] In summarizing a study of reporting practices at the secondary level, McNally reported that good reporting should be diognostic.

> In today's highly mobile, complex society the job of creating and sustaining understanding of new reporting practices is a difficult task. But it is a challenge we must meet if we are to turn the limiting A, B, C's into meaningful reports of our pupil's progress. Perhaps the greatest sin of omission of reports has been their failure to give reasons for unsatisfactory growth or achievement. Only when parent and child understand the causes back of unsatisfactory progress can they take constructive steps to bring about improvement. Hence, good reporting should be diagnostic.[34]

Parents and teachers should meet the challenge of providing adequate reporting instruments so information necessary to pupil growth and achievement can be exchanged and understood.

Summary

The review of literature in the field of reporting pupil progress revealed that there has been little general agreement on reporting procedures. The following points were, in general, agreed upon by authorities in the field:

1. The function of the report card is to inform parents with reliable information about the progress of their child in school.

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[33] Bolmeier, op. cit., p. 26.

[34] McNally, loc. cit.

2. Report cards are not just for pupils and parents. Many other members of society need to know about the progress pupils make in school.

3. The reporting system in a school is meaningful in the fullest sense when the functions and basic purposes of the school are understood.

4. The trend for reporting pupil progress is toward less frequent issuance of reports.

5. Reporting serves as a basis for planning between home and school.

6. Recognition of the ineffectiveness of single indicators of educational progress has led some schools to use such reporting forms as check lists, narrative reports, and parent-teacher conferences.

7. Preparing reports is time consuming for teachers, so schools have been slower to depart from traditional kinds of reports.

8. Good reporting should be diagnostic.

The findings of existing status and trends in reporting pupil progress obtained from a questionnaire and Montana high school sample report cards are presented in Chapter 3.

CHAPTER III

MONTANA HIGH SCHOOL REPORT CARD CHARACTERISTICS

To determine the characteristics of high school report cards used in Montana, a questionnaire was sent to 126 high school administrators.* These administrators were also requested to return with the questionnaire a sample of the report card presently in use in the school. These schools were picked at random from the Montana High School Association Directory, 1961-62. A total of 113 high school report cards and questionnaires was received. The report cards and questionnaires were examined to determine the predominate characteristics.

Nature of the Report Card

Methods of reporting to the parents on pupil progress varied from the traditional report card to the parent-teacher conferences. This study of reporting practices in Montana high schools brought out these results:

Terminology. The term "report card" was found on 27% of the reports; the term "report" was found on 26%, the term "report to parents" was found on 25%, "report of progress" was found on 8%, and 13% contained no designation at all. Table I shows the distribution of terms used.

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*See Appendix A, p. 31

TABLE I. TERMINOLOGY USED ON 113 MONTANA HIGH SCHOOL REPORT CARDS

Term	Number of schools	Percentage of schools
Report card	31	27
Report to parents	29	26
Report	28	25
Progress report	9	8
Student grade card	1	1
No designation given	15	13
Total	113	100

Frequency of revision. It was found that 47% of the high school reports had been revised in the past five years. Of the 47% that had been revised only four schools indicated more than one revision during this five-year period. These four schools reported two revisions for the five-year period.

The reasons given by the high schools for report card revision are shown on Table 2.

Effects of revision. Revision of the reporting system did not always bring forth the desired results of reporting. Several schools reported that the revisions did little to solve the problem of making the report more meaningful to parents or to arouse parental interest in the progress of the student. Certain schools indicated that the lack of interest on the part of many parents determined the type of

report used by the school. These schools, in general, have turned from the card that was signed by the parent and returned to the disposable or nonreturnable type. The schools using this nonreturnable card have developed many different designs and varieties of report cards. Some schools have purchased commercially printed disposable cards. Others have provided mimeographed cards which have been designed by members of the system. Only one school of those studied used the new Royal-McBee Keysort card which was designed to facilitate ease in filing and handling. The majority of these schools found the disposable card a satisfactory reporting device.

Comments received from the schools remaining with variations of the report "card" indicated that although the card had been an adequate report, it was still vague in communicating progress in many areas.

Administrators agreed that reports received from other schools for transfer students were often poor indicators of the student's abilities and traits.

TABLE 2. REASONS FOR REVISION OF 113 MONTANA HIGH SCHOOL REPORT CARDS

Reasons for Revision	Number of schools
Make more meaningful to parents, students and teachers	31
Ease in filing and recording	19
Changed administrators	18
Changed to disposable or nonreturnable cards	18
Changed physical size of card	17
Changed in number of grading periods	15
Changed for better public relations	15
Change in grading system	12
Card covered too few areas - citizenship, effect, etc.	10
Card covered too many areas - citizenship, effect, etc.	4
Changed in recording absences and tardiness	3
Increase in enrollment	2
Changed from letter grade to percentage grade	1

Sending reports to parents. The question of how often report cards should be sent to parents has not been fully decided. In this study it was found that 70% of the high schools sent out reports six times a year on a six-week basis, and the remaining 30% sent out reports four times a year on a nine-week basis. It was also noted that 25% of the reports examined were the disposable or nonreturnable cards.

Use of parent-teacher comments. Reserving a section of the report card for parent-teacher comment is a development which has received considerable attention. This practice was largely confined to elementary schools for only 10% of the high school reports contained space for comments.

Visiting school. Invitation for parents to visit school was found on 27% of the reports and was not mentioned on 73% of the reports.

Evaluations of pupil behavior. Some provision for evaluation of work habits and personality traits was found on 70% of the high school reports. There was a wide variety of different kinds of habits and traits included on the reports. It was evident that many of these habits and traits were general in nature. For example, one of the most frequently found traits was "citizenship".

Types of symbols used. Symbols are important because they are the vehicles by which results of a pupil's performance are conveyed to the parents. If the symbols are not meaningful, they are of little value in communicating with parents regarding the progress of their children. Although many of the symbols on elementary report cards have been changed, there have been only a few changes in symbols at

the high school level, and 94% of those reporting still use the traditional letter grades; 4% use the percentage symbol, while 2% use the S and U marking. Table 3 illustrates the type, number, and percentages of symbols now in use in Montana high schools.

TABLE 3. PRIMARY SYMBOLS IN USE ON 113 MONTANA HIGH SCHOOL REPORT CARDS

Symbols	Number of schools	Percentage of schools
A B C D F	106	94
Percentage grades	4	4
S U	2	1
1 2 3 4 5	1	1
Total	113	100

Although there have been few changes in symbols, there have been many changes in the definitions of the symbols used. Only 24% of the schools using letter symbols defined them in terms of percentages, and when percentages were used the majority fell into the following categories:

A = 100 - 95

B = 94 - 87

C = 86 - 77

D = 76 - 70

F = Below 70

Sixty-six percent of the schools used descriptive words to define the letter symbols. These schools defined A as superior, B as good, C as average, D as below average and F as failure; 10% of the high schools used both the percentage and the superior, good, average, below average and failure grades. Variations of symbol usage are shown on Table 4.

TABLE 4. VARIATIONS IN THE MEANING OF ABCDF GRADES OF 106 MONTANA HIGH SCHOOLS

Grade Meanings	Number of schools	Percentage of schools
A = superior or excellent, B = good or above average, C = average or fair, D = poor or below average, F = failure	70	66
A = 100 - 95, B = 94 - 87, C = 86 - 77, D = 76 - 70, F = below 70	25	24
Combination of both of the above	11	10
Total	106	100

Summary

The study of report card samples and questionnaires from 113 Montana high schools revealed the following information:

1. The terminology used on reports to parents fell primarily into three groups. The term "report card" appeared on 27% of the reports; the term "report" was found on 26%; "report to parents" was found on 25%. Most of the other report cards contained no designation.

2. It was found that 47% of the high schools reporting had report card revision in the past five years.

3. The study showed that 70% of the high schools sent reports six times a year and 30% sent reports four times a year.

4. Invitations for parents to visit school were found on 27% of the cards and not mentioned on 73%.

5. Some kind of evaluation of work habits and personality traits was found on 70% of the reports.

6. The traditional letter grades of ABCDF were used in 94% of the schools reporting.

A summary of the findings of the study with conclusions and recommendations is presented in Chapter 4.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the investigation was to determine the nature of Montana high school report cards and to present the variances in Montana high school reporting practices. The following procedures were used in this investigation:

1. A review of literature in the field was made to determine the need of report card revision and the general status of high school report cards.

2. The questionnaire was sent to 126 Montana high schools to acquire information on various reporting practices and the frequency of revisions.

3. Samples of the report cards used in 113 Montana high schools were examined to determine the predominate characteristics.

Summary

The review of literature showed that some schools have abandoned the traditional report card and have employed the parent-teacher conference, narrative reports, and checklists in its place. Other schools have retained the report card primarily because of the time consuming aspects of conferences and narrative reports.

The trend for reporting pupil progress has been toward less frequent issuance of reports.

The basic purpose of reporting was to relate to the parent the progress made by the pupil in school. The report card should also

inform the parent of the basic purposes and functions of the school so a basis for planning between home and school can be achieved.

The survey by questionnaire and report card sample revealed that nearly half of the schools responding to the questionnaire had report card revision in the past five years.

The study indicated a low percentage of the schools sent out the reports four times a year and a much larger percentage sent out the reports six times a year. A large percentage of these schools still maintain the traditional letter grades of ABCDF and some degree of evaluation of work habits and personality traits.

Conclusions

As a result of the study the following conclusions were drawn:

1. Nation-wide, schools have experienced problems in reporting pupil progress.

2. Nation-wide, studies have been made to determine the weaknesses of the reporting system.

3. Montana high schools have few common reporting methods.

Recommendations

It is recommended that additional research be done in the field of reporting pupil progress to determine the desirability of a standard reporting plan for Montana high schools.

It is further recommended that the results of these studies be circulated state-wide to interested groups, committees, or

departments so that a standard reporting plan can be developed for Montana high schools if it is deemed practical.

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APPENDIX

Appendix A

Questionnaire Sent to 126 Montana High Schools

THE NATURE OF HIGH SCHOOL REPORT CARDS IN MONTANA

Dear School Administrator:

I am making a study of the characteristics of HIGH SCHOOL report cards within the state of Montana in partial fulfillment for the requirements of a Master of Education Degree at Montana State College.

I would appreciate it very much if you would complete the questionnaire below and return it with a sample of the report card that you are presently using. I am enclosing a self-addressed envelope for your convenience.

Sincerely,

Donald G. Kieckbusch
Boulder, Montana

Encircle the appropriate answer:

1. Has the HIGH SCHOOL REPORT CARD in your system been revised in the past five years? YES NO

2. If answer is YES, how many times was it revised? 1 2 3 4 5

3. What was the reason for each revision?
   - A. Change in grading system
   - B. Changed from percentage grade to letter grade
   - C. Changed from letter grade to percentage grade
   - D. Make it more meaningful to parents, teachers, and students
   - E. Ease in filing and recording
   - F. Change in number of grading periods
   - G. Changed for better public relations
   - H. Changed administrators
   - I. Changed physical size of card
   - J. Change in the recording of absences and tardiness
   - K. Card covered too many areas--citizenship, effort, etc.
   - L. Card covered too few areas--citizenship, effort, etc.
   - M. Increase in enrollment
   - N. Decrease in enrollment
   - O. Other reasons:

4. What were the effects of the revision? (Place comments on reverse side)

5. What types of symbols are you presently using?
   1 2 3 4 5 S U Percentage A B C D F Other _____

6. How are these symbols defined according to percentage and range?
   (Example: A = 95 - 100)

Appendix B

List of Schools Responding to Questionnaire

LIST I

Alberton
Anaconda
Augusta
Baker
Belfry
Belgrade
Bigfork
Big Sandy
Big Timber
Billings Senior
Billings West
Bozeman
Bridger
Broadview
Brockton
Browning
Butte
Cascade
Charlo
Chester
Chinook
Choteau
Columbia Falls
Columbus
Conrad
Corvallis
Culbertson
Cut Bank
Darby
Deer Lodge
Dillon
Drummond
Dutton
Ekalaka
Ennis
Eureka
Fairfield
Fairview
Fort Benton
Frenchtown
Fromberg
Gardiner
Gildford
Glasgow
Glendive
Hamilton
Hardin
Harlem
Harlowton
Havre
Helena
Hobson
Hot Springs
Huntley Project
Joplin
Kremlin
Laurel
Libby
Lima
Livingston
Lodge Grass
Malta
Manhattan
Miles City
Missoula
Moore
Nashua
Opheim
Outlook
Park City
Philipsburg
Plevna
Polson
Poplar
Power
Reedpoint
Richey
Roberts
Ronan
Rosebud
Roundup
Rudyard
Ryegate
Saco
St. Ignatius
St. Regis
Savage
Scobey
Shelby
Sheridan
Sidney
Simms
Stanford
Stevensville
Sunburst
Superior
Terry
Thompson Falls
Three Forks
Townsend
Troy
Twin Bridges
Victor
Westby
Whitefish
Whitehall
White Sulphur Springs
Wibaux
Willow Creek
Wilsall
Winnett
Wolf Point