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**A REVIEW OF CURRENT REPORT CARD PRACTICES
AND A PROPOSAL FOR AN INTERMEDIATE
GRADE REPORT CARD FOR THE
JOHN READ MIDDLE SCHOOL**

**AN ABSTRACT OF
A THESIS
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The intent in this thesis is to consider what various educational authorities concede are the main purposes in current reporting practices, to study the criteria proposed by them for judging report cards, to examine various report cards in relation to these criteria, to review marking systems and things marked in the light of a new Middle School organization and to propose a report card for fifth and sixth grades with scheduled parent conferences as an adjunct.

A study of numerous report cards was made to indicate the differing aspects of those which applied to the fifth and sixth age group. This entailed a review of several marking systems currently in use and of things marked including academic subjects, attitudes, or citizenship traits, and habits of work.

Because a Middle School is a rarity in this area and a part of the new organization in the Redding School system, the philosophy basic to the establishment of a 4 - 4 - 4 school organization was reviewed. It was found that a new approach to grouping, scheduling, curriculum and reporting was necessary. The reporting practices for the ten to twelve year olds, because of their unique attributes, necessarily varied from those of the seventh and eighth grades. In order to comply with the requirements of this age group in regard to their intellectual curiosity, physical and emotional growth, and a desire for independent action, a report card specifically planned for this age group is proposed.

Some research was done concerning the importance of a face to face meeting with parents in order to decide how the conference could best serve its purpose. The writer proposes that the conference serve as an adjunct to the report card twice a year. The scheduled parent conferences pose a secretarial problem to the school office, but are most valuable as an extension to and clarification of the written report already seen by the parent.

The proposal indicated is a written report issued quarterly for grades five and six. It involves a dual marking system in which academic grades are marked competitively while habits and attitudes are marked according to the individual's ability to achieve. Attitudes and some academic subjects are so delineated that they may prove helpful to the pupil and the parent in pointing out specific areas of weakness or strength. Carefully planned parent-conferences twice a year after issuance of the written report are expected to enhance the value of communication between the parent and the teacher.