

CITIZENSHIP

	Periods.....						A v.
	1	2	3	4	5	6	Y r.
I. Obedience—willingness to follow directions; respect for law and order.							
II. Dependableness—honesty, keeping of promises, promptness, loyalty, willingness to co-operate, self-control.							
III. Courtesy—courtesy to associates and to teachers, respect for rights of others, fair play, cheerfulness.							
IV. Cleanliness—of person, of speech, of behavior, of clothes.							
V. Thrift—respect for property, care of books and furniture, care of own property, consideration for the property of others.							
Average							

LODDON COUNTY PUBLIC SCHOOLS

ELEMENTARY DEPARTMENT PERIODIC AND ANNUAL REPORT

of

School Year

For the School Year ~~1935-36~~ 41-42

.....
Teacher

.....
Principal

The parent or guardian is earnestly requested to examine this report, page by page, and to acknowledge its receipt by signing below. Please return this report at once.

SIGNATURE OF PARENT OR GUARDIAN

October ¹⁴ ~~12~~

November ²⁷ ~~25~~

January ²² ~~20~~

March ³ ~~5~~

April 16

May 29

Periods are of six weeks' duration and end on dates given above.

METHOD OF GRADING AND STANDARD FOR PROMOTION

Examinations are given only in grades 5, 6 and 7. Average daily grades count two-thirds and tests one-third for periodic grades. If no test is given average of daily grades is grade for period. Average periodic grades count two-thirds and examination grades one-third for semester grade. Grades to be in letters. Promotion requirements shall be: A grand general average of at least D on the year's work, an average of at least D on reading, language, or grammar and arithmetic, a yearly grade of E on not more than two subjects, and an average of at least C on citizenship.

A—95-100; B—88-94; C—81-87; D—75-80; E—below 75.

Attendance	Periods			Daily Aver.	Examination	Sem. Grade	Periods			Daily Aver.	Examination	Sem. Grade	Final Grade
	1	2	3				4	5	6				
Standing													
Times Tardy													
Days Absent													
Reading													
Spelling													
Writing													
Language													
Grammar													
Arithmetic													
U. S. History													
Va. History													
Civics													
Geography													
Physiology													
Art													
Average													

I (or we) certify that
is.....eligible for promotion to the.....

TEACHER

PRINCIPAL

Suggested Changes for Report Forms

<u>Citizenship</u>	Periods						Av. Yr.
	1	2	3	4	5	6	
<u>I. Obedience - Willingness to follow directions; respect for law and order</u>							
<u>II. Dependableness - Honesty, keeping of promises, promptness, loyalty, willingness to co-operate, Self-control.</u>							
<u>III. Courtesy - Courtesy to associates and to teachers, respect for rights of others, fair play, Cheerfulness.</u>							
<u>IV. Cleanliness - Of person, of speech of behavior, of clothes</u>							
<u>V. Thrift - Respect for property, care of books and furniture, care of own property, consid. for prop. of others.</u>							
<u>Average -</u>							

A grading system as follows:

A - 95 - 100
 B - 88 - 94
 C - 81 - 87
 D - 75 - 80
 E - Below 75

The promotion standards for elementary grades shall be as follows:
 A grand general average of D on the year's work. An average of at least D on Reading, Language, and Arithmetic. Average of E on not more than two subjects.

The promotion standards for high school shall be as follows:

1. Graduation
 Sixteen (16) of each quantitative and qualitative points.
 Average of at least C on Citizenship.
2. Classification
 Second year - 3 quantity and 3 quality
 Third Year - 7 " " 7 "
 Fourth Year - 12 " " 12 "
 Graduation - 16 " " 16 " and an aggregate grade of at least C on citizenship.

A Citizenship Sheet as outlined above, to be graded complete each period as subjects are graded.

Omission of days present and déportment.

A statement of the grading system on the cards.

Also promotion and graduation standards.

Art substituted for Drawing.

Report Card

Emotionalized Attitudes

Wishes to learn and question constructively

Is Creative

Shows interest in subject matter

Has initiative

Accepts responsibility

Has attitude of inferiority

Given To Fear

Faithful to promises

Assumes obligations of leadership

Does work efficiently and honestly

Does full duty

Determination to be happy

Shows fair play in all situations

Has considerations for the rights of others

attitude of critical mindedness

Inclination to respect the point of view of others

The disposition to rely upon ones own judgment

the tendency generaliz - Form a general principle

from a series of experiences.

Disposition to understand rather than memorize

disconnected facts

Ability to concentrate - giving sustained effort

to all work and study

The disposition to be courteous

Disposition to work harmoniously with others

Loyalty to the School - Respect for constitutes

Authority - Respecting property of others

The appreciation of the beautiful - music,

painting, architecture, literature and the

refinement of taste.

willingness to share with others

Appreciations of high standards of conduct

(1) Self control (2) Self-reliance (3) Reliability

Minimum Requirements for Banking in Seventh Grade

Ability to work the following:

1. To make out and interpret a deposit slip
2. To write checks and keep accurate account of your standing with the bank from day to day (ability to know the fundamentals of check writing)
3. To make out and interpret monthly statements. Know meaning of debits and credits.
4. Ability to use the 6 per cent method in computing interest for short periods of time
5. Ability to make use of interest table.
6. Ability to work problems relating to the exact interest.
7. To make out and interpret a promissory note knowing the following terms: maker, payee, face of note, time or term, rate of interest, date of note, date of maturity.
8. To compute interest on practical, simple interest problems.
9. Bank discounts? (page 112-115)
10. Installment plan
11. Ability to compute simple compound interest problems

- I. Know what a deposit slip stands for and why it should be checked and kept by the depositor
- II. Know that a check serves as a receipt.
- III. Know something about the expense of operating a bank.
- IV. Know organization of a bank.
- V. How a bank secures its capital
- VI. Why a bank is able to pay interest on savings accounts.

1. What happens to my money when I deposit it in the Bank?
2. What obligations does my Bank have to me?
3. Who charters a Bank to do business?
4. What does a Bank's statement of condition show?
5. What are the duties of Bank directors?
6. How are a Bank's investments made?
7. Do Banks pay their expenses out of deposits?
8. Why should I keep my money in a checking account?
9. Why must a stranger's check be endorsed?
10. Is it important to write checks carefully?
11. How can I build up my credit at a bank?
12. Why do Bankers consider a good Bank loan?
13. How much of its deposits does a Bank loan?
14. Why do Banks charge higher interest than they pay?
15. How can I get a loan at the Bank?
16. Are Banks essential to community welfare?

- ex
- (c) The
elemen
 - (d) The a
materi
 - (e) The ab
in wide
 - (f) The ab
until i
 - (g) The ab
aids to

- (4) punctuality (5) courage (6) sense of duty (7) good workmanship (8) loyalty (9) teamwork (10) kindness
- Appreciation of good workmanship
 appreciation of nature
 ability to get understandings

— Special Abilities —

(1) Ability to read

- (a) ability to use the mechanics needed in reading
 (b) The ability to analyze, interpret, and evaluate reading materials.
 (c) The ability to use reference books.
 (d) The ability to use silent reading as recreation

(2) The ability to speak

- (a) The ability to express one's thoughts in all forms of oral discussion.

(3) The ability to write

- (a) The ability to express one's thoughts clearly, forcibly, and correctly in all forms of written discourse.
 (b) The ability to spell needed words.
 (c) The ability to use handwriting

(4) The ability to listen

(5) The ability to study

- (a) the ability to begin work promptly
 (b) the ability to ignore both internal and external distractions.
 (c) The ability to concentrate on the important elements of a discussion.
 (d) The ability to review in spare moments material which has been learned.
 (e) The ability to apply newly acquired principles in wider fields.
 (f) The ability to concentrate on a problem until it is completed.
 (g) The ability to make skillful use of aids to study as tables of contents

card catalogs, reader's guides, etc.

- (R) The ability to provide the tools of study
- (i) The ability to form a place - study and time - study - habits.

(6) The ability to use Quantitative Symbols & Procedures

- (a) The ability to use integers
- (b) The ability to use measures & measurements
- (c) The ability to use fractions
- (d) The ability to use graphs
- (e) The ability to check answers
- (f) The ability to think through the solution of a problem before computation.
- (g) The ability to make computation accurately
- (h) The ability to work with reasonable speed
- (i) The ability to interpret problems carefully
- (j) The ability to estimate quantities

(7) The ability to use the Common Objective Materials and Instruments of Social Heritage.

- (a) The ability to use the common objective materials found in Home and School
- (b) The ability to use maps
- (c) The ability to make maps

(8) The ability to Function as a Wise Consumer

(9) The ability to Maintain Efficient Economic Status

- (a) The ability to use property
- (b) The ability to budget money
- (c) The ability to budget time

(10) The ability to maintain Health

(11) The ability to Conform to Social Standards.

- (a) The ability to be punctual
- (b) The ability to work together in shared activities

(12) The ability to Follow Instructions

- (a) The ability to follow instructions in classroom and school
- (b) The ability to find material in encyclopedia

(13) The ability to Sing and Appreciate Music

- (a) The ability to sing correctly and pleasingly with good singing habits.

(14) The Ability to Develop the Power of Creative
Expression and to Use the Techniques Needed
for Free Expression

- 1) Showing ^{desirable} satisfactory progress
- 2) Not showing the progress of which he is capable
- 3) Wastes time
- 4) ~~Shows~~ Participates willingly in Phys. Ed. program
- 5) Cooperates in class projects
- 6) Shows initiative and independence in his work
- 7) Participates well in discussions
- 8) Has neat work habits
- 9) Shows pride and interest in his work
- 10) Assumes responsibility seriously
- 11) Makes original and interesting responses
- 12) ~~Is popular with class mates~~
- 13) Has cheerful attitude
- 14) Is a disturbing influence in the room
- 15) ~~At~~ Willingly exerts effort to help himself.

Suggestive comment for
H.S. Report form

(4)

SUGGESTIONS FOR USING ELEMENTARY REPORTS

The purpose of a report is obviously to inform the parent and the child of the latter's behavior in school, and to provide a means of keeping a permanent record of child growth in school. This record included his progress in abilities, understandings and attitudes.

Ideally a report should be the cooperative thinking of the teacher and the child. In practice this may not be entirely possible. However, in certain cases it is the only thing to do. If a child is having difficulty in some of the so called fundamentals which he is required to do, he and the teacher should have conferences about the specific difficulty and his report should be on his improvement only after he has been helped and has had reasonable time to grow.

If by some ^{per} consistent anti-social behavior he shows that his attitude is undesirable he and the teacher or some member of his student council or both should give earnest consideration to the effect it has on his group and upon his own well-being. For example, whispering would interfere with class room and individual activities; interrupting speakers, wasting school and ~~another~~ public property, refusing to work peacefully with classmates, failing to put forth best effort, et cetera, are all anti-social and require friendly counsel and guidance. These, too, should be evaluated after opportunity has been given for improvement.

and the ⁷ Actually measuring growth is practically impossible because growth in any specific thing, e.g., such as ~~finding~~ the trial divisor does not take place in isolation but concomitant learnings are also ~~evolving~~ ^{the teacher's behavior}. An attitude toward working arithmetic, an ~~attitude~~ ^{toward} school in general, an attitude of honesty, the ability to work rapidly, skill, a habit of neatness, speed and accuracy may or may not be concomitants. It would seem then that the more exactly one attempts to "grade" the less accurately is the true evaluation made.

Part of ^{Part above} The child responds, ~~therefore~~, as a whole to whatever situation he confronts. This important fact should be recognized in evaluating his growth and provided for proportionately.

It is questionable whether or not one child's growth should be measured entirely by that of another or by some standard set up to be reached. Rather, it seems that ^{part of all} he should be measured according to his effort to achieve what is possible for him to do, ~~first of all~~. This requires a careful study of the child. The law of effect would warn the teacher to provide work which can be mastered to a satisfactory degree by the child. It should of course be of educational value. When it is apparent that all has been done that can be, the teacher and child should evaluate in terms of his best effort, his evident improvement on the specific thing accomplished and any other worthwhile outcomes that are discernable.

Now because every member of society is measured by his group according to the highest, lowest and average standards of his group and because his success in life is in a great measure determined by his social stature he must be led to see himself in that group. In this way he is able to understand that his grades must reveal to others his group standing if he is to be given the opportunity to reach the maximum of his ability. Every effort should be made to help him keep his self respect if his subject grades are comparatively low, and to appreciate human nature and efforts and success of others if he excels in subject grades. Self-exaltedness should be discouraged.

The teacher, of course, has the specific job of calling growth by some name that will be a reasonably honest interpretation of it. With these two principles of evaluation he wants to know what those names are and how to make them meaningful to those concerned. By way of beginning names should be assigned to behavior patterns so that he may look at the child as an individual first and as a member of a group second. In this instance, attitudes, understandings, and abilities may be used since they are suggested in our course of study. This does not mean that "lack of cooperation, failure to act as a wise consumer" and other exact quotations are satisfactory. When does he not cooperate, when does he waste time or materials, what is the difficulty in a given subject matter field, mean more to all concerned.

As a next step from where we in Loudoun are in assigning terms to growth it might be well to use the form suggested below. For those who have gone much further in their thinking there is still ample revision, e.g. after assigning S. or Inc. to one of the subject matter fields additional information such as suggested below should be given.

Allen is doing superior work in school except for his parallel reading. In this particular subject he is just meeting requirements.

Jimmie is putting for his very best efforts in all that he is asked to do. While on this account we are grading his work satisfactory it does not mean that he is doing superior or average work *when compared with the rest of the class.*

Edith and I have agreed that her work should be graded incomplete because she has not put forth her best effort. She promises to improve that during next period. Let's all work to that end.

LOUDOUN COUNTY PUBLIC SCHOOLS
ELEMENTARY DEPARTMENT

Report 6

29

For
Period ~~span~~ from _____ to _____

Name _____ Age _____ Grade _____

School _____ Teacher _____

Days Absent _____ Times Tardy _____

Incomplete means that the required work has not been completed.
Satisfactory indicates that required work is satisfactorily done.

Language Arts _____ S _____ Social Studies _____ S _____

Arithmetic _____ S _____ Science _____ S _____

Comments:

65
52
270

..... (Tear off here) 15

To Parent or Guardian :
Please examine this report with _____ so that all concerned will be informed about his progress in school. If you desire further explanation do not hesitate to inquire.

Please sign and return within three days.

Use other side for any remarks you may wish to make.

Signed _____

Date _____

Comments (15)
Sample Reports

Child doing Superior Work-

Jane is doing superior work in all her classes. She seems to enjoy her school life and I find her a very interesting pupil.

Child doing Satisfactory Work on all his classes
except Arithmetic

Billy is making satisfactory progress on everything except his Arithmetic. I find that he gives up too easily. However, he did try harder last week, and it looks as if we may expect more improvement during the next six weeks.

~~the~~ Suggestions On The Comments Section

1. Use simple language
2. Avoid falling into the habit of using the same form and content in every note
3. Avoid writing too many at one time. Write four or five and then rest a few minutes.
4. Be brief. Do not try to discuss too much in one note.
5. Include some encouraging news about the child.
6. Show an attitude of optimism.

Child doing incomplete work but showing improvement

Frances has improved some during the past six weeks. She is working harder and appears to be more interested than she was at the beginning of the session. She is courteous to her classmates and to me.

Child doing satisfactory work but who is capable of doing better

While Frank's work is satisfactory, I don't feel that he has given me the best ^{work} of which he is capable. I have talked with him and I hope that we may expect better things of him during the next report period.

Frank has many desirable qualities and I should like to see him do better work in school.

Copies, please

Some means of reporting his skills

SUGGESTIONS FOR USING ELEMENTARY REPORTS

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Ideally a report should be the cooperative thinking of the teacher and the child. In practice this may not be entirely possible. However, in certain cases it is the only thing to do. If a child is having difficulty in some of the so called fundamentals which he is required to do, he and the teacher should have conferences about the specific difficulty and his report should be on his improvement only after he has been helped and has had reasonable time to grow.

If by some consistent anti-social behavior he shows that his attitude is undesirable he and the teacher or some member of his student council or both should give earnest consideration to the effect it has on his group and upon his own well-being. For example, whispering would interfere with class room and individual activities: Interrupting speakers, wasting school and other public property, refusing to work peacefully with class mates, failing to put forth best effort, et cetera are all anti-social and require friendly counsel and guidance. These too should be evaluated after opportunity has been given for improvement.

Actually measuring growth is practically impossible because growth in any specific thing e.g. such as finding the trial divisor does not take place in isolation but concomitant learnings are also evolving. An attitude toward working arithmetic, an attitude toward the teacher's behavior, an attitude toward school in general, ~~and~~ an attitude of honesty, the ability to work rapidly, skill, a habit of neatness, speed and accuracy may or may not be concomitants. It would seem then that the more exactly one attempts to "grade" the less accurately is the true evaluation made.

The child responds, therefore, as a whole to whatever situation he confronts. ~~His individual growth should be reported in terms of his growth in this important fact should be recognized in evaluating his growth and provided for proportionately.~~

It is questionable whether or not one child's growth should be measured entirely by that of another or by some standard set up to be reached. Rather, it seems that he should be measured according to his effort to achieve what is possible for him to do first of all. This requires a careful study of the child. The law of effect would warn the teacher to provide work which ~~can~~ be mastered to a satisfactory degree by the child. It should of course be of educational value. When it is apparent that all has been done that can be the teacher and child should evaluate in terms of his best effort, his evident improvement on the specific thing ~~to~~ accomplished and any other worthwhile outcomes that are discernable.

Continued

LOUDOUN COUNTY PUBLIC SCHOOLS²⁹
ELEMENTARY DEPARTMENT²¹
REPORT⁶

For period from _____ to _____

Name _____ Age ____ Grade _____

School _____ Teacher _____

Days absent ____ Times tardy ____

* * * * *

Incomplete means that the required work has not been completed.
Satisfactory indicates that required work is satisfactorily done.

Language Arts ____ Social Studies ____ Arithmetic ____ Science _____

Comments:

47 (Tear off here) 15

To Parent or Guardian:

Please examine this report with _____ so that all concerned will be informed about his progress in school. If you desire further explanation do not hesitate to inquire.

Please sign and return within three days.

Use other side for any remarks you may wish to make.

Signed _____

Date _____

Loudoun County Schools

Grades One and Two

REPORT OF

NAME _____

SCHOOL _____

TEACHER _____

Grade _____ Session _____

NOTICE TO PARENTS

This report will be sent to you at the end of each period of six weeks. You are requested to examine it carefully with your child, sign and return it to the school.

Signatures of Parent or Guardian

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Placement for next year

P E R I O D S

Attendance	1	2	3	4	5	6	
Days present							
Days absent							
Days tardy							

3rd report period

1st report period

4th report period

2nd report period

5th report period

6th report period

Loudoun County Schools

Grades One and Two

REPORT OF

NAME

SCHOOL

TEACHER

Grade _____ Session _____

NOTICE TO PARENTS

This report will be sent to you at the end of each period of six weeks. You are requested to examine it carefully with your child, sign and return it to the school.

Signatures of Parent or Guardian

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Placement for next year

COMMENTS BY TEACHER

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

Loudoun County Schools

Grades Three to Seven

REPORT OF

NAME

SCHOOL

TEACHER

Grade _____ Session _____

NOTICE TO PARENTS

This report will be sent to you at the end of each period of six weeks. You are requested to examine it carefully with your child, sign and return it to the school.

Signatures of Parent or Guardian

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Grade placement for next year _____

MEANING OF MARKS

A—Outstanding, B—Above average, C—Average, D—Below average, F—Failing.

Social Studies (subjects to be written in)					
Language Arts					
Reads with understanding					
Reads well to others					
Language					
Spelling					
Writing					
Arithmetic					
Health					
Health Education					
Physical Education					
Appreciations					
Music					
Art					
Literature					
Other Classes or Activities					

SOCIAL AND WORK HABITS

Believing that good social and work habits help much in the growth and all round development of the child, we urge you to study this page carefully and discuss it with your child.

G—Good, F—Fair, P—Poor

Does work neatly					
Finishes task begun					
Follows direction					
Takes part in class discussions					
Cares for own materials					
Cares for school property					
Accepts criticism in good spirit					
Practices self control					
Uses good manners					
Cooperates with groups					
Is good leader					
Shows initiative					
Respects authority					
Attendance					
Days present					
Days absent					
Times tardy					

Pupil Ref.

REPORTS FOR PUPILS - GRADES 3 to 7

In response to many requests from pupils, parents and teachers we have modified the philosophy and the grading system on the report cards for grades 3 to 7. The grades given will be based on the philosophy that there should be a set standard for each grade based on the skill charts and the charts of desirable pupil behavior as listed in the State Course of Study. The average child will be graded according to this. Superior and retarded children should be graded in accordance with the ratio of their achievement to their own ability. Teachers should make differentiated assignments on the child's level of ability whenever practicable.

Instructions to teachers:

1. This printed card is to be used for grades three through seven.
2. Do not give an average grade for Language Arts, Social Studies, Health or the Appreciations.
3. Under Social Studies write in the name of the subject matter being taught such as History, Geography, Civics, or the names of the problems or units might be used.
4. Under Other Classes or Activities write in the name of any class or activity which has a regular place in your school program and to which you might care to give recognition.
5. In the Social and Work Habits block grade each division each period. Blanks are left so that you may write in any other desirable habit which you care to emphasize.
6. The back of the report card is intended for comments which might help the pupil and parent to understand a given grade or to make suggestions for needed improvements in either the academic or social field. Comments should be made only when the teacher has something of importance to communicate.
7. Tardiness or absence caused by the failure of the school bus to run on schedule should not be counted.
8. Copy academic grades in the register, writing in classes not listed.
9. We suggest that report cards be given out a few each morning during the course of a week, instead of all at once. This offers time during the day for a conference if teacher or child should desire it.

REPORTS FOR PUPILS - GRADES 1 and 2

Report forms for grades one and two have been designed with the idea that teachers should feel free to express to parents whatever they feel it is important and desirable for them to know. The following suggestions may be of some help in making out the report.

In the first report period for both first and second grades the following points probably deserve comment:

1. Reading readiness, or in the second grade, interest in reading.
2. Ability to work and play harmoniously with others.
3. Ability to care for materials and possessions.
4. Health and physical condition.
5. Ability to follow directions given individually and to the group.
6. Ability to recognize the primary colors.
7. Emotional disturbances, if there are any, should be separately reported in a letter or in person to parents.

In later reports for the first grade the following points might be discussed:

1. Progress in Reading
2. Ability to use numbers in natural situations, such as counting.
3. Comment on the progress made in items mentioned in the first report, if it seems desirable.

In later reports for the second grade discussion of the following points is suggested:

1. Progress in reading.
2. Progress in the arithmetic skills set up in the Course of Study.
3. Comment on progress in the items listed in the first report, if it seems desirable.

In making out all of these reports, it is wise to consult the skills and standards of behavior which have been set up in the Course of Study for each grade.

The work given children in both grades should be as nearly as possible within reasonable range of their ability to perform satisfactorily.

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