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Reporting pupil progress to parents of kindergarten students

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Reporting pupil progress to parents of kindergarten students

Abstract

The report card used for the kindergarten at Shelby-Tennant Community School needs to be revised. The areas covered on the report card do not include some items which are essential to the kindergarten curriculum at Shelby-Tennant. Items such as "color recognition" and "knows address and phone number" are not listed on the report card but the item "listens" is listed twice. A new report card which reflects the kindergarten curriculum content at Shelby-Tennant Community School will be developed. A review of the related literature and report card examples will provide a basis for deciding what to include in a new report card.

REPORTING PUPIL PROGRESS TO PARENTS

OF KINDERGARTEN STUDENTS

A Graduate Paper

Submitted to the

Department of Curriculum and Instruction

In Partial Fulfillment

of the Requirements for the Degree

Masters of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Rose M. Sternberg

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Entitled: REPORTING PUPIL PROGRESS TO PARENTS OF

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has been approved as meeting the research paper

requirement for the Degree of Masters of Arts in

Education.

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OF KINDERGARTEN STUDENTS

Introduction

The report card used for the kindergarten at Shelby-Tennant Community School needs to be revised. The areas covered on the report card do not include some items which are essential to the kindergarten curriculum at Shelby-Tennant. Items such as "color recognition" and "knows address and phone number" are not listed on the report card but the item "listens" is listed twice. A new report card which reflects the kindergarten curriculum content at Shelby-Tennant Community School will be developed. A review of the related literature and report card examples will provide a basis for deciding what to include in a new report card.

The teachers at Shelby-Tennant Community School currently report pupil progress through the use of a report card, parent-teacher conferences, phone conversations, letters, and permanent records for the students' cumulative folders.

Report cards are sent home to the parents four times during the school year and parent-teacher conferences are held following the first and third quarter. Phone calls and letters are used as needed.

A report card refers to a formal written statement of a student's progress. The report card used for the kindergarten students at Shelby-Tennant Community School is located in Appendix A. It is left to the teacher to determine when to grade each item and the criteria for assigning grades. Letter grades on the report card are: S - satisfactory, I - improving, N - needs improving, and U - unsatisfactory. The items the teacher is not ready to grade the children on are left blank. The music and art grades are given by their respective teachers. The physical education instructor provides the grade for throws and catches.

Based on the grades reported on the report card, the teacher determines a quarter grade and semester grade for reading, math, language, conduct, and work study. The music, art, and

physical education instructors provide quarter and
semester grades for their respective areas. These
grades are recorded on the students' permanent
files and cumulative folders.

Factors Affecting Reporting Pupil Progress

to Parents of Kindergarten Students

The answers to four questions were sought by
reviewing the research and literature available
on this topic. What are the educational
responsibilities in reporting pupil progress?
What does the research tell us about the methods
of reporting pupil progress? What do we need to
consider when reviewing and changing reporting
methods? What is recommended at the kindergarten
level?

Educational Responsibilities

The types of reports a teacher shares with
the students' parents and the content of the
reports are dependent on the philosophy of the
teacher and the school (NEA, 1974). When
determining policies and procedures for reporting
pupil progress, educators must consider carefully

what is to be evaluated and if it is possible to appraise it fairly (Sartore, 1975).

"A grading system is simply a communication device which is implemented to perform specified functions" (Williams & Miller, 1973, p. 334). Grades can serve as a summary of student performance, a predictor of future student performance, a record of progress toward an objective such as a degree or award, or an indicator of the effectiveness of the educational system.

The three basic reasons for reporting pupil progress are to inform pupils of their progress, to provide pupil guidance, and to inform parents. An effective reporting procedure should meet the needs of all three areas (Giannangelo, 1975). Two educational responsibilities which educators must consider when reporting pupil progress are their responsibility to parents and their responsibility to the students. Parents have a right to receive meaningful and honest reports concerning what the school is teaching and how well their child is learning. Schools have a responsibility to help

students develop to their maximum potential, both academically and personally (Wise & Newman, 1975).

Student records help educators know as much about each student as possible (Feddersen, 1972). Educators should develop a log of each student's daily work activities, develop student evaluation checklists which list skills accomplished and those yet to be mastered, and help students learn to participate in evaluating their own work (Sartore, 1975). By allowing student input in the assessment process there is a greater chance of establishing a commitment on the part of the student. This commitment may improve student achievement (Leary, 1975).

Student records should tell us something meaningful about the child, monitor his growing understanding of the curriculum, assist us in extending the child's learning, and communicate to the child and his parents what progress he has made. They should also be positive and free of jargon. Student records should provide a basis for the teacher's behavior toward the child and they should be meaningful to a receiving teacher

(Waterland, 1987). School records should also be standardized for all teachers in the system and they should be subjected to periodic review, preferably in co-operation with parents (Yauch, 1961).

Yauch (1961) pointed out the importance of looking at achievement, effort, attitude, and growth in terms of potential when assessing students. Educators should provide an enviroment conducive to observation of applied learning over a period of time through student exposure to a wide range of learning materials, approaches, and settings. Educators should also notify parents frequently about what their child is doing that benefits his or her personal and class growth (Sartore, 1975). Fedderson (1972) stressed the importance of sharing more with parents than just their child's progress. He advocates providing parents with information on the type of program, what will occur in the classroom, classroom experiences, information about the child such as the activities he likes/does not like, advice

which may be of assistance, and the goals and

objectives for the child.

Methods of Reporting Pupil Progress

Reporting pupil progress should involve the

use of numerous methods of collecting data,

analyzing the information, and bringing it

together to give a realistic picture of the child

(NAEYC, 1988). The reporting aspect of the

grading procedure involves summarizing the

student's progress in some kind of report format.

There are three factors upon which grades can

be based. They are: the percent of knowledge

and/or skills achieved by the student, the

teacher's prediction of the student's potential,

and the student's possession of specified

attitudes or behavioral characteristics (Williams

& Miller, 1973).

The methods of reporting pupil progress can

be grouped into two major types: coded and

narrative. Coded, or "abbreviated summary

systems" include systems based on a five category

scale (i.e., A, B, C, D, F), and percentage or

numerical ratings, listed, graphed, or charted.

Narrative or "extended summary systems" include checklists, written evaluations, conferences, and profiles (Walling, 1975, Williams & Miller, 1973; Wise & Newman, 1975).

Each type of reporting method has its advantages and disadvantages. Letter grades and percentage or numerical ratings are considered easy and convenient to use, easy to interpret, motivating for some students, and they serve as a fairly good predictor of future success in school.

Traditional letter grades have not been looked upon very kindly by the literature. They have been accused of causing discipline problems and straining the child-teacher relationship. A major problem with letter grades is that they are often misinterpreted within schools and among teachers. They often convey different meanings for the students, parents, and teachers. Letter grades are usually based on a combination of achievement, effort, and conduct giving a blurred picture of the students' abilities and weaknesses. They may result in unfair competition among students and contribute to cheating. They

influence the students' confidence and level of expectation, causing stress and a poor self concept for some students. Letter grades and percentage ratings often overlook the area of creativity. They tend to result in the students looking to the outside for guidance and judgment rather than becoming decision makers concerning their own work and efforts. Letter grades may influence the students to be more interested in the grades rather than in the aquisition of knowledge. Letter grades and ratings may also be biased by students' sex (Frisbie, 1976; Kunder, 1977; Sartore, 1975; Tingey, 1986). Longstreet (1975) recommended the use of mastery grading, contract grading, and self-assigned grades to help alleviate some of the problems caused by letter grades.

Checklists consist of a list of behavioral objectives, character traits, progressive performance steps, or some other evaluative criteria. They provide a detailed list of the students' strengths and weaknesses and the objectives list provides an indication of what the

students will learn during the year. Their emphasis is on what the student can do. Checklists can also assist the school in pinpointing weaknesses in the instructional program. The major disadvantage of checklists is that they can be time-consuming. They can become simplistic and rigid or long and petty. The use of checklists necessitates revisions as the instructional objectives change. Checklists can be confusing for parents if they do not understand the objectives. They are also a problem to maintain as permanent records (Kunder, 1977; Walling, 1975; Williams & Miller, 1973; Wise & Newman, 1975). Frisbie (1976) recommends a checklist he calls Expanded Reporting Forms. They classify the instructional objectives by subject matter areas and are shared with the parents during parent-teacher conferences.

Computer Assisted Reporting to Parents (CARP) is one type of written evaluation. Another is letters to parents. CARP provides an anecdotal report of the child's school progress. The teacher chooses from a list of possible

descriptors those which pertain to a student, and the computer prints up the report (Giannangelo, 1975; Giannangelo & Lee, 1974). Written evaluations, CARP, and letters to parents can tell more than the other reporting forms, providing parents with an individualized account of the child's progress. They are more helpful to students than letter grades. Written evaluations require a considerable amount of time to develop. This may result in the use of meaningless generalizations. Written evaluations are more subjective than letter grades, and they provide no cumulative record of student progress (Kunder, 1977; Walling, 1975).

Conferences are considered one of the best methods of reporting pupil progress. They allow for communication between the teacher and the parent. Any misunderstandings concerning the child's progress can be clarified during parent-teacher conferences. Fedderson (1972) recommends sharing many types of information with parents during parent-teacher conferences. Information gathered through observations of the

child in the classroom, ckecklists of the child's activities, examples of the child's work, and an informal assessment of basic skills should be discussed during conferences. Parent-teacher conferences can be very time consuming for the teacher and some parents are unwilling or unable to attend conferences. The success of conferences is dependent on the availability of adequate student records and the teachers ability to communicate effectively with parents (Kunder, 1977; Walling, 1975)

Moyles (1986) advocates the use of student profiles to get the whole picture of a child. Profiling involves the collection of data on all aspects of the child's development through extensive record keeping (Moyles, 1986).

A 1977 Educational Research Service Report provides a survey of the policies and procedures used by school systems throughout the United States to report pupil progress to parents and on permanent records. The report states that parent-teacher conferences were the most widely used methods of reporting to parents of

kindergarteners. Letters to parents, pass/fail designation, satisfactory/unsatisfactory grades, letter grades, and percentage grades were used less often.

The method used by more than half of the responding school systems to record final grades of kindergarten pupils was a checklist/rating scale. Other methods included letter grades, satisfactory/unsatisfactory grades, pass/fail marks, and percentage grades.

Most schools report pupil progress every nine weeks. The frequency of reporting pupil progress varied from twice a year to every 6 weeks. The frequencies employed by school systems include three times a year, every ten weeks, and every twelve weeks (Kunder, 1977).

Hatch and Freeman (1986) analyzed the report cards used in Ohio Public School kindergartens. The study provides a detailed list of descriptors used and the items included on the report cards. It contains valuable information in terms of what items to consider including in a report card and what descriptors to use but it does not provide a

basis for which items and descriptors are better than the others. "...A record of what schools are actually doing in no way validates the practice" (Yauch, 1961, p. 50).

Two characteristics which are found on most report cards are space to record school grades and behavioral achievements, and space for the teacher to add personal comments. Most report cards are issued six times a year and they need to be issued in conjuntion with other devices such as parent-teacher conferences. In some school districts parents are sharing in report card revisions. Reporting policies and procedures are usually uniform within a school system (Yauch, 1961).

Things To Consider

Sapone and Guiliano (1977) outlined a six step process to determine alternative systems of reporting pupil progress. It provides parents the opportunity to decide how they want their child's progress reported to them and the opportunity to choose a new system when they wish. With such a system, teachers could possibly be using more than

one method of reporting pupil progress for the students in a class and may be asked to change reporting methods during the middle of a term.

Studies on parental preferences of reporting methods showed that 85% of the parents reporting indicated that their preference was to continue whatever system of reporting was in operation. The majority of parents did not feel a need for a change in the reporting procedure used at their child's school (Yauch, 1961). Parents often have confidence in the accuracy of grades to tell their child's abilities and to predict future successes (NEA Research Division, 1970).

Williams and Miller (1973) identified four dimensions which should be considered when revising a grading system. They are: the function or purpose of the grades, the type of student performance to be assessed, the standard for comparison, and the notation system which adequately serves the purpose of the grades.

An effective report card should serve four important functions. It should show the basis for evaluation, indicate the student's performance, be

direct and clearly stated, and provide a space for written comments, thus allowing for teacher and class differences (Walling, 1975).

Reporting systems must be comprehensive enough to serve all the functions expected of grades. It may be necessary to determine and record more than one grade for each student in order to adequately serve and meet the educational responsibilities to parents and students. One grade cannot adequately tell all that needs to be communicated (Williams & Miller, 1973; Yauch, 1961).

Recommendations for Kindergarten

Very little researach has been done concerning grading and reporting pupil progress specificly at the kindergarten level. Most of the research deals with the upper elementary and high school level. The information collected concerning reporting pupil progress at the upper levels can be of help in determining how to report pupil progress at the kindergarten level. When determing the methods a school system will employ to report pupil progress it is important to

remember that "...any assessment system that does not contribute to a youngster's learning potential is not worth using" (Sartore, 1975, p. 263)

At the kindergarten level, it is important to consider the philosophy of the teacher and the school district when determining the type of written report to use. The written report should provide the parents with an accurate picture of their child's progress. Anecdotal records and cumulative folders should be kept on a continuing basis to record information relevant to the child's progress.

A study on parental preferences in kindergarten report cards concluded that the report card alone was rated as the least favorable reporting method. The most favored method was a combination of report cards, conferences, and letters (Stephens, 1980). Bjorklund and Burger (1987), Ediger (1975), and Gelfer and Perkins (1987) recommended the use of parent-teacher conferences in the reporting process. Hogan (1975) recommends including the child in the conference.

Fehrle (1979) conducted a survey of kindergarten report cards in the state of Missouri. He found considerable differences among the report cards and considered some of them to be inadequate. He identified seven areas which he felt should be included on the kindergarten report card. He stressed that the tone of the report card needs to be positive so as to avoid giving the child a poor attitude toward himself or school. "...a balance should be struck between providing constructive criticism in important areas of a child's performance and enhancing positive attitudes in the child and his parents toward school and learning. No child should flunk anything in kindergarten" (p. 19).

The seven areas which should be included on the kindergarten report card are play, oral language, social/emotional growth, arts and crafts, music, academic skills, and following directions (Fehrle, 1979). These areas fit in well with the conclusions and implications from Hatch's and Freeman's (1986) analysis of kindergarten report cards in Ohio and the

position of early childhood educators on emergent literacy (Elkind, 1986; Elkind, 1987; International Reading Association, 1986; Iowa Prekindergarten/Kindergarten Task Force, 1987; Katz, 1987; NAEYC, 1986a; NAEYC, 1986b; Strickland, 1979).

The kindergarten report cards in Ohio indicated that the role of the kindergarten was to provide academic training for their students, resulting in negative evaluations of the children. Hatch and Freeman (1986) questioned the push for academics and the negative evaluations. The emphasis on academics obscured the areas of play, self-esteem, curiosity, interest, motivation, and enjoyment on the reporting forms.

Developmentally appropriate curricula and literacy development are major topics of concern for the early childhood educators of the 1980's. Assessments at the kindergarten level must be developmentally appropriate. They should employ a variety of methods and instruments, be a part of the instruction, and occur continuously. Assessment of children's literacy development

should focus on a broad range of skills and knowledge including concept development, comprehension, knowledge of words and the writing system, and composing. Literacy should be assessed in a variety of contexts and the assessment measures should be appropriate for children's level of development and cultural background (Teal, Hiebert, & Chittenden, 1987).

The most recent information from the Department of Education for the state of Iowa addresses the issue of developmentally appropriate practices in the kindergarten. They divided the curriculum into the subject areas of language arts, mathematics, the arts, physical education, science, and social studies. Teaching strategies and activities in each area were matched with sample objectives. It emphasises hands on activities for the students, employing manipulatives, movement and language experiences to develop the cognitive, affective, social and psychomotor abilities of each child. It does not discuss the methods of reporting pupil progress or what should be included in the reporting

instrument (Department of Public Instruction, 1983).

The curriculum for Shelby-Tennant Community School District is being revised at this time. The school district is involved in an area-wide curriculum project coordinated by Area Education Agency XIII. During 1987 the committee began work on the mathematics curriculum. The health, home economics, and physical education curricula are scheduled for revisions beginning in 1988. The curriculum developed by the area committee is to serve as a guide for the participating school districts with districts selecting from the master list those objectives which they wish to include in their school's curriculum. With the math, health, home economics, and physical education curricula in progress and other areas of the curriculum scheduled for succeeding years, this is not an ideal time to base decisions for report card revisions on the school curriculum.

Needs Statement

The major purposes of reporting kindergarten pupil progress at Shelby-Tennant Community School are to show a realistic and meaningful account of student growth to the students and their parents. The progress report will be based on a positive interpretation of what the students can do in all areas of development.

Reporting pupil progress to the parents of the kindergarten students at Shelby-Tennant Community School will involve the use of a combination checklist/report card, parent-teacher conferences, phone conversations, and letters. The information included in the report card will be based on a thorough assessment of the child's progress conducted throughout the school year using observations, checklists, and examples of student work. The emphasis will be on a positive interpretation of the students abilities and growth.

The report card will include a checklist of basic skills, a graded report of other factors important to the kindergarten curriculum at

Shelby-Tennant Community School, space for teacher comments, and a record of the student's attendance. The areas included on the report card will be pre-reading/reading skills, math skills, kindergarten skills, physical development, language development, music, PE, art, creative tendencies, social/emotional development, and work study skills. These areas are consistent with the author's understanding of the kindergarten curriculum of Shelby-Tennant Community School, the Department of Education's recommendations for kindergarten curriculum, and the entry level skills expected of first graders at Shelby-Tennant Community School.

The checklist will be completed on a continuous basis and will be supplemented with more specific skills checklists. The date of achievement will be recorded beside each item. The checklists will be kept in the classroom and the students will help the teacher record information on them as they achieve mastery of each item. This will help the students learn how to evaluate their own work, a major goal of

education (Tingey, 1986). Student participation and understanding of the checklist will instill a sense of ownership toward the items on the report card, further developing the students' understanding of their strengths and weaknesses.

The graded report will provide space for recording a letter grade for the remaining items each quarter of the school year. The grades used for the graded portion of the report card and their interpretation will be: A - always; M - most of the time; O - once in a while; and N - not yet. The right side of the report card will allow space for teacher comments. The report card will be printed on NCR paper with four carbonized copies. The parents will receive one copy following each grading period. They will keep the checklist and graded portion of the report card and return the front page for the teacher's use. The final copy will be placed in the student's permanent file.

The parents will be scheduled for a parent teacher conference following the first and third grading periods. Anyone may request a conference

following the second or fourth grading period. Parent phone calls and letters will be utilized as needed to report student progress at other times.

The new report card for the kindergarten students at Shelby-Tennant Community School is located in Appendix B. It will be printed near the left edge of the paper. The right margin will allow space for teacher comments.

Evaluation

The report card will be evaluated after two years. The major concern at this time is the teacher time needed to do an accurate and effective job of reporting each item on the report card. The progress report requires a great deal of specific information concerning each student's growth throughout the year. The teacher has spent a considerable amount of time keeping student records during previous school years and does not anticipate a problem with this.

Two years will allow ample time to adjust to the new format, experiment with daily record keeping methods, and determine the report card's

effectiveness in providing an accurate account of
the student's progress. During that time
professional journals will be consulted for recent
information on reporting pupil progress and the
updated curriculum guide for Shelby-Tennant will
be consulted to determine any necessary
adjustments.

                         Summary

     The research on reporting pupil progress to
parents provides a thorough description of
reporting methods and the advantages and
disadvantages of each method. It fails to
identify one method as being better than the
others because each method has strengths and
weaknesses which must be considered when changing
reporting methods. The research does indicate
that a combination of methods of reporting is
beneficial in providing an accurate account of
pupil progress, and it is important to review
reporting methods on a continuing basis to
determine their effectiveness.

     The reporting instrument developed and
presented in this report has been determined by

the researcher to be the best method of reporting
kindergarten pupil progress at Shelby-Tennant
Community School at this time. It is not intended
for use with other kindergarten students because
the teacher's philosophy and school's curriculum
may differ. It is intended to provide a guide for
use during the report card selection process.

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Blumfield Elementary School, Omaha, Nebraska
Hampton Community Schools, Hampton, Iowa
Harlan Community School, Harlan, Iowa
Newton Community School, Newton, Iowa
Parkersberg Elementary School, Parkersberg, Iowa
Shelby-Tennant Community School, Shelby, Iowa
Wapsie Valley Community School, Wapsie Valley,
    Iowa.

Appendix A

SHELBY-TENNANT COMMUNITY SCHOOL

Progress Report

KINDERGARTEN

Attendance

Absent

Tardies

Parent/Teacher Comments:

Child's Name _____

Teacher _____

Principal _____

School Year 19____ - 19____

Parents Signature

1. _____

2. _____

3. _____

Promoted to grade _____

Number Readiness
Identifies shapes (circle, square, rectangle, straight and curved lines)
Matches objects with correct number (1-20)
Is able to write numerals 1-10
Is able to write num...s 10-20
Is able to identify the different numbers by sight (1-10)
Is able to identify the different numbers by sight (10-20)
Shows one-to-one correspondence
Addition of simple numbers

Reading Readiness
Identifies likenesses and differences
Sequence pictures and letters (le name)
Sequence events in a story
Follows left to right sequence
Writes name
Can recite letters of alphabet
Identifies letters of alphabet
Can write letters of alphabet
Can pronounce the correct phonetic sound for each consonant
Reads simple words

Language Arts
Is a good listener
Speaks clearly
Takes part in show and tell
Can match objects or pictures

Motor Skills
Cuts simple figures
Completes figure
Traces shapes and letters
Buttons and ties
Jumps
Skips
Hops
Throws-catches
Knows right and left
Balances

Music - Art
Sings with others
Listens to music
Likes to play games with music
Draws and colors pictures
Paints pictures
Uses own ideas in art

Work Habits and Conduct
Shows self control
Takes turns and shares
Listens
Respects own property and that of others
Follows directions
Plays well with others
Finishes work
Obeys rules of safety and school

Grades
S   Satisfactory
I   Improving
N   Needs improving
U   Unsatisfactory

Items left blank indicates not yet ready to grade child.

Appendix B

SHELBY-TENNANT COMMUNITY SCHOOL

KINDERGARTEN

PROGRESS REPORT

1988 - 1989

Child's Name_____

Teacher_____

Principal_____

Please sign and return this page to school.
You may keep the other pages for your records.

First quarter_____

Second quarter_____

Third quarter_____

Pre-Reading/Reading Skills   student:

Date achieved===

_____shows an interest in books

_____recognizes name in print

_____sees likenesses and differences in pictures and objects

_____recognizes names of classmates

_____recognizes capital letters of the alphabet

_____recognizes small letters of the alphabet

_____knows alphabet sequence

_____hears likenesses and differences in words

_____identifies rhyming words

_____recognized words with same initial sound

_____associates letters and sounds

_____recognizes and reads simple words

_____applies phonetic skills to new words

Math Skills

Date Achieved===

_____identifies basic shapes

_____compares and contrasts objects / sorts and classifies

_____recognizes numerals 0-10

_____recites numbers orally to 20

_____recognizes numerals 11-20

_____uses one to one correspondence when counting

_____counts and matches sets with correct numeral (0-10)

_____understands ordinal positions first-fifth

_____demonstrates conservation of number

_____demonstrates understanding of a graph

_____creates and extends patterns

Kindergarten Skills   student:

Date Achieved==

_____identifies 8 basic colors

_____reads color words

_____names days of the week

_____names months of the year

_____knows phone number

_____knows address

Physical Development

Date Achieved==

Large Motor
_____jumps and hops

_____skips

_____catches, bounces, and throws a ball

Small Motor
_____zips and snaps

_____ties shoes

_____uses pencil with control

_____uses scissors correctly

_____draws recognizable figures

Grading Key

A - always   **M** - most of the time   **O** - once in a while   **N** - not yet

Grading Period
1   2   3   4   Speech

_____speaks clearly

_____speaks with adequate volume

Stamina

_____appears to be well rested

Grading Key   student:_____

A - always **M** - most of the time   **O** - once in a while   **N** - not yet

Grading Period   **Kindergarten Skills Continued**
 1   2   3   4   ==

_____knows right from left

_____uses left to right sequence

Language Development
==
_____likes to share experiences

_____retells simple stories well and in order

_____expresses ideas clearly

_____uses vocabulary appropriate for age and situation

Music
==
_____enjoys music activities

PE
==
_____enjoys PE activities

Art
==
_____enjoys art activities

Creative Tendencies
==

_____thinks of new ways to use materials

_____finds solutions to problems

_____offers novel but relevant approaches

_____investigates new tasks and materials

Grading Key   student:_____

A - always   **M** - most of the time   **O** - once in a while   **N** - not yet

Grading Period   **Social/Emotional Development**
 1   2   3   4   ===

_____appears happy in school

_____works and plays well with others

_____shares and takes turns

_____listens in group settings

_____participates willingly in activities

_____follows class and school rules

_____confident in self and abilities

_____takes care of belongings

Work Study Skills
===
has satisfactory attention span during:
        _____small group activities

_____large group activities

_____play activities

_____indepentent work time

understands and carries out directions:
        _____first time

_____needs additional explanation or help

_____seeks help when needed

_____completes work

Attendance Report
===
      Grading Period   1   2   3   4
===

Days Present _____

Days Absent _____

Times Tardy _____
===