

Document de travail 9

LE DOSSIER CUMULATIF

DE

L'ELEVE

(Mai 1967)

Ministère de l'Education
Direction générale de l'Elementaire
et du Secondaire.

Document de travail 9

LE DOSSIER COMULATIF

DE

L'ÉLÈVE

(Mars 1967)

Ministère de l'Éducation
Direction générale de l'Éducation
et du Recrutement

Introduction

1. Nécessité d'un dossier cumulatif de l'élève

La réorganisation de l'enseignement proposée dans le règlement N°1 rend indispensable la création d'un dossier cumulatif sur chacun des élèves.

L'école, société normale de l'enfant d'âge scolaire, est responsable du développement total de l'enfant. Elle s'organise en fonction des besoins de chacun et tient compte des caractéristiques de chaque enfant.

Comment envisager d'établir à l'élémentaire des groupes de travail basés sur des critères d'âge, de facilité d'apprentissage, de maturité sociale, de développement affectif et de rendement scolaire dans un contexte de travail d'équipe sans en même temps conclure à la nécessité que toutes ces données soient confinées dans un document permanent qui puisse servir de base à toutes ces décisions. Le dossier est aussi indispensable au secondaire alors que l'élève devra exercer des choix d'options basés sur une diversité de facteurs qui le conduiront graduellement vers un choix de métier ou de profession ou vers des études post-secondaires.

2. But du dossier scolaire cumulatif:

Devant cet impératif posé par les conditions mêmes de l'enseignement et dans le double objectif d'aider les organisations scolaires et d'assurer une certaine uniformité rendue essentielle par la mobilité de la population, le ministère de l'Éducation a cru rendre service en préparant un dossier scolaire cumulatif uniforme qu'il met à la disposition de toutes les administrations scolaires.

Le but de ce dossier scolaire cumulatif uniforme est de recueillir et de conserver d'une façon synthétique et dans un espace limité tous les renseignements pertinents et communicables de la vie scolaire d'un enfant.

Le dossier est appelé scolaire non pas qu'il s'intéresse exclusivement à la scolarité de l'enfant mais parce que sa fin est le progrès de l'enfant au cours de sa fréquentation scolaire.

Il est appelé cumulatif parce qu'il veut ramasser les renseignements d'une année à l'autre et les conserver de manière à ce que l'image de l'enfant, représentée par son dossier, puisse graduellement se compléter à mesure des expériences qu'il est

appelé à vivre et qui sont confinées dans ce dossier. Celui-ci est basé sur l'hypothèse que l'enfant se développe graduellement à mesure des expériences et qu'il se révèle à lui-même et aux autres par ses réactions positives ou négatives à l'endroit des expériences qu'il rencontre. Or à moins que ces situations ne soient notées avec leur résultat, elles sont perdues et ne pourront être utilisées dans les décisions qui viendront plus tard.

Ceci n'empêche pas que le dossier puisse être bâti en deux étapes tout au moins: élémentaire et secondaire. Il ne faudrait pas, non plus, interpréter ce qui est dit ci-haut dans le sens qu'un acte posé est à jamais irrémédiable. Les personnes qui seront appelées à travailler sur les dossiers d'élèves devront pour cette raison faire preuve de discrétion lors de l'inscription de renseignements, et de discernement lors de la lecture des renseignements inscrits par d'autres. Il est un principe général à établir et à respecter dans l'utilisation d'un dossier, c'est que les inscriptions doivent y être transcrites dans un sens positif. L'objet du dossier est de venir en aide à l'enfant dans la réalisation de ses virtualités, non de lui nuire par l'inscription de ses défaillances.

Enfin, le dossier est uniforme surtout pour des raisons administratives d'économie. Dans un contexte de mobilité de la population, l'uniformité du dossier facilitera son transfert d'une institution à une autre et sa conservation dans les classeurs.

3. Utilité du dossier scolaire:

Il vient d'être dit que le but du dossier est d'aider l'enfant par la conservation de renseignements qui seront utiles à le guider dans son progrès scolaire vers un choix ultime de mode de vie.

En effet, depuis sa plus tendre enfance, l'enfant évolue constamment vers sa réalisation d'adulte. Au cours de cette évolution, il est soumis à des influences favorables, parfois contraires, qui viennent affecter ses attitudes vis-à-vis les choses et les personnes et son rendement dans son travail quotidien. Il est donc important que soient consignés dans le dossier, non seulement la mesure de son rendement, mais aussi les circonstances physiques, sociales et familiales qui permettent une interprétation de ce rendement. Ceci est d'autant plus important que l'école s'intéresse au développement intégral de l'enfant et non seulement à son progrès strictement académique. Dans cette notion de développement intégral, il convient de donner à toutes les dimensions

de la personnalité et à toutes les sphères de connaissances l'importance qui leur revient dans la formation d'un être équilibré.

Il faut donc concevoir que le dossier sera utile à plus d'un point de vue et qu'il servira à toute l'équipe des éducateurs qui collaborent au bien de l'enfant: administrateurs scolaires, corps professoral, personnel spécialisé. Il conviendrait même d'ajouter les parents et l'enfant lui-même.

Se posent évidemment à l'esprit toute une série de questions se rapportant à la discrétion qu'il s'agira d'exercer quant à son contenu, à sa conservation, à son accessibilité. Les précautions à prendre en ces domaines seront traitées plus loin.

Description sommaire

Le dossier scolaire cumulatif se présente en deux parties:

le dossier de l'élémentaire

le dossier du secondaire

Il sera sans doute nécessaire de préparer plus tard un dossier du post-secondaire, pré-universitaire et professionnel.

Dossier de l'élémentaire

Le dossier de l'élémentaire comprend une chemise cartonnée de dimension $8\frac{1}{2}$ " x 14" avec saillie. La saillie porte le nom de l'élève et son matricule d'identification (code). La face extérieure de la chemise est utilisée comme feuille de route qui sert à inscrire les interventions successives faites auprès de l'élève.

A l'intérieur de la chemise se placent trois fiches auxquelles peuvent venir s'ajouter certains documents additionnels. Les fiches portent les titres suivants:

- Fiche de renseignements généraux
- Fiche de santé et de développement physique
- Fiche psycho-pédagogique.

Parmi les documents qui pourront venir s'ajouter à ces fiches, on peut mentionner, le cas échéant:

- un ou des rapports psychologiques (s'il y a lieu)
- un ou des rapports sociaux (s'il y a lieu)
- un questionnaire aux parents (devant servir de base pour remplir la fiche des renseignements généraux)
- un questionnaire au maître.

Dossier du secondaire

Au moment du passage de l'élève de l'élémentaire au secondaire, le dossier scolaire cumulatif doit suivre l'élève. Le dossier du secondaire comprend la chemise 8 $\frac{1}{2}$ " x 14" qui porte en marge l'identification du sujet. Le dossier de l'élémentaire est placé à l'intérieur de la chemise du secondaire qui contient en plus:

- une nouvelle fiche de santé et de développement physique
- une fiche d'activités para-académiques et para-scolaires
- une fiche de développement pédagogique
- une fiche de développement psychologique et d'orientation.

Directives

A- Générales

- Le dossier scolaire existe pour aider l'élève à progresser selon son rythme dans une perspective de développement intégral.
- Des jugements légaux ont déjà établi que les parents ont droit d'accès au dossier de leur enfant. Le dossier par conséquent ne devra contenir que des renseignements communicables.
- Les renseignements qui sont confiés au dossier doivent être inscrits de façon positive, constructive, de manière à ce que ces renseignements puissent être utilisés positivement plus tard. On évitera les termes péjoratifs ou impliquant des jugements de valeur.
- Le dossier scolaire est un document confidentiel dans le sens qu'il doit servir uniquement au bien de l'enfant. Le premier responsable du dossier scolaire dans l'école est le principal ou le directeur de l'école.

- C'est à lui qu'il incombe de voir à ce que les dossiers soient maintenus à jour et gardés dans un endroit accessible mais discret à la fois. Il va de soi que le principal devra assigner la garde du dossier à un service ou à une personne en particulier (normalement le conseiller d'orientation) mais c'est à lui qu'il appartient d'établir la liste et les modalités d'accessibilité au dossier.
- Le dossier scolaire ne devra jamais servir à fournir des renseignements à des personnes ou à des organismes non autorisés extérieurs à l'école à moins que ces renseignements ne soient requis pour le bien de l'élève. Ainsi, il sera interdit de fournir des renseignements aux compagnies de prêts ou de finances, d'assurances, etc. mais il sera permis de renseigner une institution d'enseignement supérieur, un service de placement ou un employeur éventuel. Même dans ces cas, cependant, les renseignements donnés devront être factuels, de nature communicable et fournis dans un sens constructif.

- C'est à lui qu'il incombe de voir à ce que les dossiers
soient maintenus à jour et gardés dans un endroit
accessible mais discret à la fois. Il va de soi que
le principal devra assigner la garde du dossier à un
service ou à une personne en particulier (normalement
le conseiller d'orientation) mais c'est à lui qu'il
appartient d'établir la liste et les modalités d'accès
admissibles au dossier.

- Le dossier scolaire ne devra jamais servir à fournir
des renseignements à des personnes ou à des organismes
non autorisés extérieurs à l'école à moins que ces
renseignements ne soient requis pour la mise en
œuvre. Ainsi, il sera interdit de fournir des ren-
seignements aux compagnies de prêts ou de finances,
d'assurance, etc., mais il sera permis de renseigner
une institution d'enseignement supérieur, un service
de placement ou un employeur éventuel. Même dans ces
cas, cependant, les renseignements donnés devront être
factuels, de nature communicable et fournis dans un
sens constructif.

-- Un document de la nature du dossier scolaire a la valeur qu'on lui donne. Il peut n'être d'aucune utilité et s'avérer même un embarras si on néglige d'y inscrire les renseignements qui sont pertinents ou si, les ayant inscrits, on ne se fait pas le souci de les utiliser. Par ailleurs, il peut être d'une grande richesse si on veille à lui confier des informations révélatrices que l'on utilise ensuite aux fins proposées plus haut. L'usage rationnel du dossier cumulatif exigera une formation à cette fin du personnel enseignant. Le principal saura avoir recours aux services des conseillers d'orientation, psychologues et autres spécialistes pour l'aider à former son personnel dans l'utilisation maximale du dossier scolaire, particulièrement dans l'usage et la compréhension de certaines formules statistiques de même que dans l'interprétation des corrélations qui peuvent exister entre diverses données contenues dans le dossier.

DIRECTIVES SPECIFIQUES

DOSSIER

DE

L' ELEMENTAIRE

RENSEIGNEMENTS GENERAUX				NOM	PRENOMS	SEXE	CODE
RENSEIGNEMENTS FAMILIAUX				RESIDENCE			
RENSEIGNEMENT	PERE	MERE	TUTEUR-GARDIEN	NO	RUE	MUNICIPALITE	COMTE TELEPHONE
NOM							
PRENOM							
ANNEE DE NAISSANCE							
PAYS OU PROVINCE D'ORIGINE							
RELIGION							
SCOLARITE							
SI DECEDE, DATE				ECOLES FREQUENTEES			
PASSE-TEMPS FAVORI				NOM	ADRESSE	DUREE DE A	RATSON DU TRANSFERT
LANGUE(S) PARLEES A LA MAISON							
PROFESSION							
EMPLOYEUR							
ADRESSE DE L'EMPLOYEUR							
GENRE DE TRAVAIL							
TRAVAIL A TEMPS PLEIN-PARTIEL-SAISON							
FRERES ET SOEURS				CARACTERISTIQUES DU MILIEU			
PRENOM	NAISSANCE MOIS/ANNEE	ETAT CIVIL	AUX ETUDES	TRAVAIL	AILLEURS (Specifiez)	PROPRIETAIRE ☐ LOCATAIRE ☐ MILIEU SOCIO-ECONOMIQUE: FAIBLE ☐ MOYEN ☐ AISE ☐ AUTRES RENSEIGNEMENTS:	

(UTILISEZ VERSO SI NECESSAIRE)

Fiche des renseignements généraux

1. Identification

La fiche porte en saillie, le nom, les prénoms, le sexe et le numéro de code de l'élève. Ces renseignements sont inscrits sur la fiche de préférence au dactylographe. Ils peuvent aussi être inscrits sur un papier gommé qui sera ensuite collé sur la fiche.

2. Renseignements familiaux

Ces renseignements seront obtenus des parents ou du tuteur ou gardien par le moyen d'un questionnaire qui leur sera expédié au moment d'ouvrir le dossier. Il va de soi qu'on devra procéder avec délicatesse pour demander ces renseignements. Certains parents pourraient avoir des objections à révéler certaines informations: l'âge de la mère, par exemple.

3. Certains renseignements contenus sur cette fiche sont susceptibles de changer périodiquement. Un questionnaire annuel adressé aux parents permettra de les maintenir à jour.

4. Caractéristiques du milieu

Il est difficile de prévoir tout ce qui pourra être inscrit sous cette rubrique. La fiche ne cherche à établir qu'une appréciation du milieu socio-économique. On voudra sans doute avoir aussi des renseignements sur les caractéristiques psychologiques, morales et religieuses du milieu, sur son attitude par rapport à l'éducation en général et aux études en particulier. Il faudra user de précautions quant à la façon d'inscrire de tels renseignements, se rappelant sans cesse que la fiche doit contenir seulement des renseignements communicables et que d'ailleurs, elle est toujours sujette à l'inspection des parents.

Pour répondre à ces difficultés, il sera parfois plus utile de conserver ailleurs ces renseignements trop confidentiels. Dans certains cas, on pourra aussi avoir recours à un code connu d'un nombre restreint de personnes. Il est bien évident, également que les dossiers du service social pourront dans certains cas contenir des informations qui seraient de nature à éclairer la compréhension du comportement de l'enfant. En cas de besoin, on pourra toujours référer au service social pour obtenir des éclaircissements.

F I C H E

D E

S A N T E

FICHE DE SANTE (ELEMENTAIRE)

NOM

PRENOMS

SEXE

CODE

CODE D'EVALUATION:

5. Excellent 3. Moyen
4. Bon 2. Médiocre
1. Mauvais

AGE EN ANNEES

5 6 7 8 9 10 11 12

DEVELOPPEMENT PHYSIQUE

TAILLE
EN POUCES

(POIDS EN LIVRES)

35

75

100

125

150 lb

1 POIDS

2 TAILLE

3 APPARENCE GENERALE

4 VEGETATIONS ADENOIDES

5 ETAT DE LA DENTITION

6 GORGE (AMYGDALES)

7 POUMONS (RAYONS-X)

8 COEUR

9 AFFECTIONS CUTANEEES

10 SYSTEME OSSEUX

11 SYSTEME NERVEUX

12 ACUITE AUDITIVE

13 ACUITE VISUELLE

NORM-SANS VERRES

AVEC VERRES

DEF -SANS VERRES

AVEC VERRES

14 AUTRES OBSERVATIONS

15 INDICATIONS PARTIC.

16 CONSEILLE VISITE AU
SPECIALISTE

ESPACE RESERVE AUX OBSERVATIONS, INDICATIONS, REMARQUES PARTICULIERES.

FICHE DE SANTE (SECONDAIRE)		NOM							PRENOMS							SEXE	CODE				
CODE D'EVALUATION: 5. Excellent 3. Moyen 4. Bon 2. Médiocre 1. Mauvais		AGE EN ANNEES							DEVELOPPEMENT PHYSIQUE												
		11	12	13	14	15	16	17	18	TAILLE EN POUCES		(POIDS EN LIVRES)									
											75	100	125	150	200 lb.						
1	POIDS									78											
2	TAILLE									77											
3	APPARENCE GENERALE									76											
4	VEGETATIONS ADENOIDES									75											
5	ETAT DE LA DENTITION									74											
6	GORGE (AMYGDALES)									73											
7	POUMONS (RAYON-X)									72											
8	COEUR									71											
9	AFFECTIONS CUTANEEES									70											
10	SYSTEME OSSEUX									69											
11	SYSTEME NERVEUX									68											
12	ACUITE AUDITIVE									67											
13	ACUITE VISUELLE									66											
	NORM- SANS VERRES									65											
	DEF- AVEC VERRES									64											
	SANS VERRES									63											
	AVEC VERRES									62											
14	AUTRES OBSERVATIONS									61											
15	INDICATIONS PARTIC.									60											
16	CONSETLLE VISITE AU SPECIALISTE									59											
ESPACE RESERVE AUX OBSERVATIONS, INDICATIONS, REMARQUES PARTICULIERES.										58											
										57											
										56											
										55											
										54											
										53											
										52											
										51											
										50											
										49											
48																					

Fiche de santé

1. Responsabilité

C'est la responsabilité du service de santé, médecin ou infirmière, de remplir cette fiche à partir des documents conservés dans les filières de ce service. Bien que la fiche laisse supposer un examen médical complet annuellement, on l'utilise selon les circonstances de lieu et de temps qui prévaudront dans chaque milieu.

2. Identification

Voir fiche des renseignements généraux.

3. Code d'évaluation

La fiche de santé du dossier n'est pas un rapport d'examen médical. Elle ne doit que rendre compte de l'état de l'enfant sous certains aspects physiques. Evidemment, les mensurations de poids et de taille sont indiquées telles que lues au moment de l'examen. Quant aux autres caractéristiques, énumérées de 3 à 13, il suffira d'indiquer sous l'âge approprié

l'appréciation du spécialiste par l'un des chiffres 5, 4, 3, 2, 1. suggérés dans le code.

L'espace réservé aux observations, indications, remarques, sera utilisé par le médecin pour indiquer aux maîtres et aux autres spécialistes les précautions à prendre par rapport à telle activité (exemple: la culture physique, la place que devrait occuper un élève dans la classe) ou encore un comportement particulier vis-à-vis de l'enfant en raison de telle condition physique (exemple: nervosité excessive qui peut nuire à la concentration ou à la discipline) etc.

On peut évidemment utiliser le verso de la fiche pour y inscrire des indications supplémentaires, si nécessaire.

4. Tableau de développement physique

Après avoir indiqué sous (1) et (2) le poids et la taille de l'enfant, l'infirmière est priée de reporter ces mesures au tableau du développement physique à droite sur la fiche. Le but de ce tableau est d'indiquer par un tracé visuel si le développement de l'enfant s'effectue normalement selon une courbe régulière ou s'il est sujet à des perturbations périodiques.

L'inscription se fait en plaçant un point (•) à la ligne de rencontre entre la taille qui est indiquée verticalement (en pouces) et le poids qui est inscrit horizontalement (en livres).

FICHE PSYCHO-PEDAGOGIQUE		NOM												PRENOM												SEXE	CODE			
AGE		6 ANS				7 ANS				8 ANS				9 ANS				10 ANS				11 ANS				12 ANS				
CAPACITE INTELLECTUELLE																														
MATIERES		Pro nos tic	Rendement Trimestre			Pro nos tic	Rendement Trimestre			Pro nos tic	Rendement Trimestre			Pro nos tic	Rendement Trimestre			Pro nos tic	Rendement Trimestre			Pro nos tic	Rendement Trimestre							
			1	2	3	Final		1	2	3	Final		1	2	3	Final		1	2	3	Final		1	2	3	Final				
1	LANGUE MATERNELLE																													
	PARLEE																													
	LECTURE																													
	ECRITURE																													
	GRAMMAIRE																													
	COMPOSITION																													
2	MATHEMATIQUES																													
	CALCUL ORAL																													
	CALCUL ECRIT																													
	TECHNIQUE																													
	RAISONNEMENT																													
3	ARTS RYTHMIQUES																													
	SOLFEGE																													
	MUSIQUE																													
	CHANT																													
	DANSE																													
4	ARTS PLASTIQUES																													
	DESSIN																													
	AUTRES ACTIVITES																													
5	EDUCATION PHYSIQUE																													
6	ETUDE DU MILIEU																													
	HISTOIRE/GEOGRAPHIE																													
7	LANGUE SECONDE																													
	PARLEE																													
	ECRITE																													
8	CATECHISE																													
9	AUTRES ACTIVITES (SPEC.)																													

PROFIL DE DEVELOPPEMENT (OBSERVATIONS DU COMPORTEMENT)

AGE	PHYSIQUE	INTELLECTUEL	AFFECTIF	SOCIAL	MORAL
	COMPORTEMENT DE L'ENFANT QUANT A L'UTILISATION DE SES SENS: TOUCHER, ODORAT, GOUT, VISION, AUDITION, SENSATION VISUO-MOTRI-CE, AVEC SES DOIGTS, SES BRAS, SES JAMBES.	FONCTIONNEMENT INTELLECTUEL DE L'ENFANT, COMPREHENSION, JUGEMENT, RAISONNEMENT, INITIATIVE, IMAGINATION CREATRICE, MEMOIRE, VOCABULAIRE, CAPACITE ET QUALITE DE LA PRODUCTION, GOUT DE LA LECTURE.	DECRIRE LES MANIFESTATIONS DE SENSIBILITE, D'IMPULSIVITE, D'AGRESSIVITE, DE MATORITE, DE FORCE DE CARACTERE, LES ATTITUDES VIS-A-VIS SES CAMARADES, LES ETUDES, AU JEU, ETC.	ADAPTATION A LA CLASSE, AU JEU, A SES CAMARADES, GAJETE, REN-FERME OU OUVERT, SOLITAIRE OU GREGAIRE, DON DE SOI, EGOISME, MENEUR OU SUIVEUR, ETC.	ACCEPTATION DE LA DISCIPLINE, ASSIDUITE, HONNETETE, FRANCHISE, PROPRETE DANS SON TRAVAIL, SUR LUI-MEME, ETC.
6 ans					
7 ans					
8 ans					
9 ans					
10 ans					
11 ans					
12 ans					
Résumé					

Fiche psycho-pédagogique

1. Description

La fiche psycho-pédagogique comprend deux parties:

au recto: une description quantitative du rendement
de l'enfant dans chacune des matières de
son programme.

au verso: une description opérationnelle de son
comportement à l'école et dans la classe
basée sur les observations de l'instituteur
ou de l'institutrice.

Description quantitative

2. Identification

En saillie comme pour les autres fiches.

3. Capacité intellectuelle

- Un espace est réservé à chaque année d'âge pour l'inscription d'un chiffre représentant la capacité intellectuelle globale de l'enfant.
- La capacité sera représentée par un chiffre qui décrit la place que tient le sujet dans son groupe d'âge. Dans la courbe normale des probabilités imprimée sur la couverture du dossier, on pourra choisir l'échelle de sa préférence: percentiles, stanines ou stanines contractés. Dans la plupart des cas, les stanines contractés devraient s'avérer l'échelle la plus facile à utiliser. En effet, il s'agit tout simplement de classer un groupe d'élèves en cinq (5) catégories, de 1 à 5 selon les proportions suivantes:

Catégorie	%	Exemple sur un groupe de 60 élèves	Description
5	10	6	Elèves de capacité très supérieure.
4	20	12	Elèves de capacité supérieure à la moyenne.
3	40	24	Elèves de capacité moyenne.
2	20	12	Elèves de capacité inférieure à la moyenne.
1	10	6	Elèves de capacité très inférieure.
	<u>100%</u>	<u>60</u>	

- Comment apprécier la capacité: aucune règle fixe n'est suggérée. Au début, il pourra s'agir d'une appréciation grossière faite par l'instituteur ou l'institutrice basée sur l'observation courante de l'enfant. Graduellement, à mesure de l'introduction de tests d'intelligence dans le système, on pourra raffiner cette appréciation pour la rendre de plus en plus précise.

4. Matières scolaires

- Deux sortes de mesures sont prévues pour les matières scolaires:
 - une mesure de pronostic
 - des mesures de rendement
- Quant au pronostic, on procédera comme pour la capacité intellectuelle, c'est-à-dire qu'au début, le pronostic sera grossier mais il se précisera à mesure de l'introduction d'instruments de diagnostic pédagogique dans chaque matière. Comme pour la capacité intellectuelle, on utilisera pour le pronostic l'échelle de sa préférence, l'échelle en cinq catégories étant suggérée comme la plus simple d'application.

- Mesures de rendement: La fiche prévoit quatre inscriptions possibles dans chaque matière et à chaque âge: trois inscriptions trimestrielles et une inscription finale de l'année.
- Dans la perspective du ministère, une inscription selon l'échelle proposée pour la capacité intellectuelle et le pronostic serait suffisant au dossier. C'est donc dire qu'il n'est pas nécessaire d'y inscrire le pourcentage des notes obtenues par l'élève, ce pourcentage ne signifiant rien à moins de connaître la moyenne de l'ensemble des élèves et l'écart-type du groupe. Toutefois, jusqu'à ce que les parents se soient familiarisés avec la méthode d'appréciation basée sur la courbe normale, on jugera peut-être nécessaire de continuer de donner aux parents des bulletins où sont inscrits des résultats d'examens en pourcentage.

Description qualitative

1. Au verso de la fiche psycho-pédagogique sont prévus des espaces libres où l'instituteur inscrira une appréciation qualitative du comportement de l'enfant basée sur les observations faites en classe et dans l'école.

2. Ces descriptions portent sur les aspects du développement intégral de l'enfant: développement physique, intellectuel, affectif, social et moral décrits de façon opérationnelle comme suit:

Développement physique:

Caractéristiques du comportement de l'enfant quant à l'utilisation de ses sens dans l'apprentissage: vue, ouïe, toucher, odorat, goût et à sa coordination visuo-motrice: habileté avec ses doigts, ses mains, ses bras, ses jambes, etc.

Développement intellectuel:

Fonctionnement intellectuel de l'enfant, compréhension, jugement, raisonnement, initiative, imagination créatrice, mémoire, vocabulaire, capacité et qualité de la production, goût de la lecture, etc.

Développement affectif:

Décrire les manifestations de sensibilité, d'impulsivité, d'agressivité, de maturité, de force de caractère, les attitudes vis-à-vis ses camarades, les études, au jeu, etc.

Développement social:

Adaptation à la classe, au jeu, à ses camarades,
gaieté, renfermé ou ouvert, solitaire ou grégaire,
don de soi, égoïsme, meneur ou suiveur, etc.

Développement moral:

Acceptation de la discipline, assiduité, honnêteté,
franchise, propreté dans son travail, sur lui-même, etc.

3. Un espace est pourvu sous chacun de ces aspects du développement et à chaque âge. De plus dans chaque losange, il est prévu un petit carré où l'instituteur inscrira toujours selon l'échelle en cinq catégories suggérée plus haut, une appréciation numérique du niveau de développement de l'enfant par rapport aux camarades de son groupe.
4. Il faut se rappeler que l'inscription requise doit être descriptive du comportement habituel de l'enfant, qu'elle doit être basée sur des observations faites par l'instituteur et enfin que la description doit être faite dans des termes aussi positifs que possible.

Dossier scolaire cumulatif du secondaire

Fiche de renseignements généraux

- On utilisera la fiche de l'élémentaire
- Si l'espace vient à manquer sur la fiche de l'élémentaire pour y inscrire d'autres renseignements, on n'aura qu'à créer une nouvelle fiche que l'on marquera du chiffre (2) à droite à côté du titre de la fiche, ainsi:

FICHE DE RENSEIGNEMENTS GENERAUX

Fiche de santé:

- La fiche de santé du secondaire contient les mêmes renseignements que la fiche de santé de l'élémentaire, sauf qu'on y a changé les âges qui au lieu de se lire de 6 à 12 ans se lisent de 11 à 18 ans.
- De plus le tableau de développement physique montre des poids et des tailles plus élevés qu'à l'élémentaire.
- La procédure à suivre pour remplir la fiche est la même mais la fiche pourra contenir des observations médicales plus précises et plus pertinentes concernant les indications susceptibles d'influencer le choix professionnel de l'élève.

FICHE DES ACTIVITES
PARA-ACADEMIQUES ET PARA-SCOLAIRES

		NOM									PRENOMS									SEXE			CODE																							
ACTIVITES		SECONDAIRE I									SECONDAIRE II									SECONDAIRE III									SECONDAIRE IV									SECONDAIRE V								
		Degre de									Degre de									Degre de									Degre de									Degre de								
		Partici- pation			Efficacite			Responsa- bilité			Partici- pation			Efficacite			Responsa- bilité			Partici- pation			Efficacite			Responsa- bilité			Partici- pation			Efficacite			Responsa- bilité											
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3										
Physiques	Piste et pelouse																																													
	Natation																																													
	Gouret																																													
Intellectuelles	Cercle Litteraire																																													
	Cercle Scientifique																																													
	Lecture																																													
	Art Dramatique																																													
	Chant, Musique																																													
	Dessin, Peinture																																													
Sociales	Cercle d'Etudes																																													
	Scouts, Guides																																													
	Club 4-H																																													
Morales et Religieuses	Equipe de Pastorale																																													
	Servant de Messe																																													
	Cercle d'Etudes																																													

Fiche d'activités para-académiques et para-scolaires

Dès le niveau du secondaire et parfois avant, l'élève commence à s'engager dans des activités qui sont en dehors du cadre strictement académique. Ces activités peuvent avoir une grande signification psychologique pour l'élève et de plus elles peuvent avoir une influence prépondérante dans les choix ultérieurs se rapportant sinon toujours à la profession, du moins au style de vie qu'adoptera l'étudiant au cours de sa carrière future. C'est pourquoi il est important que ces activités soient notées avec précautions et de manière telle qu'il soit possible d'en tirer des conclusions qui auront des conséquences dans la vie de l'étudiant.

Catégories

- Les activités para-académiques et para-scolaires ont été groupées en quatre catégories: les activités physiques, les activités de caractère intellectuel, les activités plutôt sociales, les activités morales et religieuses.
- Il eut été impossible de dresser une liste complète de toutes les activités dans lesquelles peuvent s'engager les adolescents, d'ailleurs, l'espace aurait manqué pour

en faire une liste exhaustive. La liste en énumère quelques-unes qui ont été considérées les plus fréquentes; on n'aura qu'à ajouter celles qui s'appliquent dans chaque cas particulier.

Participation

- A chaque degré scolaire, un espace est réservé pour inscrire trois caractéristiques de la participation de l'étudiant dans chacune de ses activités. Ce sont:
 - l'intérêt manifesté par l'étudiant dans l'activité commune;
 - l'efficacité qu'il a démontrée dans l'activité;
 - le degré de responsabilité qu'il a assumé ou qui lui a été confié.
- Sous chacun de ces titres, la participation de l'élève sera appréciée par un crochet (✓) sous l'un des trois chiffres (1), (2) ou (3) inscrits en tête de chaque colonne.
- Le chiffre (1) signifie que la participation a été inférieure à la moyenne;
Le chiffre (2) signifie que la participation a été moyenne;
Le chiffre (3) signifie que la participation a été supérieure à la moyenne.

- On pourra évidemment consulter l'élève lui-même avant d'inscrire ces chiffres.

- Une certaine difficulté pourrait surgir dans l'interprétation à donner au terme "responsabilité". Nous l'avons employé pour signifier un rôle de meneur, de "leader" dans l'activité. Celui, par exemple, qui aurait manifesté beaucoup d'intérêt dans une équipe de gouret et lui-même se serait montré très efficace peut cependant n'avoir montré aucune initiative autre que d'être membre de l'équipe alors qu'un autre étudiant aura été nommé capitaine de l'équipe; ailleurs on aura des membres, des conseillers et des directeurs, etc.

FICHE DE RENDEMENT ACADEMIQUE (1)
(SECONDAIRE)

NOM

PRENOMS

SEXE

CODE

[illegible]

Fiche de rendement académique I et II

Structure

La fiche de rendement académique au secondaire présente
en verticale: les disciplines regroupées selon les regroupements
reconnus dans le document qui présente la maquette
des programmes institutionnels.

en horizontale: les années du cours depuis la préparatoire
jusqu'à la secondaire V.

Regroupement des disciplines

- À cause du nombre de disciplines, il a fallu utiliser
deux fiches. Nous avons cru préférable d'utiliser deux
fiches plutôt qu'une seule recto-verso, afin de faciliter
la lecture du programme académique individuel de l'élève.
- La fiche I présente les disciplines regroupées sous les titres:
 - Langues et Lettres
 - Sciences et Mathématiques
 - Disciplines de Synthèse
 - Arts

FICHE DE RENDEMENT ACADEMIQUE (2) (SECONDAIRE)															
							NOM		PRENOM		SEXE		CODE		
TECHNIQUES		Prepara- toire	Sec I	Sec II	Sec III	Sec IV	Sec V	TECHNIQUES		Prepara- toire	Sec I	Sec II	Sec III	Sec IV	Sec V
COMMERCIALES	Tenue de Bureau							AUTOMOBILE	Service						
	Dactylographie *								Entretien						
	Comptabilité								Debosselage et Peinture						
	Stenographie								Mecanique						
	Mecanographie								Electricité *						
	Dessin Publicitaire								Menuiserie *						
	Imprimerie								Construction						
DOMESTIQUES	Tenue de Maison *							BOIS ET CONSTR.	Modèlerie						
	Cuisine *								Forge et Soudure						
	Service de Table								Metal en Feuilles						
	Coupe et Confection *								Fonderie						
	Tissage								Mecan. de Ferblanterie						
	Tricot et Broderie *								Electricité *						
	Couture *								Mecan. d'Ajustage						
AGRICOLES	Alimentation Ration.							P-C A E METALLURGIE	Mecan. Plomb. & Chauff.						
	Horticulture *								Rembourrage						
	Apiculture								Boulangerie						
	Aviculture								Patisserie						
	Assolement								Horlogerie						
	Cereales								Photographie *						
	Economie Rurale								Imprimerie						
	Mecanique								Dessin Industriel						
	Machinisme														
	Bovins														
	Lait et Sous-Produits														
	Cheval														
	Mouton														
	Porc														
	Prod. Vegetale														
	Prod. Animale														

- La fiche II présente le groupe de disciplines:

Techniques

- Etant donné que dans certains cas un élève pourra choisir de suivre deux cours dans la même discipline des Langues et Lettres au cours de la même année, deux lignes ont été réservées pour chaque matière.
- Il en est de même pour les sciences, alors que pour les mathématiques quatre lignes ont été prévues à cause des concentrations possibles et aussi à cause de la distinction faite entre les mathématiques modernes et les mathématiques traditionnelles.
- Dans le cas des techniques (fiche II), il était impossible de dresser une liste complète de tous les cours offerts. Comme la concentration dans une technique ne doit pas se faire au détriment de l'équilibre dans le développement total de l'élève, trois lignes nous sont apparues suffisantes sous chacune des sphères de spécialisation technique. Ceci permettre d'inscrire les résultats d'un élève qui au cours

de la même année ou du même semestre se serait inscrit à trois techniques différentes.

Inscriptions possibles

- Dans chaque discipline et pour chaque année du cours, un espace est réservé pour inscrire les résultats de deux semestres et les résultats de l'année.
- Les résultats s'inscrivent de la façon suivante:
 - 1ère colonne: numéro de code du cours suivi dans la discipline.
 - 2e colonne: résultat en pourcentage ou sur un maximum quelconque obtenu par l'élève.
 - 3e colonne: rang de l'élève selon son résultat.
- Rang: Comme dans le cas de la capacité intellectuelle, du pronostic et du rendement scolaire à l'élémentaire nous suggérons l'utilisation d'une échelle basée sur la courbe normale des probabilités. Un classement en cinq (5) catégories, appliquant les pourcentages suggérés, nous apparaît suffisant.

Catégorie	% des cas	
5	10	Résultats très supérieurs
4	20	Résultats supérieurs à la moyenne
3	40	Résultats moyens
2	20	Résultats inférieurs à la moyenne
1	10	Résultats très inférieurs.

Diagramme de cas
sous chaque portion
de la surface de la
courbe normale

Cartes-types

Diagramme

arrondis

Équivalences

Percentiles

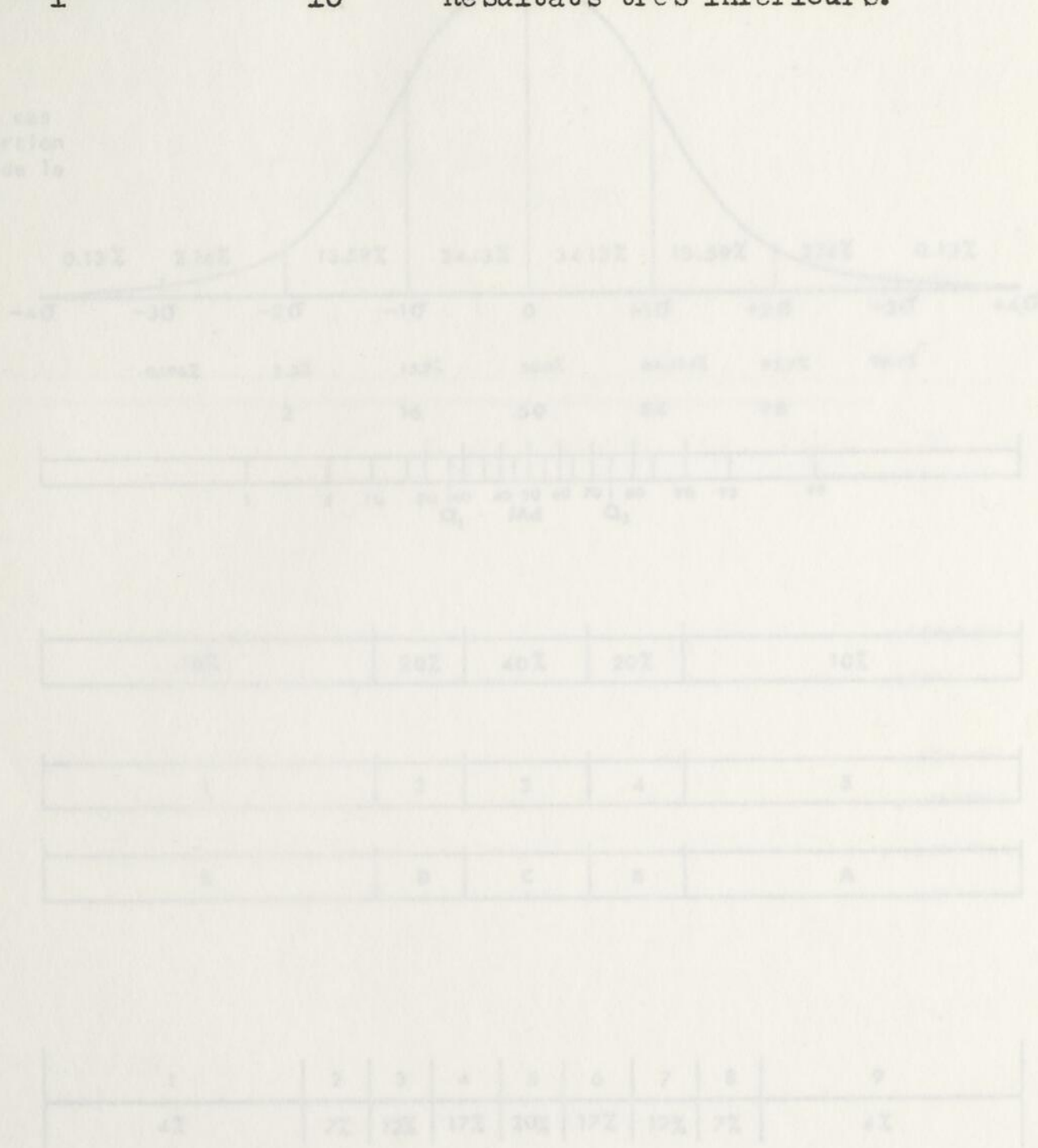
Groupes

Chiffres

Lettres

Grades

2. par cas



Normalisation des résultats psycho-pédagogiques selon la courbe normale

COURBE NORMALE DES PROBABILITES

Pourcentage de cas
sous chaque portion
de la surface de la
courbe normale

Ecarts-types

Pourcentage:
cumulés

arrondis

Equivalences
Percentiles

Groupés

Chiffrés

Lettres

Stanines

% des Cas

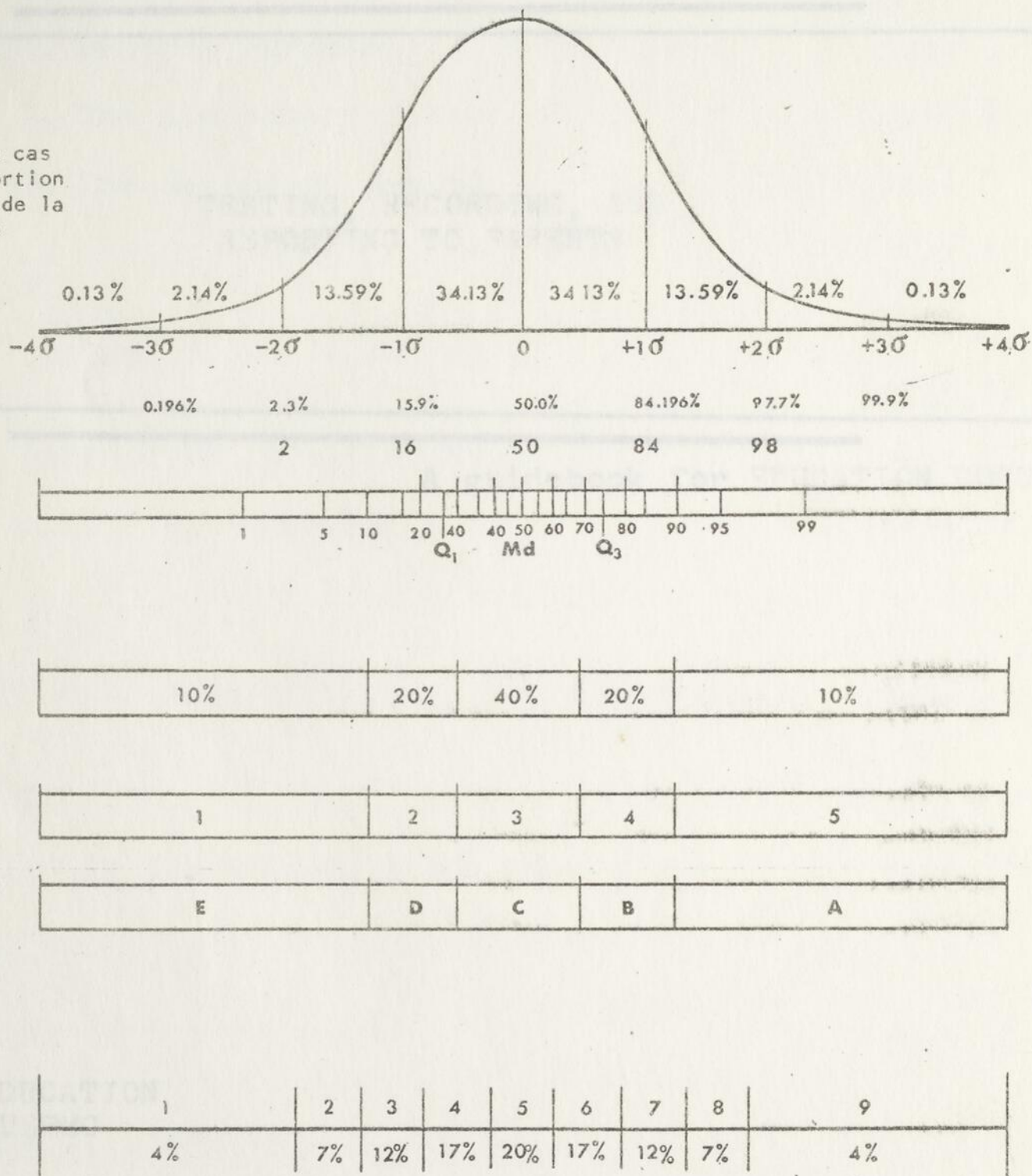


Table of Contents

Introduction

page 1

Chapter I

PURPOSE OF TESTING

page 3

A. General Purpose

page 3

B. The Elementary School

page 5

C. The Secondary School

page 6

TESTING, RECORDING, AND
REPORTING TO PARENTS

Chapter II

TESTING IN THE ELEMENTARY
SCHOOL

page 11

A guidebook for EDUCATION DOCUMENT 2

ADMINISTRATIVE PROCEDURES

page 18

Chapter III

TESTING — SOME TECHNICAL CONSIDERATIONS

page 27

Chapter IV

TESTING IN THE SECONDARY SCHOOL

page 38

Chapter V

REPORTING TO PARENTS

page 43

DEPARTMENT OF EDUCATION
GOVERNMENT OF QUEBEC

CUMULATIVE RECORDS

page 58

Table of Contents

Introduction

page 1

Chapter I

PURPOSE OF TESTING

page 3

A. General Purpose

page 3

B. The Elementary School

page 5

C. The Secondary School

page 8

Chapter II

TESTING IN THE ELEMENTARY
SCHOOL

page 11

ESTIMATING CAPABILITIES

page 11

ASSESSING PROGRESS

page 18

Chapter III

TESTING — SOME TECHNICAL CONSIDERATIONS

page 27

Chapter IV

TESTING IN THE SECONDARY SCHOOL

page 38

Chapter V

REPORTING TO PARENTS

page 43

Chapter VI

CUMULATIVE RECORDS

page 58

INTRODUCTION

In the field of examinations and testing, the concept of fitting the school program to the needs and capabilities of the individual child through continuous progress and subject promotion programs presents new and stimulating challenges. Traditional values and procedures must be re-evaluated in the light of the objectives of a child centered program, modified where appropriate, and abandoned where necessary.

Continuous progress suggests the need for rather continuous evaluation -- a moving picture of the child's school fostered development, rather than a series of formal portraits taken at fixed intervals. This will place greater emphasis upon the technical competence and human understanding of the teacher, as the new focus becomes the child and his needs, not the program and its requirements.

Tests and examinations should serve the child, and assist his development. This will not happen if they become a form of punishment, or cause a lowering of the child's conception of his own worth. They can aid the child when used wisely, when used unwisely they can discourage and retard.

New programs will cause the disappearance of some traditional guideposts in pupil evaluation, for which there has long been faithful, though perhaps rather uncritical, acceptance. These must be replaced with others more valid and more appropriate to the needs of the students. Initially, the unfamiliarity of the new may give rise to some distrust among those who have not participated in the development of the new criteria of evaluation.

This suggests that in addition to determining the criteria

needed for evaluating pupil progress in the terms most helpful to the optimum development of the child, it will be necessary to inform others concerned with the development of the child of what is being attempted, and how this will benefit the child. It is particularly important that parents be fully informed, as the fullest development of the child requires the harmonious co-operation of school and parents.

The initiative for the development of evaluative criteria and for explaining these so as to enlist the support of all those affected clearly must rest with the school staff concerned. It should be recognized that no matter how good the pupil assessment program may be, it can not achieve its fullest effect if it is regarded with distrust by parents and educators at other levels.

CHAPTER I

PURPOSE OF TESTING

A. GENERAL PURPOSE

Whether carried out in a traditional graded school program, or in a continuous progress program, whether with a grade promotion form of organization, or a subject promotion form, the fundamental purpose of testing and examinations is to gain information about children. What information will be sought, and what use will be made of the information gained, will depend very much upon the aims and instructional philosophy of the school.

.....where progress is through mastery of units,

If the school supports or requires a form of organization which divides the tasks to be accomplished into a number of units, then the aim of the testing is to discover whether or not the units have been sufficiently mastered to allow progress or promotion to the next unit. Units may be conceived as year-grades, or as smaller units, several of which might be the "year-grade": in either case, failure to reach a satisfactory level of achievement will require a repetition of the unit. Various arrangements may be made which will permit a greater or lesser degree of flexibility: units may be made smaller, or shorter in duration; materials may be presented at various levels of difficulty; progress in one subject may not be governed by progress in other subjects. Whatever arrangements may be made, testing will be done to discover fitness for the next step in the sequence, and in that sense, the test becomes a

barrier to be overcome or a hurdle to be leaped.

.....where progress is continuous.

The school may hold a very different concept of the learning process. If the development of the child is held to be a continuous process, varying perhaps in rate from time to time and from subject to subject, then the aims of the testing program must also be different. The question asked is not any longer the question of whether or not the child is ready for the next step in the program, but how far he has developed on a continuum. Two other related questions then arise — is this development adequate in terms of the child's capabilities, and what are the next steps to be taken to continue the development of the child.

This latter approach is obviously of the most value when the basic concern of the school is for the development of the fundamental skills of learning, in which progress is to be thought of as largely continuous. Plainly, the ability to read develops to a certain point in a certain time, and it is as futile to repeat the process that resulted in development to that point as it is to attempt to develop new skills which presuppose skills not yet attained.

Where more complex skills which utilize greater amounts of knowledge are concerned, the case is by no means as clear. With present techniques of testing and instruction, it is difficult (when a complex interaction of skills and information is involved) to deal with inadequate achievement through means other than the repetition of the course or unit, or selection of another course. Refinements of technology and testing and the introduction of more

...

varied programs may produce solutions capable of wide application.

Regardless of the form of organization of the school, examinations and testing should be carried on with the single aim of assisting the maximum possible development of the child, whether this is being achieved through the steady development of fundamental skills, or through the decision to enter upon a next stage development, or to continue longer at a present stage in which achievement is judged to provide an inadequate basis for the next stage.

B. THE ELEMENTARY SCHOOL

The organization of the elementary school so as to permit children to enjoy continuous progress will demand a considerable revision in the role traditionally assigned to testing and examinations.

Though the form of organization used to support continuous progress may vary from the fairly structured to the rather loosely organized, certain aims and certain concerns characterize all approaches. However it may be implemented, continuous progress involves fitting the program to the child. It seeks to respect his individual needs, as these may vary according to his aptitudes, capacity, and rhythm of development. The child advancing under continuous progress should not be expected to make progress on a continuous front, but on a broken front — more rapidly in some subjects than in others.

Under such a program the old, comfortable assumptions of grade progress are no longer tenable. All pupils in a given year-grade can no longer be assumed to be capable of a bloc of work assigned to that grade. It can no longer suffice to measure all with the same yardstick. Furthermore, if each child progresses at the rate best suited

to him, the concept of failure becomes irrelevant. The child who accomplishes all that he is capable of accomplishing can not be characterized as a failure simply because his capacity is less than that of another child more generously endowed by nature or by circumstance.

The testing program that seeks to serve the child must concern itself with making as accurate as possible an assessment of the child's capabilities, for without some such assessment the necessary decisions concerning the rates of progress to be expected can not be made. Such decisions must not forever categorize the child, and provision must therefore be made for review, in order that the child whose rhythm of development and interests have changed will not continue in a group whose rate of progress no longer suits his needs.

In addition to allowing for changes in the child's needs, and providing an organization of the school flexible enough to meet these, means must be found to assess the state of the child's development with adequate frequency. Such testing should be aimed both at an estimate of the current progress of the child, and at a diagnosis of difficulties he may be encountering. Correctible difficulties which impede the continuous progress of the child should be discovered and eliminated as soon as possible in order to keep their effects upon his academic development at a minimum.

Two dimensions of the learning process make such assessments a particular imperative.

The first of these is widely recognized. It is wasteful to require a child who has achieved a learning objective to mark

time in some manner while others catch up with him. Solutions such as the assignment of more of the same work that the child can do take on the nature of punishment at the point at which accomplishment should offer the satisfactions of reward. It is important, therefore, to know when the skill has been "fixed" and the child is ready for further progress or stimulating enrichment.

One aspect of the second dimension is also widely recognized — that it is futile to require a child to attempt work beyond his capabilities. The discouraging effect of this is well known, but what is, perhaps, an even more damaging aspect is less well known. Psychologists describe this as proactive and retroactive interference. More simply expressed, the attempt to teach something inappropriate will not only interfere with future learning, but will also interfere with or contaminate previous learning. The result may be a thoroughly confused child whose learning progress has been seriously impaired.

Materials inappropriate to the present state of the child's development are distinctly harmful, as are materials and skills partially or improperly learned. To avoid these, accurate and continuous knowledge of the child's development is necessary — as accurate and as continuous as time and measuring instruments and techniques permit.

This should suggest that testing on fixed dates or at fixed intervals is not appropriate. It should also suggest that assessment is not only a matter of tests, but also a matter of checking by many less formal and less obvious means. It implies systematic observation, and a conscious use of regular activities and assignments as a means

of remaining continuously aware of the child's changing needs and the state of his development.

Continuous progress, to be achieved, will demand that the teacher know each child individually with a depth and completeness not always necessary under the assumptions of the "grade-year" organization.

C. THE SECONDARY SCHOOL

The problems of adjusting the program to the needs of the child are somewhat different in the secondary school, though it should be noted that both the secondary and elementary schools are part of the same developmental continuum. Skill development does not cease at the end of elementary school, nor do the problems which arise from the application and use of skills begin only with the secondary school. Despite this, it is probably a useful generalization to characterize the primary concern of the elementary school as being with the development of skills, and the primary concern of the secondary school as being the application of these skills in the specialized disciplines. It is expected that skills will be refined and intensified, probably throughout the remainder of the period of formal education, and, hopefully, beyond.

A program of skill development, particularly when fundamental skills are involved, involves a homogeneity of aims. Largely, continuous progress in the elementary school is predicated upon the belief that children will develop toward certain basic objectives at individual rates.

The secondary school must face the fact that in the further

development of the child, homogeneity of objectives can no longer be assumed, and a new dimension must be added to the problem. No longer will all pupils follow the same path, and even among those who follow the same path, different capacities and different needs will result in different objectives.

The structure to meet these needs is one which offers options sufficient to meet the broad needs of the child, options which are also graduated into a number of levels intended to meet his specific needs. It is clear that the needs of a child who will ultimately specialize in the academic study of a discipline such as History are somewhat different from those of a child whose needs as a citizen will be those of orientation and interpretation.

Such a structure will tend toward a certain homogeneity of class, both in interest and ability. Nevertheless, differences in rate of progress will still exist. Such differences should be less longitudinal than in the elementary school, having instead a greater area dimension.

The secondary school program is concerned with the acquisition of knowledge and the ability to use and apply the knowledge gained. It is not solely concerned with the cognitive, but it is apparent that this is generally conceived as its major role.

In the Taxonomy of Educational Objectives (Bloom, et al) the Cognitive domain is organized in six major classes: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. A consideration of these suggests that all are not appropriate for

all levels of secondary education, and that, in fact, various years, courses, and program levels may be expected to aim at some of them, and to show different proportions of those aimed at.

Within the general class Knowledge, both the longitudinal development and the area development can be discovered. Some facts are a necessary part of a sequence, others are not. For example, should the objective of a segment of learning be a knowledge of the early explorers of Canada, not knowing the names or achievements of some suggests a diminution in the area of knowledge, without being an impediment to the study of later periods of History. On the other hand, a failure in knowledge of methodology or basic principles in science may constitute a serious impediment to future progress, and might thus be considered to be part of the longitudinal axis of development.

This should indicate the ends to be served in secondary school testing and examinations. There should be a testing program that is mainly diagnostic in purpose. Its aim would be particularly the discovery of omissions in basic skills or knowledge likely to impede the further progress of the student, so that appropriate corrective action could be taken, and the progress of the student facilitated.

The belief that all students in a subject or course should acquire the same information and the same skills is easily seen to be an illusion. The question to be dealt with in this context is whether or not the knowledge acquired and the skills gained constitute adequate preparation to undertake successfully the work of the next stage.

CHAPTER II

TESTING IN THE ELEMENTARY SCHOOL

The two main questions which elementary school testing seeks to answer may be stated with very deceptive simplicity.

1. How far has the child progressed?
2. Is this progress adequate in terms of the child's capabilities?

ESTIMATING CAPABILITIES

The second of these questions is one of considerable importance, and also of considerable difficulty. There is the danger inherent in continuous progress that the rate of progress being made by the child will simply be accepted as being an adequate expression of his capabilities. Even though learning rates and attitudes have shown great improvement under schemes which adjust the program to the child's learning rate, the assumption can not be made that what the child does is necessarily all that he can do. Making such assumptions could easily lead to some children being inadequately challenged, or difficulties and problems which might be remedied being overlooked or ignored, simply because it was accepted that teaching the child at his existing level was all that was required, without reference to whether or not this level adequately reflected his capabilities.

The capacity of the human being to rise to new heights when sufficiently challenged has been demonstrated many times in human experience. The historian Toynbee notes that "the most stimulating challenge is one of mean degree between an excess of severity and a deficiency of it, since a deficient challenge may fail to stimulate

the challenged party at all, while an excessive challenge may break his spirit." The child has a right and a need to be challenged within the limits of his capabilities.

How, then, can an assessment be made of the child's potential?

The intelligence (IQ) test, which was developed for this purpose, and which gives a rather authoritative and scientific appearing number score, is usually the first means of assessment to be considered. At one time scores obtained through intelligence tests were regarded with great confidence as being valid and rather complete indicators of capacity. In recent years this confidence has ebbed somewhat, and these test results are now regarded as useful, but not conclusive, pieces of evidence. They are a factor worth considering, but not the only factor to be considered.

Over the decade or more during which children are in school, intelligence test scores are likely to vary ten points or more in one direction or the other, and may vary as much as forty points. The IQ score can not be taken as the absolute value it appears to be.

Teachers who need to make assessments of a child's potential have no single instrument which will perform the task for them. They must instead marshal and interpret all the information they can secure. In this respect, the school staff should study the various factors which may influence a child's school achievement and decide upon the factors applicable in their school milieu, and the relative importance of each appropriate to their situation.

A consideration of some of the weaknesses of the intelligence

(IQ) test may serve as a useful point of departure.

Most group intelligence (IQ) tests have an admitted culture-bias. The questions are probably also more valid for an urban group than for a rural group.

Despite their attempts to measure innate ability rather than prior learning, it is doubtful that any test has been completely successful in doing this. Certainly, group tests which require the child to read in order to answer questions measure in some degree reading skill, rather than innate ability, and it must also be recognized that the experiences which have been available to a child have an influence on the test scores. As a demonstration, coaching for specific types of test question has been shown to result in increased intelligence test scores, though it is clear that native capacity has remained unchanged.

It should not be supposed that intelligence test scores must never be used, merely that they should not be misused. They do give an indication of capacity, they do not forever define the category of intellectual capacity into which the child falls. Their use must be tempered by experience, by observation, and by test results of other kinds. While they help to know the child, they do not do the whole job, nor should they be asked to.

If the culture-bias of the IQ test is a factor in the score, cultural and socio-economic background may be anticipated to have some effect on what may be expected of a child. The process of IQ test validation is carried on so that the test results are fairly good predictors of what under existing conditions a child will do

in school, though they are not as good at showing what he can do. They are less valid when used early in a child's school life than when used later.

Some rather startling results have been achieved in New York's "Higher Horizons" program, which seeks to educate culturally deprived children. One boy whose original test scores suggested an IQ of only 74 — which might have categorized him as "educable-retarded" — later entered university, winning a valuable scholarship.

For such a student it would have been as unrealistic to expect, when his IQ was 74, the standard of performance which later won a scholarship, as it would have been wrong to have permanently characterized him as "educable-retarded" or "near educable-retarded."

The intelligence test is likely to be lacking in situations which disclose creativity and originality. Furthermore, high achievement requires drive and motivation and these tests do not assess feeling and motive.

To arrive at a usable estimate of a child's potential, a large number of measurements need to be used. In this context, the word "measurements" should be given a broad interpretation. Standardized tests, class tests, analysis of work, teacher observation, parent-teacher conferences, all should contribute to the assessment of the child.

These measures should not reflect a moment's "snapshot" picture, but should be applied over a period of time. This not only increases the accuracy of the measurement (a series of measures decreases the chance of error attributable to a single measure), but helps to

avoid overlooking strengths and weaknesses which may become apparent only over a long period.

(If these policies are followed, a cumulative record system becomes a necessity.)

In planning a continuous progress program, the school staff should consider carefully the factors applicable to their situation which might bear upon a child's capacity to achieve. A variety of such factors can be listed, some of which are applicable in one situation **and** not in another.

Some of these factors are well known: vision, hearing, general health, motor co-ordination are of easily recognized effect. Generally well known, too, are mental maturity, and mental habits, and social-emotional factors such as co-operation, independence, the ability to share, to listen, and to adjust.

The quality and quantity of a child's early and continuing experiences needs to be known. Those who are accustomed to the use of language, who have had wider experiences, who are exposed to a variety of stimulating material present a different problem from those who have not had similar opportunities. The child who comes from a home in which "children are seen but not heard", who has been discouraged from verbal experiences and experiments, will likely be less ready initially for the verbal requirements of school, though expanding experience may subject this condition to constant change.

The position of a child in a family, or his relationship with other members of his family may affect his apparent capacity to

achieve in school. The literature of psychology abounds with instances in which parental pressure is translated into an inability to do well in a desired subject, or in which praise of one member of a family for achievement in a subject results in low achievement in the same subject by another family member. Though such cases describe extremes, there is no reason to suppose that the influences described do not cause lesser effects in many other situations.

The cultural values of the group to which a child belongs may be expected to have an influence on what constitutes adequate achievements in terms of a child's capabilities. If precision in language usage is not accepted -- or is even frowned upon -- in the cultural group to which the child's family belongs, the same level of achievement should not be expected as is to be expected of a child from a cultural background in which precision of language is highly valued.

The "Higher Horizons" program mentioned earlier uses an approach which contains useful suggestions. In this program a battery of special tests is given -- verbal and non-verbal IQ's, achievement tests in vocabulary and reading comprehension, mathematical computation and reasoning, etc. Included among the criteria were grades and teacher recommendations. A score which was average or above on six of the ten criteria gave acceptance to the program. However, children who scored high on only a few tests were also accepted, at least until the reasons for the differences could be determined.

This offers the valuable suggestion that any achievement higher than might be expected should be considered to be an indication of possible unsuspected capacity, worthy of further investigation. The

teacher would be unwise to confine the application of this only to academic classroom achievement. Significant achievement in or out of school should also be treated as an indication of capacity.

Boys' capacities may not be as apparent immediately as those of girls. The elementary school is, of necessity, greatly concerned with language, and girls tend to excel in reading, spelling, poetry, composition, and foreign languages. The areas in which boys excel are less central to the program; though mathematics is second in importance; science in the elementary school must be ranked as one of the less dominant concerns. Girls tend, too, to view school positively, and to fit more readily into its program. Boys are likely to be more negative, viewing school as an essentially feminine institution which it is in their nature to reject. Because of these differences, the capacities of boys can not be estimated with the same scale as is used for girls; the sex-related differences must be recognized.

Other circumstances are also worthy of consideration. Frequent moving may cause serious problems, both in adjustment and in different program content, and possibly different sequences and emphases. Absence from school due to illness or other causes, a difficult home situation and resulting tensions which affect school performance may affect the estimate of a child's capabilities at a given time.

All available means of estimating capacity should be used, and most important, no decision on a child's capacity should ever be treated as being wholly final. The possibility of change should always be accepted, and estimates qualified, at least mentally, as being

valid at the moment only.

ASSESSING PROGRESS

The other main question with which elementary testing is concerned, that of how far the child has progressed, though not wholly simple, presents fewer difficulties.

The testing program may, for convenience, be divided into three main sections, each of which has two parts.

Definition of Objectives

1. Agreement upon the major objectives of the school program of studies. These should be stated in terms of the behavior expected of children (behavior in the sense of response).

2. The identification of a wide variety of situations in which children may show the behavior which the school course of study aims to produce.

Collection of Data

1. Determination of the means to be employed in the appraisal of the attainment of the objectives specified, and of the instruments most appropriate for this task.

2. Actual use of the methods and instruments decided upon for the collection of the data needed.

Interpretation

1. Assessment of the progress made by the child in terms of the objectives set.

2. Decisions based upon the degree of success concerning the next steps to be taken, particularly those in regard to modifications necessary to fit the program to the demonstrated needs of the child.

Definition of Objectives

Programs or curricula may be expected to define objectives in broad terms only. If the program is to fit the child, it must not be so minutely defined as to become a restricting series of obligatory prescriptions. The state authority should define broad objectives, leaving to the local school the task of interpreting these broad objectives in terms of local needs and requirements, so that the means of achieving these objectives may be fitted more precisely to the capacities and interests of the children who are to be the beneficiaries.

The detail with which the program will be defined, and the mode of implementation will certainly be a product of the philosophy of education upon which the school staff can agree. Continuous progress is being achieved under a variety of forms of organization which vary from the loose, almost intuitive, to the rather formally structured. The general aim of each is the same — to foster the development of the child according to his individual needs. How this is to be implemented, and particularly the organization of instruction, varies considerably.

It may well be that, for many, the rather highly structured organization of the curriculum is a necessary step in the transition from the grade structure to an organization of the school in terms of the requirements of the children attending. The danger exists that the highly structured organization will be only little more flexible than the grade structure it was designed to replace -- dividing the work into rather smaller units than those of the "year-grade" but

otherwise not very different.

This need not happen if the dominant aim of the school is to teach the child at the level he had reached, and to help him to progress from that point without gaps or useless repetition.

The basic approach of the school will be exemplified in the detail with which the objectives of the program are specified. These can be minutely specified, or given in more general terms. Some such specification is necessary, for the school program should help the child to progress toward commonly supported ends. The general program should have the understanding and support of the whole staff, for if the school does not move in a common pattern, the flexibility of possible arrangement will be lost, and children may still be locked into an unsuitable program.

Various "flow charts" give detailed examples of the delineation of objectives and the steps to their attainment.

An arrangement such as the following might be used.

MAJOR OBJECTIVE

Multiplication of a three digit factor by a one digit factor with and without carrying.

SITUATIONS IN WHICH THIS BEHAVIOR MIGHT BE SAID TO OCCUR:

- (1) In multiplying a three digit number by a one digit number with carrying to the tens.
- (2) In multiplying a three digit number by a one digit number with carrying to the hundreds.
- (3) In multiplying a three digit number by a one digit number with carrying to the thousands.

- (4) As previously described, with carrying to the tens and hundreds.
- (5) As previously described, with carrying to the tens, hundreds and thousands.

Collection of Data

To some extent, the objective whose attainment is to be determined will define the means to be employed in the determination. In most cases a variety of means will be found to exist. Some of these are:

Standardized Tests These exist in many forms, suitable both for prognosis and for diagnosis. They offer the advantage of some established norms with which a pupil's achievement may be compared. These norms are, unfortunately, not always wholly valid for the group being tested — those standardized in the USA do not always have norms suitable for the situation in Canada. They are rather obviously tests, and may constitute a kind of pressure on teachers and pupils if undue stress is placed upon their results.

Teacher Made Tests Such tests may fit the local situation much more closely than the generalized tests. They will fit the particular content and program much better. Test items may not be valid, and results may not be reliable. Interpretation may be more difficult, as these results can not be related to any group larger than the class, or at best, several local classes. Nevertheless, a well constructed and scored test will give valuable and useful information concerning the present state of the pupil's progress. These tests do require

a formal "testing" atmosphere.

Information may also be gathered in less formal ways which are less connotative of examinations.

Check lists The definition of objectives and the steps leading to these objectives may, for a number of the aims, serve as a list which may be used to check off for each child objectives accomplished. Depending upon its suitability, the definition of objectives may itself serve as the list, or as the basis for a list, which represents an expansion or a rearrangement. Such a check list can constitute an invaluable means of assuring that behavior significant in terms of the agreed objectives is not overlooked.

Daily Work Careful checking of the performance of daily tasks can indicate fairly completely and unobtrusively just what the current state of a child's progress may be. Materials prepared for use with many series of textbooks may be used, and some are specially designed with such a use in mind. Where workbooks are used with a particular program, the successful completion of assignments establishes the attainment of particular objectives. Teacher prepared assignments may also be constructed with these ends in view.

Significant Performance Many teachers find that a folder containing a judicious selection of assignments and work completed and other performance items indicative of a child's development is a valuable means of aiding in the periodic assessment of progress.

Anecdotal Records The systematic noting of items of behaviour of each child will result in a steadily growing picture of the child, and may result in a focus of attention upon indicative actions which might otherwise be overlooked. Such records should be given a place in the implementation of a program aimed at educating the child as an individual. Information will then be available concerning a child's interests, work habits, attitudes, particular strengths and weaknesses, manifestations of difficulties, physical, social or emotional, and recurring patterns of behavior.

INTERVIEWS

Greater understanding of the child can be developed through well conducted parent-teacher interviews. When these are carried out with the obvious aim of helping a child through a sympathetic consideration of him as an individual, insights otherwise unavailable are gained both by the teacher and by the parents. Such interviews are a concrete recognition that the development of a child's potential is a joint responsibility of parent, teacher, and child, not the responsibility of the school alone.

Schools have, with profit, also used teacher-child interviews as a means both of gaining insight and understanding on the part of both, and as a means of creating a school atmosphere in which the child can better develop his inherent abilities.

INTERPRETATION

The data collected are to serve one main end — promotion of the welfare of the pupil, through the adjustment of the school program to his needs and abilities. The information gathered must

be interpreted in the light of the kinds of children the school has in its charge, as no two schools will have children with exactly the same native endowments, community background, and community resources to aid them.

The major questions to be dealt with are:

1. What is the child now ready to do?
2. What weaknesses are revealed which need correction, and what corrective action is appropriate?

To answer such questions it is necessary to look behind the test scores. Most test scores, either from standardized or teacher constructed tests, should not be read as a single value only. The components that make up that single value must also be considered in interpretation. What does a score of 68 in Arithmetic show — does it reveal a weakness in understanding certain concepts? does it show a weakness in computation? does it indicate poor reading ability? When collated with an arithmetic development check list and observation made of work in class, a picture of the child's needs will be built up which will show the present state of his development and indicate with some clarity the future course of action which will best promote his continuing development. Under continuous progress, the question of promotion does not arise. The child will be taught at the level he has reached, and progress should always be carried on from that level. At only one period in the child's elementary school life does a question of "promotion" really occur. This promotion question is whether it is to be at the

end of five, six, or seven years of elementary schooling that the child should proceed to the high school.

Careful assessment throughout the years of elementary school should furnish rather strong indications of the correct answer. To aid in making the decision best for the child, the Department of Education has instituted tests in the mother tongue and mathematics to be given at the end of Elementary school. The purpose of these examinations is not to "pass" or "fail" students, but to give those who must decide what is best for the child's future, information with a dimension that most or all other available information does not have.

These tests will not have a "pass" or "fail" designation for any mark, and it is not intended that they should be used alone to make a decision affecting the future disposition of any child. The information they will provide is how a child compares with a much larger group. This group will be children of the same age, in the same province, under the same general program. Whether or not most of the students in a class score above average should be a matter of no concern, nor should these tests ever encourage competition or teaching for examinations designed to raise the scores of a particular class, or to exceed those made by some other class. Their function should be informative in a broad sense.

Experience with these tests will give their scores more meaning and more value. While these scores should not be used alone to determine whether or not a student should proceed from elementary to

secondary school, they will furnish a predictive criterion whose value should increase as later achievement can be related to the scores. As a predictive criterion their greatest use should be as an aid to the study of particular cases in which a decision presents special difficulties.

They will in addition provide a point of comparison between the individual programs in schools, which will permit the relating of these to a province wide norm. Variations from a provincial norm should be expected, and when they occur, should cause no anxiety unless those are too wide and the variance too great. While schools are not expected to conform to the norms thus established, it is also important that pupils be able, when necessary, to transfer from the program of one school to that of another without great difficulty. Without closely governing the schools, these tests can help to indicate the existing provincial norms, and can provide a form of external moderation for the standards established by each school. As children must proceed from a variety of elementary schools to the comprehensive secondary school, some such comparable criteria are necessary, and the common evaluation given by these tests will furnish the receiving school with information that will facilitate its task of guidance and classification.

What is true of other tests is true of these. A single total score alone is of minor value. The greatest value can be derived from interpretation of the score and its components.

CHAPTER III

TESTING — SOME TECHNICAL CONSIDERATIONS

Teachers who must interpret test scores and construct tests for use in their classrooms need to become familiar with some of the terms and techniques employed in educational measurement.

TERMS COMMONLY USED

VALIDITY A valid test is one that measures what it purports to measure. The more closely it does this, the more valid it is said to be. That tests, whether constructed by specialist teams or by individual teachers, are not wholly valid should be clearly recognized, for if they are not wholly valid, their scores must be treated with caution, rather than accepted without question.

Those tests whose results have been subjected to statistical studies may offer correlation coefficients which show how closely their scores agree with some other measure. The usefulness of this coefficient of validity will naturally be related to the criterion against which it was established, so that such a coefficient alone does not establish an absolute degree of validity, but a relative validity. Those using such tests should be aware of the terms in which this validity was established.

As absolute measures of mental capacities and traits do not exist, validity must be inferred rather than established. Teachers should not assume that their own tests measure precisely what they expect them to measure, though they should not disparage unduly their own efforts, nor be intimidated by the statistical apparatus used in the more elaborately prepared tests. Well prepared and

wisely interpreted teacher made tests can do an excellent job of providing useful data.

RELIABILITY A test is said to be reliable when it measures with consistency. A reliable test would give the same score for the same level of performance in repeated testings, either with the same test on similar groups, or different forms of the same test with the same group.

Where validity involves a comparison with another criterion, reliability, in effect, compares the test with itself in assessing its self-consistency. All tests are not equally reliable, and perhaps no tests are completely reliable. A coefficient of reliability, which may be transformed to an index of reliability, may be provided. Before accepting the published coefficients of reliability, it should be ascertained that the population samples used in computing them were equally representative of the range of abilities found in the general population.

Teachers must accept that the tests they themselves construct are not likely to be wholly reliable, which again emphasizes that it is unwise to accept marks or scores as absolute measurements.

STANDARDIZED TESTS Standardized tests pose a series of standard tasks. These tasks are the result of careful construction and are field tested to eliminate those which are unsatisfactory. Such tests can be very useful for the purpose for which they were developed. In most instances they must be used for this purpose only, and not for some other, as they are not likely to be of as much use as a measure of something that is a little different. When using

a standardized test, care must be exercised to select the test constructed for the intended purpose. The one that is rather similar in purpose may be quite inadequate and misleading.

NORMS The norms for a given test usually represent the median results for the group of children who took the test before it was released for general use. They do not prescribe a standard of performance which should be met, and are useful to the extent that the group with which the test is to be used resembles the group on which the norms were established. If the groups are not similar, the norms may be of very limited use, if not actually misleading.

INTERPRETATION

One of the central problems of using marks and scores is that of interpretation -- the determination of the meaning of these scores. Superficially, the meaning is quite apparent. Most people are conditioned to accept numbers as representing fixed values, particularly when making comparisons involving fields which are basically or apparently the same. The familiar arrangement of examination marks between 0 and 100, with some cut-off or failure point, makes it appear that all marks are presented on the same basis, and thus are comparable. Averaging such marks further reinforces the idea that they are on the same basis. (One does not usually average things which are qualitatively different.) Marks will have the same value only if the papers written are the same and the marking of them is the same. It can be seen to be unlikely that a paper in Geography will be of exactly the same difficulty as one in History, and it is

seen to be still further unlikely that the degree of leniency or severity of the Geography marker will be exactly the same as that of the History marker.

It is not hard to see that a History test set in April may not be of the same degree of difficulty as that set by the same teacher in February, and it is entirely possible that the marking standard used is not the same. Indeed, it has been discovered that a marker, where subjective assessment is being made, may be kinder after a good dinner than he was before.

What does a report such as is illustrated really mean?

	FEBRUARY	APRIL
GEOGRAPHY	65	88
HISTORY	72	69
SCIENCE	70	50

Does it say that the pupil has improved in Geography? Has he done nearly as well in History in both examinations? Is he now much poorer in Science? Has the Geography teaching improved? Is the History teaching about the same, and the Science teaching much worse? Or does it tell that the second examination in Geography was much easier than the first, that in History about the same, and that in Science much harder? Which marks are "good" and which are not?

It is impossible to answer these questions from the information given.

Raw scores classify individuals into categories according to the scores they obtain. But, as can be seen from the foregoing illustration, these categories are quite meaningless without some additional information.

Was the 65 in Geography a high or low score relative to the scores of the others tested?

Does this score indicate substantial skill and knowledge?

To make scores interpretable, some form of conversion is necessary. Both the "percentage" score, and the A,B,C,D,E,F scale are attempts to express results as scores that have some meaning. Unfortunately, the meaning is far from being precise and well defined. Some attempts have been made to define one in terms of the other — that is, A is equivalent to 90 to 100%. This would be useful if one were certain just what 90 to 100% meant.

Another, commonly used converted score is the Percentile Score. Such a score shows the standing of the individual within a specified group. This is done by reporting the approximate percentage of the group which obtained a lower score. These groups may be shown from 99 to 0 or from 100 to 1; that is, there are one-hundred intervals. The arrangement in which the 99 percentile is the highest shown is the one used in the Official Examinations of the Department of Education. Thus a student whose achievement places him at the 99th percentile has a score better than that made by 99 percent of the students writing the examination.

The percentile score indicates relative standing in a group. This may be a disadvantage, as a relative standing does not necessarily indicate just what a person can do. In a certificate examination it

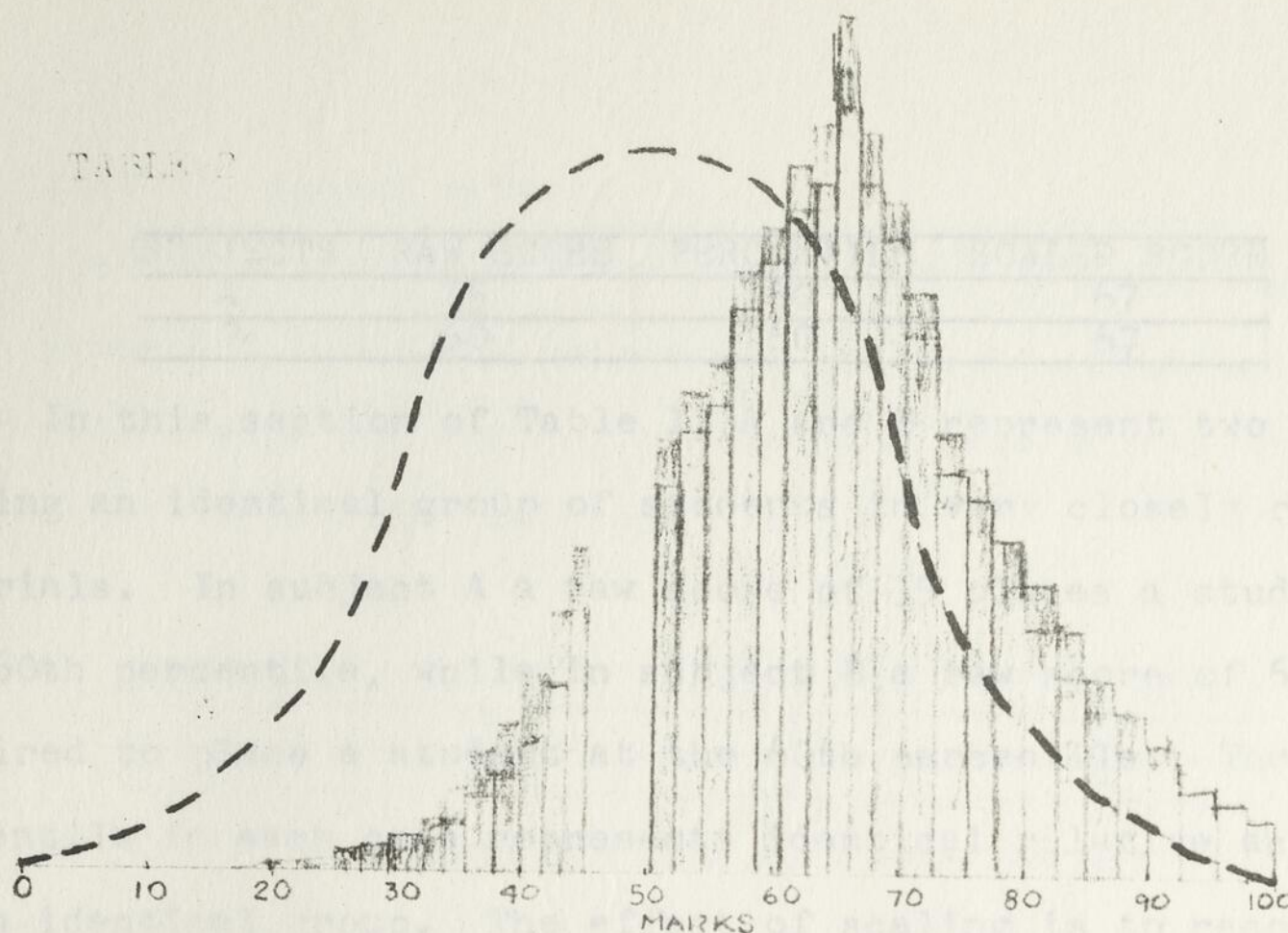
is a more useful measure than it might be in some other circumstances. It should be noted that the percentile score is not a percentage, and that percentiles should not be added or averaged.

Raw scores may be normalized so that their distribution approximates that of the familiar bell-shaped normal curve. (The scale used may be identified by its mean and standard deviation.) Special forms of normalized scores exist, such as T-scores (mean 50, standard deviation 10). These may be more fully investigated by those who may have occasion to use them. The effect of score conversion from raw score to percentile to scale score may be seen from the following table.

TABLE 1

SUBJECTS	RAW SCORE	PERCENTILE	SCALED SCORE
A	55	60	67
B	60	60	67
C	58	60	67
D	59	60	68
E	57	36	58
F	57	31	60
G	52	33	58
H	52	47	62

TABLE 2



The effect of this type of conversion may be seen in the preceding tables. The graph in Table 2 illustrates both the normal distribution about a mean of 50 (shown in dotted lines), and a normalized distribution about a mean in the 60 mark range (bar graph) — the type of distribution made necessary by a "cutoff" or failure point of 50. Most scores then fall within the 50 to 70 range, and within this range differences in percentile position are greater than the differences in the scores which result, as a range of 20 marks must serve differences in percentile position in the range of 50 or so. It may also be noted that marks 0 - 46 encompasses a number of students perhaps less than appears in the range 70-100, or put another way, half the scores are distributed between 0 and perhaps 63, the other half between 63 and 100. This results in a curve which is somewhat a distortion of the normal curve.

SUBJECTS	RAW SCORE	PERCENTILE	SCALED SCORE
A	55	60	67
B	60	60	67

In this section of Table 1, A and B represent two papers testing an identical group of students in very closely related materials. In subject A a raw score of 55 places a student at the 60th percentile, while in subject B a raw score of 60 is required to place a student at the 60th percentile. The sixtieth percentile in each case represents identical relative achievement in an identical group. The effect of scaling is to recognize this identical relative achievement with identical scores, so that all students whose scores place them at the sixtieth percentile receive the same scaled score, 67.

Students whose scores place them at the sixtieth percentile are in the upper half of the group (the fiftieth percentile represents approximately the midpoint). Table 2 indicates that a score above the midpoint, which by definition falls in the low sixties, should fall higher in proportion. The scaled score (67) is thus proportionably above the midpoint score.

SUBJECTS	RAW SCORE	PERCENTILE	SCALED SCORE
C	58	60	67
D	59	60	68

C and D here represent two papers of similar difficulty written by somewhat different groups of students. Different scales were used (same means, different standard deviations) in an effort to recognize differences believed to exist between the two. In this illustration, identical percentile positions result in similar, but

not identical, scaled scores.

The two preceding illustrations showed the scaling of scores which represent identical percentile positions. The two illustrations which follow show the scaling of identical raw scores which are not at the same percentile position.

SUBJECTS	RAW SCORE	PERCENTILE	SCALED SCORE
E	57	36	58
F	57	31	60

Subject F is a paper written by a more select group of students, most of whom have a particular talent, so that the distribution of abilities does not follow the normal pattern. If a normal distribution of the abilities tested by paper F were plotted, those actually writing the paper would be found to be largely in the upper half. The scale used for F does not follow the assumptions used when the distribution of abilities is thought to be normal, while that for E is based on the assumption of a more normal distribution.

A raw score of 57 places a student at a lower percentile in subject F than in subject E (showing that the marking of the papers recognizes the differences in the group tested). When the scores are scaled the lower percentile in F is scaled to a much higher score than a similar percentile would be scaled in E. The groups tested are not identical, and both marking and scaling recognize this fact.

SUBJECT	RAW SCORE	PERCENTILE	SCALED SCORE
G	52	33	58
H	52	47	62

G and H illustrate the effect on scaled scores of the conventional arrangement of marks with a 50 cutoff point. In practice, this may mean that the scores of students between perhaps, the sixteenth percentile (the cutoff point) and the fiftieth percentile must be reported within a range of 50 to 63 (if 63 is the median). That is, percentile differences of 34 must be reported within a range of 13 marks. Because of this, a difference in percentile position of 14 results in a difference in score of only 4. This is not entirely inappropriate, as differences represented by percentile groups are greater at the extremes than at the means.

Some of the advantages of the percentile score over the traditional percentage score, when the traditional score is normalized, may be seen from these illustrations. Its basis is clear, and once the group is identified it tells how the student stands in relation to this group. It does not make an assessment of his competence except in relation to the group, and when the group is not a known quantity, further explanation is necessary.

The percentile scale is a one hundred point scale. Another commonly used scale is the STANINE. It is a nine point scale (STANDARD NINE). Scores are transformed into values designated by the integers 1 to 9. (The mean of a stanine scale is 5, and the standard deviation 1.96)

PERCENTAGE OF CASES IN STANINE GROUPS

STANINE PERCENT OF GROUP

9	4
8	7
7	12
6	17
5	20
4	17
3	12
2	7
1	4

Stanines 7,8,9 represent above average achievement 4,5,6, average achievements, and 1,2,3, below average achievement.

The selection of the form of converted score to be used, and the means of accomplishing this are beyond the scope of this paper. Means have been suggested by some writers which would permit some scaling or conversion of marks in a classroom group. Study should be undertaken by the school group to aid in making marks they report comparable and intelligible.

1. Definition of Objectives
2. Collection of Data
3. Interpretation

CHAPTER IV

TESTING IN THE SECONDARY SCHOOL

As for the elementary school, testing in the secondary school should proceed from a definition of objectives. The definition of objectives must, however, be made within a wider frame of reference, as the school program places greater emphasis upon knowledge and application, in comparison with skill development.

Graduated or multi-level options will add still another dimension to the problem, as the objectives, though having similarities, will not be the same at all levels at which a subject is presented. In terms of the Taxonomy a different "mix" of the taxonomic classes will be used.

In the process of defining objectives, teachers will find the Taxonomy to be a valuable aid both to their thinking and to the writing of their course objectives.

The three main sections and subsections into which the elementary testing program was divided are equally valid for secondary school testing.

1. Definition of Objectives
2. Collection of Data
3. Interpretation

DEFINITION OF OBJECTIVES

For each option level of each subject, it should be assumed that the objectives will be somewhat different. It should be known, in rather general terms, just what the broad objectives of each course and level are. But these must be translated into more specific aims and objectives which will reflect the emphasis and priorities suitable to the needs of the clientele of a particular school, and to the resources of the school and community.

An analysis of the course in terms of the needs of the students may be presented as a table of specifications.

It might be decided, for example, that the needs of students and course suggest a division such as the following:

KNOWLEDGE	30%
COMPREHENSION	30%
APPLICATION	25%
ANALYSIS	15%
SYNTHESIS	not significantly applicable to this subject and the maturity of the students
EVALUATION	not Applicable

Such figures are estimates, not absolutes. More specific objectives are to be subsumed under each category.

KNOWLEDGE

KNOWLEDGE OF TERMINOLOGY	— 1/2
KNOWLEDGE OF SPECIFIC FACTS	— 1/2
KNOWLEDGE OF TRENDS AND SENTENCES	— 1/2
KNOWLEDGE OF METHODOLOGY	— 1/2
ETC.	

The needs of the pupils and the nature of the course will guide the specific objectives to be aimed at, and the relative weight to be given them. These should be subject to review and change to

the needs of the students as these become apparent. It is pointless to insist on an inappropriate emphasis on some knowledge or skill to the detriment of some other need, simply because a preliminary set of specifications postulated such an emphasis.

COLLECTION OF DATA

While standardized tests may be used in the collection of data (and should be used), the teacher-made test will, both of necessity and utility, play a relatively large role.

Two basic types of measurement will be involved.

1. Measurement of Knowledge and Understanding
2. Measurement of Skills.

It may prove easier to obtain prepared skill measuring tests than knowledge measuring tests. Knowledge, other than general knowledge, will be more closely related to the school's program than will skills (which tend to be more general), and skill testing devices may be more easily adapted to the school program.

In preparing tests themselves, teachers must consider the use both of objectively scored tests and of the free response type. Neither can be uncritically or exclusively recommended, as each has weaknesses, and each has situations to which it is well adapted or poorly adapted.

Objectivity of scoring may be achieved at the expense of validity. A count of spelling and punctuation errors may give an objective score for a student's written essay, without being at all a valid assessment if the essay was assigned for the purpose of demonstrating what might

be described as "creative-writing ability".

In deciding what to use for testing, the teacher may be aided by some general rules. The teacher might therefore consider:

1. The Form in Which the Test Problem Is Cast These should be in a form which lies within the general domain in which learning was intended to take place, unless the intention is to measure the extent to which transfer may have taken place. While, in general, students should not meet problems identical in content to those used in teaching, they should be similar in form except where transfer of training is to be measured.
2. General Conditions General conditions should conform to those for which training was given. When speed and accuracy are to be tested, the time allowed should be such that these are tested. Similarly, problems which require greater time should have a limit adequate for the performance to be tested. A student should have enough time to meet the requirements, provided that he recognizes the relevant, avoids the irrelevant, and answers with the required detail. He should have available to him information which may be required, but which he was not expected to memorize.
3. The Form of Response The response required should be clearly enough indicated so that the student need not guess what sort of answer he must give. As far as possible, the response should be capable of being scored objectively, so that individual idiosyncrasy and feeling of the scorer will not distort the results. Above all, the responses should provide evidence of the extent to which objectives have been attained.

INTERPRETATION

Unless tests measure all possible outcomes of the program, a most unlikely event, they can do no better than sample. Some samples constitute more difficult or easier tasks than do others, and because of this it should be recognized that scores require interpretation, a topic to which considerable reference has already been made.

It may be deemed desirable to present two (or more) scores for a subject, one assessing progress in development of skills, the other an assessment of knowledge gained and understanding developed.

CHAPTER V

REPORTING TO PARENTS

Parents have both a need for accurate, informative reports of their children's school progress, and an unquestionable right to receive such information. The parent, more than the school, must make long range plans for the child's future, and for the making of such plans, needs information concerning the child's academic powers and achievements. The parent has a deep and abiding interest in his own child, and a continuous concern for his welfare which itself imposes upon the school the necessity of providing information which will meet these fundamental needs.

The report on a child's progress is a certain point of contact between the school and the parent, and in some instances may be the main or even the sole point of contact. It is no exaggeration to state that the necessary harmony and cooperation in the child's development between parents and schools hinges upon the spirit and techniques of the reports given to parents.

As the report must be given by the school, the initiative in assuring the necessary spirit and means rests with the school. The report offers the opportunity to explain to parents the general aims and objectives of the school, its organization and resources, and to demonstrate the concern with the child as a developing individual which underlies the continuous progress program. Reporting should be viewed as an important, even vital, part of the process of assuring to the child the maximum opportunity for development.

As an instrument for achieving such aims, the traditional report card is seen to be inadequate. It was not adequate in terms of grade promotion programs, it is even less adequate in terms of continuous progress.

The school staff must decide upon the form of reporting which will best reflect their aims and serve their particular clientele. Whatever the form the reporting may take, certain common principles should be considered.

1. The report should reflect the aims, philosophy, and organizational principles of the school.

A school which believes the children develop at individual rates, and seeks consequently to adapt the program to the child can not sanction a form of reporting which assumes that all children are the same and progressing at the same rate. Comparative-competitive marks should therefore be abandoned, as should "rank in class" and designations by first quarter, upper half, etc. which have no meaning when children are following rather individual programs.

If the school's concern is with the children as individuals, developing at different and sometime varying rates, having different needs and aptitudes, the reporting to parents should reflect this.

2. The reporting should be comprehensive and intelligible and should provide a parent with the information he needs and wants to know.

Three items of information a parent will want are:

- (a) What progress has my child made?
- (b) Is this progress an adequate expression of his capabilities?
- (c) What difficulties is he experiencing? What can I do to help? What is the school doing to help?

3. The reporting should be done through language which parents can understand. Professional language and "jargon" should be avoided.

Robert Anderson, writing in The National Elementary Principal, has pointed out that "even were he dealing with children alone and under no obligation to any adult, parent or otherwise, the teacher for his own benefit should probably go through at least ninety percent of the motions that accompany the issuance of a 'report card' or the conduct of a conference-interview with parents".

The questions the parent wishes to have answered are those which the teacher must answer. The rather continuous collection and interpretation of data relating to each child, is, as has been mentioned earlier, a necessary part of the teacher's contribution to the continuous progress of the child. The teacher who follows such a program of data collection and interpretation will find himself suffering from an embarrassment of riches when preparing to report to parents. The problem will not be what to tell, but how much to tell, and in what terms will be most meaningful.

Within the context of a teacher's training and experience, what has been learned about the child has a certain value and significance.

Within the context of the layman, very much of this conveys little meaning. While the reporting of this information may appear impressive, it should not be reported unless it makes a worthwhile contribution to the parent's understanding of his child's progress in the school program.

The teacher's task in reporting is not that of collecting data, which must be done anyway, but of summarizing and interpreting the data collected so that it conveys an intelligible picture of the child's progress.

The teacher should have quite an accurate idea of the child's progress in each subject, and should have formed an estimate of the child's capabilities. The problem is how to show this to parents. No parent should be unaware that a child, whose development in terms of his capacities has been excellent, will still require seven years to complete the elementary school, rather than six.

A report should:

1. Show how far the child has progressed.
2. Interpret this progress in terms of the child's capabilities.

This requires some system of dual reporting.

In what terms may a child's progress be reported?

If progress in such subjects as the mother tongue and mathematics is seen to be a continuum, then reporting might very well be along a continuum. Some feel that this is best shown by a bar graph.

SUBJECT	.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
"X"												

Such a graph shows clearly the child's progress at the date of reporting. The units used in the illustration are prepared on the assumption that progress through elementary school in this subject would, on the average, be completed in six years. Such an arrangement may have the disadvantage that "years" may be too easily thought of as "year-grades". One suggestion for avoiding this is to express the units as "years". The scale would then, perhaps show as 6.5, 7.0, 7.5, 8.0, etc., and the units used would correspond to the units used on many standardized tests, those of the standard average task level at various chronological ages.

A bar graph is not necessary, a similar arrangement in which boxes checked would indicate progress is another variation.

SUBJECT	.5	1	1.5	2	2.5	3.0	3.5
"X"	X	X	X	X			

The form used should relate the progress made to some clearly explained measurement base — average years to reach the level shown, average age at which this level is reached, etc. It is of the utmost importance that the terms in which progress is shown should be adequately explained. The units used should be consistent with the accuracy of measurement possible. If progress can be measured in half-years only, it should not be shown in tenths of years.

To some extent such a means of reporting is self-interpreting. It is clear that the child whose years in school or age are less than his point of progress is doing better than average, and the child

whose time in school or age is greater is below average, and will take longer to finish if the present rate of progress continues.

Another question requires an answer. Is this progress satisfactory in terms of the child's capacities. This can be most simply answered by a "yes" or a "no". Some may prefer a slightly more elaborate form which would recognize the child who is working extremely well. Such designations as "out standing", "average", "could do better" might be used. The use of letters such as A, B, C, might have the undesirable effect of suggesting that a comparative-competitive grading system is being employed, when such is not the case.

Such a mode of reporting may adapt more readily to the needs of skill subjects than to those of the content subjects in which development is not wholly along a continuum. The principles should apply, though the details and mode of application may differ when content or skill subjects are being reported.

The report should be placed in its proper comparative content — that is, the assessment is based on age-grade norms, a program of "X" number of years, etc. Division might be made on a basis of skills developed (possibly a continuum) and content knowledge, i.e.

		RATING	BASE
GEOGRAPHY	SKILLS		
	KNOWLEDGE		

As presented, "Skills" without amplification means little. Additional explanations of skills involved should be given so that parents will know what the term encompasses. (i.e. It might be specified that skills include: ability to read maps, to interpret graphs, to

locate information, to apply principles, etc.)

The organization of the curriculum, and the particular arrangements made in the school for adapting this curriculum to the needs of the child, must establish the actual basis to be used in reporting achievement.

A report of this type should lead to the larger question "What can be done to help this child?" This is a more important question in the case of the child who does less well than might be anticipated than for the child who is doing extremely well, nevertheless it should be asked of every child, for only a rare few will be found who can not, at some moment or other, benefit from some special provision for an individual need.

If the desired outcome of reporting is accepted to be action that will further the development of the child, and the creation and maintenance of home — school — child co-operation, the means employed to communicate the information must be considered.

THE TEACHER-CHILD CONFERENCE

Serious consideration should be given to the use of teacher-child conferences as part of the reporting procedures used. In the hands of the sensitive and skilled teacher such a conference can lead to a child's making a useful but not destructive self-evaluation. The reporting procedure is not a means of punishing a child for past performance or cudgelling him into improved future performance. It should be a time for assessment, for some self-evaluation, but not for the generation of fear. The purpose of reporting is not to direct

the wrath of the parent against the child, and the child must feel that school and home are coming together because of their interest in him and their desire to help him. Does not such an aim suggest that pupil and teacher should discuss the child's progress, allowing him to feel that, on the same basis, his parents will now join in the dialogue?

REPORT CARDS

Should report cards be used? The answer may very well be a qualified "no". Rephrasing the question, should some form of written report be sent home, the answer can be more certainly "yes".

Two general forms of written reporting may be used:

1. Some type of prepared, standard form.
2. The Letter.

THE PREPARED FORM

The type of prepared report form which might be used will depend upon its purpose. Schools must decide if their aims are adequately served by reports issued at specified times throughout the year. It has been argued that continuous progress demands reports not at specified calendar intervals but at intervals determined by the child's progress.

Certain real advantages accrue from such a procedure. Reports come, by subject, on the accomplishment or completion of some recognized unit or segment of the program. In effect, the child's progress has reached a certain point which makes it appropriate to decide future action and inform the parents that this point on the continuum has been reached.

The atmosphere generated by sending home reports to all at a certain time would be avoided. The temptation to make inappropriate comparisons between children would be circumvented, as not every student would be reported upon at the same time. Such a program envisages reports being sent out rather continuously by the teacher, though not, of course, for the same pupil continuously.

Such reports would, in practice be reports on one subject only. As the school's records should contain all the information, there would be no point in the parent's returning the form, though schools might prefer an acknowledgement that the form had been received. A detachable or separate acknowledgement form could easily accomplish this.

The weakness of such a system is that it does not provide an overall, comprehensive view of the child's progress at any time. Such an assessment would be welcomed by many parents, and might be provided with no great difficulty through a report which summarized or profiled the child's progress to a certain date. In many schools, it is possible to meet this problem through other and probably more satisfactory means.

Any report form used should provide ample space for comments, and these should be a principal feature.

THE LETTER

A letter, which is in reality a report containing only comments, has been found to be a useful form of report, particularly for pupils who are in their very early school years.

Whether the form of report used contains some standard form of reporting supplemented by comments, or is an "all comment" letter, certain principles should be followed by those preparing the commentaries.

It has been noted that such letters and comments too frequently repeat the same theme, indicating that the teacher in fact sees the similarities between pupils to a greater extent than he recognizes their individualities. A rereading of a number of comments will alert the teacher to this tendency, so that the focus of attention can be corrected.

Comments made should emphasize the positive rather than the negative. One might commence by thinking of the individual achievements of the child, those things that he has done well, the special abilities or interests he has shown. Mention of them makes a good beginning; however, such praise should be judicious and sincere.

The great area of concern will be for those things the child does not do well enough. These should always be approached in spirit of assisting the child to improve. Sarcasm, trivial criticisms, pejorative terms and comparisons with other children should be avoided, and remarks should be both tactful and objective.

For example:

"John does careless work" might instead be "We must help John to check and proofread his work more carefully. I am trying May I suggest that you might help by"

Care must be exercised that the words used do not convey widely different meanings to different people. This may be avoided by

describing typical behavior and the way in which the child deviates from this.

Above all, search for analytical descriptions that lead to action, and use the data reported to suggest the next steps which should arise from the development of the child as reported.

THE PARENT-TEACHER CONFERENCE INTERVIEW

Of all the means which may be employed in reporting a child's progress, by almost general agreement the most effective is the Parent-Teacher Conference. Those schools which have made a carefully prepared, sincere attempt to carry on a regular schedule of such conferences report them to be by far the most satisfactory of all means of informing parents and promoting the development of the child.

The benefits of such conferences are three sided. Both parents and teachers profit, and in consequence, the child is benefited. It is expected that the teacher will provide the parent with information during these conferences: the teacher may in practice receive more than is given. Parents volunteer information about the child to which the teacher does not otherwise have access. A child's needs and interests are not manifested only in the schoolroom, and his reactions to the school program may be more revealing than his test scores. Parents can contribute information concerning the effect the teaching program is having on the child — is he coming home from school frustrated by tasks beyond his competence, is he bored, is school an experience which meets his needs so that he will not admit illness lest he something? Does he use the knowledge and skills gained in school

for purposes arising from his out of school life?

Initially, both parents and teachers may approach the conference with suspicion and reserve. Parents may have negative attitudes toward schools and teachers, particularly when the topic involved is school progress and achievement. Similarly, teachers may be uncertain of themselves, and doubtful of their ability to defend their estimates against irate parents.

Some of these feelings may be avoided through scheduling the first meeting before any estimate of a child's progress is involved. This can be accomplished through a meeting or meetings, general and individual, held early in the school year for the purpose of explaining the school program and its objectives. Schools undertaking the introduction of a new program should consider meetings of this type to be a mandatory step. Questions can be answered, misconceptions cleared up, and a parent-teacher rapport established, based on the interest both the school and home have in the maximum development of the child. The confidence in the school program which arises from a knowledge and appreciation of it can scarcely be overestimated.

An atmosphere of mutual respect and confidence is a basic necessity for a successful conference. Against such a background, it is possible to present tactfully and positively, facts which are fundamentally unpleasant. No interview should be dominated by a teacher telling the parent what is wrong with his child. The teacher should not monopolize the conversation, nor should the emphasis be solely upon the shortcomings of the child. The emphasis should be upon how the school and the home can complement each other in helping to overcome the child's

difficulties.

While parents and teachers are both likely to be most concerned about a child's difficulties, the teacher should make certain that the successes, abilities, and achievements of the child are not overlooked, and that his difficulties are viewed against the total background of his progress. It is important that progress be explained as fully as necessary, despite concern with areas of lack of progress.

A program of continuing assessment should provide the teacher with a deep enough knowledge and specific enough information to make such conferences very worthwhile for all involved or affected.

REPORTING NON-COGNITIVE BEHAVIOR

Traditionally, schools have reported a number of aspects of behavior that fall into the non-cognitive domain. Attitudes and appreciations are the most frequently reported. Each school staff should consider carefully the values and problems associated with the reporting of such items.

If such items are objectives of the school program, consideration should be given to assessing their achievement and reporting them. If they are not intended outcomes of the school's program, it is to be doubted that a report on them is either consistent with the philosophy of reporting, or even to be justified as a school responsibility.

For those that lie within the aims of the school, two questions require answers:

1. Can they be assessed with sufficient objectivity?

2. Will reporting them further the development of the child?

Not all items meet these various criteria.

Suppose a child comes to school dirty or untidy. A check entry might be provided through some such phrase as

DEVELOPING HABITS OF PERSONAL CLEANLINESS

This should raise the point — is the school consciously developing habits of personal cleanliness. It does not matter whether such habits are desirable, if the school has a program which it believes to achieve this end, then reporting can be considered. If not, the school really has no right to report or assess.

Assuming that the school has such a program, is it susceptible to assessment. As in many non-cognitive matters a particular value judgement question arises. In many such matters the school, largely a middle-class institution in its staff and outlook, serves a cultural milieu that is non-middle class. Can assessments be made in terms of the middle-class values of the school, and yet be objective and fair to the child who lives most of his life (his outside school life) in a cultural pattern whose values may be quite different.

In this particular illustration, it is not only a question of relative values but also of relative means. If neat clothing in good condition is beyond the means of a family, how can the progress of the child be assessed? Are neat clothes in good condition prerequisite to development of the child of the type which is the major concern of the school?

This is not meant to suggest that no attempt can or should be made to assess non-cognitive behavior. It is meant to suggest that what is assessed should be an aim the school has accepted as part of its program of child development, that the assessment given can be made in justice to the child, and this assessment can, if reported to a parent, be presented in a manner which will lead to action from which the child will benefit. If an assessment is made, but its reporting is likely to cause resentment or misunderstanding as part of a written report, it should be presented only during a Conference Interview when the necessary rapport has been established.

by understanding teachers, counsellors and school administrators. Discussion of the philosophy and purpose of the record system should have priority in the orientation of new staff members to the school. It is vital to the effectiveness of the whole record system that each member of the staff feel a professional responsibility for the data recorded and the interpretation of records left by their colleagues.

The cumulative record serves to bring together all significant facts concerning the pupil's progress during his school career. It provides the school staff with a means of recording the pupil's growth in all areas affecting his individual development. It is an indispensable source of information for those concerned with assisting the pupil to adjust to new academic and personal situations and to approach career decisions. From the point of view of school administration, the cumulative records are not only important in planning but they are indispensable in providing the references required by post-secondary institutions and employers of school leaving youth.

CHAPTER VI

CUMULATIVE RECORDS

The ungraded elementary school and the comprehensive high school with promotion by subject require the development of effective cumulative records. The purpose of this section of the guide is to review certain criteria that should be considered in the design and use of an individual pupil record.

It should be emphasized that no record system, however comprehensive, can serve as a substitute for the competence and concern of a good school staff. The best record is only an accumulation of words and numbers until it is professionally and sympathetically interpreted by understanding teachers, counsellors and school administrators. Discussion of the philosophy and purpose of the record system should have priority in the orientation of new staff members to the school. It is vital to the effectiveness of the whole record system that each member of the staff feel a professional responsibility for the data recorded and the interpretation of records left by their colleagues.

The cumulative record serves to bring together all significant facts concerning the pupil's progress during his school career. It provides the school staff with a means of recording the pupil's growth in all areas affecting his individual development. It is an indispensable source of information for those concerned with assisting the pupil to adjust to new academic and personal situations and to approach career decisions. From the point of view of school administration, the cumulative records are not only important in planning but they are indispensable in providing the references required by post-secondary institutions and employers of school leaving youth.

In discussion of a cumulative record system the following are typical questions that should be explored:

- How adequate is our understanding of pupil needs, individual differences, strengths and weaknesses?
- What information does our school have about its pupils?
- Is our pupil record system cumulative and convenient to use?
- What additional information should be secured and systematically recorded if we are to understand our pupils?
- What responsibility does this place on each member of our school staff?

If the cumulative record is to be effective, relevant information about each pupil should be carefully and objectively recorded. A single item of information when considered in isolation may have little significance, but when related to other available data, it may prove significant in projecting a comprehensive view of the pupil as an individual.

Elementary School Records

The characteristics of each pupil are first observed by kindergarten and elementary school teachers. Children enter school from widely differing backgrounds and their response to this new world of school is a critical period for them. The degree to which each child is successful in making adjustments from his home environment to school is significant for his development at subsequent stages of education.

As the pupil progresses in the elementary school his attitudes and habits change. His individual relationship to teachers and his peers is continually being revealed. The perceptive record of his teacher's observations and particularly of the action they have taken to correct disabilities or to foster individual gifts, will be of great significance, not only for the child's development in elementary school but in the high school.

High School Records

Completion of the elementary school course marks not only the end of a phase of education but a significant stage in the personal development of the child. The student enters high school at the start of the challenging period of adolescence which presents problems that try students, parents and teachers alike.

If the high school is to fulfil its purpose it must provide the student with a variety of worthwhile learning experiences consistent with his aptitudes and needs. At this level the cumulative record assumes even greater importance than in the elementary school. In determining the optional courses to be chosen, the level of work to be attempted and the educational and vocational goals to be established, a wide range of information is required for realistic decisions. In addition to data on school performance, information regarding work habits, individual aptitudes and participation in extra-curricular activities and community life is significant.

Confidential Aspect of Cumulative Records

It is most important that the cumulative record of each student should be treated as CONFIDENTIAL by members of the school staff. Students should not have access to each other's records, nor should
records/

records be left where curious and unauthorized persons might be tempted to examine them at any time. The fact that records are maintained by the school is generally well known to the student and his parents. Their inquiries about any aspect of the record should be met in a personal interview. If the student is confident that his record is designed to help him, and that it is confidential, he will respond more willingly to requests for personal data and enlist the cooperation of his parents and others outside the school whose advice the school may need.

Scope of Cumulative Records

In suggesting the kind of information that a cumulative record should contain it is not intended to be definitive. Needs vary from one area to another. If the record system is to meet local needs it should reflect staff decisions on the range of data required and the format that is most convenient.

In general, consideration should be given to include the following kinds of information in the record:

1. Progress in the elementary school course.
2. Progress in the high school course.
3. Psychological assessment and standardized tests results.
4. Personal data.
5. Family background.
6. Schools attended.
7. Interview record (pupil and parents).
8. Anecdotal record.
9. Extra-curricular activities.
10. Health
11. School Leaving.
12. Follow up.

name nationality
sex religious denomination
date of birth address
place of birth telephone number

Sections of the Record

1. Progress in elementary course:

The reporting system developed to meet the needs of the ungraded elementary school should be reflected in the cumulative record of the pupil. At regular intervals, as determined by the school staff, the record should be completed to show the pupil's progress. Provision should be made to indicate those pupils with an enriched course.

2. Progress in the High school course

The introduction of promotion by subject in the high school and the provision of different levels of instruction for a subject requires the maintenance of accurate cumulative records. The introduction of vocational options to the high school programme must be anticipated. The record in fact becomes an educational profile of the student and as such, the basic reference for progressive decisions regarding courses and careers.

3. Psychological assessment and standardized test results.

An important record area that will require staff discussion and decision is the provision of meaningful records of the findings of school psychologists and guidance personnel. The standardized tests results would include mental ability, aptitudes, achievement and inventories of interest and personality.

4. Personal data

The cumulative record should include such basic information as:

- | | |
|------------------|------------------------|
| • name | • nationality |
| • sex | • religious domination |
| • date of birth | • address |
| • place of birth | • telephone number |

5. Family data

As home background is important in understanding the child, information of the following type should be recorded:

- . Father's name, occupation and employer.
- . Mother's name and if applicable her occupation and employer.
- . Parent's religious denomination.
- . Names and ages of siblings.
- . Languages spoken in the home.

6. Schools attended

At the start of each school year and during the school term, students may transfer from other schools or school systems. The cumulative record should include significant data of such student movement.

7. Interview Record (Pupils and Parents)

The cumulative record should indicate when personal interviews with the pupil and/or his parents were held. Detailed reports can be kept separately. If highly confidential, such reports may be retained in a separate, confidential file.

8. Anecdotal Records

The anecdotal record will attempt to describe student behaviour "in action" that the teacher considers significant. Such description should be as free as possible from a judgment of the behaviour. Anecdotes should not be confined to classroom activities alone. Favourable behaviour should be recorded to balance the all too common tendency to notice unfavourable student behaviour.

Basic to anecdotal recording is an appreciation of the stages of physical, mental, emotional and social development normal in children.

Certain/

Certain kinds of behaviour which may cause adult irritation or misunderstanding are actually quite normal in children at a particular stage of development.

The following areas of anecdotal recording are suggested:

- . Relations with peer group
- . Work and study habits
- . Courtesy and consideration
- . Dependability
- . Cooperation
- . Initiative, self-reliance, leadership
- . Self-control
- . Obedience and promptness
- . Service to the school
- . Physical fitness.

9. Extra-curricular activities

The participation of the student in extra-curricular activities of the school and in community groups is an indication of interests and aptitudes that is significant to educational and vocational adjustment. The cumulative record should also contain information on work experience.

10. Health Record

While it is not suggested that the cumulative record should duplicate the detailed health record normally maintained by the school medical and nursing service, it is most important that good channels of communication exist between the medical and teaching personnel. The cumulative record should include information on those aspects of student health that relate directly to his achievement in school, his participation in school activities and his future plans.

11. School Leaving Record

The cumulative record should indicate the date and circumstances of school leaving at any time prior to graduation from high school. The application of new high school examination procedures including the provision of individual statements of marks should not mean that the school can neglect the accurate completion of the student's cumulative record.

The increasing trend to continuing education requires that the cumulative record, as a basic reference source, be complete.

12. Follow-up

Continuing contacts between the school and its former students are important in evaluating the worth of the instructional and student guidance programmes. The groundwork for follow-up should be laid while the student is still in school to ensure the maintenance of regular contact with him after he leaves school. This section of the cumulative record should also provide for data that can be supplied by placement services, employers and training institutions beyond the school.

BNQ



C 000 198 893