

COMMISSION ON THE RELATION OF SCHOOL AND COLLEGE

PROGRAM

ANNUAL CONFERENCE

DIRECTING COMMITTEE AND HEADS OF SCHOOLS

October 12 - 15, 1938

Haddon Hall Atlantic City

Wednesday A Review of the Work of the Commission
11:00 a.m. Wilford M. Aikin

The American Youth Commission
Homer P. Rainey, Director

2:30 p.m. An Analysis and Illustrations of Curriculum Developments
H. B. Alberty, Ohio State University Schools, Columbus
Herbert J. Abraham, George School, George School, Pa.
Lavone Hanna, Central High School, Tulsa, Okla.
Theodore Rice, East High School, Denver, Colo.
Derwood Baker, Lincoln School, New York, N.Y.

8:00 p.m. The Work and Problems of the Curriculum Assistants
S. P. McCutchen

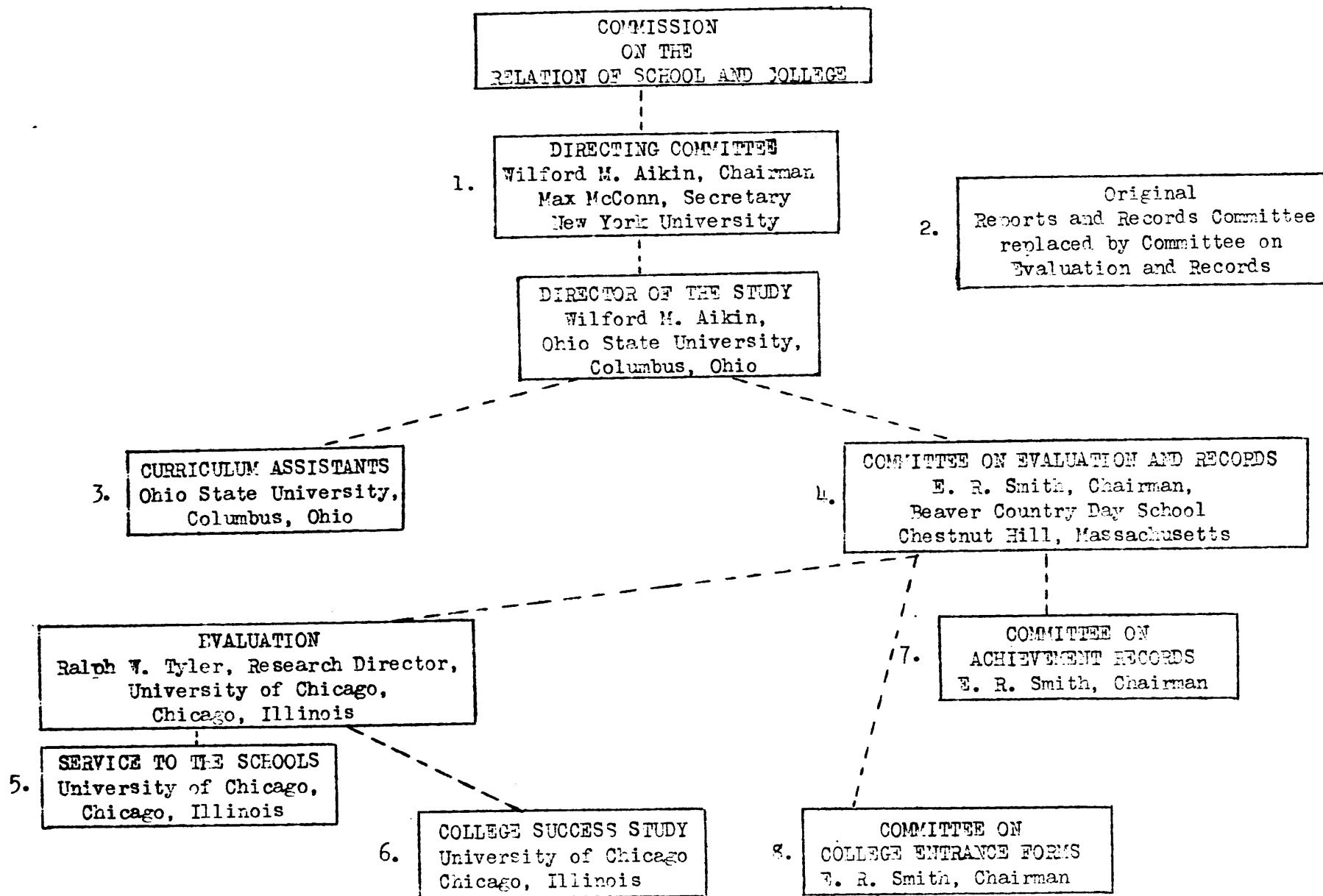
Foreign Languages in the Curriculum
Walter V. Kaulfers

Thursday Significant Curriculum Changes in Liberal Arts Colleges
9:00 a.m. Herbert E. Hawkes

2:30 p.m. Meeting of the Directing Committee

The Heads of Schools will be free Thursday afternoon for consultation with each other, with staff members who are studying the work of our students in the colleges, and with members of the Curriculum and Evaluation Staffs.

8:00 p.m. The Significance of the Motion Picture and Radio for Education
W. W. Charters, Director, Bureau of Educational Research
Ohio State University
Charles F. Hoban, Director, Motion Picture Project of
the American Council on Education
I. Keith Tyler, Director of Evaluation of School
Broadcast, Ohio State University



(Figures refer to committee lists on following pages.)

COMMISSION
ON THE RELATION OF SCHOOL AND COLLEGE

1. Directing Committee

Wilford M. Aikin, Ohio State University, Columbus, Ohio, Chairman
Max McConn, New York University, New York City, Secretary
Willard W. Beatty, Office of Indian Affairs, Washington, D. C.
Boyd H. Bode, Ohio State University, Columbus, Ohio.
Carl C. Brigham, Princeton University, Princeton, N. J.
Burton P. Fowler, Tower Hill School, Wilmington, Del.
Will French, Teachers College, Columbia University, New York, N. Y.
H. E. Hawkes, Columbia College, Columbia University, New York, N. Y.
Robert D. Leigh, Bennington College, Bennington, Vt.
John A. Lester, Friends Educational Council, Doylestown, Pa.
Jesse Newlon, Teachers College, Columbia University, New York, N. Y.
Marion E. Park, Bryn Mawr College, Bryn Mawr, Pa.
Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Mass.
J. E. Stonecipher, Theodore Roosevelt High School, Des Moines, Iowa.

2. Original Reports and Records Committee
Replaced by Committee on Evaluation and Records

Eugene R. Smith, Beaver Country Day School, Chestnut Hill, Mass.,
Chairman.
Helen Atkinson, Horace Mann School for Girls, New York City
Gordon Bill, Dartmouth College, Hanover, New Hampshire
Cecile Flemming, Horace Mann School for Girls, New York City
Anna Rose Hawkes, The Dean's Residence, West 117th Street, N.Y.C.
Frances Knaop, Wellesley College, Wellesley, Massachusetts
Robert D. Leigh, Bennington College, Bennington, Vermont
John Lester, Turk Road, Doylestown, Pennsylvania
Rollo Reynolds, Horace Mann School for Girls, N.Y.C.
John Tildsley, Board of Education, Park Ave. & 59th St., N.Y.C.
Ben Wood, Cooperative Test Service, 500 W. 116th St., N.Y.C.
Stanley R. Yarnall, Germantown Friends School, Philadelphia, Pa.

3. Curriculum Assistants
Ohio State University
Columbus, Ohio

H. H. Giles, The Arts
Walter V. Kaulfers, Foreign Languages
John A. Lester, English (Doylestown, Pa.)
S. P. McCutchen, Social Studies
A. N. Zechiel, Science, Mathematics

4.

Evaluation and Records Committee

E. R. Smith, Beaver Country Day School, Chestnut Hill, Mass.,
Chairman
Helen M. Atkinson, Horace Mann School for Girls, New York City
F. H. Bair, Superintendent of Schools, Bronxville, N. Y.
E. Gordon Bill, Dartmouth College, Hanover, N.H.
B. P. Fowler, Tower Hill School, Wilmington, Delaware
Frances Knapp, Wellesley College, Wellesley, Massachusetts
Robert D. Leigh, Bennington College, Bennington, Vt.
Max McConn, New York University, New York City
J. W. Rothney, Harvard Univ., Cambridge, Mass.,
Research Assistant on Recording.
Ben Wood, Cooperative Test Service, New York, N. Y.

Evaluation

R. W. Tyler, Research Director
University of Chicago
Chicago, Illinois

5. Service to Schools

M. L. Hartung, Associate Director, University of Chicago, Chicago,
Illinois
Charles Boye, Science
Lily Detchen, Tests and Measurements
Paul B. Diederich, Language, Arts
Wilfred Eberhart, English
Louis M. Heil, Science
Christine McGuire, Social Studies
Donald McNassor, Work Habits and Study Skills
Hilda Taba, Social Studies
George Sheviakov, G.E.B. Fellow, Evaluation of Emotional Maturity

6. College Success Study

William E. Scott, University of Chicago, Chicago, Illinois,
Chairman
Dean Chamberlin, Dartmouth College, Hanover, N. H.
Enid Straw Chamberlin, 3 Smith Road, Hanover, N. H.
Neal Drought, University of Chicago, Chicago, Illinois
H. H. Threlkeld, G.E.B. Fellow, University of Denver, Denver,
Colorado.

7.

Committee on Achievement Records

E. R. Smith, Beaver Country Day School, Chestnut Hill, Mass.,
Chairman.

Helen Atkinson, Horace Mann School for Girls, New York City
Genevieve Coy, Dalton School, 108 East 89th Street, New York C.
H. H. Herron, New Trier Township High School, Winnetka, Illinois
G.H.V. Melone, John Burroughs School, Clayton, Missouri
Edith Penney, Bronxville High School, Bronxville, New York
Arthur Traxler, Educational Records Bureau, New York City

8.

Committee on College Entrance Forms

E. R. Smith, Beaver Country Day School, Chestnut Hill, Mass.,
Chairman.

Victor L. Butterfield, Wesleyan University, Middletown, Conn.
Genevieve L. Coy, Dalton School, 108 East 89th Street, N. Y. C.
Albert B. Crawford, 44 Grove Street, New Haven, Connecticut
Ruth W. Crawford, Smith College, Northampton, Massachusetts
Burton P. Fowler, Tower Hill School, Wilmington, Delaware
Elmina Lucke, Lincoln School, 425 W. 123rd Street, N.Y.C.
Herbert W. Smith, Francis W. Parker School, Chicago, Illinois
Arthur Traxler, Educational Records Bureau, New York City.

ATLANTIC CITY CONFERENCE

Commission on the Relation of School and College

Chalfonte-Haddon Hall

October 12-15, 1938

Wilford M. Aikin, Chairman
Commission on Relation School
and College,
Ohio State University,
Columbus, Ohio.

Harold Alberty,
University School,
Ohio State University,
Columbus, Ohio

Miss Helen Atkinson
Horace Mann School,
Teachers College,
Columbia University,
New York, N. Y.

Miss Helen Babson,
Eagle Rock High School,
Los Angeles, Calif.

Frederick H. Bair,
Bronxville High School
Bronxville, N. Y.

Derwood Baker,
Fieldston School,
Fieldston Road,
New York, N. Y.

Willard Beatty,
Office of Indian Affairs,
Washington, D. C.

Charles E. Beury, President,
Temple University,
Philadelphia, Pennsylvania.

Prof. Boyd H. Bode,
Professor of Education,
Ohio State University,
Columbus, Ohio.

Emilie C. Bradbury,
Germantown Friends School,
Germantown, Pennsylvania.

Prof. Carl C. Brigham,
Princeton University,
Princeton, New Jersey.

Mr. and Mrs. Dean Chamberlin,
Dartmouth College,
Hanover, N. H.

Henry Chauncey, Assistant Dean,
Harvard University,
Cambridge, Massachusetts.

Dr. W. W. Charters, Director,
Bureau of Educational Research,
Ohio State University,
Columbus, Ohio.

John Clark,
Lincoln School,
New York City.

Miss Virginia Corwin, Class Dean,
Smith College,
Northampton, Massachusetts.

C. L. Cushman,
Denver Public Schools,
Administration Building,
Denver, Colorado.

Dr. E. E. Day, President,
Cornell University,
Ithaca, N. Y.

Lester Dix,
Lincoln School
425 W. 123rd St.,
New York, N. Y.

Neal Drought,
1206 Washtenaw,
Ann Arbor, Michigan.

W. L. W. Field,
Milton Academy,
Milton, Massachusetts.

Eli C. Foster,
Central High School,
Tulsa, Oklahoma.

Burton P. Fowler,
Tower Hill School,
Wilmington, Delaware.

Will French,
Teachers College,
Columbia University,
New York, N. Y.

Matthew P. Gaffney,
New Trier Township High School,
Winnetka, Illinois.

Mrs. Mary Garrett,
Director of Admissions,
Bennington College,
Bennington, Vermont.

Levi Gilbert,
Altoona Senior High School,
Altoona, Pennsylvania.

H. H. Giles,
Curriculum Assistant,
Ohio State University,
Columbus, Ohio.

H. W. Gowans,
Central High School,
Tulsa, Oklahoma.

Charles E. Greene,
Denver Public Schools,
Denver, Colorado.

Leonard D. Haertter,
John Burroughs School,
Clayton, Missouri.

Roswell Gray Ham, President,
Mt. Holyoke College,
South Hadley, Massachusetts.

Miss Lavone Hanna,
Central High School,
Tulsa, Oklahoma

Miss Mary Harden,
Horace Mann School,
551 W. 120th Street,
New York City

Maurice Hartung,
Eight Year Study Evaluation,
University of Chicago,
Chicago, Illinois

Dr. Robert J. Havighurst,
General Education Board,
49 W. 49th Street,
New York, N. Y.

Dean Herbert T. Hawkes,
Columbia College,
Columbia University,
New York, N. Y.

Dean Radcliffe Hermance,
Princeton University
Princeton, New Jersey

Charles F. Hoban,
American Council on Education,
744 Jackson Place,
Washington, D.C.

P. B. Jacobson,
University School,
University of Chicago,
Chicago, Illinois.

Walter A. Jessup,
Carnegie Foundation,
New York City.

Miss Elizabeth F. Johnson,
Baldwin School,
Bryn Mawr, Pa.

Barclay L. Jones,
Friends Central School,
Overbrook, Pa.

Walter V. Kaulfers,
Curriculum Assistant,
Ohio State University,
Columbus, Ohio.

Charles R. Keller,
Director of Admission,
Williams College,
Williamstown, Mass.

F. P. Keppel,
Carnegie Corporation,
New York City.

I. R. Kraybill,
Cheltenham Township High School,
Elkins Park, Pa.

W. S. Learned,
Carnegie Foundation,
New York City.

Dr. Robert D. Leigh,
Bennington College,
Bennington, Vermont.

Dr. John A. Lester,
Turk Road,
Doylestown, Pa.

Rudolph Lindquist,
Cranbrook School,
Bloomfield Hills, Michigan

A. K. Loomis,
Shaker High School,
Shaker Heights, Ohio.

Miss Katharine Lord,
Winsor School,
Boston, Massachusetts.

Dr. Henry N. MacCracken,
Vassar College,
Poughkeepsie, New York.

Gordon N. Mackenzie,
Wisconsin High School,
Madison, Wisconsin.

Joseph N. Maddocks,
Altoona Senior High School,
Altoona, Pa.

George W. McClelland,
Vice-President,
University of Penn.
Philadelphia, Penn.

Dean Max McGom,
New York University,
Washington Square,
New York, N. Y.

S. P. McCutchen,
Curriculum Assistant,
Ohio State University
Columbus, Ohio.

Nicholas M. McKnight,
Associate Dean,
Columbia University,
New York City.

Dean George H. Nettleton,
Yale University,
New Haven, Connecticut.

Dr. Jesse Newlon,
Teachers College,
Columbia University,
New York City.

Marion E. Park, President,
Bryn Mawr College,
Bryn Mawr, Pennsylvania.

J. Cecil Parker,
Department of Public Instruction,
Lansing, Michigan.

Miss Helen Parkhurst,
Dalton Schools,
108 E. 89th Street,
New York, N. Y.

R. B. Patin,
Shaker High School,
Shaker Heights, Ohio.

Irwin C. Poley,
Germantown Friends School,
Germantown, Pennsylvania.

Miss Edith M. Penney,
Bronxville Senior High School,
Bronxville, New York.

Dean Scott Porter,
Amherst College,
Amherst, Massachusetts.

Dr. Homer P. Rainey,
American Youth Commission,
744 Jackson Place,
Washington, D.C.

Frederick L. Redefers,
Progressive Education Association,
310 W. 90th Street,
New York, N. Y.

R. G. Reynolds,
Horace Mann School,
Teachers College,
Columbia University,
New York, N. Y.

George A. Rice,
University High School,
Oakland, California.

Theodore Rice,
East High School,
Denver, Colorado.

Sydney V. Rowland,
Radnor High School,
Wayne, Pennsylvania.

Carson Ryan,
Progressive Education Association,
310 W. 90th Street,
New York, N. Y.

H. H. Ryan,
State Teachers College,
Upper Montclair, New Jersey.

William E. Scott,
University of Chicago,
Chicago, Illinois.

Eugene R. Smith,
Beaver Country Day School,
Chestnut Hill, Mass.

Herbert W. Smith,
Frances W. Parker School,
330 Webster Avenue,
Chicago, Illinois.

Perry Dunlap Smith,
North Shore Country Day School,
Winnetka, Illinois.

A. J. Stoddard,
Superintendent of Schools,
Denver, Colorado.

J. E. Stonecipher,
Roosevelt High School,
Des Moines, Iowa.

V. T. Thayer,
33 Central Park West,
New York, N. Y.

I. Keith Tyler,
Radio Division,
Page Hall,
Ohio State University,
Columbus, Ohio.

Dr. Ralph W. Tyler,
Evaluation in the Eight Year Study,
University of Chicago,
Chicago, Illinois.

Carl Van Ness,
Appleton Century Company,
35 W. 32nd St.,
New York, N. Y.

George A. Walton,
George School,
George School, Pennsylvania.

Professor Herbert West,
Dartmouth College,
Hanover, N. H.

Miss Alice I. Wood,
Director of Personnel Bureau,
Wellesley College,
Wellesley, Mass.

Stanley R. Yarnall,
Germantown Friends School,
Germantown, Pa.

A. N. Zechiel,
Curriculum Assistant,
Ohio State University,
Columbus, Ohio.

Ronald Currie,
Tower Hill School,
Wilmington, Delaware.

DIRECTIONS FOR USE OF THE REPORT TO THE COMMITTEES ON ADMISSIONS

COURSE ACCOMPLISHMENTS

I. This column lists the fields in which the candidate has worked. Spaces are left for subdivisions of a field, or analysis of it into more detailed subheadings. Many schools, for instance, provide special opportunity for intensive work in music or sculpture or some other specialized art medium. Many have divided the conventional English into communication (or expression) and appreciation. Under foreign languages, the separate languages, German, French etc. should be listed, but a single language might itself be analyzed, as into reading, oral and aural use. If the Social Studies or the Science is organized in separate divisions, such as Ancient History or Chemistry, these divisions should be listed.

THE SCHOOL SHOULD ATTACH A SHEET GIVING BRIEF DESCRIPTIONS OF ANY COURSES OR SUBHEADINGS NOT ADEQUATELY EXPLAINED BY THEIR TITLES, AS WHEN THE CONTENT, ORDER, OR TIME ALLOTMENT IS NOT THE USUAL ONE.

II. Section II is intended to give the college information on two points about each field studied:

(A) The degree of success which the candidate is likely to have if he or she continues advanced work in a particular field at the college in question. The letter C (continues) appears in the column that gives the school's prediction about success in that field.

(B) The degree of success which a pupil who does not specialize in a field is likely to have in using it for the ordinary needs of college life or in fields for which it is not a special prerequisite. The letter U (use) appears in the column that gives the school's prediction about such use. U should be omitted if C is in one of the first three columns since ability to continue to this degree would imply successful use in other situations.

Example: A school might not recommend that a candidate take any beyond the required English in college, showing this by placing C under "lack of achievement". If the pupil had sufficient skill in reading and in communication, however, to meet all the demands of college life and the work of other departments, U might be placed under "fairly well" or even under "very well" to indicate this fact.

Under the heading "with serious difficulty" the first column is used to show that the candidate did not reach high enough achievement in school to justify prediction of success in continuing the subject in college. This might be due to lack of ability, poor effort, or other causes. The second.

column indicates that the candidate did not take the complete prerequisites for advanced work. This does not necessarily indicate lack of ability, as it might well be caused by preference for other fields.

Example: A student might have taken a very thorough course in practical mathematics that would qualify him for all personal and business uses, but have omitted algebra and geometry. If he had done well in the mathematics taken, the school would put U under "very well" and C under "prerequisites not taken".

III. A school should indicate each year during which the candidate studied a subject or division of it either by checking the appropriate years, or by entering the marks obtained by the candidate if the school uses such marks. "Ex" is for entering an extra year spent on a subject-field taken either during a course of usual length or while continuing in school an extra year. This column should not be used to record time spent in repeating a course in which the pupil failed unless this is explained in the notes. A subject-field should be checked or marked opposite the general heading unless some purpose is served by indicating the time spent or the success achieved in a particular part of it.

Under "Equivalents" a school will enter a number to show the approximate equivalent (in terms of accepted standards and content of full year courses) of what the candidate has accomplished and therefore his stage of readiness for further work. For example, a 3 year equivalent would mean that its satisfactory completion prepares a pupil to take a fourth year course in school, or a college course requiring 3 years of preparation. Where courses are terminal rather than preparatory, the school will give an estimate of equivalent total content. Note that the judgment concerning equivalents is not necessarily dependent on the number of grades during which the study has been carried on in the school or the time allotment in these grades. For example, a student might reach a 4 year accomplishment in three years because of special opportunities, such as travel or out-of-school study. Also 4 year courses may be spread over 5 years. Where there is an apparent inconsistency, it should be explained under "Notes".

IV. Under "Notes" the school should explain anything affecting the candidate's acceptability or his placement in college courses that might not be clear to one reading the table.

ACADEMIC POSITION IN CLASS.

In estimating a candidate's academic position in the class a school may report in upper seventh, in quartiles, in percentiles, in exact position or in any other way that suits the college in question and the school's method of marking. If the college wishes a statement concerning academic position among the girls (or boys) in the class, it can be written on the line following the word "class".

TEST RECORD

The spaces are wide enough to allow the typewriting of long test names on two lines in one space.

If the same test is used through the upper three grades, its name should be entered in the first column and not repeated.

If different tests are used in successive years in the same field, or for some general purpose, they should be entered under the appropriate grades on the same line. It seems advisable to group together, so far as this is practicable, tests given for the same purpose as attitude tests, or tests in the same field.

Under "Group" enter the group for which the norm is compiled, as E.R.B., Public Schools, Local etc.

The blank space is for any other information a school considers important as when two percentiles, local and for a large group, are used, or for entering the pupil's standing on the newer distribution scale now being introduced.

Under "Notes" any information that modifies or explains the record should be given, as that the candidate took the test without having studied a course preparing for it. If there have been changes in personnel for the administering and scoring of tests, indicate such changes under "Notes".

*BEHAVIOR DESCRIPTION

The characteristics listed and the headings used as types under them are chosen from the report of the Records and Reports Committee of the Progressive Education Association in which these types are defined. The last four characteristics have not yet been analyzed into types because it seemed to the committee working on them that it might be sufficient to recognize a marked degree of development or a marked lack of development. Unless a school chooses to analyze further, therefore, the first three columns may be considered to indicate high degree of development (H), usual development for age (U), and low degree of development (L). Only the initial letters of high, usual, and low are used in order to leave space for a school to write in some other

* Those schools which do not believe in using any classified form of description or prefer to make use of forms they have themselves developed to suit their particular situations, should omit this section. This particular form is included because it is the belief of many educators that some such abbreviated method of recording has great value, and that the use of terms that have been carefully defined, as these have been, may have more meaning than unguided and undefined description.

classifications if it wishes to do so. The extra spaces below allow for additions of other characteristics on which a school may wish to report.

In using the first part of the table, M (mode) indicates the most common judgment of those describing the candidate. It would therefore be assumed to describe the most common behavior. A number following M shows that this number of teachers concur in the judgment. When there is no number, the judgment may be that of a supervisor or principal. If in an unusual case there is no single description that is most common, the number of those making various judgments might be recorded under the appropriate headings.

Judgments showing what seem to be the greatest variations from M should be shown by writing under the appropriate headings the subject fields in which the extremes in behavior occur. Another relationship (homeroom teacher, athletic coach, dramatic coach, faculty advisor) which the one making such a judgment has to the candidate, may be used instead of a subject field. For example, in describing responsibility, M-6 might be written under "Conscientious" to show that six of those making descriptions believe this heading describes the candidate best, while "English" might be written under "Responsible and Resourceful" to show the judgment of the English teacher, and "Athletics" might be written under "Unreliable" to show the judgment of the one in charge of athletics. Such differing judgments often have great significance. In fact they may give additional evidence as to whether or not the candidate is well fitted for a particular college, or for the courses he plans to take there, by showing which experiences or relationships seem to be most or least stimulating to him.

GENERAL COMMENT

This should include a statement of anything significant about the candidate's health, family background, social relationships or whatever else makes the description more complete. It should include the entire personality description if the school prefers not to use the Behavior Description table.

PRINCIPAL'S RECOMMENDATION

What has the head of the school or the officer in charge of this department to say to the college concerning the candidate's fitness for this particular college? This is intended to be a brief and definite statement of the degree of recommendation the school can give the candidate.

7
TEACHERS REPORT

Pupil's Name _____

Date _____

(This form is to be used by teachers in recording information for use in preparing Reports of Progress to be sent to parents, and for inclusion in the pupil's file.)

Teacher	Subject	Grade					
			is outstanding	is above usual	is at usual stage	is below usual	is seriously below usual
SUCCESS IN ACHIEVING THE SPECIFIC PURPOSES OF COURSE (These include understanding and appreciation as well as skills, techniques and essential information.)							
PROGRESS IN LEARNING HOW TO THINK							
EFFECTIVENESS IN COMMUNICATING IDEAS: ORAL							
WRITTEN							
ACTIVE CONCERN FOR THE WELFARE OF THE GROUP							
GENERAL HABITS OF WORK (Check the following only if seriously below an acceptable standard.)							
Accuracy in following directions		Persistence in completing work					
Efficient use of time and energy		Thoughtful participation in discussion					
Neatness and Orderliness		Conscientiousness of effort					
Self-reliance		Reading					

GENERAL COMMENT: This section may be used to comment on significant interests, limitations, contributions, general cooperation for the objectives of the school, and, particularly, advice to pupils and parents as to how they can cooperate in overcoming any weakness indicated

RECOMMENDATIONS FOR NEXT YEAR (check the description which applies)

This pupil seems, in this subject

- Likely to profit by continuing it.
- Able to complete the course but with question of the value of continuing it for another year.
- Likely to be unsuccessful in completing the course.
- (for upper classes only) To show promise for continuing the work successfully at an advanced institution.

MEMORANDUM:

SUGGESTED ADMISSION PROGRAM FROM DEAN MCCONN

- I. Recommendation of principal to a particular college and possibly a particular course in a college
- II. Statement of accomplishment in consecutive subject matter
- III. Accomplishment on achievement test
- IV. Accomplishment on language test

①
mcconn

MEMORANDUM:

SUGGESTED ADMISSION PROGRAM FROM DEAN MCCONN

- I. Recommendation of principal to a particular college and possibly a particular course in a college
- II. Statement of accomplishment in consecutive subject matter
- III. Accomplishment on achievement test
- IV. Accomplishment on language test

McConnell

CONFIDENTIAL REPORT TO THE COMMITTEE ON ADMISSIONS ON

LAST NAME FIRST MIDDLE

DATE OF BIRTH YEAR OF ENTRANCE PLAN OF ADMISSION SCHOOL AND ADDRESS

HOME ADDRESS RACE RELIGION
COURSE ACCOMPLISHMENT, AND PROBABLE SUCCESS AT COLLEGE OR UNIVERSITY DEPARTMENT

DIRECTIONS: (C) INDICATES PROBABLE SUCCESS IF CANDIDATE TAKES COLLEGE COURSES IN THE SUBJECT
 (U) INDICATES PROBABLE SUCCESS IN USE IN OTHER FIELDS OR PERSONAL ACTIVITIES

I SUBJECT FIELD	II SHOULD DO COLLEGE WORK						III GRADES DURING WHICH STUDIED (CHECKS OR MARKS MAY BE USED)							APPROX. UNIT EQUI- VALENTS	IV NOTES FURTHER EXPLANATIONS OF DEVIATIONS IN THE CANDIDATE'S PROGRAM OF WORK, SIGNIFICANT COURSE ACHIEVEMENTS, LIMITED TIME IN THE SCHOOL OR ANY OTHER POINTS THAT MAY NEED ELUCIDATION. THESE MAY BE CON- TINUED UNDER "GENERAL COMMENT"
	WITH DISTINCTION	VERY WELL	FAIRLY	WITH PASSING GRADES ONLY	WITH SERIOUS DIFFICULTY		7	8	9	10	11	12	EXTRA		
					LACK OF ACHIEVEMENT	PRE- REQUISITES									
ARTS															
ENGLISH															
FOREIGN LANGUAGE															
MATHEMATICS															
SCIENCE															INDICATE IF LABORATORY WORK WAS <u>NOT</u> INCLUDED
SOCIAL STUDIES															

INTERPRETATIONS OF MARKING SYSTEM (IF USED) _____ SIZE OF CLASS? _____

WHAT IS CANDIDATE'S ACADEMIC POSITION IN HIS CLASS? _____

TEST RECORD (USE (*) TO INDICATE TESTS NOT SCORED BY OUTSIDE AGENCY OR SPECIALIST IN TESTING)

GRADE 10				GRADE 11				GRADE 12 AND EXTRA			
NAME OF TEST	SCORE	% ILE	BASIS	NAME OF TEST	SCORE	% ILE	BASIS	NAME OF TEST	SCORE	% ILE	BASIS

NOTES

SUMMARY INTERPRETATION OF OTHER NEW-TYPE TESTS

PARTICULAR ACTIVITIES:

SPECIAL INTERESTS AND ABILITIES:

SIGNIFICANT LIMITATIONS (PHYSICAL, SOCIAL, MENTAL):

EMOTIONAL STABILITY:

NOTES: THE FOLLOWING CHARACTERIZATIONS ARE DESCRIPTIONS, THEY ARE NOT RATINGS. SUPPLEMENTARY OR ALTERNATIVE DESCRIPTIONS WILL BE FOUND UNDER "GENERAL COMMENT." M (MODE) FOLLOWED BY A NUMBER INDICATES THE MOST COMMON BEHAVIOR OF THE PUPIL AS JUDGED BY THAT NUMBER OF TEACHERS. SIGNIFICANT DEVIATION FROM THE COMMON BEHAVIOR IS SHOWN BY THE NAME OF A SUBJECT-FIELD OR OTHER PUPIL-TEACHER RELATIONSHIP IN THE APPROPRIATE SPACE.

WORK HABITS	HIGHLY EFFECTIVE	ADEQUATE	PROMISING	LIMITED	INEFFECTIVE		
SERIOUS PURPOSE	PURPOSEFUL	LIMITED	POTENTIAL	UNRELIABLE	VAGUE		
RESPONSIBILITY DEPENDABILITY	RESPONSIBLE AND RESOURCEFUL	CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE	
CREATIVENESS AND IMAGINATION	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE	
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE		
INQUIRING MIND	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIVE		
POWER AND HABIT OF ANALYSIS	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING
CONCERN FOR OTHERS	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED		
PERSONAL ADJUSTMENT	SECURE	UNCERTAIN	NEUTRAL	WITHDRAWN	NOT ACCEPTED		
SELF RELIANCE	HIGH		USUAL		LOW		
AESTHETIC APPRECIATION	HIGH		USUAL		LOW		

NOTES: NUMBER OF FACULTY MEMBERS REPORTING? _____ ON WHAT ARE THE DESCRIPTIONS BASED?
 DEFINITIONS OF THESE HEADINGS MADE BY RECORDS AND REPORTS COMMITTEE? _____ ON ANECDOTAL RECORDS?
 YES NO
 WHAT OTHER BASIS? _____

GENERAL COMMENT (MADE BY) _____

THE FOLLOWING INFORMATION AMPLIFIES THE DESCRIPTION OF THE CANDIDATE. IT SHOULD INCLUDE THE CHARACTERISTICS UNDER "BEHAVIOR DESCRIPTION" IF THE TABLE ABOVE IS NOT USED, AND SHOULD ADD ANYTHING IMPORTANT ABOUT FAMILY BACKGROUND, POSSIBLE FINANCIAL NEEDS, AND ACCOMPLISHMENT IN TERMS OF SPECIAL OBJECTIVES OF THE SCHOOL.

PRINCIPAL'S RECOMMENDATION

_____ IS ENTITLED TO HONORABLE DISMISSAL FROM THE SCHOOL.
 STUDENT'S NAME
 GRADUATION IS EXPECTED IN _____ MY SUMMARIZED RECOMMENDATION OF HIM / HER FOLLOWS:

DATE

SIGNATURE

REPORT TO THE COMMITTEE ON ADMISSIONS OF _____

COLLEGE OR UNIVERSITY _____

LAST NAME FIRST MIDDLE SCHOOL AND ADDRESS
 HOME ADDRESS DATE OF BIRTH RACE RELIGION PLAN OF ADMISSION YEAR OF ENTRANCE

COURSE ACCOMPLISHMENT AND LIKELIHOOD OF SUCCESS AT _____

COLLEGE OR UNIVERSITY _____

DEPARTMENT _____

DIRECTIONS: (SEE ALSO ACCOMPANYING SHEET OF EXPLANATIONS)
 I (U) INDICATES LIKELY DEGREE OF SUCCESS FOR GENERAL USE IN THE COLLEGE. (C) INDICATES LIKELY DEGREE OF SUCCESS IF CANDIDATE CONTINUES TO WORK IN THE FIELD. II CHECKS OR SUBJECT MARKS IN GRADE COLUMN SHOW YEARS OF STUDY. III FOR "EQUIVALENTS". SEE SHEET OF EXPLANATIONS.

I SUBJECT FIELD	II PREDICTION OF COLLEGE SUCCESS						III								EQUI- VALENTS	IV NOTES
							GRADES STUDIED (CHECKS OR MARKS)									
	WITH DISTINCTION	VERY WELL	FAIRLY WELL	WITH PASSING GRADES ONLY	WITH SERIOUS DIFFICULTY		7	8	9	10	11	12	EX	FURTHER EXPLANATIONS OF DEVIATIONS IN THE CANDIDATES' PROGRAM OF WORK, UNUSUAL COURSE ACHIEVEMENTS, LIMITED TIME IN THE SCHOOL OR ANY OTHER POINTS THAT MAY NEED ELUCIDATION. THESE MAY BE CONTINUED UNDER "GENERAL COMMENT."		
ARTS																
ENGLISH																
FOREIGN LANGUAGE																
MATHEMATICS																
SCIENCE																
SOCIAL STUDIES																

INTERPRETATIONS OF MARKING SYSTEM (IF USED) _____
 WHAT IS CANDIDATE'S ACADEMIC POSITION IN HIS CLASS? _____ SIZE OF CLASS? _____
 WHAT COURSES DOES CANDIDATE PLAN TO TAKE (A) DURING HIS LAST YEAR IN SCHOOL (IF ELEVENTH GRADE): (B) DURING HIS FIRST YEAR IN COLLEGE (IF TWELFTH GRADE)? _____

TEST RECORD

GRADE 10				GRADE 11				GRADE 12 AND EXTRA			
NAME OF TEST	SCORE	% ILE	GROUP	NAME OF TEST	SCORE	% ILE	GROUP	NAME OF TEST	SCORE	% ILE	GROUP

WERE TESTS SCORED BY TEACHERS? _____ SPECIALISTS? _____ OUTSIDE AGENCY (NAME IT) _____
 WERE TESTS ADMINISTERED UNDER THE DIRECTION OF A SPECIALIST OR AGENCY? _____ YES _____ NO

NOTES:

SIGNIFICANT INTERESTS:

PARTICULAR ACTIVITIES:

SPECIAL ABILITIES:

SIGNIFICANT LIMITATIONS:

BEHAVIOR DESCRIPTION

NOTES: THE FOLLOWING CHARACTERIZATIONS ARE DESCRIPTIONS, THEY ARE NOT RATINGS. SUPPLEMENTARY OR ALTERNATIVE DESCRIPTIONS WILL BE FOUND UNDER "GENERAL COMMENT." M (MODE) FOLLOWED BY A NUMBER INDICATES THE MOST COMMON BEHAVIOR OF THE PUPIL AS JUDGED BY THAT NUMBER OF TEACHERS. SIGNIFICANT DEVIATION FROM THE COMMON BEHAVIOR IS SHOWN BY THE NAME OF A SUBJECT-FIELD OR OTHER PUPIL-TEACHER RELATIONSHIP IN THE APPROPRIATE SPACE.

RESPONSIBILITY DEPENDABILITY	RESPONSIBLE AND RESOURCEFUL	CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE	
CREATIVENESS AND IMAGINATION	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE	
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE		
INQUIRING MIND	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIVE		
POWER AND HABIT OF ANALYSIS	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING
SOCIAL CONCERN	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED		
SELF RELIANCE	H	U	L				
SOCIAL ADJUSTMENT	H	U	L				
AESTHETIC APPRECIATION	H	U	L				
SERIOUS PURPOSE	H	U	L				

NOTES: NUMBER OF FACULTY MEMBERS REPORTING? _____ ON WHAT ARE THE DESCRIPTIONS BASED?
 DEFINITIONS OF THE RECORDS AND REPORTS COMMITTEE? _____ ON ANECDOTAL RECORDS? _____
 WHAT OTHER BASIS? _____ YES NO

GENERAL COMMENT (MADE BY) _____

THE FOLLOWING INFORMATION AMPLIFIES THE DESCRIPTION OF THE CANDIDATE

PRINCIPAL'S RECOMMENDATION

DATE _____

SIGNATURE _____

**BEHAVIOR DESCRIPTION
(EXPERIMENTAL FORM)**

LAST NAME FIRST MIDDLE SCHOOL

THIS REPORT DESCRIBES THE CHARACTERISTIC BEHAVIOR OF THE STUDENT IN A NUMBER OF IMPORTANT AREAS. IT SHOULD NOT BE INTERPRETED AS A RATING. INSTEAD ONE SHOULD READ THE DESCRIPTIONS AND ATTEMPT TO GET FROM THEM AN UNDERSTANDING OF THE PERSON DESCRIBED, AND OF HIS FITNESS FOR PARTICULAR OPPORTUNITIES AND UNDERTAKINGS.

DIRECTIONS:

- (1) IN GENERAL THE INITIALS OF SUBJECT OR ACTIVITY FIELDS ARE USED IN THE RECORDING IN ORDER TO IDENTIFY THE RELATIONS BETWEEN THE OBSERVERS AND THE STUDENT. A COMPLETE KEY IS GIVEN AT THE TOP OF THE FOLDED OVER SHEET.
- (2) THE SPACES FROM LEFT TO RIGHT, BEING CHRONOLOGICAL, SHOW THE CHANGES OR CONTINUITY IN BEHAVIOR DURING THE PERIOD COVERED BY THE RECORD.
- (3) WHILE AGREEMENTS IN DESCRIPTION MAY SHOW A STUDENT'S MOST COMMON BEHAVIOR, THEY MAY NOT BE MORE IMPORTANT THAN AN ISOLATED JUDGMENT WHICH OFTEN HAS GREAT SIGNIFICANCE BECAUSE OF A BETTER BASIS FOR JUDGMENT, OR BECAUSE IT INDICATES A RESPONSE TO SOME PARTICULAR CONDITION, FIELD, OR PERSONALITY.

RESPONSIBILITY—DEPENDABILITY

RESPONSIBLE AND RESOURCEFUL: CARRIES THROUGH WHATEVER IS UNDERTAKEN, AND ALSO SHOWS INITIATIVE AND VERSATILITY IN ACCOMPLISHING AND ENLARGING UPON UNDERTAKINGS.

CONSCIENTIOUS: COMPLETES WITHOUT EXTERNAL COMPULSION WHATEVER IS ASSIGNED BUT IS UNLIKELY TO ENLARGE THE SCOPE OF ASSIGNMENTS.

GENERALLY DEPENDABLE: USUALLY CARRIES THROUGH UNDERTAKINGS, SELF-ASSUMED OR ASSIGNED BY OTHERS, REQUIRING ONLY OCCASIONAL REMINDER OR COMPULSION.

SELECTIVELY DEPENDABLE: SHOWS HIGH PERSISTENCE IN UNDERTAKINGS IN WHICH THERE IS PARTICULAR INTEREST, BUT IS LESS LIKELY TO CARRY THROUGH OTHER ASSIGNMENTS.

UNRELIABLE: CAN BE RELIED UPON TO COMPLETE UNDERTAKINGS ONLY WHEN THEY ARE OF MODERATE DURATION OR DIFFICULTY AND THEN ONLY WITH MUCH PRODDING AND SUPERVISION.

IRRESPONSIBLE: CANNOT BE RELIED UPON TO COMPLETE ANY UNDERTAKING EVEN WHEN CONSTANTLY PRODDED AND GUIDED.

GRADE 7 GRADE 8 GRADE 9 GRADE 10 GRADE 11 GRADE 12

CREATIVENESS AND IMAGINATION

GENERAL: APPROACHES WHATEVER HE DOES WITH ACTIVE IMAGINATION AND ORIGINALITY, SO THAT HE CONTRIBUTES SOMETHING THAT IS HIS OWN.

SPECIFIC: MAKES DISTINCTLY ORIGINAL AND SIGNIFICANT CONTRIBUTIONS IN ONE OR MORE FIELDS.

PROMISING: SHOWS A DEGREE OF CREATIVENESS THAT INDICATES THE LIKELIHOOD OF VALUABLE ORIGINAL CONTRIBUTION IN SOME FIELD, ALTHOUGH THE CONTRIBUTIONS ALREADY MADE HAVE NOT PROVED TO BE PARTICULARLY SIGNIFICANT.

LIMITED: SHOWS THE DESIRE TO CONTRIBUTE HIS OWN THINKING AND EXPRESSION TO SITUATIONS, BUT HIS DEGREE OF IMAGINATION AND ORIGINALITY IS NOT IN GENERAL HIGH ENOUGH TO HAVE MUCH INFLUENCE ON HIS ACCOMPLISHMENTS.

IMITATIVE: MAKES LITTLE OR NO CREATIVE CONTRIBUTIONS, YET SHOWS SUFFICIENT IMAGINATION TO SEE THE IMPLICATIONS IN THE CREATION OF OTHERS AND TO MAKE USE OF THEIR IDEAS OR ACCOMPLISHMENTS.

UNIMAGINATIVE: HAS GIVEN PRACTICALLY NO EVIDENCE OF ORIGINALITY OR CREATIVENESS IN IMAGINATION OR ACTION.

INFLUENCE

CONTROLLING: HIS INFLUENCE HABITUALLY SHAPES THE OPINIONS, ACTIVITIES, OR IDEALS OF HIS ASSOCIATES.

CONTRIBUTING INFLUENCE: HIS INFLUENCE, WHILE NOT CONTROLLING, STRONGLY AFFECTS THE OPINIONS, ACTIVITIES, OR IDEALS OF HIS ASSOCIATES.

VARYING: HIS INFLUENCE VARIES, HAVING FORCE WHEN PARTICULAR ABILITY, SKILL, EXPERIENCE OR CIRCUMSTANCE GIVES IT OPPORTUNITY OR VALUE.

CO-OPERATING: HAS NO VERY DEFINITE INFLUENCE ON HIS ASSOCIATES, BUT CONTRIBUTES TO GROUP THINKING AND ACTION BECAUSE OF SOME DISCRIMINATION IN REGARD TO IDEAS AND LEADERS.

PASSIVE: HAS NO DEFINITE INFLUENCE ON HIS ASSOCIATES, BEING CARRIED ALONG BY THE NEAREST OR STRONGEST INFLUENCE.

INQUIRING MIND

GENERAL: RESPONDS WITH CONSISTENT, ACTIVE AND DEEP INTEREST TO ANY INTELLECTUAL STIMULUS AND USES TO GOOD ADVANTAGE VARIOUS SOURCES OF INFORMATION.

SPECIFIC: RESPONDS WITH CONSISTENT, ACTIVE AND DEEP INTEREST ONLY TO STIMULI ARISING IN SPECIFIC FIELDS OR PROBLEMS. USES EFFECTIVELY THE SOURCES AVAILABLE FOR SUCH PURPOSES.

LIMITED: SOMEWHAT SENSITIVE TO STIMULI ARISING FROM LIMITED FIELDS, BUT ENGAGES IN EXPLORATION AND INVESTIGATION ONLY WHEN A GENERAL PLAN OF ATTACKING THE PROBLEM IS INDICATED TO HIM.

DIRECTED: RESPONDS TO STIMULI IN A LIMITED FIELD OF INTERESTS BUT IS IMPELLED TO ACT ONLY WHEN BOTH THE PLAN AND THE DETAILS OF PROCEDURE ARE DEFINITELY OUTLINED FOR HIM.

UNRESPONSIVE: RARELY SEEMS TO BE SENSITIVE TO ANY INTELLECTUAL STIMULUS AND SHOWS LITTLE OR NO ABILITY TO USE THE TOOLS AND METHODOLOGY OF EXPLORATION AND INVESTIGATION.

OPENMINDEDNESS

DISCRIMINATING: WELCOMES NEW IDEAS BUT HABITUALLY SUSPENDS JUDGMENT UNTIL ALL THE AVAILABLE EVIDENCE IS OBTAINED.

TOLERANT: DOES NOT READILY APPRECIATE OR RESPOND TO OPPOSING VIEWPOINTS AND NEW IDEAS, ALTHOUGH HE IS TOLERANT OF THEM AND CONSCIOUSLY TRIES TO SUSPEND JUDGMENT REGARDING THEM.

PASSIVE: TOLERANCE OF THE NEW OR DIFFERENT IS PASSIVE, ARISING FROM LACK OF INTEREST OR CONVICTION. WELCOMES, OR IS INDIFFERENT TO CHANGE, BECAUSE OF LACK OF UNDERSTANDING OR APPRECIATION OF THE NEW OR OF THAT WHICH IT REPLACES.

RIGID: PRECONCEIVED IDEAS AND PREJUDICES SO GOVERN HIS THINKING THAT HE USUALLY ENDS A DISCUSSION OR AN INVESTIGATION WITHOUT CHANGE OF OPINION.

INTOLERANT: IS ACTIVELY INTOLERANT; RESENTS ANY INTERFERENCE WITH HIS HABITUAL BELIEFS, IDEAS AND PROCEDURES.

THE POWER AND HABIT OF ANALYSIS; THE HABIT OF REACHING CONCLUSIONS ON THE BASIS OF VALID EVIDENCE

HIGHLY ANALYTICAL: HABITUALLY MAKES AN ANALYTICAL APPROACH TO HIS PROBLEMS, ASSEMBLING THE FACTS, SHOWING A CLEAR PERCEPTION OF THEIR RELATIONSHIPS AND IMPLICATIONS, AND THINKING THROUGH THE SITUATION TO WELL FOUNDED CONCLUSIONS.

INCOMPLETE: MAKES AN INTELLIGENTLY ANALYTICAL APPROACH TO HIS PROBLEMS BUT IS MORE LIMITED IN ABILITY TO ASSEMBLE THE FACTS COMPLETELY, AND TO SEE THEIR RELATIONSHIPS OR THEIR IMPLICATIONS.

IRREGULAR: ON OCCASION SHOWS UNUSUAL ANALYTICAL POWER BUT DOES NOT DO SO HABITUALLY.

UNDEVELOPED: SHOWS SIGNS OF ANALYTICAL POWER, BUT BECAUSE OF FEARS, THE DOMINATION OF OTHERS, OR SOME OTHER INHIBITING AGENCY HAS NOT YET DEVELOPED IT TO ANY HIGH DEGREE.

LIMITED: IS ABLE TO PURSUE REASONING PROCESSES IF AIDED BY SOME GUIDANCE AND DIRECTION.

PASSIVE: HIS APPROACH TO A PROBLEM IS NOT AN ANALYTICAL ONE, THOUGH HE MAY BE ABLE TO APPRECIATE A TRAIN OF REASONING OR TO FOLLOW ONE LAID OUT BY SOME ONE ELSE.

UNREASONING: SEEMS UNABLE TO ANALYZE EVEN A FAIRLY SIMPLE SITUATION, TENDING RATHER TO RELY ON MEMORY AS A SUBSTITUTE FOR LOGIC. ACCEPTS STATEMENTS AND RESULTS WITHOUT ATTEMPTING TO REASON ABOUT THEM.

SOCIAL CONCERN

GENERALLY CONCERNED: SHOWS AN ALTRUISTIC AND GENERAL SOCIAL CONCERN AND INTERPRETS THIS IN ACTION TO THE EXTENT OF HIS ABILITIES AND OPPORTUNITIES.

SELECTIVELY CONCERNED: SHOWS CONCERN BY ATTITUDE AND ACTION ABOUT CERTAIN SOCIAL CONDITIONS BUT SEEMS UNABLE TO APPRECIATE THE IMPORTANCE OF OTHER SUCH PROBLEMS.

PERSONAL: IS NOT STRONGLY CONCERNED ABOUT THE WELFARE OF OTHERS AND RESPONDS TO SOCIAL PROBLEMS ONLY WHEN HE RECOGNIZES SOME INTIMATE PERSONAL RELATIONSHIP TO THE PROBLEM OR GROUP IN QUESTION.

INACTIVE: SEEMS AWARE OF SOCIAL PROBLEMS, AND MAY PROFESS CONCERN ABOUT THEM, BUT DOES NOTHING.

UNCONCERNED: DOES NOT SHOW ANY GENUINE CONCERN FOR THE COMMON GOOD.

EMOTIONAL RESPONSIVENESS AND CONTROL

TO IDEAS: IS EMOTIONALLY STIRRED BY BECOMING AWARE OF CHALLENGING IDEAS.

TO DIFFICULTY: RESPONDS EMOTIONALLY TO A SITUATION OR PROBLEM CHALLENGING TO HIM BECAUSE OF THE POSSIBILITY OF OVERCOMING DIFFICULTIES.

TO IDEALS: RESPONDS EMOTIONALLY TO WHAT IS CHARACTERIZED PRIMARILY BY ITS PERSONAL OR SOCIAL IDEALISM.

TO BEAUTY: RESPONDS EMOTIONALLY TO BEAUTY AS FOUND IN NATURE AND THE ARTS.

TO ORDER: RESPONDS EMOTIONALLY TO PERFECTION OF FUNCTIONING AS IT IS SEEN IN ORGANIZATION, MECHANICAL OPERATION OR LOGICAL COMPLETENESS.

NOTE: ANY ENTRY IN RED INK IS A SECOND JUDGMENT MADE LATER IN THE YEAR.

KEY TO OBSERVERS MAKING THE DESCRIPTIONS

THE FOLLOWING ABBREVIATIONS HAVE BEEN USED: IN THE SPACES BELOW ENTER THE TEACHERS' INITIALS.

A—ARTS AD—ADVISOR D—DRAMATICS E—ENGLISH F—FRENCH
 G—GERMAN L—LATIN M—MATHEMATICS MU—MUSIC N.S.—NATURAL SCIENCE
 P—PHYSICAL TRAINING S.S.—SOCIAL SCIENCES H.R.—HOME ROOM TEACHER

19	19	19	19	19	19

THE PRESENCE (P) OR ABSENCE (A) OF THE FOLLOWING BEHAVIOR CHARACTERISTICS, TO ANY MARKED DEGREE, IS SHOWN BY RECORDINGS IN THE APPROPRIATE SPACES. NO IMPLICATION IS ASSUMED AS TO DESIRABILITY OR UNDESIRABILITY FOR THE PARTICULAR INDIVIDUAL. ANY QUALIFICATIONS OR FURTHER COMMENT SHOULD APPEAR UNDER "GENERAL COMMENT."

			GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
PHYSICAL ENERGY	BEHAVIOR IN RELATION TO VIGOR AND ENDURANCE.	P						
		A						
ASSURANCE	ABILITY TO MEET SITUATIONS AND PEOPLE EASILY.	P						
		A						
SELF RELIANCE	THE HABIT OF DEPENDING ON ONE'S SELF RATHER THAN ON OTHERS.	P						
		A						
EMOTIONAL CONTROL	ABILITY TO RETAIN POISE AND SELF CONTROL.	P						
		A						
		P						
		A						

IN ANSWERING THE FOLLOWING QUESTIONS, G IS USED TO INDICATE THE TYPE OF EXPERIENCES IN WHICH THE PUPIL HAS HAD THE GREATEST SUCCESS; P TO INDICATE THAT SUCCESS IS PRESENT IN THAT AREA; A TO INDICATE THE ABSENCE OF ANY PRONOUNCED SUCCESS.

WHAT HAS BEEN THIS STUDENT'S SUCCESS IN DEALING WITH

ABSTRACT IDEAS AND SYMBOLS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PEOPLE ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLANNING AND MANAGEMENT ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
THINGS AND MANIPULATION ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GENERAL COMMENT

THE FOLLOWING INFORMATION AMPLIFIES AND SYNTHESIZES THE DESCRIPTION OF THE STUDENT. IT IS INTENDED TO BE AN INTERPRETATION OF THE RECORDS AND TO ADD ANY INFORMATION NECESSARY TO GIVE A COHERENT PICTURE OF THE INDIVIDUAL. (AMONG IMPORTANT CHARACTERISTICS THAT HAVE NOT BEEN COMPLETELY DEALT WITH BEFORE ARE SOCIAL ADJUSTMENT, PLEASINGNESS OF PERSONALITY, ESTHETIC APPRECIATION, PURPOSEFULNESS, AND POSSESSION OF STANDARDS OF EXCELLENCE AND DETERMINATION TO ACHIEVE THEM.)

SIGNATURE _____

DATE _____

POSITION _____

STUDY OF THE DEVELOPMENT OF _____ IN ENGLISH

LAST NAME FIRST

INDICATE YOUR JUDGMENT CONCERNING THIS PUPIL TOWARD THE OBJECTIVE NAMED BY CHECKING (✓) UNDER H (HIGH), M (MODAL OR USUAL FOR AGE), OR L (LOW). USE AN X IN THE L COLUMN IF THE STUDENT IS FAILING SERIOUSLY TO COMPLETE THE REQUIREMENTS OF THE COURSE. WHERE THERE IS INSUFFICIENT EVIDENCE ON WHICH TO MAKE A JUDGMENT USE A ZERO. USE A VERTICAL LINE IF THE ITEM IS INTENTIONALLY OMITTED IN MAKING THIS RECORD. WHEN LACK OF TIME OR OTHER FACTORS MAKE IT IMPOSSIBLE TO USE THE SUB-HEADINGS, CHECK ONLY UNDER THE MAIN HEADINGS.

OBJECTIVES	TEACHER'S INITIALS GRADES AND YEAR																	NOTES								
		GR. 19				GR. 19				GR. 19				GR. 19												
		H	M	L	H	M	L	H	M	L	H	M	L	H	M	L										
TECHNIQUES AND SKILLS																										
<i>LIBRARY SKILLS</i>																										
<i>ABILITY TO GATHER AND RECORD INFORMATION</i>																										
<i>ABILITY TO EVALUATE MATERIAL</i>																										
<i>ABILITY TO ORGANIZE MATERIAL</i>																										
WORK HABITS AND STUDY SKILLS																										
<i>SKILL IN OBTAINING INFORMATION OTHER THAN FROM BOOKS</i>																										
SKILL IN USE OF VARYING READING TECHNIQUES																										
<i>ABILITY TO PRESENT IDEAS OF ANOTHER THROUGH SUCH MEANS AS PRÉCIS AND PARAPHRASE</i>																										
<i>ABILITY TO COMMUNICATE OWN THOUGHT CLEARLY AND EFFECTIVELY</i> } } ORAL } WRITTEN																										
<i>MECHANICS OF SPEECH</i> { } <i>NOTE SERIOUS WEAK-NESS, IF ANY.</i>																										
<i>MECHANICS OF WRITING</i> { } <i>NOTE SERIOUS WEAK-NESS, IF ANY.</i>																										
CREATIVE EXPRESSION																										
<i>DRAWS ON HIS OWN EXPERIENCE FOR MATERIAL</i>																										
<i>CLARIFIES HIS INTERPRETATIONS BY DETAIL & SENSE IMPRESSIONS</i>																										
<i>EVIDENCE OF CREATIVE ABILITY IN WRITING</i>																										
<i>AMOUNT OF WRITING DONE</i>																										
<i>INDICATE VARIETY OF FORMS USED - ESSAY, VERSE, STORY, ETC.</i>																										
UNDERSTANDING AND APPRECIATION OF LITERATURE																										
<i>SHOWS INSIGHT INTO IMPLICIT AS WELL AS EXPLICIT</i>																										
<i>SHOWS INSIGHT INTO MOTIVES</i>																										
<i>IS CRITICAL OF FIDELITY TO EXPERIENCE</i>																										
<i>FINDS CLARIFICATION OF OWN EXPERIENCES IN LITERATURE</i>																										
<i>FINDS IN LITERATURE A MEANS OF WIDENING HORIZONS</i>																										
<i>IS SENSITIVE TO FORM, RHYTHM, SOUND OF WORDS, IMAGERY</i>																										
<i>IS FAMILIAR WITH SOME OF MASTERPIECES OF ALL TIME</i>																										
FINDS IN LITERATURE A MEANS OF INTEGRATING HIS IDEALS AND FORMULATING A PHILOSOPHY OF LIFE																										
		GRADE				YR.				GRADE				YR.				GRADE				YR.				
		WITH DISTINC- TION	VERY WELL	CREDIT- ABLY	BARELY PASSING	FAILING	WITH DISTINC- TION	VERY WELL	CREDIT- ABLY	BARELY PASSING	FAILING	WITH DISTINC- TION	VERY WELL	CREDIT- ABLY	BARELY PASSING	FAILING	WITH DISTINC- TION	VERY WELL	CREDIT- ABLY	BARELY PASSING	FAILING	WITH DISTINC- TION	VERY WELL	CREDIT- ABLY	BARELY PASSING	FAILING
KNOWLEDGE OF ESSENTIAL MATERIAL OF THE COURSE																										
PREDICTION OF FUTURE SUCCESS																										
READING RECORD		NUMBER				COMMENT				READING RECORD				NUMBER				COMMENT								
		GRADE	9	10	11	12						GRADE	9	10	11	12										
<i>BOOKS OF FICTION READ</i>																										
<i>TYPE OF FICTION READ</i>																										
<i>MEDIAN LEVELS OF MATURITY</i>																										
<i>BOOKS OF NON-FICTION READ</i>																										
<i>TYPES OF " " "</i>																										
GRADE		SUMM												ARIES												
														GRADE												
GRADE														GRADE												

BEHAVIOR DESCRIPTION (SEE MANUAL)

TEST RECORD (GRADES AND)

RESPONSIBILITY DEPENDABILITY	RESPONSIBLE AND RESOURCEFUL	CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE			
CREATIVENESS AND IMAGINATION	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE			
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE				
INQUIRING MIND	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIBLE				
OPEN MINDEDNESS	DISCRIMINATING	TOLERANT	PASSIVE	RIGID	INTOLERANT				
POWER & HABIT OF ANALYSIS	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING		
SOCIAL CONCERN	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED				
EMOTIONAL RESPONSIVENESS	TO IDEAS	TO DIFFICULTY	TO IDEALS	TO BEAUTY	TO ORDER				
SERIOUS PURPOSE	PURPOSEFUL	LIMITED	POTENTIAL	UNRELIABLE	VAGUE				
SOCIAL ADJUSTABILITY	SECURE	UNCERTAIN	NEUTRAL	WITHDRAWN		NOT ACCEPTED			
SUCCESS WITH	ABSTRACT IDEAS	PEOPLE	PLANNING		THINGS				
	H	U	L	H	U	L	H	U	L
PHYSICAL ENERGY									
ASSURANCE									
SELF RELIANCE									
EMOTIONAL CONTROL									

NAME OF TEST	SCORE	INTERPRE- TATION	GROUP	NAME OF TEST	SCORE	INTERPRE- TATION	GROUP
(GRADES <u> </u> AND <u> </u>)							

SIGNIFICANT INTERESTS

PARTICULAR ACTIVITIES AND ACCOMPLISHMENTS

SPECIAL ABILITIES

SIGNIFICANT LIMITATIONS

GENERAL COMMENT

STUDY OF THE DEVELOPMENT OF _____ IN MATHEMATICS

LAST NAME _____ FIRST _____

INDICATE YOUR JUDGMENTS CONCERNING THIS PUPIL TOWARD THE OBJECTIVE NAMED BY CHECKING (✓) UNDER H (HIGH), M (MODAL OR USUAL FOR AGE), OR L (LOW). USE AN X IN THE L COLUMN IF THE STUDENT IS FAILING SERIOUSLY TO COMPLETE THE REQUIREMENTS OF THE COURSE. WHERE THERE IS INSUFFICIENT EVIDENCE ON WHICH TO MAKE A JUDGMENT USE A ZERO. USE A VERTICAL LINE IF THE ITEM IS INTENTIONALLY OMITTED IN MAKING THIS RECORD. WHEN LACK OF TIME OR OTHER FACTORS MAKE IT IMPOSSIBLE TO USE THE SUB-HEADINGS, CHECK ONLY UNDER THE MAIN HEADINGS.

OBJECTIVES	TEACHER'S INITIALS GRADES AND YEAR													NOTES
		GR. 19			GR. 19			GR. 19			GR. 19			
		H	M	L	H	M	L	H	M	L	H	M	L	
TECHNIQUES & SKILLS SPECIFIC TO MATHEMATICS														
WORK HABITS AND STUDY SKILLS														
<i>EMPLOYS TIME EFFECTIVELY</i>														
<i>INDEPENDENCE</i>														
<i>PERSEVERANCE</i>														
<i>ACCURACY</i>														
<i>THOROUGHNESS</i>														
<i>CHECKS SYSTEMATICALLY</i>														
MASTERY OF THE PROCESSES OF REFLECTIVE THINKING														
<i>RECOGNIZES AND DEFINES PROBLEMS</i>														
<i>OBSERVES ACCURATELY</i>														
<i>COLLECTS, SELECTS AND ORGANIZES DATA</i>														
<i>ABILITY TO INFER</i>														
<i>ABILITY TO INTERPRET DATA (TIONS)</i>														
<i>ABILITY TO MAKE USE AND TEST HYPOTHESES AND GENERALIZA-</i>														
COMMUNICATION														
<i>SKILL IN CLEAR, PRECISE, ACCURATE ORAL ENGLISH</i>														
<i>" " " " WRITTEN</i>														
APPRECIATIONS AND UNDERSTANDINGS														
<i>APPRECIATES QUANTITATIVE THINKING</i>														
<i>APPRECIATES RELATIONSHIPS OF FORM</i>														
<i>APPRECIATES SYMBOLISM</i>														
<i>APPRECIATES LOGICAL THINKING</i>														
<i>APPRECIATES CAUSAL RELATIONSHIPS</i>														
<i>APPRECIATES THE HISTORICAL AND POTENTIAL DEVELOP-</i>														
<i>MENT OF MATHEMATICS ITS RELATION TO DEVELOPMENT OF CIVILIZATION</i>														
A FUNCTIONING PHILOSOPHY OF LIFE														
<i>A DEVELOPING SENSITIVENESS TO VALUES</i>														
<i>SEEKS PROOF</i>														
<i>PERCEIVES LIMITATIONS OF QUANTITATIVE REASONING</i>														
<i>A DEVELOPING FAITH IN THE POTENTIAL APPLICABILITY</i>														
<i>OF MATHEMATICS FOR SOCIAL PROGRESS</i>														
DEVELOPING INTEREST IN MATHEMATICS														
<i>SHOWS INTEREST IN FURTHER PURSUIT OF THIS SUBJECT</i>														
<i>" " " RELATING MATHEMATICS TO OTHER FIELDS</i>														

	GRADE 19					GRADE 19					GRADE 19					GRADE 19									
	WITH DISTINC-TION	VERY WELL	CREDIT-ABLY	BARELY WELL	FAILING	WITH DISTINC-TION	VERY WELL	CREDIT-ABLY	BARELY WELL	FAILING	WITH DISTINC-TION	VERY WELL	CREDIT-ABLY	BARELY WELL	FAILING	WITH DISTINC-TION	VERY WELL	CREDIT-ABLY	BARELY WELL	FAILING					
KNOWLEDGE OF ESSENTIAL MATERIALS OF COURSE																									
PREDICTION OF FUTURE PROGRESS (CHECK)																									

SUMMARIES: GRADE _____

GRADE _____

GRADE _____

GRADE _____

BEHAVIOR DESCRIPTION (SEE MANUAL)

TEST RECORD (GRADES ___ AND ___)

RESPONSIBILITY AND DEPENDABILITY	RESPONSIBLE AND RESOURCEFUL		CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE	NAME OF TEST	SCORE	INTERPRETATION	GROUP	NAME OF TEST	SCORE	INTERPRETATION	GROUP
	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE									
CREATIVENESS AND IMAGINATION															
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE										
INQUIRING MIND	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIBLE										
OPEN MINDEDNESS	DISCRIMINATING	TOLERANT	PASSIVE	RIGID	INTOLERANT										
POWER & HABIT OF ANALYSIS	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING								
SOCIAL CONCERN	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED										
EMOTIONAL RESPONSIVENESS	TO IDEAS	TO DIFFICULTY	TO IDEALS	TO BEAUTY	TO ORDER										
SERIOUS PURPOSE	PURPOSEFUL	LIMITED	POTENTIAL	UNRELIABLE	VAGUE										
SOCIAL ADJUSTABILITY	SECURE	UNCERTAIN	NEUTRAL	WITHDRAWN		NOT ACCEPTED									
SUCCESS WITH	ABSTRACT IDEAS	PEOPLE	PLANNING		THINGS										
	H	U	L	H	U	L	H	U	L						
PHYSICAL ENERGY															
ASSURANCE															
SELF RELIANCE															
EMOTIONAL CONTROL															

(GRADES ___ AND ___)

SIGNIFICANT INTERESTS

PARTICULAR ACTIVITIES AND ACCOMPLISHMENTS

SPECIAL ABILITIES

SIGNIFICANT LIMITATIONS

GENERAL COMMENT

STUDY OF THE DEVELOPMENT OF _____ IN SOCIAL STUDIES

LAST NAME FIRST

INDICATE YOUR JUDGMENTS CONCERNING THIS PUPIL TOWARD THE OBJECTIVE NAMED BY CHECKING (✓) UNDER H (HIGH), M (MODAL OR USUAL FOR AGE), OR L (LOW). USE AN X IN THE L COLUMN IF THE STUDENT IS FAILING SERIOUSLY TO COMPLETE THE REQUIREMENTS OF THE COURSE. WHERE THERE IS INSUFFICIENT EVIDENCE ON WHICH TO MAKE A JUDGMENT USE A ZERO. USE A VERTICAL LINE IF THE ITEM IS INTENTIONALLY OMITTED IN MAKING THIS RECORD, WHEN LACK OF TIME OR OTHER FACTORS MAKE IT IMPOSSIBLE TO USE THE SUB-HEADINGS, CHECK ONLY UNDER THE MAIN HEADINGS.

OBJECTIVES	TEACHERS INITIALS GRADE AND YEAR													NOTES							
		GR. 19			GR. 19			GR. 19			GR. 19										
		H	M	L	H	M	L	H	M	L	H	M	L								
TECHNIQUES AND SKILLS																					
<i>READING, INCLUDING CHARTS, GRAPHS AND MAPS.</i>																					
<i>ABILITY TO LOCATE AND EVALUATE SOURCES.</i>																					
<i>ABILITY TO OUTLINE AND ORGANIZE MATERIALS</i>																					
<i>ABILITY TO CONSTRUCT GRAPHS, CHARTS AND MAPS</i>																					
WORK HABITS AND STUDY SKILLS																					
<i>EFFECTIVE USE OF TIME</i>																					
<i>SELF-DIRECTION</i>																					
<i>PERSISTENCE</i>																					
<i>ACCURACY</i>																					
<i>THOROUGHNESS</i>																					
MASTERY OF THE PROCESSES OF REFLECTIVE THINKING																					
<i>ABILITY TO RECOGNIZE AND DEFINE PROBLEMS</i>																					
<i>ABILITY TO INTERPRET DATA</i>																					
<i>ABILITY TO DISTINGUISH FACTS FROM ASSUMPTIONS</i>																					
<i>ABILITY TO APPLY PRINCIPLES</i>																					
COMMUNICATION																					
<i>QUALITY OF WRITTEN REPORTS</i>																					
<i>QUALITY OF ORAL REPORTS AND DISCUSSION</i>																					
<i>QUALITY OF GRAPHIC ILLUSTRATION</i>																					
APPRECIATIONS AND UNDERSTANDINGS																					
<i>COMPLEXITY, INTERRELATEDNESS, AND CHANGING NATURE OF SOCIAL STRUCTURE</i>																					
<i>EFFECT ON HUMAN BEHAVIOR OF NATURAL FORCES</i>																					
<i>TIME AND PLACE RELATIONSHIPS</i>																					
<i>ASSUMPTIONS AND LIMITATIONS OF SCIENTIFIC METHOD</i>																					
<i>NATURE AND SIGNIFICANCE OF THE CULTURAL HERITAGE</i>																					
<i>FUNCTIONS OF SOCIAL, ECONOMIC, AND POLITICAL INSTITUTIONS</i>																					
<i>ORIGINS OF SOCIAL CONFLICT AND THE ISSUES INVOLVED</i>																					
<i>CAUSE AND EFFECT IN PLACE OF MYSTERIES AND SUPERSTITIONS</i>																					
<i>IMPROVEMENT OF SOCIAL INSTITUTIONS BY NATURAL FORCES</i>																					
<i>ROLE OF DEMOCRACY IN THE LIVES OF A PEOPLE</i>																					
<i>ROLE OF DEMOCRACY IN THE LIVES OF PEOPLE OF THE UNITED STATES</i>																					
DEVELOPING INTERESTS IN THE FIELD																					
<i>OBSERVATION OF LIVING POLITICAL AND SOCIO-ECONOMIC PROCESSES</i>																					
<i>PARTICIPATION IN " " " " " "</i>																					
<i>MAKES SOCIAL INTERPRETATIONS OF RADIO, LECTURES, PLAYS, CINEMA, ETC.</i>																					
<i>SELECTS SOCIAL MATERIALS IN EXHIBITS, MUSEUMS, READING</i>																					
DEVELOPING SOCIAL SENSITIVITY																					
<i>RECOGNIZES PAST AND PRESENT PROBLEMS & CONFLICTS IN SOCIAL LIFE</i>																					
<i>CONSIDERS EFFECT OF OWN ACTIONS ON WELFARE OF HIS COLLEAGUES</i>																					
<i>SHOWS IMAGINATIONS & SYMPATHETIC UNDERSTANDING OF SOCIAL PROBLEMS OF OTHER PERSONS & GROUPS</i>																					
<i>SHOWS PERSONAL CONCERN FOR SOLUTION OF SOCIAL PROBLEMS</i>																					
SOCIAL ADJUSTABILITY																					
<i>UNDERSTANDS & RESPECTS EMOTIONS OF OTHER PERSONS & GROUPS</i>																					
<i>ASSUMES RESPONSIBILITY FOR ACTION ON BASIS OF HIS ABILITY, INFORMATION, OPINION</i>																					
<i>RECOGNIZES AND ASSUMES RESPONSIBILITY FOR LEADERSHIP</i>																					
<i>FINDS SECURITY, IN, AND IS ACCEPTED BY HIS GROUP</i>																					
A FUNCTIONING PHILOSOPHY OF LIFE																					
<i>IS WILLING TO FACE REALITY</i>																					
<i>RECOGNIZES THE ROLE OF THE INDIVIDUAL AS A SOCIAL FORCE</i>																					
<i>IS DEVELOPING A PERSONAL-SOCIAL PHILOSOPHY</i>																					
		GRADE YR.					GRADE YR.					GRADE YR.									
		WITH DISTINCTION	VERY WELL	CREDIT-ABLY	BARELY PASSING	FAILING	WITH DISTINCTION	VERY WELL	CREDIT-ABLY	BARELY PASSING	FAILING	WITH DISTINCTION	VERY WELL	CREDIT-ABLY	BARELY PASSING	FAILING	WITH DISTINCTION	VERY WELL	CREDIT-ABLY	BARELY PASSING	FAILING
MASTERY OF ESSENTIAL MATERIALS OF THE COURSE																					
PREDICTION OF FUTURE SUCCESS																					

BEHAVIOR DESCRIPTION (SEE MANUAL)

TEST RECORD (GRADES ___ AND ___)

RESPONSIBILITY DEPENDABILITY	RESPONSIBLE AND RESOURCEFUL	CONSCIENTIOUS	GENERALLY DEPENDABLE	SELECTIVELY DEPENDABLE	UNRELIABLE	IRRESPONSIBLE						
CREATIVENESS AND IMAGINATION	GENERAL	SPECIFIC	PROMISING	LIMITED	IMITATIVE	UNIMAGINATIVE						
INFLUENCE	CONTROLLING	CONTRIBUTING	VARYING	COOPERATING	PASSIVE							
INQUIRING MIND	GENERAL	SPECIFIC	LIMITED	DIRECTED	UNRESPONSIBLE							
OPEN MINDEDNESS	DISCRIMINATING	TOLERANT	PASSIVE	RIGID	INTOLERANT							
POWER & HABIT OF ANALYSIS	HIGHLY ANALYTICAL	INCOMPLETE	IRREGULAR	UNDEVELOPED	LIMITED	PASSIVE	UNREASONING					
SOCIAL CONCERN	GENERALLY CONCERNED	SELECTIVELY CONCERNED	PERSONAL	INACTIVE	UNCONCERNED							
EMOTIONAL RESPONSIVENESS	TO IDEAS	TO DIFFICULTY	TO IDEALS	TO BEAUTY	TO ORDER							
SERIOUS PURPOSE	PURPOSEFUL	LIMITED	POTENTIAL	UNRELIABLE	VAGUE							
SOCIAL ADJUSTABILITY	SECURE	UNCERTAIN	NEUTRAL	WITHDRAWN		NOT ACCEPTED						
SUCCESS WITH	ABSTRACT IDEAS	PEOPLE	PLANNING		THINGS							
	H	U	L	H	U	L	H	U	L	H	U	L
PHYSICAL ENERGY												
ASSURANCE												
SELF RELIANCE												
EMOTIONAL CONTROL												

NAME OF TEST	SCORE	INTERPRETATION	GROUP	NAME OF TEST	SCORE	INTERPRETATION	GROUP

(GRADES ___ AND ___)

SIGNIFICANT INTERESTS

PARTICULAR ACTIVITIES AND ACCOMPLISHMENTS

SPECIAL ABILITIES

SIGNIFICANT LIMITATIONS

GENERAL COMMENT

NAME OF SCHOOL _____

PROGRESS REPORT OF _____

PUPIL'S NAME

GRADE

DATE

THIS REPORT HAS BEEN PREPARED FOR THE PURPOSE OF PRESENTING INFORMATION ABOUT THE DEVELOPMENT OF THE PUPIL. IT IS AN ANALYSIS OF STRENGTHS AND WEAKNESSES MADE BY ALL THE PUPIL'S TEACHERS AND IS INTENDED TO PROVE HELPFUL FOR PRESENT AND FUTURE GUIDANCE OF THE PUPIL CONCERNED. THE SYMBOLS USED ARE ABBREVIATIONS OF THE FOLLOWING DESCRIPTIONS OF DEVELOPMENT.

- O. THE PUPIL HAS REACHED AN OUTSTANDING STAGE OF DEVELOPMENT IN THE FIELD AND CHARACTERISTIC INDICATED; THAT IS, A STAGE DISTINCTLY ABOVE THAT USUAL FOR PUPILS OF THE SAME AGE AND SIMILAR OPPORTUNITIES.
- H. A STAGE OF DEVELOPMENT SOMEWHAT HIGHER THAN USUAL, PERHAPS WITH PROMISE OF EVENTUALLY REACHING A SUPERIOR LEVEL.
- U. APPROXIMATELY THE USUAL STAGE OF DEVELOPMENT FOR AGE AND OPPORTUNITY.
- L. SUFFICIENTLY BELOW THE USUAL STAGE TO NEED PARTICULAR HELP FROM HOME AND SCHOOL OR GREATER EFFORT ON THE PART OF THE PUPIL.
- S. THE PUPIL IS SERIOUSLY BELOW AN ACCEPTABLE STANDARD.

ADVISERS AND SUBJECT TEACHERS ARE GLAD TO EXPLAIN OR SUPPLEMENT THIS REPORT BY CONFERENCE WITH PARENTS. PLEASE ARRANGE APPOINTMENTS BY TELEPHONE.

ATTENDANCE REPORT THROUGH _____

DAYS ABSENT _____

DAYS TARDY _____

EXPLANATIONS OF SYMBOLS: (SEE COMPLETE DESCRIPTION ON FRONT COVER).

**O, IS OUTSTANDING; H, IS ABOVE USUAL; U, IS AT USUAL STAGE; L, IS BELOW THE USUAL STAGE; S, SERIOUSLY BELOW USUAL STAGE
SPECIFIC WORK HABITS ARE CHECKED ONLY WHEN THEY ARE SERIOUSLY BELOW AN ACCEPTABLE STANDARD.**

	ENGLISH	SOCIAL STUDIES	MATHEMATICS	SCIENCE				
SUCCESS IN ACHIEVING THE SPECIFIC PURPOSES OF THE COURSE								
PROGRESS IN LEARNING HOW TO THINK								
ORAL EFFECTIVENESS IN COMMUNICATING IDEAS								
	WRITTEN							
ACTIVE CONCERN FOR THE WELFARE OF THE GROUP								
GENERAL HABITS OF WORK								
ANY ENTRY OPPOSITE ONE OF THE FOLLOWING INDICATES THAT THE PUPIL IS SERIOUSLY BELOW AN ACCEPTED STANDARD IN THIS RESPECT:								
ACCURACY IN FOLLOWING DIRECTIONS.								
EFFICIENT USE OF TIME AND ENERGY.								
NEATNESS AND ORDERLINESS.								
SELF-RELIANCE.								
PERSISTENCE IN COMPLETING WORK.								
THOUGHTFUL PARTICIPATION IN DISCUSSION								
CONSCIENTIOUSNESS OF EFFORT								

**RECOMMENDATIONS FOR NEXT YEAR (USED ONLY ON THE
NEXT TO THE LAST
REPORT).**

**AT THE PRESENT STAGE OF THE WORK THE PUPIL
SEEMS, IN THE SUBJECTS LISTED:**

LIKELY TO PROFIT BY CONTINUANCE OF THE SUBJECT _____

**ABLE TO COMPLETE THE COURSE BUT WITH QUESTION OF
THE VALUE OF CONTINUING IT FOR ANOTHER YEAR _____**

LIKELY TO BE UNSUCCESSFUL IN COMPLETING THE COURSE

**(FOR UPPER CLASSES ONLY) TO SHOW PROMISE FOR CON-
TINUING THE WORK SUCCESSFULLY AT AN ADVANCED
INSTITUTION _____**

GENERAL COMMENT

**THIS COMMENT IS INTENDED TO GIVE OPPORTUNITY FOR PRESENT-
ING INFORMATION THAT WILL MAKE THE PICTURE OF THE PUPIL'S
PROGRESS MORE COMPLETE. WHEN THERE ARE SIGNIFICANT IN-
TERESTS, ABILITIES, LIMITATIONS, OR CONTRIBUTIONS MADE BY
THE PUPILS, THEY WILL BE MENTIONED.**

ADVISER'S SIGNATURE

PARENT'S SIGNATURE IF THE REPORT IS RETURNED.