Survey of recent literature on the nongraded plan for the purpose of organizing a nongraded reading program

Joan Lacey
A SURVEY OF RECENT LITERATURE ON THE NONGRADED PLAN
FOR THE PURPOSE OF ORGANIZING
A NONGRADED READING PROGRAM

by
Sister Joan Lacey, C.S.J.

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CHAPTER I

INTRODUCTION

Educators have always known that children make progress in terms of their own growth and ability and not by the calendar or by any set pattern. Administrators and teachers have always recognized the fact that each child brings to the school situation different abilities, interests, motivations, and background. Likewise, parents have always realized that each child is unique. In the light of these differences, and because of them, many schools are changing their organizational pattern in such a way that each child will experience continuous progress.

No organization is good or bad in and of itself. Organization must serve particular goals. One type of organizational plan that is a subject of much discussion today is that of nongradedness. In the words of Carwell, "Nongradedness is a way of looking at the learning process, a door to open other doors." Nongraded schools will not

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solve all the problems, but through those open doors is seen a flexible school organization in which teachers may give children greater opportunities for growth and development.¹

Statement of the Problem

The writer had a two-fold purpose in writing this paper: (1) to review recent literature written on the nongraded plan so as to better understand the purpose and organization of nongrading (2) to organize a nongraded reading program for implementation in an elementary school, taking into consideration such things as the development of the plan, grouping procedures, pupil progress, and the manner of evaluation.

Definition of Terms

A total educational system is segmented into organizational units. Confusion sometimes arises from difficulty in understanding the terms describing these units. Therefore, the writer would like to differentiate between the two main divisions of school organization, namely, horizontal and vertical organization. The three types of the vertical plan will be defined also.

Horizontal organization serves the function of allocating pupils to available teachers. There are many alternative ways of doing this. Students in a school may be grouped horizontally according to their ability, achievement, interests, or other variables. Likewise, they

¹Martin, "Organizing Instruction in Ungraded," p. 135.
may be assigned to one teacher for all subjects or to
different teachers for each subject. A few examples of this
type of organization would be departmentalization, team-
teaching, individual instruction, and pupil-team learning.

Vertical organization, on the other hand, is the
means whereby the progress of children is regulated over
a period of years. Grading, multigrading, and nongrading
are the vertical plans from which to choose.

Grading has been the traditional way of organizing
schools for the vertical progression of students. In this
type of system a rather specific body of subject matter is
assigned to each grade level; textbooks are prepared for the
development of "first-grade" or "fifth-grade" teachers; and children refer to themselves as being
in second grade or fourth grade.¹

Multigrading is a modification of the graded
structure in which each class contains two or more grades
simultaneously. Although grade levels are retained,
children are permitted to work in several grades at once,
depending on their progress in each subject. In other words,
a child could be in grade three for arithmetic, grade four
for social studies, and grade five for reading.²

Nongradedness is known by many names, some of which
are continuous progress plan, pupil progress, level system,

¹ John I. Goodlad, School, Curriculum, and the
² Ibid.
and ungraded. Smith defines nongradedness as follows:

A philosophy of education which makes possible the adjusting of teaching and administrative procedures to meet differing social, mental, and physical capacities among children. It uses an organizational plan which eliminates grade labels, promotes flexible grouping and continuous progress, and permits the utilization of meaningful individualized instruction.¹

Scope and Limitations

The writer has restricted his research to one of the three types of vertical organization and that is the aspect of nongradedness. The review of the literature has been limited to the last ten years. The procedure for developing a nongraded program has been confined to the area of reading in the elementary grades.

Summary

In this chapter the writer has stated the purpose of the paper, defined necessary terms, presented the scope and limitations. A review of related literature will be presented in the following chapter.

CHAPTER II

REVIEW OF RELATED LITERATURE

Rationale of the Nongraded Plan

"Which is the best possible school for my child?" is the question that has plagued parents since before the twentieth century began. As each innovation emerges from psychology and education laboratories, parents have valiantly sought information to help determine whether it was indeed a productive step forward or merely a fad or would-be "cure-all".

In the last decade magazines and books have been filled with accounts of innovations in American education. Therefore, it is important that parents and teachers know what these innovations, such as nongradedness, are and what they are not; what they have been designed to accomplish and what they cannot possibly do.

In general, the classrooms of the United States are organized vertically by grades or years. However, at the elementary level there is increasing interest in de-emphasizing grade demarcations by creating larger units in which two or more grade lines are merged or by removing grade lines entirely.¹

¹Goodlad, School Curriculum, Individual, p. 121.
The nongraded schools are not alike any more than graded schools are alike. The educators responsible for them are not agreed on what nongrading is or could be. But the schools all have one feature in common: the grade labels have been removed from a substantial portion of the school.\textsuperscript{1} The primary reason for doing away with grades is to provide for continuous progress, which is the essence of the nongraded program. Nongrading is concerned with a student's progression through the subject matter in school from the time he enters until he is graduated. This continuum may extend from Kindergarten through high school, but it is more commonly found in the primary section of the elementary schools.\textsuperscript{2}

Nongradedness is based on the premise that a child's learning should be continuous; that he should not repeat that which he already knows and that he cannot proceed into more difficult learning with gaps of unlearned important material behind him. In other words, a nongraded school is like an inclined plane where progress is continuous and each student may proceed at a speed which can vary so it is most appropriate to him.

In the graded system, nonpromotion (grade failure) and double promotion (grade skipping) were used, and still are used, to narrow the gap within any one grade.

\textsuperscript{1}\textit{Ibid.}, p. 245.

According to Goodlad and Anderson, neither has proved effective. The child repeating the grade rarely is stimu-
lated anew.¹ The studies that have been made in the area of nonpromotion and school achievement all indicate essen-
tially the same thing, namely:

1. Children do not learn more by repeating a grade in the elementary school.
2. Children often learn less, that is, they show actual regression after repeating the work of a given grade level.
3. Promoted low achievers generally do better in school than do their nonpromoted counterparts.²

The answer to the above, however, is not simply to promote the slow learning child. Rather it appears to be to trans-
form or replace the system and the nongraded school is one replacement for the graded system.

As was stated previously, the essence of a non-
graded program is a plan for continuous progress with pro-
vision for individual differences. The child in a nongraded situation is given a program of study that is adequately rich for his purposes and paced at the rate he is able to move successfully. Awkward delays and jumps in progress are not required in order to keep him in step with a whole class, because he works during the various weeks and months with whatever small group in his room is engaged in the same type of activity he is ready to undertake.

¹Goodlad, School, Curriculum, Individual, p. 249.
The philosophy and practice of nongrading makes it possible to remove a pupil from a group which no longer best serves his educational needs and place him with another group which does, without any regard for time. In other words, a child does not have to remain in a group where the instruction is unprofitable for him until the end of some artificial administrative division of the school term. Flexible grouping and sub-grouping is most important.

The research on nongrading is in its infancy. Sartain states two reasons why it is not easy to carry out.

First, many teachers in graded schools are so effective in differentiating instruction that their classrooms are quite nongraded in some areas of study; this makes it difficult in experimentation to be certain that nongraded school work is being compared with work done in a really graded situation. Second, nongraded schools usually move into this organization gradually, so they cannot easily compare achievement of their classes with their own achievement at an earlier time when they were entirely graded.

One major difficulty of controlled research in this area, pointed out by Goodlad and Anderson, is that clear-cut models of gradedness and nongradedness are not yet available.

Results of the studies that have been done appear

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1 Miller, The Nongraded School, p. 91.
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Results of the studies that have been done appear

\(^1\)Miller, *The Nongraded School*, p. 91.


perplexingly contradictory. However, as might be expected, more published studies tend to indicate that pupils enrolled in nongraded schools achieve significantly higher than those studying in graded programs.

Kingston noted that studies by Buffie, Halliwell, Hickey, and Shapski found pupil achievement to be superior in nongraded schools.¹

In 1964 Hillson and three colleagues, Jones, Moore, and Van Devender did a study in which fifty-two subjects were taught reading in one of two organizational structures, graded versus non-graded. At the end of one and one-half years of a three-year experiment, analysis of grade level achievement favored the non-graded organization at a level which was statistically significant.²

In contrast, Carbone found that pupils enrolled in graded programs achieved significantly higher than those in nongraded programs, although both groups were achieving above national norms. The evidence on pupils' mental health suggests a similar conclusion. The mental health of non-graded pupils was not significantly different from that of graded pupils in four out of five comparisons.³


Three important implications of Garbene's findings are clear. They are as follows:

First, it is not realistic to expect improved academic achievement and personal adjustment in pupils merely on the basis of a change in organizational structure. Second, the attainment of high pupil achievement and good mental health is not a unique result of non-grading. A third implication is suggested. It seems clear that if any new form of school organization is to produce the benefits that its advocates envision, it must be accompanied by appropriate adaptations in the instructional practices of teachers. Changes in organizational structure alone are not enough.¹

Kingston noted in his article that Enwolden found that graded pupils achieved as well as non-graded pupils and Moore's study showed that graded pupils achieved higher than those in non-graded structures.²

In another study Hopkins, Oldridge, and Williamson compared the reading vocabulary and comprehension of pupils who had their entire primary school experience in ungraded classes with those of comparable pupils in graded classes. At the end of the third year of schooling, there were no significant differences in reading ability between the ungraded and graded classes. Nor were any of the interactions among type of class organization (graded or ungraded), intelligence, and sex significant. The results of this experiment indicate that the ungraded primary program was neither inferior nor superior to the graded in any of the following respects: pupil achievement, teacher

¹ibid.
²Kingston, "Do Advantages Outweigh Disadvantages?"

satisfaction, sociometric patterns, or pupil attendance.1

Wilmagean's study, in which thirty-eight pupils from a non-graded school and thirty-eight from a graded school who were administered the Stanford Achievement Test at the end of their third year in the elementary school, likewise indicated that there is little relationship between graded and nongraded school organization and pupil achievement.2

Since comparatively few secondary schools seem to have embraced the nongraded program, most of the research done has been limited to the elementary school, with the emphasis being on the primary level.

As seems quite apparent, until considerably more evidence is gathered concerning the relative effectiveness of graded and nongraded organization, it would be foolhardy to suggest that one is superior to the other on the basis of research verification. According to Rollins, the strongest case for developing nongraded schools remains the cold logic of providing for differences among individual pupils.3

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Until more research is available, therefore, we cannot draw any safe conclusions about the merits of nongraded instruction. However, for the most part it has been found that teachers, parents, and pupils react favorably to the plan.¹

Advantages of Nongraded Plan

As do most organizational structures, the nongraded plan has both its strengths and weaknesses. Four common strengths or advantages of nongradedness that are frequently quoted are: (1) exercises continuous academic progress (2) eliminates the repetition of material (3) reduces frustration (4) allows the child to pace himself in learning.

In a survey done by the National Education Association, those who favored the nongraded organization for the elementary school cited the following advantages:

1. Nongrading offers a solution to the dilemma of whether to promote a pupil who has fallen behind the others in his grade. Now at the beginning of each school year, he just continues where he left off the year before.

2. Nongrading can save money because fewer children will spend four years in the first three grades. The money saved can be used to better advantage in programs for remedial reading, nursery school, school lunches, or health improvement.

3. Nongrading takes pressure off children and results in fewer emotional problems and less trouble with pupil behavior.

4. Nongrading is compatible with what has been demonstrated in programmed learning sequences, that sound learning is cumulative and that pupils learn

better when they do not repeat or skip over what is misunderstood, but have time to work at a level of any particular subject until they have mastered it.1

Elmlinger and Hetland list a few more strengths of the nongraded program in addition to the above:

1. Teachers become sensitive to the needs of children because of the necessity to document for their colleagues the need for changing of a child or children from one class to another.
2. Teachers and principals get to know each other very well in the many meetings that are necessary for the effective administration of decisions concerning changes in class assignments.
3. Many curriculum problems are discussed in the frequent meetings that serve to help many teachers gain new insights into ways to approach instructional problems.2

In his book, The Nongraded School, Miller gives an account of the evaluation program that was undertaken at Rose Hill School in Washington. This evaluation was based on the advantages and disadvantages as they affected the child, the teacher, and the parent.

CONCERNING THE CHILD

1. A slower child may grow at his own rate with relatively little of the frustration experienced in competing with children in the same room who have superior learning capacities.
2. The level check list on each child is an asset in regularly and currently appraising the child's progress.
3. There appears to be more opportunity for enrichment for the more rapid learners.
4. There appears to be a more relaxed attitude among the children in the slower moving groups.3

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CONCERNING THE TEACHER

1. Grouping by reading ability appears to aid some teachers in presentation of materials to larger groups.

2. A greater knowledge of each child becomes available through the increased testing program and the level check lists.

3. Teachers and parents are brought together more frequently to exchange understandings about the child.

4. Teachers are required to work together, particularly when consideration is given to moving from one level or group to another.

CONCERNING PARENTS

1. Parents have given support to the program and have worked closely with teachers.

2. Approximately forty per cent of the parents have actively been involved in acquiring information, reading material sent home, conferring with teachers and attending meetings.

3. A genuine interest in the child's school life seems to have developed on the part of several parents who had formerly been disinterested.¹

The advantages listed above indicate that there is much of value in the nongraded organizational structure. For example, an effective program gives first priority to providing for individual differences among children, as well as varying rates of growth in children.

Disadvantages of Nongraded Plan

In discussing various organizational patterns, it is important to be aware of the problems and the difficulties that are encountered as well as the good points.

Lewin believes that the major areas of difficulty seem to be teacher-training and curriculum.²

¹Ibid., p. 277-278.

In a nongraded class the ability range of a group is widened, and there is usually much more going on at one time. Therefore, the teachers must be, according to Lewin, creative in devising new ways to meet new situations and eager to meet challenges. He also believes that an extensive in-service training, before and during the program, is a necessity.¹

The disadvantages noted as a result of the National Education Association survey are as follows:

1. School personnel sometimes have trouble in getting parents to understand the nongraded arrangement, as the latter have always been accustomed to the idea of grades in schools.
2. Some older teachers also find it difficult to change from rigid grade expectations.
3. Nongraded requires close attention to recordkeeping, particularly so that reports to parents on pupil progress can be understood.
4. Another problem often faced in nongraded is what to do when various members of one class are too many levels in their various subjects. Their teacher may find herself teaching more small groups than she can conveniently handle.²

Elzlinger and Metland give a brief summary of weaknesses as they see them.

1. Some children, mainly those at the upper-achievement extremes, find it difficult to adjust to the changing groups that necessarily characterize their movement through the ungraded primary or intermediate unit.³

¹Ibid.

²"Nongraded School Organization," National Education Association, Ch.

³Elzlinger and Metland, "Individualizing Instruction," 11.
2. Much administrative and teacher energy and time is consumed in making decisions concerning reassignments of students to more appropriate levels.

3. The major criticism that we, the authors of the series, have to ungraded plans is that the complete individualized emphasis is on pacing through a highly structured curriculum at individual rates. Basically the plan accommodates itself to the gradedness of the curriculum rather than attacking the graded concept for all its built-in fallacies. But again it should be noted that this organization is a good example of a plan that does permit individual rates of progress. Let it not be said that this accomplishment is of no consequence.¹

Miller's account of the disadvantages of ungradedness from the evaluation program that was conducted at Rose Hill School in Washington follows:

CONCERNING THE CHILD

1. In the higher achieving groups the competition is often so keen that achievement outweighs other considerations. Excessive criticism of each other was frequently noted.

2. Although there are no failures in the traditional sense until the end of the third year, a reckoning must take place at that time. This places an undue number of counseling problems in one classroom which has collected children who haven't made enough progress through achievement levels to warrant advancement to the fourth grade. At this point one hundred years of graded tradition comes into focus. It simply indicates that not passing into fourth grade after three years in the primary grades is failing.

3. When children move as a result of either more or less progress than the group maintains, they often become upset. This is a result of attachments made and apprehension about entering a new situation.

4. The majority of the children in the higher achieving groups and lower achieving groups tend to stay in the same classroom groups for the entire three years.

CONCERNING THE TEACHER

1. Unequal class loads are necessary to allow for the slower groups.²

¹Ibid.

²Miller, The Ungraded School, pp. 276-277.
2. Much additional time is required on the part of the teacher in interpreting the program to parents and in record keeping.
3. All teachers of slow groups have expressed dissatisfaction with the concentration of reading problems and the imbalance of boys and girls in these classrooms.

CONCERNING PARENTS
1. Many children have been pushed by parents to get into the higher achieving groups, defeating the purpose of relieving stress.
2. Success in school became a matter of prestige. Parents of children in the slower moving groups have generally avoided P.T.A. meetings and school contacts.
3. Confusion naturally exists when the majority of schools are operating on the graded system and parents find it difficult to devote the time necessary to participate in activities which aid in their complete understanding of a program in which educators themselves may find disagreement.

None of the problems or disadvantages described seem insuperable. However, it is important that one be aware of handicaps that may arise in implementing or carrying out a nongraded program.

Mechanics of Nongraded Program

The nongraded program does not just happen. It must be carefully planned and implemented. Some of the points that will be discussed are essential when considering a nongraded program.

Preparation is of the utmost importance. The success of nongradedness, as is the case with any new program, will depend in large measure upon the positive support of the principal. He must be deeply involved in all the planning and development of the nongraded school. Likewise, the

\[\text{Ibid.}, \text{pp.} 277-278.\]
faculty's attitude will determine to a large extent whether or not the program will succeed. In other words, total faculty involvement is necessary.

In a nongraded situation the teacher is expected to teach each pupil from wherever he is to as far as he can take him. The goal is not to cover a certain amount of material.¹

Brown's definition of the teacher as he should function in the nongraded school is found in the dialogues of Socrates where the teacher's influence is compared to that of a midwife.

The teacher's job, then, changes from one of imparting knowledge to one in which he delivers learning. The role of the teacher shifts from a dispenser of knowledge to a remover of roadblocks. The teacher moves to the sidelines and becomes a catalyst. The era calls for ground swell support of the notion that schools are made for "learning" not teaching. We must move then from the shibboleth of memorized learning toward intellectual inquiry.²

Shifting the burden of learning to the student does not de-emphasize the role of the teacher. It does, however, make the teacher's role more subtle and more complex. One thing he must do is alter his techniques for presenting material. Also according to Brown, the teacher-student contact becomes more informal and is based upon the needs


of the individual. An informed and cooperative teacher-student relationship is established.\(^1\)

No nongraded program can be really successful unless the parents understand the aims and purposes of such a program. They should have a knowledge of new educational concepts as "individual differences," "sequential learning," and "continuous progress." In other words, it is vital that the nongraded school deal with this responsibility for building the foundation of understanding rather than try to convey the message or explain a program in a language the parent doesn't understand.\(^2\) Parental involvement at the very beginning stages is helpful. Although it can take many approaches, it is certain that the quicker the parents understand the delineation of their activity and the part they can play in the furtherance of educational betterment in their school system, the more likely will be the ease with which the system can change.

**Grouping of Pupils**

Grouping practices are almost entirely a horizontal factor. Grouping may be and usually is a part of the structure of any school, either graded or nongraded. Grouping places a pupil with other pupils who are able to function alike in some respect. Ideally it might be best to instruct one pupil at a time. Because we need to instruct large

\(^1\)Ibid.

numbers of children, this completely individualized situation is very difficult, if not impossible; therefore, we select pupils who are nearly alike in some respect and teach the groups as an individual. This works well as long as we teach the groups in the subject, or phase of a subject, which was the basis for inclusion in the group and also as long as the group continues to fit the individuals making up the group.

At the point where an individual pupil no longer finds his needs identical with those of other members of the group, the philosophy and practice of nongrading, or continuous progress, enter into the picture. Because children differ in their rates of growth, it is obvious that a group of pupils who are very alike at any given time will become less alike as they progress through a unit of learning. No student should be kept back and made to repeat an entire year, nor should even the brightest student be required to skip an entire grade in order to move forward rapidly. For example, in Philadelphia, 400 students completed the primary unit in two years—not by skipping but by moving at a continually faster rate. In this same city, 1,433 youngsters spent four years in a three-year unit. They didn't flunk; they weren't forced to go through a grade twice. They simply moved at a slower pace than the others.¹

Goodlad states that planned flexibility in grouping is a key to maximum pupil growth. Such flexibility

¹Brown, National Catholic Education Association, p. 85.
should be planned with both pupil welfare and maximum teacher effectiveness in mind. Each nongraded classroom should be organized around achievement groups, interest groups, and work-study skill groups simultaneously.¹ Flexibility within the plan provides regrouping opportunities which are homogeneous according to specific needs. In other words, groupings based on different factors for different purposes are essential. The major characteristic of the groups is that they are formed after a need has been identified and are maintained only as long as the purposes for which they were initially formed seem to be met.²

Because of the flexibility of grouping, grade lines will sometimes be crossed, that is, groups of different chronological ages will be together. Some recent research shows, in this regard, that age grouping does not greatly influence social or emotional development. According to these researchers, factors other than age are equally important or more important in social adjustment.³

Nongraded schools often rely heavily on achievement test results to group children. General achievement is not considered a sound basis for grouping because the individual child varies too much from subject to subject.

Because of the rigorous and systematic structure of reading and arithmetic, it is wise to organize classroom groups on the basis of present attainment. In other areas, such as science, social studies, and health, grouping is more likely to be heterogeneous. It does not really matter whether or not the class stays close to “the order” of suggested topics.

The main form of nongrading practiced in the elementary school today is the levels program. If the philosophy of the school favors completely heterogeneous classes, then the establishment of reading or math groups must occur within each class. For example, one teacher’s class, with a range from level 5 to level 14 in reading, may divide it into three groups: levels 5 - 7 in one group, 8 - 11 in a second, and 12 - 14 in a third. A continuous process of evaluation would then provide flexibility in group placement. A child spurting ahead from level 7 would be reassigned to the group comprising levels 8 - 11. Another child spurting ahead from level 14 would be considered for possible room reassignment. In some nongraded schools, a child comes up for possible reassignment at any time. In others, reassignments of children are considered only at specified intervals ranging from as short as one month to as long as four or five months.¹

Some nongraded schools regard reading as so central to primary instruction that the child’s initial room assignment is determined from his reading level. For example,

¹Goodlad and Anderson, The Nongraded School, p. 95.
if there were twenty-two reading levels in all and seven primary teachers (grades one to three in a graded school), each of these teachers could be assigned pupils within a narrow reading range of only three to four levels. In this situation, children might be transferred rather frequently from teacher to teacher. To avoid such frequent reassignment, nongraded schools using relatively homogeneous reading groups in establishing classes usually include a larger spread per class, each class overlapping some other class.\footnote{ibid.}

It might be well to keep in mind that our real aim in school is not the same education for every child but equal education, equal opportunity for every child to learn in his own way, at his own rate, and to his own maximum limit. Teachers, consequently, must try to see children in all their vast and marvelous differences and do everything possible to enhance these differences, not obliterate them.

Curriculum Development

Just as it is necessary to have flexible grouping and subgrouping in a nongraded situation, so it is likewise important to have a curriculum which is flexible and adaptable to the needs of each child. Goodlad expresses it this way:

\begin{quote}
The curriculum is the heart of a school's program. It is more than the learners encompassed by it. It is the scheme whereby an institution fulfills its educational responsibilities to those learners. This
\end{quote}
scheme includes purpose, content, and mode. In a
good curriculum the relationship among purpose, con-
tent, and mode is carefully planned, since all three
are interdependent.¹

Smith defines curriculum as follows:
The curriculum for a nongraded program is an organized
series of experiences which have been decided upon in
terms of the needs of each learner. They also provide
for his continuous growth and development toward de-
sirable goals or behavioral objectives.²

The curriculum for a nongraded program should not
be a formal one which emphasizes mastery of subject matter
as an end in itself, but rather it should emphasize the
development of the child and take into consideration his
interests, abilities, and experiences. The subject matter
should be presented in such a way that it helps him grasp
its functional value in relation to the problems of every-
day living which confront him.

This curriculum is divided into sequential steps
or levels. Upon completion and mastery of a step, the child
then proceeds to the next step in the sequence. In nongraded
programs, as compared with more conventional curriculums,
there is little horizontal enrichment or introduction of
new materials at the same level of difficulty. Rather,
nongraded stresses vertical advancement.

The following is a set of guidelines for develop-
ing or revising a curriculum to focus on the individual
learner.

¹Smith, *Practical Approach to Nongraded Elementary School*, p. 29.
there are differences as well as similarities among individuals. Learning is evidenced through a change in behavior. The most meaningful learning takes place through the process of discovery for oneself. Individuals draw relationships from their background of experience. Individuals react to a stimulus and initiate action at their own rate and depth. Learning takes place best when the individual has freedom of choice. Each child is in the continual process of individual growth. Each child has rights and responsibilities as an individual. Each child has rights and responsibilities as a member of a group. There is a direct relationship between meaningful learning and amount of personal involvement. Learning situations need to be provided at many levels in a variety of groupings. The school environment must be one which encourages a feeling of belonging. Each child must have opportunities to think and work as an individual as well as a member of a group. Learning takes place best when an individual assumes responsibility for his own program of instruction.¹

Planning for Continuous Evaluation

Evaluation of the work of children in a nongraded program must be unique for each individual. The characteristics outlined below may be a first step in planning for a good program of evaluation.

1. Evaluation is related to the objectives of instruction; a good program of evaluation should be consistent with the accepted objectives of the local school and the entire school system.
2. Evaluation should be concerned not only with how much was learned, but also with its present and future value to the child; the teacher should be concerned with less tangible outcomes of learning experiences and means whereby she can help the children evaluate their growth in this area.
3. Evaluation should use a variety of techniques and instruments such as standardized tests of achievement, sample studies, anecdotal records, sociometric tests, questionnaires, checklists, observations, conferences, and home visits.

¹Tbid., p. 24.
4. Evaluation should include a system of reporting pupil progress to parents; the system should report progress in all areas of growth—that is, physically, mentally, socially, and emotionally.

5. Evaluation should be basic to curriculum improvement; growth in grasping concepts necessary for everyday living should be evaluated as well as progress in fundamental skills, and the curriculum should be revised to include activities which provide for growth in all these areas.

6. Evaluation should be continuous throughout the child's years in school; appraisal of development is cumulative from day to day, week to week, and year to year.

7. Evaluation should be based on comprehension of the abilities and needs of each child as a growing individual instead of being based on a comparison of one child to another.

8. Evaluation should provide for participation by all concerned; the child being evaluated should have a share in determining the objectives, selecting techniques of appraisal, and interpreting the results.

9. Evaluation should be descriptive in terms of desired behavior; actions of children which represent their achievement of objectives should be clearly identified. Everyone concerned should be clear as to his goals. Descriptions of behavior should be simple, clear, and as complete as possible.

10. Evaluation should be good for the child whose behavior is being appraised; evaluative procedures should never be unfair, negative, or destructive in their total effect. The child should be permitted to keep his self-respect and help in planning his own appraisal.

Smith also lists six steps in planning for evaluation that would help to increase the effectiveness of instruction:

1. State the objective
2. Define the objective in terms of behavior.
3. Identify situations in which the behavior may occur.
4. Collect evidence of the behavior.
5. Interpret the evidence in terms of the objective.
6. Modify practices on the basis of the appraisal.

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1Ibid., pp. 162-163.
2Ibid.
Record keeping in nongraded schools should serve to facilitate the individualization of instruction and learning. To know where pupils are going, it is important to have precise information about where they have been. To permit and encourage pupils to learn and to progress at their own paces, it is important to develop techniques of record keeping that focus upon the individual rather than upon the subject or group.

There are a number of approaches to recording pupil progress. Several will be mentioned here. The One Subject Field/One Group Technique can be handled in this way. All of the pupils in a group are listed in alphabetical order, with the sequence items for one subject field included. As a pupil completes a particular item the teacher can include a general evaluation of quality. Mastery of the item might be indicated as "*" while qualified mastery (recommendation that pupil move to next item, but that some review is desirable) might be indicated as "-". If a later evaluation indicates that the pupil has achieved mastery rather than qualified mastery, a vertical line can be added, turning the "-" into a "*". An obvious disadvantage of this kind of record keeping is that the concept of a class or fixed group is encouraged. When pupils are moved from one group or class to the next, it is necessary to delete the name from one list and add it to another. This system of recording pupil progress is
difficult in large schools, but it can function reasonably well in smaller schools.\footnote{Rollins, \textit{Developing Nongraded Schools}, p. 89.}

Another way to keep records of pupil progress in nongraded schools is to provide a different card for each child in each subject. In self-contained classrooms teachers will accumulate a small deck of cards for each pupil, and the necessity of handling so many cards can create some disadvantages. However, this record keeping technique facilitates maximum flexibility of pupil movement, because a card accompanies the pupil wherever he goes. Another advantage of this kind of arrangement is that it lends itself to a variety of designs—mimeographed cards, printed cards, and electronic machine record keeping.\footnote{Ibid.}

It is of extreme importance that individual growth records be carefully kept and contain information related to the nongraded functions. These records will, first of all, carry an assessment of the youngster's background. Secondly, they will have an assessment of the youngster's native endowment, insofar as this can be ascertained, at any given level. Thirdly, these records will carry a basic estimation of the starting point for the youngster in any given area of work in the school. Fourthly, these records will have to take into consideration and record aspects of the previous history of achievement in relation to the native endowment of the child, or his estimated ability to achieve.
Whenever a child is promoted to another level, it is good to inform the parents. A copy of the promotion letter sent by the Brunswick Elementary School is shown below.¹

**FIGURE I**

**REPORT OF PROMOTION**

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**BRUNSWICK ELEMENTARY SCHOOL**

**Brunswick, Maryland**

**REPORT OF PROMOTION...........NONGRADED PROGRAM**

**DATE**

As of this date__________________________

has been promoted from Level ______ to Level ______

He/she will be assigned to Room _______________ and the teacher is __________________________

**LEE L. SIME**

**Principal**

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At times a child is reassigned to another room for reasons other than promotion. This could result from prolonged illness, discipline problems, poor attendance, or from similar reasons. The written notice sent to parents about this kind of reassignment is shown in Figure 2.²

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¹Smith, *Practical Approach to Nongraded Elementary*, p. 34.

²Ibid., p. 35.
FIGURE 2
REASSIGNMENT OF PUPILS

BRUNSWICK ELEMENTARY SCHOOL
Brunswick, Maryland

DATE

Dear Mr. and Mrs._

In our work with children we often feel the need to make adjustments in their class assignment to provide a better placement within the school program. Accordingly, we have reassigned _______________ to Room __________.

His/her new teacher will be _______________.

LEY L. SMITH
Principal

In discussing the idea of reporting pupil progress, Goodlad states two dimensions of the reporting process that are of value. First, the need for reporting serves as a stimulant to better curriculum. It helps to keep the teacher on his toes, alert to many aspects of a child's development that might otherwise be overlooked. It helps to remember the family circumstances that bear so importantly on the child's school achievement and it provides a special incentive to focus his mind upon the over-all needs of the child, and to set aside special times when his progress story is summarized. In brief, it compels the teacher to reveal to others how well he knows each child and how well he goes about planning the child's school experiences;
and by exposing his competency to the public it serves as an incentive to do his best.

Another value of the reporting process, mentioned by Goodlad and Anderson is that it serves to provide parents with valuable information about broader matters than their own children's growth. Much of what is done in the name of reporting pupil progress is actually concerned with public relations or even parent education. Parents frequently have no adequate factual basis for understanding the progress of the child as the school sees it, and preliminary to discussion of the specific youngster's work is the need for understanding the school's aims and practices.¹

While there are many different approaches to the reporting process, they have a great deal in common with each other and in the final analysis they are differentiated primarily by whether they present much or little information, whether they are presented unilaterally on paper, or through two-way face-to-face contact, and whether they are done skillfully and accurately.

It would be difficult to recount all the variations of the "rating sheet" device that can be found in fairly common use. However, based upon either a comparative scale or a scale applicable only to the child's own capabilities, such devices range from those asking questions to those describing the child's position on various continua of behavior or achievement, for example, consistently pays

attention; usually pays attention; tends not to pay attention; never pays attention.

Several types of pupil progress reports that could be used in a nongraded situation can be found in the appendix of this paper.

In the first sample, the report conveys three kinds of information: (1) the level at which the child is working, (2) the profundness of his performance at this level, and (3) the effort he is putting forth.\(^1\)

The second type was developed by the staff of teachers at Liverpool Central School. The portion of the continuous progress report entitled "present program" explains to parents the instructional program that has been developed for their son or daughter. In this section the teacher indicates:

A. The goals that the student and the teacher have formulated for the particular unit or concept;
B. The depth to which various concepts are being explored;
C. The methods that are being used to develop an understanding of these concepts, such as independent study, group discussions, and special group projects; and
D. The skills that the student is reinforcing or acquiring as a result of this program.\(^2\)

The second section of the report is concerned with the progress that the student is making in the instructional program. In addition to informing the parents of the child's particular strengths and weaknesses as they relate to a


specific program or concept, the teacher is also expected to make recommendations that will help insure the student's continuous progress. The suggestions should be made to the parents and to the students.\footnote{Ibid.}

The third pupil progress report includes the levels and skills of the various subjects. For example, if a child takes his report home with Levels 1 and 2 circled in language arts and Levels 1, 2, 3, 4, 5, and 6 circled in mathematics, he would have included with his report the list of skills for Level 3 in language arts and the list of skills for Level 7 in mathematics. The skills checked on these lists would indicate mastery. Thus the parent would know exactly which skills would require further instruction.\footnote{Smith, \textit{Practical Approach to K-graded Elementary}, p. 177. Appendix pp. 52-58.}

The last type of report is self-explanatory. The letter code that is used is explained on the report itself.\footnote{Ibid, p. 175. Appendix, p. 55.}

Another method of reporting the progress of pupils would be the narrative report. The narrative report from teacher to parent, whether as a separate technique or in association with a symbolic or checklist report, is a widely supported means of communicating pupil progress. Sometimes the school system prescribes a certain amount of structure for such letters, and then on the other hand,
the teacher may simply write a letter following his own impulses entirely. The chief characteristic of the narrative approach is that it is extremely flexible and allows the teacher to provide a great deal of useful information within the context he chooses to construct for the parent.

The personal note or letter, as opposed to the official narrative report, undoubtedly plays an important part in the reporting system but usually represents an extra rather than a regular service. The group letter (a letter, mimeographed or dittoed, sent to all parents) is a practical device used by some teachers for communicating with parents.

There are several different devices in the category of face-to-face reporting procedures. The most common of these is the parent-teacher conference conducted in the school building, routinely by advance appointment, with the teacher giving general direction to the conversation. In the words of Goodlad and Anderson:

The parent-teacher conference, conducted in the school, it is safe to say, is the approach most universally advocated in the current literature on reporting, and beyond that is probably the most fruitful and effective single means available.1

Some teachers include the child in part or all of the conference held with a parent. The so-called "three-way conference" presumably meets the need of the child to acquire an understanding of the matters his teacher and parents are concerned about, and allows the child to contribute his own

ideas and problems. Sometimes the child is invited to sit in on the entire conference; sometimes he is present for the first part of the conference and then the adults engage in more private discussion guided by the child’s reactions and responses.

Our purpose in the schools is to help people discover and develop the talents that reside within them. With this thought in mind, one should remember that reporting serves no purpose more important than enabling the child to understand himself better and to be better understood so that he may develop his potentialities to the maximum.

**Summary**

In this chapter the writer has reviewed the most recent literature on the rationale, advantages, disadvantages, and mechanics of the nongraded program. The steps in organizing a nongraded reading program will be discussed in the next chapter.
CHAPTER III

STEPS IN ORGANIZING A NONGRADED READING PROGRAM

Philosophy for Nongraded Program

If one were to choose the most important priority for the elementary years, it would be difficult not to agree with John Gardner's statement in Goals for Americans: "Some subjects are more important than others. Reading is the most important of all."

Since reading is the core of the curriculum, progress in this subject is of the utmost importance. Care must be taken to see that teachers build their reading program around the individual needs of each child in the group. Teachers should also identify reading difficulties at each stage of the child's progress and adapt the program to meet these needs. If the reading program is non-graded, it is likewise necessary to see that as soon as a child has mastered the skills and has gained the understandings at one level, he is instructed at the next highest level, regardless of his age or length of time he has been in school.

In planning for a non-graded reading program such things as the curriculum, schedules, types of grouping and

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1Miller, The Nongraded School, p. 135

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reporting techniques will vary from school to school, but certain general characteristics are essential, namely:
(1) provision for individual differences, (2) continuous progress of students, (3) elimination of grade barriers.\(^1\)

Nongraded instruction enables each child to go as far as his ability permits and the instruction should be organized in such a manner as to allow each child to move at his own pace under the guidance of the teacher.

One aspect that should not be overlooked is that this type of reading program should provide every child the opportunity to grow toward independent learning. A practical suggestion to enhance this idea would be to start a reading center either in one's classroom or any other appropriate place. This center should be a place where children can read for pleasure, find information, practice specific skills, read to each other or to the teacher, or do anything else that is appropriate.

Howard states that the schools of tomorrow can no longer afford the luxury of organizing themselves for administrative convenience. They must become schools for learning instead of schools for teaching.\(^2\) Individualization does this—it requires the ability to learn. Emphasis is placed on the learner's planning his own program of


studies, evaluating his own achievement, and becoming involved in what has been in the past the primary domain of the teacher. On the other hand, the teacher encourages in a nongraded reading program more effective opportunities for individual growth in reading by using known proven methods, but altering his approach to meet a child's given needs. Since the most important single skill subject which the child needs to develop in the elementary school is that of reading, every available opportunity to help the child succeed in this subject is important.

Goals To Be Achieved

Some leading educators believe that the most important of the school's objectives should be to teach all students the learning skills, attitudes, and habits that will enable them to study independently. These educators reason that during much of his time at school, and nearly all of his time after he leaves school, the individual is responsible for planning and conducting his own learning activities.\(^1\) Since most of his life the student will need to take responsibility for what he learns, a vital task of the reading program is to prepare him to be a self-educating person. One must keep in mind, however, that merely offering organizational settings in which independent study can take place means little unless the school makes provision for

teaching the majority of students skills in studying independently.

Teaching the student basic learning skills is the chief purpose of the elementary school. Reading, writing, listening, and speaking are taught to enable the students to acquire and communicate knowledge through the use of language. The failure of the schools to teach the basic learning skills effectively to all students is today a matter of national concern, with reading retardation receiving the greatest amount of attention.¹

One may question how an organizational arrangement can contribute toward teaching the children basic learning skills. Nongrading the school program to provide continuous progress that is suited to the child's advancement in a subject such as reading, and his learning rate is an important approach to strengthening instruction in basic skills. A continuous progress plan, when installed in a school, permits the staff to depart from the usual grade-level arrangements and teach each pupil reading at the level and at the pace that suit his needs. The purpose is to ensure that the pupil learns each unit well before moving on to the next. In other words, nongrading is an organizational approach to doing away with the necessity for remedial reading instruction.

¹Ibid.
Preparation of Individuals

Staff

One of the most crucial factors in making an innovation function at the instructional level is staff re-education. This reeducation must be carried on intensively and continuously over a considerable period of time. It cannot happen overnight. Too many programs fall short of success in large part because of a failure to provide the school leaders and teachers with education that would enable them to conduct instruction that meets the purposes of the innovation.¹

Teaching study skills with mastery and individualization cannot be successfully conducted unless teachers have an expert knowledge of methods of assessing students' learning, of diagnosing their learning needs and capabilities, and of planning individual programs of study.

A few suggestions for implementing a nongraded reading program in a school would be to have each faculty member read as much as possible on the subject, study materials available, visit schools that have such a program, and invite resource persons who might be of help. Experience suggests that schools should prepare carefully and begin slowly so that the nongraded program which emerges is one that is tailored to particular children of a particular school and community.

¹Ibid., p. 14.
Pupils

If continual progress in reading is to be a reality, students must be aware of what the teachers are trying to do in the nongraded program. One recommendation to introduce the program would be to have a general assembly at which all pupils would be present. Also each teacher could explain the goals and purposes of the nongraded reading program at the students' level of maturity. The students should be informed just how the reading program will be developed. Pupil orientation is important and should take place before the program goes into effect.

Parents

Goodlad lists two major categories which include the majority of explanations for the success of nongraded programs. They are as follows:

1. That teachers engaged in serious and continued study of the plans before and after they were adopted, and
2. That parents' understanding of the plans was so crucially important that various devices for enabling parents to study and to learn about the plans were employed.¹

It should not be just a matter of discussion but a reality when one talks about the need for involving the parents in educational innovation and change. Without their aid, without their commitment, without their knowledge and support, it is unlikely that any change or innovation would succeed. Or if innovation or change is

made without their being oriented and knowledgeable about that change, it is quite likely that rancorous and intense feelings would result.

A few ideas along the lines of informing parents might be, first of all, to seek the approval of the school board since their main purpose should be to create the atmosphere that serves the educational program. For example, school boards can make available time and space on the school calendar for faculty study and in-service workshops and they may be instrumental in making available financial resources necessary to assure that the study of the plan can be as thorough as possible.

After the approval of the board, the administrator and staff should see that parents are involved at the beginning stages. This kind of parental involvement can take many forms such as a selected committee of parents could serve as visitors to workshops, institutes, or teacher’s meetings that are related to the subject of the nongraded reading program. Many parents would probably be willing and anxious to serve in such a capacity. Then key people may be assembled into parental teams. They could publicize the on-going work and create interest in the educational innovation being adopted. Perhaps small group meetings and discussions might be held at which time parents could feel free to ask questions regarding the reading program. Some plan should be organized so as to inform new parents during the year who may not be familiar with the concept
of nongrading. Whatever the approach, prior to the creation of the program, the parents should be informed about the aims and purposes of the reading program.

As is evident, much time needs to be spent on orientation. The organization for change and the study for change needs to be planned carefully. Nongrading a reading program in a school will not happen unless the faculty and administration involved are willing to continually evaluate, interpret, and study the program as well as make every effort to keep the parents well-informed as they go.

Procedures for Grouping

In organizing a nongraded reading program one must be aware of the important fact that "Grouping based on different factors for different purposes are essential."

Grouping devices alone, however, will not solve the problem of individual differences. Teachers realize that differences among children will always exist because they are different, and no technique has been devised which assembles groups of students in such a homogeneous manner that uniform instruction can be given. When appropriate group instruction cannot be provided for certain students, they should be given individual instruction or allowed to engage in independent reading.

A wide variety of occasions can be used for group instruction whether it is working with the class as a whole

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1Miller, *The Nongraded School*, p. 117.
or with smaller groups. For example, the whole class may need to learn library skills, or a certain small group might need help with some other particular reading skill. Other reasons for group instruction are opportunities for individual ideas or discoveries with the class, opportunities for oral book reviews, the need to prepare the class to select and evaluate books, or the need to introduce new vocabulary.\(^1\)

Reading is a tool, a skill which each pupil can use for his own needs and a vehicle for self-realization and expression.\(^2\) Therefore, some reading instruction will necessarily be of an individual nature. In this type of instruction it is the learner who reaches out, who asks, seeks, plans, sets goals, who searches.\(^3\) The teacher, acting as a resource person, attempts to move toward a strategy of learner independence and self-direction.

One type of organization for individualized reading would be to let children all read at the same time in their self-selected books while the teacher holds conferences with individuals, has small group instruction, or gives instruction to the poorest readers. The setting should be an informal one—informal in the sense of children freely moving around, engaging in a variety of interactions with the teacher when possible.

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\(^2\)Ibid., p. 128.

\(^3\)Ibid., p. 4.
Manner of Evaluating Pupil Progress

Evaluation and instruction go hand-in-hand. It is necessary to evaluate a child's instructional level periodically and the methods employed in teaching him. Any evaluation of an individual's reading achievement should be made in relation to his capacity for achievement.

In assessing growth in reading many different types of measures will need to be employed such as teacher observations, diagnostic and current tests, informal and formal reading inventories, past records, and standardized tests. The latter can be helpful in measuring the child's progress over a period of time or they can be used to show how a group or an individual compares in achievement with a norm group made up of children representative of the same age or grade. Although this is useful in making comparisons, in a nongraded program the standard of achievement becomes an individual matter for each pupil.

Evaluation of a child's achievement should be continuous. Independent and instructional reading levels can be determined by informal inventories. The frustration and the capacity levels may also be obtained. Along with testing, teacher observation can be a useful evaluative procedure. From daily contact with children in all kinds of reading situations, requiring all kinds of reactions, the perceptive teacher can gather information which will be helpful in meeting the instructional needs of each child. Reading materials

1Semar, Continuous Progress Program, p. 47.
likewise play an important part in evaluating a child's work. Workbook activities give the pupils independent practice in the skills needed at each level. The various teacher techniques such as self-directing, self-correcting activities, newspaper clippings, experience stories, picture cards to arrange in sequence, and tachistoscopic devices will all increase the growth of independent learning. A resourceful teacher should plan numerous types of activities as aids to meet the needs of each individual.

Method of Reporting Pupil Progress

Reporting pupil progress is one of the primary responsibilities of the school. One of the most beneficial types of reporting is the kind that tells parents how they can help their child develop his potential to the maximum. Reports, oral and written, fulfill their purpose when they communicate to parents an evaluation of the child's continuous progress in the reading program.

Parent-teacher conferences best accomplish the purpose of reporting pupil progress. They are a natural outgrowth of the change that is being effected in school organization by the nongraded program. The conference also serves as a public relations procedure through which teachers can interpret the nongraded reading program to parents.

In addition to parent-teacher conferences, report cards are another valuable means of conveying information.

1Sesan, Continuous Progress Progress, p. 73.
about the child. They should give as clear and complete a picture of the child's progress as possible.

Pupil progress in the nongraded reading program is determined in part by the child's attainable goals, his achievement in reading, and the quality of the work that he does. However, these factors alone do not give the complete evaluation. They must be examined in the light of the child's potential. The marks on the report, therefore, should indicate the relationship between these two components—the child's apparent potential and his actual achievement.

The nongraded reading program is built on levels. The level at which the child is working when the report cards are distributed should be marked in some way, depending on the type of card, as well as some indication of the child's progress in the total reading program.

In the nongraded program there is neither promotion nor failure. Honor rolls, certificates of merit for class achievement, and the like are therefore not appropriate. At the end of the school year the reading level at which the child is working is noted on the individual reading card. Also any other information concerning the child's reading ability that one feels might be of help to the next teacher, should be made known.

Summary

In this chapter the writer has discussed the major steps in organizing a nongraded reading program, namely, the philosophy for the nongraded program, goals to be
achieved, preparation of individuals, procedures for grouping, manner of evaluating pupil progress, and the methods of reporting the progress of individuals.
CHAPTER IV

SUMMARY AND CONCLUSIONS

We are in an era of accelerating change in elementary and secondary education and the concept of nongradedness or continuous progress education is one such change. This concept is an approach to provide greater flexibility in the education of the child, while at the same time employing the maximum capabilities of teachers. Continuous progress education is thought to be, and in fact is, much more than organizational redefinition. There is no one model nongraded program. However, the acceptance of individual differences is basic to the success of such a program. Likewise, an appropriate curriculum is one that is specifically constructed on the basis of the needs of the students, and is of the utmost importance.

Nongrading can be thought of as a positive effort to help the individual student develop all of his talents as rapidly as he can or as slowly as he must. Without wholesome attitudes on the part of every person in the school system it cannot succeed. Where parents, teachers, principals, supervisors, and pupils think of the nongraded plan as an organizational device in which each student learns at his own rate without pressure of competition or fear of
failure, education will take on a new dimension. Each student will become accountable for his own learning.

In planning for the change from a graded to a non-graded program, the success of the program will depend to a great extent on the understanding that principals, teachers and parents have of the program. If the smooth transition from graded to nongraded structure is to be effected, there must be comprehensive orientation and in-service sessions for all people involved in the change.

In concluding, the writer would like to point out again that nongradedness is not an end in itself but a means of individualizing instruction. True individualization, or a learner totally involved to the point that his capability allows, is the ultimate in nongraded education.

The ultimate in nongraded education is yet to be achieved. The imprecision of educational measurement will always keep teachers from knowing, in fact, whether the pupil is working totally and fruitfully in terms of his own abilities, capabilities, and potentialities. It is only the learner himself who really knows when he is fully productive. So, true individualization—when every child is performing ultimately in terms of his capability to do so—will be difficult to define even if it is achievable in our schools. We can never hope to really measure it. We can only hope to create the atmosphere that will stimulate and nurture it.
APPENDIX I
A REPORT FORM FOR NON-GRADED SCHOOLS

MEANING OF THE THREE MARKS

NUMBERS: A NUMBER indicates the task or level on which your child is working.

<table>
<thead>
<tr>
<th>Reading Levels</th>
<th>Arithmetic Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 general readiness</td>
<td>1 general readiness</td>
</tr>
<tr>
<td>2 Before We Read</td>
<td>2 cardinal idea of number: 1</td>
</tr>
<tr>
<td>3 Sally, Dick and Jane</td>
<td>3 cardinal idea of number: 11</td>
</tr>
<tr>
<td>4 Fun With Our Family</td>
<td>4 numeration system to 99</td>
</tr>
<tr>
<td>5 Fun Wherever We Are</td>
<td>5 fundamental operations</td>
</tr>
<tr>
<td>6 Fun With Our Friends</td>
<td>6 measurement: 1</td>
</tr>
</tbody>
</table>

LETTERS: LETTERS indicate the effort your child is putting forth on a task. He is rated in terms of his own capabilities and background, not in terms of how he compares to other children.

st=Strong Effort
sa=Satisfactory Effort
l=Low Effort

SIGNS: A SIGN indicates the degree of depth in your child's work as compared to that of other children who have performed the same task.

|| =Deals with material in a simpler manner
•• =Deals with material in greater depth
✓ =Deals with material in an average manner
APPENDIX II

LIVERPOOL CENTRAL SCHOOL  CONTINUOUS PROGRESS REPORT  LIVERPOOL MIDDLE SCHOOL

Student_________________  Teacher_________________  Year in Middle School 1st

Subject_________________  Date___________________  Team______________

I. Present Program: Areas of emphasis, skills, and concepts currently being developed

II. Progress: Pertinent comments pertaining to this particular student—expectations regarding achievement, factors affecting progress, recommendations, etc.

III. In terms of the above descriptions, your child is judged to be operating at the following levels:

PRESENT ACHIEVEMENT LEVEL
   Excellent  Fair
   Good      Minimum
   Unsatisfactory

PRESENT OVERALL ATTITUDE
   Outstanding
   Satisfactory
   Unsatisfactory

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APPENDIX III

PROGRESS REPORT

This report is designed to relate the progress of your child. Our program is organized in a series of levels (1 through 15) in the skill areas of language arts and mathematics. In each level there are specific skills to be mastered. Levels circled indicate mastery by your child. The skills for the level on which your child is operating are listed on the insert. Those not checked show the need for further instruction.

<table>
<thead>
<tr>
<th>LANGUAGE ARTS</th>
<th>MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
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<td>Level 15</td>
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The basic aim of our curriculum is not merely the acquisition of facts and skills, but also the development of basic concepts which will cause the child to adjust his thinking, change his ideas, and alter his values and behavior.

Through educational experiences in social studies, science, art, music, and physical education, as well as language arts and mathematics, each child will develop the understandings and concepts which are basic to successful living.

Check marks indicate that your child is making satisfactory progress in the following areas:
1. Reads for meaning.
2. Finds facts and sequence in story.
3. Extends concepts.
4. Alternates story endings.
5. Groups and classifies words and facts in categories.
6. Rereads orally for specific reasons.
7. Detects imaginary ideas.
8. Follows written directions.
9. Identifies sentences that do not belong.
10. Listens to make comparisons.
11. Supplies titles for sentence groups.
12. Predicts outcomes.
15. Recognizes blends: ___
16. Recognizes and knows meaning of contractions with one letter omission.
17. Recognizes final consonant sounds.
18. Recognizes compound words and can build compound words.
19. Knows alphabetical sequence.
20. Understands words that tell who and what.
21. Speaking:
   (a) Can make introductions and give greetings
   (b) Can carry on telephone conversation
   (c) Participates in choral speaking
22. Writing:
   (a) Writes original stories and poems
   (b) Copies sentences correctly
   (c) Puts periods and question marks at ends of sentences
   (d) Completes sentences with appropriate words
23. Is improving in ability to answer questions that are:
   (a) Concrete
   (b) Creative
   (c) Abstract
24. Uses evaluative criteria in self-selection of reading material.
25. Knows how to attack a word by:
   (a) Using pictures for clues
   (b) Reading to the end of a sentence and making a guess
   (c) Checking that guess by use of phonetic clues (beginning and ending sounds)
   (d) Using structural clues
   (e) Checking himself by asking the teacher
26. Can write examples of comprehension skills.
1. Demonstrates that even numbers are those whole numbers which are multiples of two.
2. Demonstrates the associative property of addition.
   \((7 + 6) + 3 = 16\) or \(7 + (6 + 3) = 16\)
3. Uses the number line to discover relationships between subtraction facts.
4. Responds automatically to 95 per cent of the basic addition and subtraction facts.
5. Reads and writes Roman numerals through 12.
6. Interprets point, line, and line segment.
7. Demonstrates how many inches in a foot and a yard and how many feet in a yard.
8. Tells time to the hour, half hour, quarter hour, and minute.
9. Compares quart, pint, and half-pint.
10. Compares pound and ounces.
11. Reads a thermometer to nearest ten degrees above and below zero.
12. Identifies a thermometer as a vertical number line.
13. Estimates in addition and subtraction to nearest ten.
14. Uses addition and subtraction involving zero.
15. Interprets place value through thousands.
16. Reads and writes three-place numerals.
17. Adds and subtracts tens and ones with sums in the hundreds.
18. Interprets fractional numbers (half, third, fourth).
19. Measures length to nearest inch, half-inch, and quarter inch.
20. Uses addition and subtraction involving renaming ones as tens and ones.
21. Does column addition where the sum of the ones is in the higher decade.
## APPENDIX IV

### PROGRESS REPORT - NON-GRATED SCHOOL

**LEVEL 1 2 3 4 5 6 7 8 9 10 11 12 13 14 (CIRCLE LEVEL)**

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>TERM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td></td>
<td></td>
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<tr>
<td>Shows readiness for reading</td>
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<tr>
<td>Is acquiring needed reading skills</td>
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<tr>
<td>Reads with understanding</td>
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<td>Reads independently</td>
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<td>LANGUAGE</td>
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<tr>
<td>Is developing listening skills</td>
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<tr>
<td>Expresses ideas well orally</td>
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<td>Expresses ideas well in written work</td>
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<td>MATHEMATICS</td>
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<tr>
<td>Is developing an understanding of the number system</td>
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<tr>
<td>Is mastering needed number skills</td>
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<tr>
<td>Applies skills in problem solving</td>
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<td>SPELLING</td>
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<tr>
<td>Is developing spelling skills</td>
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<tr>
<td>Applies skills consistently</td>
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<td>HANDWRITING</td>
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<tr>
<td>Is acquiring needed writing skills</td>
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<tr>
<td>Applies skills consistently</td>
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<tr>
<td>SOCIAL STUDIES &amp; SCIENCE</td>
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<tr>
<td>Developing an understanding of the world around him</td>
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<tr>
<td>Experiences critical thinking</td>
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**CODE - INDICATES ACHIEVEMENT IN RELATION TO ABILITY**

This report is designed to measure the progress of your child in terms of his own maturity and ability. Comparison with other children or groups of children is avoided.

- O....Outstanding progress for your child
- S....Satisfactory progress for your child
- M....Moderate progress for your child
- N....Not Satisfactory progress for your child

**TEACHER REQUESTS CONFERENCE**

- TERM 1
- TERM 2
- TERM 3

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