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H. A. Sprague^a

^a State Normal School , Newark , N. J. , USA

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SCORE-CARD FOR RATING STUDENT-TEACHERS IN TRAINING AND PRACTICE

By H. A. SPRAGUE, Supervisor of Practice, State Normal School,
Newark, N. J.

The purposes for making a score-card for rating student-teachers in training and practice are as follows:

1. An analysis is presented of the qualities necessary for successful teaching and of the relation of these qualities to one another.

2. In the hands of student-teachers this analysis will tend to promote self-criticism and self-improvement.

3. In the hands of critic teachers this analysis will tend to promote their comprehensiveness of judgment in rating students' teaching efficiency.

4. This outline may be used by critic teachers as a score-card for rating student-teachers in such a manner as to give a reasonable proportion of credit to each of the fundamental qualities.

5. These ratings should designate points of strength and weakness in the student-teacher and should therefore prove valuable in guiding the principal, the supervisor, and the critic in their constructive work with the student-teacher.

6. The records on the score-card may be used as a basis for recommending graduates for appointments.

The qualities of merit enumerated on the score-card are organized about four main topics:

I. Preparation.

II. Teaching Skill.

III. Classroom Management.

IV. Personality.

These topics were adopted after inspecting the studies of Boyce,¹ Miss Moses,² Ruediger and Strayer,³ Boyce,⁴ Littler,⁵

¹ Qualities of Merit in Secondary School Teachers. *Journal of Educational Psychology*, March, 1912.

² Causes of Failures Among High School Teachers. *School and Home Education*, January, 1914.

³ Qualities of Merit in Teachers. *Journal of Educational Psychology*, May, 1910.

⁴ Methods for Measuring Teacher's Efficiency. *Fourteenth Year-book of the National Society for the Study of Education*, Pt. 2, pages 11-20; 42-76.

⁵ Causes of Failures Among Elementary School Teachers. *School and Home Education*, March, 1914.

Buellesfield,⁶ Elliott.⁷ It is not possible to determine, with mathematical accuracy, the importance of the topics used in these different studies: first, because of the various meanings given to the different terms by different authorities; and second, because of the length of the lists of topics in several of the studies. It is interesting, however, to note that the topics commonly used in each of the above studies were, with but one exception, the qualities enumerated above. I therefore decided upon the use of these four topics and have organized about them the other topics given in Table I.

Though the studies just mentioned were helpful in deriving sub-topics for each of the main headings decided upon, the most valuable means of obtaining these same sub-topics was a study of the preliminary reports made upon student-teachers in practice by critic teachers or general supervisors. The records of three hundred twenty students were examined and the personal criticisms contained were classified under the topics of I, Preparation; II, Teaching Skill; III, Classroom Management, and IV, Personality. This classification was a rich source of suggestion for the sub-topics used in the finished score-card. It did not however strongly emphasize the use of certain topics, as, for instance, I, B; I, C; III, B; III, C. The distribution of these personal criticisms and their bearing upon the score-card is shown in Table I.

TABLE I

I. Preparation	47
A. Lesson plans	33
B. Daily or weekly plans	9
C. Use of course of study	5
II. Teaching skill	277
A. Stimulation of interest	81
B. Thought and response	58
C. Drill	42
D. Economical use of time	51
E. Results	45
III. Classroom management	101
A. Organization of class	39
B. Care of room	10
C. Discipline	12
D. Clerical work	40
IV. Personal fitness	127
A. Physical	43
B. Progressiveness	13
C. Manners and morals	19
D. Sociability	52

⁶ Causes of Failures Among Teachers. *School Administration and Supervision*, September, 1915.

⁷ Same as 4.

The topics presented in Table I are resolved into questions (see score-card at end of the description), because questions may be more definite in their reference and also more stimulating to the critic teacher who may use this score-card.

After the score-card was prepared for the first time, it was often submitted for expert criticism and consequently, it was under continual revision for a course of several months. After a set form was decided upon, judgments were obtained as to the relative importance of the main topics and major sub-topics.

METHOD OF OBTAINING JUDGMENTS

One hundred eighty-three score-cards were distributed personally to as many different judges at different times and personal instructions were given as to the manner of distributing one thousand (1,000) points: first, among the Roman numeral topics, and then as to the manner of redistributing them among the respective sub-topics. The oral instructions were in substance the same as found in the following circular letter. One hundred seventy letters were afterwards distributed among as many other judges. Each letter contained a copy of the score-card and the letter of instructions detailing as to the method to be followed in scoring it. The contents of the circular letter reads as follows:

NEW JERSEY STATE NORMAL SCHOOL, NEWARK, N. J.

DEAR SIR:

Kindly find enclosed a list of questions organized under four topics which, though simplified in form, cover the qualities of a teacher with a fair degree of thoroughness. Educators have expressed and often express their individual judgments as to the importance of certain factors listed here in question form. In order to promote uniformity of judgment and the professional welfare of our students in practice I am asking you to co-operate by giving me your personal judgment as to the relative value of each of these qualities of merit. Through an organization of the judgments of a few hundred experts in education it may be possible to arrive at a more definite standard and perhaps to devise a practical score-card for use in judging normal school students in training and practice.

In making your judgment of the relative value of these qualities will you be good enough to use figures, that it may be possible for me to derive a scale of values. Working upon the basis of 1,000, first distribute 1,000 points among the four topics: I, Preparation; II, Teaching Skill; III, School Management; IV, General Personal Fitness. Secondly, take whatever value you have assigned to I (Preparation), and distribute it among the A, B, and C topics. Kindly use the same method in distributing the credits for the sub-topics under II, III, and IV.

For instance, in judging the qualities of a building to be used for school purposes one may make a practical distribution of 1,000 credits as follows:

I. Site.	(125)
A. Location.	(55)
1. Accessibility.	(25)
2. Environment.	(30)
B. Drainage.	(30)
1. Elevation.	(20)
2. Nature of soil.	(10)
C. Size and form.	(40)
II. Building.	(165)
III. Service systems	(280)
IV. Classrooms.	(290)
V. Special rooms	(140)

The importance of each of the topics suggested by the enclosed questions has been scored in from fifteen to thirty minutes. After giving your expert judgment, kindly return in the accompanying envelope with or without signature.

Thanking you very kindly for your co-operation, I remain

Very truly yours,

One hundred eighty-seven score-cards from the total of three hundred fifty-three were returned for examination. Only one hundred thirty of this total were used. Papers were rejected largely on the basis of faulty calculation in the distribution of scores or because of incompleteness. Among those who submitted their judgments on the relative value of the topics on the score-card were State, County, and City Superintendents, School Principals, and Critic, and Practice Teachers.

MEDIANS AND DEVIATIONS

Since the scores allotted to topics I, II, III, and IV were grouped about the points of 50, 100, 150, 200, 250, 300, 350, 400, 450, 500, etc., a step of fifty was decided upon, beginning with twenty-six and ending with seventy-five. The series of subsequent steps is found in Table II. The distribution of judgments, medians, and average deviations may be found in the same table. It will be noted, according to Table II, that Teaching Skill is ranked first; Classroom Management, second; Personality, third; and Preparation, fourth. In the case of experienced teachers who may not be required to make definite lesson plans for each lesson taught, the topic of Preparation is commonly included under Teaching Skill. It is not the custom of many of the judges to give such emphasis to Preparation as may seem necessary in preparing a score-card for rating student teachers in practice. It may therefore be surprising to note that the topic of Preparation received as high a median as 204.42 by a group of judges engaged in such varied educational activities.

The scores distributed to the sub-topics centered about 25, 50, 75, 100, 125, etc. The step of twenty-five was therefore adopted, the first one beginning with $13\frac{1}{2}$ and ending with $37\frac{1}{2}$. The distribution of scores to each of the topics, together with their medians, average deviations, and their rank, may be found in Table III.

TABLE II

26-75.....	2	..	2	2
76-125.....	21	..	9	10
126-175.....	27	..	19	25
176-225.....	33	7	39	48
226-275.....	26	16	31	19
276-325.....	15	31	21	14
326-375.....	3	26	3	3
376-425.....	2	32	5	7
426-475.....	1	6	1	..
476-525.....	..	10	..	1
526-575.....	..	1	..	..
576-625.....	..	1	..	..
626-675.....	..	..	..	..
676-725.....	..	..	..	1
Median.....	204.42	357.57	227.16	210.85
A. D.....	27.5	60.99	58.96	57.51
Rank.....	4	1	2	3

By using the steps of 50 and 25, I found it necessary to correct slightly the median values so as to make them total a thousand (1,000) points. Only the corrected medians are given in Tables II and III. These median values are given in such numbers as would be cumbersome to use; as, for instance, I, Preparation, median 204.42. For the sake of convenience, this number has been approximated by the use of 200. Each of the medians has been approximated in like manner and the scores thus derived are given on the first page of the completed three-page score-card.

TABLE III

	I-A	I-B	I-C	II-A	II-B	II-C	II-D	II-E	III-A	III-B	III-C	III-D	IV-A	IV-B	IV-C	IV-D
13½-37½.....	12	44	32	2	9	30	23	18	34	57	78	5	26	41	48	39
38½-62½.....	20	51	58	30	36	73	65	37	53	54	44	25	54	53	56	49
63½-82½.....	25	24	26	35	32	19	24	28	28	13	8	30	25	18	14	25
83½-112½.....	40	9	10	46	40	7	14	37	15	5	..	45	23	15	12	11
113½-137½.....	7	..	3	5	7	..	3	2	..	1	..	6	..	..	..	1
138½-162½.....	15	..	1	10	3	1	..	5	..	..	..	10	1	..	..	4
163½-187½.....	2	..	..	1	1	..	3	..	..	..	..	2	..	..	..	..
188½-212½.....	8	1	..	..	2	..	..	2	..	..	..	5	..	2	..	1
213½-237½.....	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..
238½-262½.....	..	1	..	..	..	..	..	1	..	..	..	1	..	..	..	..
263½-287½.....	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
288½-312½.....	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..
313½-337½.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
338½-362½.....	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
Median.....	95.64	52.24	56.54	90.37	82	53.5	56.25	75.45	55.92	44.1	35.63	91.51	58.28	51.15	48.16	53.26
A. D.	29.9	15.8	117.9	34.9	25.4	13.2	18.42	29.34	18.6	16.26	13.7	36.6	22.6	22.8	15.3	21.61
Rank.....	1	13	9	2	4	11	7	5	8	15	16	3	6	12	14	10

SCORE-CARD FOR RATING STUDENT-TEACHERS IN TRAINING
AND PRACTICE

	Total points	Poor	Fair	Good	Very good	Excel- lent
I. PREPARATION.....	200	below 140	140-154	154-168	168-182	182-200
A. Lesson plans.....	95	" 66	66-73	73-80	80-87	87-95
B. Daily or weekly plans.	50	" 35	35-39	39-43	43-47	47-50
C. Use of course of study.	55	" 38	38-42	42-46	46-50	50-55
II. TEACHING SKILL.....	360	" 252	252-279	279-306	306-333	333-360
A. Stimulation of interest.	90	" 63	63-70	70-77	77-84	84-90
B. Thought and response.	85	" 59	59-65	65-71	71-77	77-85
C. Drill.....	55	" 38	38-42	42-46	46-50	50-55
D. Economy of time.....	55	" 38	38-42	42-46	46-50	50-55
E. Results.....	75	" 52	52-58	58-64	64-72	72-75
III. CLASSROOM MANAGEMENT..	230	" 161	161-178	178-195	195-212	212-230
A. Organization of class..	60	" 42	42-46	46-50	50-54	54-60
B. Care of room.....	45	" 31	31-34	34-37	37-40	40-45
C. Discipline.....	90	" 63	63-70	70-77	77-84	84-90
D. Clerical work.....	35	" 24	24-27	27-30	30-33	33-35
IV. PERSONAL FITNESS.....	210	" 147	147-163	163-179	179-195	195-210
A. Physical.....	60	" 42	42-46	46-50	50-54	54-60
B. Progressive.....	50	" 35	35-39	39-43	43-47	47-50
C. Manners and morals. .	45	" 31	31-34	34-37	37-40	40-45
D. Social fitness.....	55	" 38	38-42	42-46	46-50	50-55
Totals.....						

I. Preparation.**A. To what extent is the teacher efficient in planning individual lessons?**

1. Is the aim of each lesson definite?
2. Is suitable and adequate teaching material selected?
3. Are the essential values emphasized?
4. Does the teacher plan to present materials and facts in their natural sequence?
5. Does the teacher plan suitable methods of presentation and drill?
6. Does the teacher plan suitable class or individual assignments with periods and methods for studying same?

B. To what extent does the teacher make satisfactory daily, weekly, or monthly plans?**C. To what extent does the teacher show ability to make independent and intelligent use of prescribed course of study?**

II. Teaching skill.

- A. To what extent does the teacher stimulate interest?
 - 1. Is the teacher active, forceful, and inspiring?
 - 2. Does the teacher illustrate the facts taught?
 - 3. Does the teacher use the pupil's responses?
 - 4. Does the teacher use worthy motives?
 - 5. Does the teacher vary her methods?
- B. To what extent does the teacher train the class to be thoughtful and responsive?
 - 1. Does the teacher promote earnest discussion, supplementing, verifying, and questioning, by individuals of the class?
 - 2. Are the questions asked, thought-provoking and thought-directing?
 - 3. Does the teacher require logical responses and from each individual of the class?
- C. To what extent does the teacher show skill in drilling facts and knowledge?
 - 1. Are the methods and devices varied?
 - 2. Are the facts drilled by relating them to other thoughts or life situations?
- D. To what extent does the teacher economize time and energy?
 - 1. Is the aim of each activity clear in the minds of the pupils?
 - 2. Is the whole class kept at work throughout work periods?
 - 3. Are students taught to use books and how to study?
 - 4. Is the work carried on with reasonable rapidity and absolute accuracy?
- E. To what extent does the teacher get results?
 - 1. Have the pupils learned the facts which the teacher intended to convey?
 - 2. Do the pupils know how to use information which they have gained?

III. School management.

- A. To what extent has the teacher shown ability to organize a class?
 - 1. Has the teacher shown ability to classify the students?
 - 2. Has the teacher shown ability to prepare a class program?
 - 3. Has the teacher shown ability to reduce routine to an automatic basis?
- B. To what extent has the teacher proven to be a good "caretaker" of the classroom?
 - 1. Are the best possible conditions as to heat, light, and ventilation maintained?
 - 2. Is the classroom neat, orderly, and suitably decorated?
- C. To what extent is the teacher prompt, accurate, and neat in clerical work?
- D. To what extent does the teacher show ability to govern the class?
 - 1. Is the teacher sympathetic and appreciative in working with students?

2. Is the teacher sincere and just in dealing with students?
3. Does the teacher show authority with self-control, self-reliance, firmness?
4. Does the teacher respond to a condition of disorder quickly and tactfully?

IV. General personal fitness.

- A. To what extent is the teacher physically adapted to teach?
 1. Is the teacher physically strong and energetic?
 2. Has the teacher good physical poise?
 3. Has the teacher a good speaking voice?
 4. Is the teacher personally neat?
- B. To what extent does the teacher show native mental capacity and a disposition to progress?
- C. To what extent does the teacher exemplify good manners and good morals?
- D. To what extent is the teacher well fitted socially for her profession?
 1. Is the teacher fundamentally interested in child-nature?
 2. Does the teacher co-operate with pupils in their out-of-school interests and activities?
 3. Does the teacher co-operate easily with co-workers?
 4. Is the teacher inclined to be a leader in social and educational movements for the benefit of the community?