

Toward the Meaningful Implementation of Anecdotal Reports

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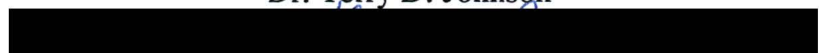
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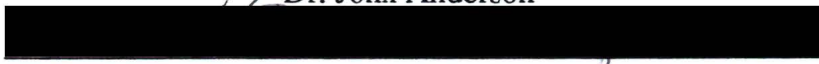
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to the required standard


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MEANINGFUL IMPLEMENTATION OF ANECDOTAL REPORTS

Abstract

This study attempts to investigate the interrelationship of educational criteria and anecdotal reports at the primary and intermediate level. The criteria adopted for the purposes of this study are those which have been made operational by a team of University of Victoria scholars into a list of eight descriptors called the Characteristics of a Successful Learner. The Characteristics of a Successful Learner, which reflect The Educated Citizen document of the British Columbia Ministry of Education are: empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness.

The research involves two procedures which were conducted among three urban and three rural district schools: the researcher's independent analysis of anecdotal reports, and the collaborative involvement of the researcher with two volunteering primary and two volunteering intermediate teachers. During collaborative discussion and semi-structured interviews additional anecdotal report analysis was carried out.

Findings were interpreted to determine the criteria and expectations employed by teachers, the reflection and congruency of criteria, the developmental continuity of criteria, and the nature and focus of teacher values.

The findings of this study support the ongoing implementation of anecdotal reports at the primary and intermediate level. The findings of this study also support and encourage educators to continue to be aware of, and adopt, educational criteria which will enable students to become successful learners and educated citizens.

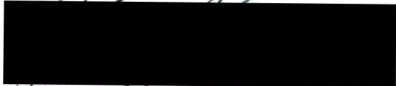

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I would like to thank the members of my thesis committee, Dr. Alison Preece, Dr. John Anderson, and Dr. Terry D. Johnson for the time they gave to this study. I would like to add a special thank you to my advisor, Dr. Terry D. Johnson for challenging me to explore a wider vision of educational evaluation than my previous experience provided.

And I would like to thank my husband Clive, for his endless patience and assistance.

Meaningful Implementation of Anecdotal Reports

Chapter 1: Statement of the Problem

This investigative, exploratory study has attempted to determine the content and nature of anecdotal reports at the primary and intermediate grade levels in six schools. The study was pursued in terms of the values expressed in the mandate for the British Columbia school system, employing a list of eight descriptors called the Characteristics of a Successful Learner: empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness. The list is based upon the criteria outlined in The Educated Citizen (Ministry of Education, 1990); the descriptors are considered to be consistent and congruent with, and reflective of, the criteria outlined in The Educated Citizen (Johnson, 1992). The researcher sought evidence of the application of the Characteristics of a Successful Learner descriptors in primary and intermediate anecdotal reports. These criteria are intended to promote the development of each learner's human potential and to improve each learner's well-being as the learner advances toward becoming an educated citizen and a participating member of society (Ministry of Education, 1990). The Educated Citizen document is quoted here in its entirety:

The Educated Citizen

A quality educational system assists in the development of human potential and improves the well-being of each individual learner in British Columbia Society.

Continued progress toward our social and economic goals as a province depends upon well-educated people who have the ability to think clearly and critically and to adapt to change. Progress towards these goals also depends on

educated citizens who accept the tolerant and multi-faceted nature of Canadian society and who are motivated to participate actively in our democratic institutions.

Government is responsible for ensuring that all our youth have the opportunity to obtain high quality schooling that will assist in the development of an educated society. To this end schools in the province assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who can gain satisfaction through achievement and who strive for physical well-being;
- co-operative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual

within the family, the community, Canada, and the world (British Columbia Ministry of Education, 1990, p. 10).

The Educated Citizen criteria were investigated in anecdotal reports by the adoption of the Characteristics of a Successful Learner. The descriptors were developed and made operational by the research of a team of University of Victoria scholars (Johnson, 1992).

This study has considered that primary and intermediate classroom assessment and evaluation are carried out using letter grades, numerical grades and anecdotal reports but it is believed that the British Columbia Ministry of Education may be moving toward the use of anecdotal reports for the purposes of evaluation (Anthony, Johnson, Mickelson and Preece, 1991). It is assumed that a person's values are reflected in what he writes;

therefore, anecdotal reports have been investigated to reveal the criteria, expectations, and values of teachers. Anecdotal reports are written to develop prose descriptions of what the learner can do. Marks and letters grades may be gradually and eventually replaced by descriptions of student abilities and attitudes (Ministry of Education, 1991). To date, anecdotal reporting strategies have been implemented at the primary level and implementation at the intermediate level is pending.

Purpose of the study

(a) The researcher, adopting the Characteristics of a Successful Learner, explored the criteria and the expectations which are contained within anecdotal reports and which are employed and assumed by teachers to determine the developmental progress of the individual learner.

(b) The researcher attempted to determine whether or not the criteria of The Educated Citizen, operationalized by the Characteristics of a Successful Learner descriptors, are evident in anecdotal reports; also the researcher wished to investigate to what extent congruency exists between the implicit criteria used by teachers in their anecdotal reports and those explicit criteria detailed in The Educated Citizen.

(c) Given that both the primary and intermediate programs are based on The Educated Citizen, the researcher sought evidence to indicate to what degree anecdotal reports at both levels are reflective of this document and therefore, to what extent a sense of developmental continuity is sustained from the primary to the intermediate grade levels.

(d) The researcher attempted to determine the nature and focus of teachers' values. The study attempted to identify the educational and social values which have been emphasized and stressed by teachers and which have been considered desirable, useful, and of worth (Sykes, 1982).

Assumptions

Anecdotal reports written within a system are reflective of the criteria outlined by that system: The content of anecdotal reports may reveal the criteria for successful learning which have been established and applied by educators, students, and educational boards.

A person's values are reflected in what he writes: The content of anecdotal reports may reveal the nature and focus of teachers' values which influence the growth and development of individual learners.

A person's values are reflected in what he says: The content of semi structured interview sessions may reveal the nature and focus of teachers' values which influence the growth and development of individual learners.

.c2.Definitions

Definitions address the following terms: Characteristics of a Successful Learner, anecdotal reports, skills, creativity, and idea units:

The Characteristics of a Successful Learner (CSL) refer to a list of eight descriptors which were developed and made operational by the research of a team of University of Victoria scholars (Johnson, 1992). The descriptors are empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness. The CSL descriptors are considered to be consistent and congruent with, and reflective of, the criteria outlined in *The Educated Citizen* (Johnson, 1992).

The definitions provided here for the Characteristics of a Successful Learner are expansions upon the definitions provided by *The Concise Oxford Dictionary* (1982).

Empathy is evident when the individual attempts to project his own personality into that of another individual or group in order to more fully comprehend another individual or group of people and the circumstances involved. The empathetic individual is engaged in sensitive contemplation of the social environment.

Industry is evident through diligence. The individual remains undistracted, habitually engaged in useful, constructive, and productive work. Industry is identified in an individual who applies himself diligently to the study of a particular topic or the pursuit of a particular task.

Generativeness is revealed by the individual's ability to formulate, produce, and construct creative and imaginative solutions, strategies, procedures, products, and outcomes.

Risk taking behaviours are adopted by those individuals who, wishing to explore certain avenues or achieve certain ends, may choose courses of action which may place them in positions of possible hazard, awkwardness, embarrassment or failure. Risk takers knowingly expose themselves to situations in which they may possibly experience unfortunate or unpleasant consequences.

Strateginess is identified in those individuals who adopt, practice, or develop skills, organizational steps, stages, and procedures to facilitate the completion of a task. A strategic individual considers alternatives and strategies which may best enable him to accomplish his purposes and tasks with success.

Thoughtfulness engages the individual in, or indicates that the individual has, a propensity toward, meditation. A thoughtful individual's conduct, responses, and behaviours indicate signs of contemplative and reflective thought.

Knowledge is evident in the individual who demonstrates familiarity which is gained by experience, experience being "the actual observation of or practical acquaintance with facts or events; knowledge or skill results [from experience] . . . An experience is an event that affects one " (p. 339). The individual becomes knowledgeable, through experience, about persons, things, ideas, and facts. A knowledgeable individual has acquired a range or quantity of information, and a theoretical or practical understanding of a subject.

Self esteem is evident in the individual who demonstrates actions or engages in situations which reveal that the individual is thinking favourably of himself. The individual, who shows a positive degree of self esteem, values, considers, and has a favourable opinion, regard or respect for himself.

Anecdotal reports are written, summative evaluations of authentic evidence. Authentic evidence is drawn from ongoing observations and learning profiles. Anecdotal reports are intended to (a) constructively identify and describe each child's individual strengths and learning needs, (b) describe the child's growth and development in all goal areas of the program, and (c) provide knowledge about individual children and how they learn (Chittenden and Courtney, 1989; Ministry of Education, 1990; Anthony, Johnson, Mickelson, and Preece, 1991). "Anecdotal reports can be used to offer the richest descriptions of student behaviour and can be used to record observations about all aspects of the learning situation" (Ministry of Education, 1988, p. 3:20).

Skills is a term which has been adapted to refer to those subject areas of the curricula as they are described in the Primary and Intermediate Foundation Documents of the British Columbia Ministry of Education (1990). The researcher acknowledges that, in most instances within the learning environment, curricula are integrated and an "integrated curriculum implies learning which is synthesized across traditional subject areas" (Ministry of Education, 1990, p. 127). The following 'traditional subject areas' (Ministry of Education, 1990), have been investigated in anecdotal reports: mathematics, reading, writing, listening, speaking, creativity, physical education, social studies and science.

Creativity refers to those subject areas listed under the curriculum heading "Fine Arts" in the Primary and Intermediate Foundation Documents of the British Columbia Ministry of Education (1990). The following traditional subject areas (Ministry of Education, 1990), have been investigated in anecdotal reports under the heading creativity: dance, drama, music, and visual arts.

Idea Units refer to words or phrases which appear to contain one idea.

Summary

This study attempted to determine if anecdotal reports focus on the criteria of the program as they are detailed in *The Educated Citizen* (Ministry of Education, 1990) and the study attempted to determine if the Characteristics of a Successful Learner or synonymous terms for those characteristics have been found to be evident in anecdotal reports at the primary and intermediate grade levels.

The study has attempted to identify the criteria and expectations employed by teachers for individual learners which have been revealed in anecdotal reports.

Having offered a statement of the problem, described the purpose of the study, provided assumptions and definitions, and presented a summary of the research which has been undertaken, this paper will continue in chapter two with a review of the literature.

The researcher will employ male pronouns throughout the five chapters, although the equal value and importance of the female gender is acknowledged. Male pronouns are used to exercise an economy of language.

Chapter 2: Review of the Literature

This chapter will review the literature which addresses the purposes of this study: (1) to determine if anecdotal reports inform parents and students about individual student progress using the Characteristics of the Successful Learner, (2) to determine whether or not the criteria of The Educated Citizen are reflected in, and congruent with, the criteria which may be found in anecdotal reports, (3) to seek evidence for the developmental continuity of criteria from the primary to the intermediate levels, and (4) to determine the nature and focus of the values reflected by teachers in anecdotal reports.

A description of anecdotal reports is provided here while recalling this study's assumptions: it is possible to determine that the values of a person are reflected in what they write and it is possible to determine that the values of a person are reflected in what they say; and it is assumed that anecdotal reports written within a system are reflective of the goals of that system. A description of anecdotal reports is offered by Sullivan:

Classroom teachers prepare periodic reports for parents on their children's progress . . . reports to parents consist largely of anecdotal comments by teachers who wish to emphasize each individual student's progress in relation to past performance rather than to some external standard or relative ranking (1988, p. 87).

Sullivan further describes the needs and goals of the learner as a member of society. The content of anecdotal reports, which this study has sought to determine, are anticipated to reflect the learner's needs and goals as he strives to become an educated citizen:

All [young people] need to learn how to be economically self-sufficient, how to participate in the lives of their communities, how to understand the

world in which they live, how to enjoy the benefits of Canadian society, and how to raise, in turn, the next generation (p. 51).

To summarize Sullivan, anecdotal reports are periodically prepared by teachers for students, parents, themselves, and for other stakeholders. In supportive learning environments, teachers observe and record the behaviours of individual learners engaged in a variety of learning tasks which are intended to prepare students for successful participation in society.

Anecdotal reports may be written in a variety of formats and they may incorporate a wide variety of elements. Ideally, an anecdotal report is a written, summative evaluation of authentic evidence intended to describe what the child can do and what needs the individual has, that is, by identifying individual's strengths and learning needs (Chittenden and Courtney, 1989; Ministry of Education, 1990; Anthony, Johnson, Mickelson, and Preece, 1991).

Anthony, Johnson, Mickelson and Preece (1991) and Linek (1991) advocate that data be gathered from several sources, from a compilation of information. They also suggest that data be reported in an attempt to address both the processes employed by the individual learner and the products which result over time. Many researchers propose that assessment data is to be gathered under natural, instructional conditions, across curricula (Anthony et al., 1991; Rosen, Flood, and Lapp, 1989; Chittenden and Courtney, 1989).

Anecdotal reports are drawn from observational notes, composed by the teacher and written in point or prose form and gathered over time. A collection of notes, which include assessment and judgement, is intended to become the informed, formative evaluation of each individual student (Schwartz and Pollishuke, 1990). A collection of notes may be a blend of spontaneously written comments and comments composed and based upon a predetermined plan (Anthony et al., 1991). Notes and comments are considered to be authentic evidence, if they are selected in terms of program goals, recording learning

experiences, reflecting regular classroom conditions, documenting growth in a learner's actual "products" rather than on work substitutes in contrived tasks, and reflecting real life purposes, meaning or validity (Ministry of Education, 1990). Authentic evidence is gathered during activity times in centres, in writer's workshops, during peer-student interaction, student-teacher conferencing and conversations, and during student self-assessment activities (Dalton, 1985; Newman, 1985; Schwartz and Pollishuke, 1990). Authentic evidence is also comprised of a range of assessment evidence from a variety of sources, for example, frequently collected and dated work samples, student writings, products and projects. Evidence is collected by students and teachers collaboratively, and kept in portfolios, writing folders and other student-centred and student-devised filing systems (Dalton, 1985; Newman, 1985; Calkins, 1986; Chittenden and Courtney, 1989; Atwell, 1989; Ministry of Education, 1990; Anthony et al., 1991). From the data accumulated and compiled during ongoing formative assessment, the teacher constructs and composes the summative evaluation, the anecdotal report, which consists of prose form comments, addressing and summarizing the accumulated assessment data for an individual student up to a certain point in time. These are illustrative, summative anecdotes which offer relevant information from different areas of the curriculum and from special areas of concern (Anthony et al., 1991).

Wiggins (1989) proposes that authentic assessments are to replicate the challenges and standards of performance that typically face "individuals in daily life . . . Evaluation is most accurate and equitable when it entails human judgement and dialogue . . ." (pp. 703-704). It is suggested that an anecdotal report format may meet these requirements with a degree of success (Anthony et al., 1991). Two sample anecdotal reports have been given here. These are not intended as samples of ideal or model reports but they may indicate, as stated earlier, that anecdotal reports may be written in a variety of formats and they may

incorporate a variety of elements. Names have been changed and no sources or references have been supplied in order to maintain anonymity and confidentiality.

1.

Harold works very hard in school. He is always on task. In large and small groups, Harold tries very hard to participate. He is working on developing study skills.

Language: Harold is very attentive to all conversations, however he doesn't always appear to understand what is required. When answering questions, he seems somewhat unsure of himself.

Writing: Harold's message isn't always clear. He uses little description in his simple plots. Details are often missing and endings are sudden. He is performing at a below average grade level but his positive attitude will show improvement during the year.

Reading: Harold's fluency and intonation are developing and he does well in a structured approach.

Science: Harold is developing an understanding of concepts and ideas and he is inquisitive. Harold is developing the ability to draw conclusions based on facts and observations.

Social Studies: Harold is developing mapping skills as we learn about Canada. As in Science, Harold struggles to retain concepts.

Physical Education, Music, Art: Harold participates actively and his skills are developing. To date, Harold is below his academic grade level but he may develop the necessary skills during this school year to place him within the average level of achievement.

2.

Jolynn is an energetic and co-operative student. She is a strong independent learner who begins work promptly, and produces work of a high calibre. She is very proficient in creative writing and she publishes using the computer for final copies. All of her assignments were completed on time but her spelling quiz scores dipped. This was due to the difficult vocabulary of our current novel.

Jolynn works well in groups and she grasps new ideas quickly. Her written summary research report was excellent. She offered a great deal of information which she has transformed into working knowledge. Her partnered science project was equally well done as she made decisions and learned important research skills. She is enthusiastic, willingly presenting and teaching information to her classmates. Jolynn eagerly pursues areas of interest. She is a joy to teach.

This term her science project and her creative artwork were noteworthy. Next term it is hoped that Jolynn will give continued attention to spelling and writing for an audience in paragraph form.

In summary, the literature has shown that anecdotal reports can be used to (a) focus on a specific behaviour for several students, (b) provide an outline which leads to the consideration of several dimensions of each student's behaviour over an extended period of time, and (c) provide a flexible method of recording key observations on an ongoing basis (Ministry of Education, 1988, p. 2:19).

This study has investigated four categories: a) criteria and expectations, (b) reflection and congruency of criteria, (c) developmental continuity of criteria, and (d) nature and focus of teacher values. Each category will now be addressed in this chapter under two subheadings: Anecdotal Reports and Characteristics of a Successful Learner.

(a) Criteria and expectations

Anecdotal Reports

The standards and principles evident in anecdotal reports are the criteria by which the individual learner is judged; an expectation is an anticipation (The Concise Oxford Dictionary, 1982). Criteria and expectations are linked as interdependent elements: the anticipated standards and principles of the teacher may be exhibited by the student during the ongoing observation, data collection, and the recording of individual student behaviours.

Wiggins (1989) quotes the manifesto found in the introduction of a national report in Great Britain. Wiggins describes general criteria for assessment which the author believes apply to anecdotal reporting:

- the assessment results should give direct information about pupils' achievements in relation to objectives: they should be criterion-referenced;
- the results should provide a basis for decisions about pupils' further learning needs: they should be formative; (p. 712).

Freire (1980) describes learning as " a human act implying reflection and action . . . with the right of self expression and world expression, of creating and re-creating, of deciding and choosing and ultimately participating in society's historical process" (p. 369). Freire's statements are compatible with those expectations and criteria in *The Educated Citizen* (1990) which aim to assist in the development of human potential, improve the well-being of each individual learner and develop learners who have the ability to think clearly and critically and to adapt to change.

Willinsky (1990) suggests that it is necessary to support the movement toward changing the tactics of evaluation. He asks whether the purpose of evaluation is to measure and control human behaviour or whether its purpose is to understand human behaviour. The role and the intended function of evaluation are questioned. Anecdotal reports might

aid in the movement toward changing the tactics of evaluation if one aim of anecdotal reporting is to remove the disparity which has existed between the ways in which learners learn and the ways in which they are tested and evaluated (Bussis and Chittenden, 1987; Gammage, 1991). Anecdotal reports may contain comments which indicate that "knowledge about the pertinent stuff of the world provides the real foundation for children to understand" (Bussis and Chittenden, 1987, p. 306). The content of anecdotal reports may reveal that teachers expect the individual learner to bring his own individual needs, responses, strengths, weaknesses, and individually based experiential knowledge to the learning environment (Wells, 1986; Bussis and Chittenden, 1987; Fields, 1989; Linek, 1991). The criteria and expectations employed by the teacher may indeed reflect a teacher's acknowledgement and appreciation of the learner's individuality (Bartoli, 1986).

The demographic changes occurring and the heterogeneous collections of racial, ethnic, and cultural groups currently evident in classrooms, may call for the adoption of evaluative criteria and expectations focusing upon the individual learner and his strengths and weaknesses (Harste, Woodward and Burke, 1982). Classrooms are becoming recognized as pluralistic societies (Roller, 1985). A teacher's criteria and expectations may indicate that teachers value individuals who dare to think and act on their beliefs in the learning environment (Wilson, 1987). Anecdotal reporting may aim to concentrate on the learner as an insightful participant and negotiator in the learning process and in the content and context of learning (Chittenden and Courtney, 1989; Farr and Roser, 1979). A teacher's criteria and expectations become evident as the teacher views the learner as an individual engaged in ongoing life experiences (Willinsky, 1990).

Through the introduction and continuing practice of observational assessment and hence, anecdotal reporting, teachers may begin to view the educational process as one directed toward the positive support, growth, and development of the individual learner (Anthony et al., 1991). Anecdotal reporting may reveal criteria and expectations which are

intended to provide those elements which are proposed by Chittenden and Courtney (1989): "Methods of assessment that amplify rather than reduce are more helpful" (p. 117). It may be recalled that the ideal anecdotal report, discussed earlier, is intended to describe what the learner can do, identify individual strengths and learning needs, detail the learner's growth and development, and provide knowledge about the individual learner and how he learns. Methods of assessment which are constructive and which are positively directed toward addressing the needs of the student may aid in the productivity, growth, and success of the individual learner.

It is believed (Wiggins, 1989; Anthony et al., 1991) that numerical and letter grades, based upon individually established criteria and expectations, may not be an informative medium through which a teacher may most thoroughly describe student success; numerical and letter grades do not function efficiently beyond a limited context and the criteria for awarding them are often unclear, whereas illustrative, prose anecdotes may provide clearer and more in depth analysis and individually focused, learner-specific information (Mayer and Brause, 1986; Bussis and Chittenden, 1989; Chittenden and Courtney, 1989; Anthony et al., 1991; Gammage, 1991).

Reflecting the criteria and expectations used by teachers, anecdotal reporting can serve to detail student progress in depth. Assessment, asserts Rowntree (1977), is not only or necessarily obtained by tests and examinations. Standardized tests and written examinations cannot measure all criteria, for example, creativity, fluency, imagination, reasoning, drive, persistence, and empathy (Rowntree, 1977). There is no need to compare one individual to another or arrange students in order; a teacher's expectations may need to focus upon each individual learner (Patton, 1981). It is believed that grades smooth out and conceal variabilities and irregularities among individual learners and the 'baldness of grades' obliterates the qualities and features which differentiate one student from another (Rowntree, 1977). DeProspero and Liesener (1975) similarly caution that "standards

generally disguise value judgements as data or program requirements regardless of the specific environmental and learner conditions in a given situation" (p. 15). Criteria and expectations may need to be constantly redefined and flexibly altered in order to address the learner's needs as an individual (Moffet and Wagner, 1976). Individual conditions, environments, and situations may need to be considered as criteria are adopted and applied.

Documentation endeavours to encourage teacher reflection Chittenden and Courtney, 1989); teachers may need to consider and analyze the criteria and expectations they have employed to gather student-focused evidence during ongoing learning experiences. Evaluation can convey the learning process (Anthony, Johnson, Mickelson and Preece, 1991); the purpose of evaluation is to document what the individual can do (Samway, 1987) rather than solely what the teacher has prescribed for the learner to do. Criteria and expectations may be found to reveal and reflect a sensitivity toward this belief.

Evaluation is to address a wide realm of individual learner expectations, as well as those expectations adopted by teachers, in order to encourage the individual learner toward a richer, broader, developmental life experience (Moffet and Wagner, 1976). The use of anecdotal reports may serve to create meaningful evaluations, written to report progress toward student goals (Mickelson, 1990). Anecdotal evaluation may be designed to offer a much clearer picture of the individual elements and successes of the whole child affectively and cognitively (Smith, 1970; Farr and Roser, 1979). Assessment data which are summarized and detailed in anecdotal reports, may serve to keep track of a student's developing strengths, helping the learner to build upon emerging skills and qualities. Thus expected and unexpected processes and learning behaviours may be observed, as well as the products of learning, as the teacher uses descriptive notes for observation and assessment throughout the year; this process may efficiently prepare the teacher who intends to write summative anecdotal reports (Moffett and Wagner, 1976). Evaluation may be becoming more than simply a record or an itemized list of the acquisition of skills and

more than a compilation of unilaterally prescribed and applied criteria (Forester and Reinhard, 1990).

The crucial area of "grading on the curve" (Wiggins, 1989, p. 710) is addressed by anecdotal reporting. Many teachers may direct the focus of evaluative criteria and expectations with this issue in mind (Holmes, 1982). Anecdotal reports assist educators as they attempt to "overcome the lazy habit of 'grading on the curve . . . [which is] a cheap way of setting and upholding standards . . . unrelated to any agreed-upon intellectual standards and can only reveal where students stand in relation to one another" (Wiggins, 1989, p. 710). Grading on the curve may cause individual learners to be compared without being assessed on individual and independent merit. As anecdotal reporting procedures are adopted and implemented, uninformative, vague, numerical and letter grade evaluation and the competition which results to earn high marks, may be discouraged (Wiggins, 1989; Mayer and Brause, 1986; Gammage, 1991). Individually student-focused criteria and expectations may become evident. Rowntree (1977) provides the following viewpoint:

. . . assessment in education can be thought of as assessing whenever one person, in some kind of interaction, direct or indirect, with another, is conscious of obtaining and interpreting information about the knowledge and understanding, or abilities and attitudes of that other person . . . it is an attempt to know that other person . . . a human encounter (p.4).

Assessment and evaluative processes may become individualized by the teacher for the learner. Criteria and expectations are based upon the systems within which teachers are teaching but the individual teacher may influence the assessment and evaluation process depending upon personal ideas and philosophies regarding what teaching and learning are all about (Rowntree, 1977). A teacher's criteria and expectations are also predetermined by previous student assessments and evaluations. Teachers are urged to remain flexible and willing to modify or alter their assessments and their subsequent evaluations regardless of

those evaluations written previously about individual students; it is teachers who make the rules of the game, deciding what is to be achieved by the learner. Standards, judgements, and expectations are subject to change. Teachers, more than those policies which are handed down by educational ministries, may determine the direction and influence the qualities and degrees of success of individual students (Rowntree, 1977).

There may be a danger to consider: "Qualities and abilities 'revealed' by the student, may be an artifact of the teacher's implicit anticipations: . . . the teacher notices only those qualities which chime in with his anticipations" (Rowntree, 1977, p.84). Further, a teacher's assumptions and expectations may inhibit the student who chooses to exhibit those qualities he senses to be anticipated by the teacher rather than those qualities which indicate individual growth as an individual learner. Teachers need to be aware of the intentions of evaluation and to be aware of their criteria and expectations (Holmes, 1982):

Student evaluation is intended to provide evidence of the progress of learners towards sets of explicit and implicit objectives. That evidence is useful to the teacher to assess progress . . . [Evaluation] should be clear and unambiguous, and there must be a permanent, written evidence of that clarity . . . learners will find school more worthwhile . . . and teachers [will be] more rewarded (Holmes, 1982, p. 137).

Teacher must formulate valid yet flexible criteria and expectations for the individual learner (Rowntree, 1977; Holmes, 1982; Patton, 1981).

Quantitative and qualitative data are hard and soft data respectively; soft data includes serendipitous assessment which cannot be prescribed or standardized and often cannot be anticipated or expected (Patton, 1981). The individual learner may exhibit unplanned and unique behaviours which are nonetheless positive and productive during the learning process. These behaviours may be observed, noted, and included in assessment and in subsequent summative anecdotal evaluation. This is the Serendipity Principle of

evaluation (Patton, 1981). Assessment and evaluation are performed respectively, to observe, note, and then summarize personally idiosyncratic traits and abilities which appear more frequently or are less frequently noticeable (Rowntree, 1977).

As teachers establish their educational criteria and develop and define their expectations, they need to know the relationship between classroom practices and school district assessment policies; teachers may write their own sound policies and change existing policies as necessary (Stiggins, 1988).

Leon Lessinger, a former U. S. head of the Bureau of Elementary and Secondary education states that once the teacher has established criteria and expectations, teacher accountability becomes an issue. Teacher accountability means "(1) the knowledge and use of good educational practice, (2) personal accountability to the student, and (3) accountability to the profession, that is, knowing and standing up for the idea that not all knowledge can be measured" (DeProspero, 1975, p. 34). Criteria and expectations may be strongly influenced and formulated by these three factors (Holmes, 1982).

Characteristics of a Successful Learner

The Characteristics of a Successful Learner descriptors were established, through research (Johnson, 1990) to reflect the criteria contained within The Educated Citizen. The Educated Citizen describes learners as thoughtful, critical thinkers, with a broad knowledge base; learners are to become creative, flexible, self-motivated, capable, independent decision makers, skilled contributors to society, productive, co-operative, and principled (Ministry of Education, 1990). The Characteristics of a Successful Learner are empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness.

This section will explore the substance of criteria and expectations, which may reflect the Characteristics of a Successful Learner.

The Characteristics of a Successful Learner incorporate elements from both the cognitive and affective domains (Dalton, 1985; Rosenblatt, 1985; Iser, 1980; Fish, 1980). For example, these domains are outlined by Dalton (1985) and they may serve to offer an initial overview of the descriptor attributes incorporated within the Characteristics of a Successful Learner:

COGNITIVE

(thinking) abilities

AFFECTIVE

(feeling) abilities

Fluency

- generating a quantity
of relevant responses
- following a flow of
thought

Flexibility

- approaching things in
alternative ways
- thinking of a variety
of ideas
- viewing the problem or
topic from different
directions or perspectives.

Curiosity

- wondering, puzzling
about something
- toying with an idea
- following intuition to see
what happens

Complexity

- feeling challenged to do
things in difficult or
intricate ways
- seeking many different
alternatives
- bringing structure out of
chaos
- seeing missing parts
between what is and what
could be

Originality

- produce novel, unique or clever ideas
- combining known ideas into some new form
- creating the unusual

Risk Taking

- a willingness to express ideas to others
- taking a guess
- having the courage to expose self to criticism or failure
- defending ideas

Elaboration

- filling out ideas, adding interesting details
- building up groups of related ideas
- stretching or expanding on things

Imagination

- projecting into the feelings of others
- putting self in another place or time
- dreaming about things that have never happened
- feeling intuitively

(pp. 5-6)

To link the attributes shared by Dalton's Cognitive and Affective Domains with the Characteristics of a Successful Learner, the following relationships are offered, as the extended definitions of the Characteristics of a Successful Learner will further indicate:

Imagination, an affective attribute, and flexibility, a cognitive attribute, parallels empathy.

Originality, a cognitive attribute, and curiosity and complexity, affective attributes, may be linked to the generativeness descriptor.

Fluency, a cognitive attribute, reflects industry.

Dalton's risk taking and complexity, both affective attributes, are linked to risk taking.

Both flexibility, a cognitive attribute, and complexity, an affective attribute, parallel strategicness.

Curiosity, an affective attribute, and flexibility, a cognitive attribute, encompass thoughtfulness.

Elaboration and originality, both cognitive attributes, may relate to knowledge.

Dalton's risk taking, an affective attribute, is related to self esteem.

Industry and knowledge are criteria which may be considered to fall under Dalton's cognitive domain; however, other theorists submit that industry and knowledge are also to be considered affective elements: Industrious learners are emotionally and intrinsically motivated (Long and Bulgarella, 1985; Brener, 1986; Izard, 1986; Keller, 1987; Heckhausen, 1987); knowledge is interpreted as understanding and as a personal response (Hayes and Stahl, 1991), combining epistemology and curiosity in a social and learning environment (Moch, 1987).

Empathy, strategicness, generativeness, and thoughtfulness are also identified in both the cognitive and affective domains; risk taking and self esteem are considered to be affective criteria.

Dalton's overview indicates the focus and direction of the Characteristics of a Successful Learner which are presented here in more detail. The CSL address both the cognitive and affective domains. The first six descriptors address processes:

Empathy

The empathetic learner's behaviours are manifested through co-operative and collaborative learning activities; the empathetic learner is aware of the development of the

group in the learning process and is also aware of the development of himself as an individual (Anthony, Johnson, Mickelson and Preece, 1990).

Empathy is the most critical ingredient in the learning situation; the focus of instruction and evaluation is to observe and record the development of interdependence and self responsibility which are the qualities of the empathetic learner (Natale, 1972). The observations of an individual's empathetic behaviour are to be conducted in a classroom setting as the learner is engaged in making rules and being one's own instructor among his peers (Gammage, 1991; Bailey et al., 1988). The learner is co-operatively and collaboratively involved with peers and teachers, no longer isolated and powerless (Pinar, 1975). An empathetic learner provides input during the learning process, sensitively cognizant of his own needs and the needs of the group (Stein, 1964). Empathetic learners are involved in the manipulation and structuring of the learning environment, actively involved in the learning society in the classroom and beyond (Harste et al., 1982; Crouse and Davey, 1989); learners are viewed as literate individuals, participating in a larger world (Berko-Gleason, 1985). An empathetic learner perceives learning as a community activity, a sharing of cultures (Wells, 1990; Freire, 1980; 1985); such a learner is involved in guided participation with other learners, in culturally important events and activities (Wells, 1990; Cook-Gumperz, 1986). The empathetic learner aims to make his knowledge his own in a community of those who share his sense of belonging to a culture (Freire, 1980, 1985; Willinsky, 1990).

An early definition of competence is said to have been essentially a definition of empathy (Bartoli, 1986). Bartoli's research found that competence once meant to meet, coincide, and strive together, in a co-operative, collaborative culture (1986). Collaborative learning attempts to emphasize learning processes as the individual learner is engaged in ongoing negotiation and interaction (Forester, 1990); the individual learner is engaged in learning, while understanding the strengths and weaknesses of others and while

determining and establishing agreed upon knowledge with peers and teachers (Power, 1989). Collaborative activities allow learners to mobilize the totality of knowledge which arises from collaborative interaction in a social context (Long and Bulgarella, 1985). Knowledge becomes a social and cognitive construct pursued by the learner empathetically (Bowers, 1974; Long and Bulgarella, 1985; Bartoli, 1986; Hayes and Stahl, 1991; Sweigart, 1991).

The teacher observes and documents the behaviours of the empathic learner: The learner uses cognitive, co-operative, and collaborative skills to value himself (Stein, 1964); the learner engages in critical thinking (Halpern, 1984); the learner identifies the feelings and senses the emotions of others; the learner communicates understanding; the learner solve problems; the learner hypothesizes, analyzes, labels and imagines (Natale, 1972); the learner uses imagination to project into the feelings of others while viewing a problem or a topic from different perspectives (Dalton, 1985).

Generativeness

Students must "be actively engaged-not passively receptive . . . They must be generative in what they do-that is, enactive rather than reactive . . . Learning is an active process; it is generative in nature; it is interactive" (Mickelson, 1989, p. 54); the generative learner is engaged in a constructive, active, generative process. A generative student generates his own output, making use of brainstorming, discussion, conversation, critical thinking, and negotiation techniques, all of which involve the give and take of ideas (Mickelson, 1989). The learner seeks meaning during the ongoing learning process in a search for those solutions and strategies which might expand the generative learner's procedural knowledge base (Power, 1989).

A symbiotic relationship occurs between cognitive and affective ways of learning (Dressel, 1988; Keller, 1987; Long and Bulgarella, 1985; Wilson, 1988; Crouse and

Davey, 1989). Willinsky (1990) and the British Columbia Ministry of Education (1990) appear to support this concept of generativeness: Learners are those who extend and enrich their social, artistic, and aesthetic experiences within the learning environment.

Teachers observe and document the generative learner's behaviours: The learner, when encountering an obstacle, is able to bring to bear independently formulated, creative solutions and products; the learner enjoys the challenge of formulating questions (Wilson, 1988), and developing and arriving at unique task outcomes and solutions; the learner is heuristically involved, seeking cognitive clarity toward mastery and achievement in the performance of reading tasks (Downing, 1984; Mattingly, 1984); the learner is enthusiastically engaged, challenging himself, stretching abilities and limitations within and beyond a wide range of activities; the learner productively and flexibly generates a quantity of relevant responses while feeling challenged to perform in difficult or intricate ways (Dalton, 1985).

Industry

The industrious learner's behaviours may be manifested through a variety of activities which demonstrate a willingness to reflect, or monitor himself, or persevere or remain actively engaged in taking advantage of the opportunities provided by the environment (Anthony et al., 1991). The learner is problem solving, decision making, and using language in its many forms. The teacher observes him involved in social interaction (Anthony et al., 1991). He is motivated; he needs to feel competent, and he aims to sustain a positive self concept and a sense of purpose (Mickelson, 1989).

Although most researchers do not specifically employ the descriptor "industrious", they do appear to consider this characteristic. The learner is mentally active and intrinsically motivated (Long and Bulgarella, 1985; Keller, 1987). The learner is also emotionally motivated (Izard, 1986; Brener, 1986). A learner's interests are activated and

sustained as the learner explores and pursues an issue or subject area (Izard, 1986). The learner is committed to a task, hoping for the successful completion of a task because the outcome is an important element which allows the learner to view himself as successful (Izard, 1986; Heckhausen, 1987; Keller, 1987). The learner is intrinsically motivated and to be outcome and goal directed (Halpern, 1984; Long and Bulgarella, 1985). These descriptions may be applied to the industrious learner.

The teacher observes and documents the behaviours of the industrious learner engaged in the following activities: The learner pursues a task enthusiastically and faithfully to completion; the learner is not easily distracted; the learner is focused; the learner is involved in the task at hand.

Risk Taking

The risk taker calculates the risk and considers the possible benefits of success and the possible outcomes of failure (Anthony et al., 1991).

Teaching and learning may involve an environment, often established by the teacher, in which students are allowed to take risks and expand appropriate knowledge beyond their immediate, familiar experiences (Willinsky, 1990). The learner knows that failure may occur and penalties may result. A risk is taken consciously and not in a foolhardy manner (The Concise Oxford Dictionary, 1982). The risk taker is not overly cautious or overly conservative. Risk taking occurs in Vygotsky's zone of proximal development as the individual learner, as an apprentice, advances from a current level to a potential level of development (Wells, 1990).

A change in pedagogical and evaluative attitudes may be indicated by this characteristic as learners might be seen in a new light. Uncertainty and subsequent problem solving strategies may become an accepted part of learning (Berko-Gleason, 1985; Bryant and Bradley, 1985; Dressel, 1988). The student has goals and criteria in mind. Risk

taking may need to be encouraged, de-emphasizing the concept of accuracy (Smith, 1974). "Concern about error can overshadow everything else" (Calkins, 1986, p.107). Educators may begin to attempt to remove the fear of error as they begin to "respect the intelligence behind errors" (Calkins, 1986, p. 201). Errors and risk taking have been identified as positive, constructive characteristics of the learner. "If we are not afraid of children's errors . . . children will learn quickly (Calkins, 1986, p.43). Failure is an inevitable process but negative criticism need not be (Gammage, 1991). It may be suggested that the individual learner must function, knowing that it is occasionally acceptable to make the right mistake, to fall on one's face and to re-evaluate oneself (Voigt, 1986; Power, 1989).

The teacher observes and documents the risk taker he is engaged in attempting invented spelling (Juel, Griffith, and Gough, 1986), trying to figure out new words, making guesses, experimenting with new types of writing, devising his own projects (Anthony et al., 1991), volunteering for activities, engaging actively in brainstorming activities (Kirby, 1988), thinking critically, and exercising personal initiative. The risk taker predicts, makes choices and guesses, disagrees, questions, finds new meanings, employs novel and clever strategies (Anthony et al., 1991; Bailey et al., 1988) and seeks alternative solutions, tentatively revising existing theories (Dressel, 1988). A risk taker is willing to both express the ideas of others and defend his own ideas and adopt unpopular roles and positions (Anthony et al., 1991). A risk taker has the courage to expose himself to criticism or failure (Dalton, 1985).

Strategicness

The strategic learner is aware of, and influences, the manner in which he interacts with the learning environment. The strategic learner consciously engages in adopting, adapting, developing, and refining methodologies which will facilitate learning and which will expand the boundaries of, and the learning tools accessible to, his learning

environment. The manner in which the learner explores and internalizes the areas of the curriculum may be observed; the strategic learner is observed as he becomes involved in a wide variety of social situations and learning styles (Anthony et al., 1991).

Anthony, et al. (1991) have devised a list of 'strategic processes': reading, writing, speaking, listening, viewing, spelling, risk taking, monitoring, reflection, problem solving, evaluating, decision making, and collaboration. The strategic learner plans, adopts, and adjusts his learning behaviours toward the successful achievement of his individual goals in all curriculum and content areas.

The learner is a "competent individual [who] is in control of his or her mental resources to be deployed in an efficient and strategic manner" (Leong and Randhawa, 1989, p. 1).

Although they do not employ the strategicness descriptor specifically, Crouse and Davey (1989) describe this type of learner as one who is organized and developing intellectually, integrating attitudes, knowledge, and skills in all subject areas. Strategic learners may be those who are able to direct their own progress and use what they have learned to gain control of what they are presently learning. Learning becomes self-regulated as it goes hand in hand with real life purposes (Baghban, 1984). Such learners use initiative, moving from activity to activity with a sense of productive, well-structured purpose (Baghban, 1984; Morrow, 1989).

A learner may be observed adopting and developing strategies. "Strategies are ways to facilitate the acquisition, manipulation, integration, and retrieval of information across situations and settings" (Mulcahy, Peat, Mancini, Andrews, and Marfo, 1989, p. 297). The learner engages in problem solving activities; he begins to cope with events in order "to integrate and to inter-relate stimuli and to extract information" (Mulcahy et al., 1989, p. 297). "The strategies a youngster chooses to use or not use, along with the way he/she applies and evaluates them, could provide information that has direct relevance to

instruction" (Mulcahy et al., 1989, p. 310) and therefore provide information to indicate how the student is becoming an independent problem solver and a successful learner.

The teacher observes and documents the behaviours of the strategic learner. The learner consciously and introspectively considers and chooses the manner in which he will process information: synthesizing, sequencing, analyzing, classifying, defining, linking, and focusing ideas and concepts for a given purpose. The learner gathers concrete and resource materials. The learner plans individual agendas and timetables (Crouse and Davey, 1989; Ministry of Education, 1990); the learner is able to shift categories flexibly; the learner is able to alter and adjust his thinking and his practices as he identifies obstacles to his success during discussion or during project work on a given topic.

Thoughtfulness

The thoughtful learner is "absorbed in thought, motivated, characterized by careful, reasoned thinking" (Brown, 1987, p.49). The thoughtful learner's behaviours are manifested through activities which demonstrate abilities in problem solving, critical thinking and critical judgement (Anthony et al., 1991). Thoughtfulness may be viewed as the prerequisite or the precursor of knowledge: "Knowledge exists in the minds of knowers, and students do not develop or acquire knowledge until they are able to put information into an ordering which has a meaning for them" (Hunt, 1989, p. 276). Wiggins (1989) may be focusing upon the thoughtful learner when he urges educators to "pay more attention to what we mean by the evidence of knowing" (p. 705). He offers the descriptor thoughtful as the evidence of knowing. Wiggins considers the steps towards the acquisition of knowledge:

Mastery . . . involves thoughtful understanding . . . thoughtful understanding implies being able to do something effective, transformative, or novel with a problem or a complex situation . . . [the evidence of knowing] allows us to watch a

student marshal evidence, arrange arguments, and take purposeful action to solve problems (p. 705).

Wiggins cautions: Testing scenarios often hide the evidence of thoughtful understanding. Tests which stress right or wrong do not indicate the thoughtful processes which have been involved. When a student is allowed to express the reasoning behind a response, thoughtfulness or thoughtlessness are revealed and clarified (1989).

The following list of terms details the learner's thought processes and are "critical and essential for any sustained argument and thought" (Olson, 1989, p.11): assert, claim, concede, conclude, confirm, contradict, criticize, declare, define, deny, discover, doubt, hypothesize, imply, predict, infer, interpret, and observe" (Olson, 1989, p. 11). These are the tools for systematic thought; all thought involves inferences, assertions, assumptions and conjectures (Olson, 1989).

Learning may require situations which enable a student to experience varying "points of view, alternate frameworks, [the creation of] conceptual conflicts, [and the construction of] conceptually consistent theories" (Hunt, 1989, pp. 78-79).

To acquire new information, or to retrieve old information, Winne (1989) presents five operations compared to Olson's eighteen. Winne identifies: stimulating, monitoring, assembling, rehearsing, translating. SMART is the acronym for these operations which Winne describes in detail. S - activates the dormant long-term memory. M - includes matching and comparing chunks of information in the working memory. A - utilizes two items of information in the working memory and proceeds to link them. R - serves to insert information into long-term memory. T - codes each chunk of information into another code. SMART, submits Winne (1989), "accounts for the changes in what students know" (p. 95). Winne's acronym, is adopted here to aid in the description of the thoughtful learner and to outline the thought processes which may be employed by the thoughtful learner.

A learner develops the ability to direct thought processes in a thoughtful manner and to interpret and weigh possible interpretations (Donaldson, 1978, pp. 88-89). Thinking and figuring things out are the real keys to learning; it is better than simply remembering facts (Fields, 1989). Thoughtful learners may be viewed as those who manipulate and explore the environment to seek and find explanations for themselves (Morrow 1989; Sweigart, 1991). One may ask: "Can schools as we know them become more thoughtful places and produce students who are themselves more thoughtful" (Brown, 1987, p.50)?

The teacher observes and documents the behaviours of the thoughtful learner: The learner compares, hypothesizes, estimates, infers, observes, inquires, and clarifies; the learner evaluates, imagines, judges, predicts, critiques (Ministry of Education, 1990); the learner explores, monitors, revises, and webs meanings to form coherent interconnections (Crouse and Davey, 1989; Hayes and Stahl, 1991); the learner is able to think critically. He plans, forecasts, communicates, makes decisions, and evaluates (Dalton, 1985).

The penultimate and final descriptors are outcomes of the processes of learning: knowledge and self esteem.

Knowledge

Knowledge may be seen as a body of information which is constructed by the individual learner. Knowledge consists of processes and procedures which are used to make sense and deal with the world. Propositional knowledge gives the learner a perspective; it involves the relationship between two concepts, and uses facts, statements, and assertions which are debatable. Procedural knowledge involves knowing how to apply and use propositional knowledge effectively (Long and Bulgarella, 1985).

Knowledge may imply acceptance, truth, self justification, and a coherence among beliefs on the part of the learner (Lehrer, 1990). Knowledge may be interpreted as

understanding and as a personal response captured in language which demonstrates multiple perspectives (Hayes and Stahl, 1991). The learner negotiates intended meanings (Brener, 1986). Knowledge is a structured mental code, embodying information about the environment (Wozniak, 1986). Knowledge combines epistemology and curiosity as the learner asks questions, seeking information within a social and learning environment (Moch, 1987). The learner is involved in seeing every situation as a unified whole of interacting forces, and in constituting a world of stable entities whose properties can be recognized over time: "Knowing something . . . means perceiving the whole part or the gestalt, and the interrelationship of the individual components within the whole (Dressel, 1988, pp. 567-568). The learner employs the simultaneous, joint application of all knowledge sources. Interactive processes are involved. Schemata, the building blocks of cognition, are utilized. The learner networks the interrelationships between old and new information to find meaning (Rumelhart, 1980; Lesgold and Perfetti, 1979; Juel et al., 1986; Just and Carpenter, 1980; Anderson and Pearson, 1984). Mickelson (1989) adds:

Background experience plays an important role in the construction of meaning. This is because as human beings we learn new things to the extent that we can integrate them into already acquired knowledge . . .

Piaget called the process of integrating new knowledge into old assimilation and accommodation. Only as we are able to assimilate new knowledge into what we already know are we able to accommodate to it and, thereby, really learn it (p. 103).

The development and application of inductive and deductive reasoning skills (Halpern, 1984) are observed and evaluated (Forester and Reinhard, 1990) as individuals learn how to orchestrate knowledge (Bussis and Chittenden, 1987). Leong (1989) proposes that cognition includes "learning, knowing, gaining insight and understanding" (p. 18). Cognitive activities help the learner on the road to knowledge: Educators "help the

child to develop knowledge in symbol systems [and] in reflective areas" (Leong, 1989, p. 28). The child is helped to develop metacognition, which Hunt (1989) has described as a learner's knowledge about his own thought processes.

Knowledge is perceived within a metacognitive framework which enables the learner toward the development and use of higher order thinking processes. The learner becomes objectively aware of his own cognitive processes, and aware and knowledgeable of the strategies and tasks required for learning (Brown, Armbruster, and Baker, 1986).

Knowledge is placed in long-term memory (Hunt, 1989; Rumelhart, 1980; Anderson and Pearson, 1984).

Hunt (1989) presents cognition as a term to embrace "all the various modes of knowing, perceiving, remembering, imagining, conceiving, judging, and reasoning" (p. 73). Cognitive processes are the flow of information, as the learner is involved in higher mental processes which are independent of the need for environmental stimuli; the learner is engaged in concept formation and problem solving activities: Learning is defined as a "change in behaviour which is observable" (p. 78) which involves changes in knowledge structures. Knowledge may be restructured by "Socratic dialogue which allows students to see abnormalities and inconsistencies within their own current schema" (Hunt, 1989, p. 78). "Knowledge is . . . displayed as thoughtful know-how - a blend of good judgement, sound habits, responsiveness to the problem at hand, and control over the appropriate information and context" (Wiggins, 1989, p. 705). Wiggins (1989) urges that we "assess knowledge in terms of its constructive use for further learning" (p. 706). One must consider not only how learners think but what they think about and the knowledge they have about themselves and the world around them (Winne, 1989).

The teacher observes and documents the behaviours of the knowledgeable learner: The learner engages in recall; the learner performs tasks which demonstrate propositional and procedural knowledge; the learner offers evidence in an argument; the learner problem

solves (Bryant and Bradley, 1985; Berko-Gleason, 1985); the learner interprets, infers, brainstorms, forms analogies and metaphors (Halpern, 1984); the learner establishes alternate hypotheses, for example, during decoding and during writing activities using invented spelling (Just and Carpenter, 1980; Juel et al., 1986); the learner engages in constructive self and group criticism and analysis (Anthony et al., 1991; Sweigart, 1991); the learner is able to follow a flow of thought; the learner plays with ideas, wonders and puzzles about an issue; the learner thinks about a variety of applicable ideas and brings structure out of chaos (Dalton, 1985).

Self Esteem

Self esteem may be considered as a fundamental component of the learning process for the successful acquisition of literacy (Hughes, 1990).

The learner who exhibits self esteem is one whose learning behaviours are manifested through activities which demonstrate self confidence and conviction (Anthony et al., 1991).

Learners experience pride of ownership, involvement, engagement in self empowerment and self evaluation (Crouse and Davey, 1989; Kemp, 1991). The learner is self analytical and self critical in and with the world, in and with the learning environment. Freire (1980; 1985) has created the term 'conscientization' to refer to the individual who engages in self analysis and criticism and who becomes objectively and subjectively aware of himself as a participant both productively influencing and being influenced by the learning environment.

The teacher observes and documents behaviours which indicate self esteem in the learner: The learner displays confidence during social interaction, small group work, and individual one-on-one teacher-student interaction; the learner exercises openness and offers opinion; the learner values opportunities for self expression; the learner contributes his personally thought out and personally valued ideas and viewpoints.

A review of the literature reveals that educational leaders, writers, and researchers do address those criteria which are reflected by the Characteristics of a Successful Learner.

Having described and analyzed the Characteristics of a Successful Learner, which may be reflected in the criteria and the expectations employed by teachers in their anecdotal reports, the literature review will now explore the relationship between the criteria found in anecdotal reports and the criteria for learning mandated by boards of education in terms of reflection and congruency.

(b) Reflection and congruency of criteria

Anecdotal reports

Reflection is said to involve reconsideration (The Concise Oxford Dictionary, 1982). Reflection is a mental faculty dealing with products of sensation and perception; congruency indicates agreement and consistency, accordance and suitability (The Concise Oxford Dictionary, 1982). For the purposes of this study, the two elements, reflection and congruency, are interdependently linked.

A current view of education may be that which is summarized by Cook-Gumperz (1986): "Education is to transform human consciousness through the achievement of literacy, schooling, and the social changes that they bring about" (p.16). Cook-Gumperz addresses both the problems of literacy and the evaluation of the individual as a literate individual, as two issues which are part of the wider issues addressing the goals of contemporary education: "In a schooled society, schooling becomes the arbiter of attainment, not just for the period of childhood, but for training and learning throughout any individual's life career" (Cook-Gumperz, 1986, p. 35). In the earlier history of educational development, the purposes and goals and the criteria of nineteenth century society, were opposed and incompatible. They involved either the exclusive and independent development of the literate individual or they involved the development of a mass work force trained exclusively for industrialized employment (Cook-Gumperz, 1986). No grey areas were identified which would enable the learner to engage in and benefit from both educational environments. The learner was placed upon one educational

path for one final purpose. Pedagogy has recently evolved to consider the individual child within an educational system which leads "to the attainment in a society of a suitable place for every individual according to his or her recognized talents" (Cook-Gumperz, 1986, p. 36). Education is becoming individually based as the educational system provides a large number of educational opportunities and potential outcomes for the individual. A degree of educational flexibility has been achieved to the benefit of the individual learner. The pursuits of the individual are open-ended rather than predetermined (Cook-Gumperz, 1986). The philosophy of education and the realistic pursuits of the learner are to be compatible and congruent educational elements within a system, as philosophy and practice reflect each other (Cook-Gumperz, 1986; Freire, 1980).

Every evaluation expresses a way of life; active evaluation might involve both the creation of values and an affirmative destruction of negative values (Bogue, 1984). The content of anecdotal reports might reveal the evolving sensations and perceptions of society as the criteria established by the educational system through board policies and goal directives are identified.

It is considered that "assessment and evaluation are not separate activities - they are inseparable parts of the educational process. Their main purpose is to inform (in the broadest sense) educational practices and decisions . . . Decisions about learning, teaching, assessment, and evaluation must be congruent" (Anthony et al., 1991, p. 2).

If there exists a clear and self evident congruency among goal statements, the establishment of educational criteria, assessment procedures, and reporting practices within an educational region (Anthony et al., 1991), then anecdotal reports might clearly serve to reflect the aspirations of educators as they are detailed in *The Educated Citizen* and operationalized by the *Characteristics of a Successful Learner*. The reflection and congruency of criteria between teachers and educational boards may aid to nurture

productive and constructive teacher assessment and evaluation practices, and establish and guarantee agreement and support at all educational levels.

Characteristics of a Successful Learner

The aims of The Educated Citizen are in agreement and compatible with the Characteristics of a Successful Learner: empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness. These criteria are intended to indicate the status of the individual student becoming a successful and an educated citizen.

A refocusing and redirecting of educational aims and viewpoints:

The important question in an individual's education has shifted entirely.

Instead of asking solely, 'Have you at some time learned this or that?'

specified by the institution as of old, the question which it now seems more profitable to hold before each student is 'What do you know?' - meaning by that 'What knowledge, skills and appreciations from the many sources available to you, have you, by virtue of your own evolving interests and abilities, gathered, organized, and matured within you to the point of affective mastery and use? You are an artist; your materials are all about you; what sort of educated man do you have in mind to seek to become? (Learned, 1935, cited in Rowntree, 1977, pp. 62-63).

Educational boards and policy makers may need to consider for whom evaluation is intended. They may also need to question the purpose of evaluation (Patton, 1981). Accountability must not lead into the pitfall of accountability to the institution rather than to the child; evaluation objectives are to reflect planned or serendipitous student behaviours and performance which cannot always be prescribed or predetermined (Hannigan, 1976). Moreover, the issue of student behaviour and expectation goes beyond that which is prescribed and predetermined. Educational systems and practices are overdetermined (Brown, 1987). The solution to this may require the bureaucratic system to demonstrate an interest in learners as individuals rather than demonstrating an interest in the preservation of preconceived standards (Brown, 1987). One may begin to see the establishment of

educational criteria which encourage the success of learners as individuals (Rowntree, 1977; Anthony et al., 1991). Programs and evaluation may need to be holistic and child-centred: evaluation may need to reflect the idea that teaching develops competence in all areas of learning: Learning and teaching philosophies need to be compatible with evaluation (Anthony et al., 1991).

Program goals, and hence, it may be said, board established criteria, often symbolize the intrinsically and extrinsically valued goals and principles of society (Patton, 1981). Evaluation practices are said to serve as a barometer, revealing the philosophies, goals, and beliefs which guide instruction and learning (Hardy, 1986).

One frequently stated reason to assess and evaluate, as viewed by educational departments, is to maintain standards which are, nonetheless, subject to interpretation and may be based on a wide variety of criteria: content, skills, and attitudes (Rowntree, 1977). Some educators may consider concepts of standards of excellence as unrealistic (Fast, 1976), although others assert that children enjoy competition toward excellence and that one purpose of education is to encourage quality and excellence (Holmes, 1982). Excellence is a level of achievement which challenges the learner, as the requirements for excellence change over time; the pursuit of excellence is said to be an ongoing and continuous process (Hersom, 1986). Educational programs should maintain a vision of excellence although the true achievement of excellence may not be possible; standards of excellence are necessary to discern the discrepancies between existing programs and those which are being designed and implemented by education ministries; boards need programs to promote the values cherished by society (Fast, 1976). Bartoli (1986), Mayer and Brause (1986), and Voigt (1986) advocate a redefinition of evaluation and a restructuring of those definitions of competence and excellence which require comparison.

Schools may function in a meritocratic society and that meritorious behaviour is an intrinsic aspect of the goals, criteria, and aims of education (Holmes, 1982). This belief

may or may not become evident in the analysis of anecdotal reports which detail the behaviours of the learner as becoming an educated citizen and a responsible, contributing member of society. Anecdotal reports may reflect the criteria of the educational system and the criteria established by teachers and they may also indicate evidence of congruency between teacher and board established criteria (Rowntree, 1977).

A mnemonic may illustrate the viewpoint of educators at the board level regarding the evaluation of the individual learner as becoming a successful learner and an educated citizen:

E Evidence +

V Values =

A Action and

L Long-term

U Utilization

A Aimed

T Toward

E Effectiveness (Patton, 1981, p. 184)

The culmination of the mnemonic list, effectiveness, may be interpreted as the ability of an institution, or an educational board, to meet or accomplish program objectives (DeProspero and Liesener, 1975). Effectiveness relates to the means employed by educational boards to accomplish their objectives (DeProspero and Liesener, 1975). One may ask: To what extent are the means, that is, the content of anecdotal reports, compatible and congruent with the objectives outlined at the board level? What qualities and achievements are identified by the educational system? What criteria are required and expected of students by the system, in order for them to succeed (Rowntree, 1977)?

The educational criteria required and expected by the system have changed in the past decades, as the qualities expected by the system have not always been compatible

with, or reflected by, the criteria established within schools themselves. Pressure and influence were applied at the board level; boards promoted philosophies and practices which worked on the principle of supply and demand rather than on philosophies and practices which encouraged educational co-operation and collaboration between boards and schools (Blazek, 1981). Historically, in the United States, the Sputnik period of the nineteen fifties brought a return to an educational focus on academic subjects and subject areas to create linguists and scientists. The educational policy makers of the nineteen seventies wished to establish schools as societal agencies (Blazek, 1981). Into the eighties and nineties there is evidently a need for an educational system and educational board policies and programs which endeavour to embrace all kinds of learners in an expanding technologically, politically, and culturally diverse world (British Columbia Ministry of Education, 1990).

Do anecdotal reports provide evidence of both consistency and congruency between educational goals and the application of those goals as criteria in the classroom? Hersom (1986) has asked:

How do we transfer our sets of goals, our rhetoric, into working definitions which reflect diversity, avoid imbalance, and retain the integrity of our stated aspirations? . . . Our working statements of the goals of education, at whatever level of the educational system we represent, must ring true to the ideals and values of humankind. They must be sufficiently comprehensive to reflect the whole picture . . . (pp.18-19).

Campbell (1989) reduces educational goals and criteria to two elements: cognitive ability, or thinking, and the development of literacy; schools are places which aim to develop thinking, speculation, exploration, inquiry, critical judgement, and discrimination. One goal of education (Mulcahy et al., 1989) is the development of students' cognitive and metacognitive skills in order to enable learners to become independent problem solvers: It

" is increasingly recognized that students need to know how to learn new information and skills, i.e., learning/thinking strategies they will require throughout their lives and not just what to learn" (Mulcahy et al., 1989, p. 287). In order to achieve these goals, there may be a need to sustain a high degree of congruency between the criteria of educational boards and teacher-based criteria.

Having reviewed the relationship between the educational criteria found in anecdotal reports and the criteria for learning mandated by boards of education in terms of reflection and congruency, the literature review will now proceed to explore the developmental continuity of criteria which may be evident in anecdotal reports.

(c) Developmental continuity of criteria

Anecdotal Reports

Continuity is defined as "a state of being continuous; an unbroken succession; [a] logical sequence" (The Concise Oxford Dictionary, 1982, p.204); criteria are those principles or standards by which a thing is judged (The Concise Oxford Dictionary, 1982). This study anticipates that certain principles and standards, the Characteristics of a Successful Learner, may be continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Wiggins (1989) asserts that " the ways in which criteria are set up and used should relate to expected routes of educational development, giving some continuity to a pupil's assessment at different ages; the assessments should relate to progression" (p. 712). Writers of anecdotal reports may therefore recognize the weaknesses of those testing strategies which seek to minimize the influence of prior or background knowledge, focusing instead upon the mastery of skills and the acquisition and retention of teacher-specified content at a specific time and in a specific classroom environment (Bussis and

Chittenden, 1987; Gammage, 1991). Learning is a continuing process; it is culture and value based, not solely skill and instruction based. Learning is strongly influenced by the learner's culture and developing values (Bartoli, 1986; Bussis and Chittenden, 1987). Any assessment system which operates across the board without knowledge of the individual children, may tend to operate exclusively and detrimentally, on a skill model, disregarding the long-term development of the individual (Wilkinson, 1983, cited in Samway, 1987). One purpose of anecdotal reports may be to assess and evaluate the individual learner on continuous, individual, non-graded progress (Wilkinson, 1983; Roller, 1985; Crouse and Davey, 1989; Power, 1989; Ministry of Education, 1990). The student is engaged in lifelong, continuous learning (Ministry of Education, 1990). Furthermore, anecdotal reports might provide a non-secretive, non negative format for the individual's guidance and for continuous individual development (Bailey et al., 1988; Wilson, 1988). All stakeholders may remain aware of, and familiar with, the criteria involved in assessment and evaluation processes. Anecdotal report information may aid the informed learner and the co-operating teacher as they proceed collaboratively; evaluation thereby may become an intrinsic part of the teaching and learning process (Strang, 1970; Forester and Reinhard, 1990; Hayes and Stahl, 1991; Johnson, Johnson, and Holubec, 1990).

Characteristics of a Successful Learner

Concern for individual learners throughout their educational lives may need to be the driving force of evaluation (Patton, 1981). The criteria which exemplify educational concern may need to remain continuously and consistently supportive of the learner.

A policy statement on evaluation was issued by Hardy (1986) for a junior kindergarten to grade thirteen school system: Evaluation should be similarly viewed and similarly implemented at all levels of learning; evaluation's purpose is to measure change,

as education leads to change, to allow for ongoing improvement, and to provide accountability for teachers, students and parents, and other stakeholders: Evaluation is to be considered in the larger context of the world, not by the restriction and application of evaluation by grade levels and limited time frames (Hardy, 1986). Relationships and co-operation are crucial elements of society and these elements are inculcated throughout a learner's continuing development and growth. Hardy's elements, relationships and co-operation, appear to reflect the criteria offered by the Characteristics of a Successful Learner.

The individual learner develops in a world of flux, as a valued individual (Bogue, 1984). Educational criteria may need to reflect, and be compatible with, those criteria evident in written assessments (Anthony et al., 1991). The need to continuously sustain similar criteria throughout the learning years of each individual student is supported:

One obvious purpose is to fit children for the society in which they will grow . . . for such a society, children, and the adults they will become, will need above all to be adaptable and capable of adjusting to their environment. They will need as always to be able to live with their fellows, appreciating and respecting their differences, understanding and sympathizing with their feelings. They will need the power of discrimination and, when necessary, to be able to withstand mass pressures. They will need to be well balanced, with neither emotions nor intellect giving ground to each other. They will need throughout their adult life to be capable of being taught, and of learning the new skills called for by the changing economic scene. They will need to understand that in a democratic society each individual has obligations to the community, as well as rights within it (Plowden Report, 1967, cited in Rowntree, 1977, p. 90).

Rowntree addresses continuity: "The university teacher may gain substantial insights [into assessment and evaluation] from thinking about assessment in the primary school, and so may the primary school teacher from thinking about assessment in higher education" (1977, p. 3); the criteria applied at one educational level are to be the same or similar criteria applied at other educational levels. Educators may need to adopt a philosophy which allows the application of a consistent set of learning criteria to embrace all levels of education and all ages of learners. Evaluation should follow the curricula not determine the curricula; unfortunately, upper level education may often follow strict syllabi instead of providing curricula appropriate to the diverse needs of individual learners (Rowntree, 1977).

Hersom (1986) outlines the factors which are to be assessed and evaluated in the long-term, throughout the learner's school experience. Balanced development, in order to be assessed and evaluated requires:

- (1) educational attainments necessary for being a responsible moral agent, that is, one who participates responsibly in the social morality of our society;
- (2) educational attainments necessary for being a responsible political agent, that is, having the capacity to participate in democratic decision-making processes and practices;
- (3) educational attainments necessary for achieving economic self sufficiency, that is, those associated with competence so that the chances of successful performance in the career each chooses will be within reach; and
- (4) educational attainments that promote intelligent participation in the nurture of families and competence to contribute to the welfare of others in society (pp. 19-20).

The learner, striving to attain competence and self sufficiency within the supportive framework of both the nurturing family and society, is seen as a responsible moral and political agent and as an intelligent participant in the democratic process (Hersom, 1986).

Hersom's views reflect some of the Characteristics of a Successful Learner; Hersom concludes: Being educated implies both worthwhile knowledge and worthwhile modes of conduct, (industry, empathy, and strategicness), concepts which are to be consistently, equally, and continuously pursued as the individual learner proceeds through the educational system, from the primary to intermediate levels and beyond (1986).

Having reviewed the developmental continuity of criteria which may be identified in anecdotal reports, the literature review will now proceed to explore the nature and focus of teacher values which may be evident in anecdotal reports.

(d) Nature and Focus of Teacher Values

Anecdotal Reports

Nature is defined as "a thing's essential qualities" (The Concise Oxford Dictionary, 1982, p.674) and focus is offered as "the principle seat [of activity] . . . the place of origin" (The Concise Oxford Dictionary, 1982, p. 378). Value is defined as "worth, desirability, utility, and the qualities on which these depend" (The Concise Oxford Dictionary, 1982, p.1186). The essential nature and focus of the qualities of worth, desirability, and utility upon which a teacher depends, and which are referred to in this study as the Characteristics of a Successful Learner, are explored through anecdotal reports. The values of teachers may focus upon, and be reflected by, the Characteristics of a Successful Learner or the use of words and phrases which appear to be synonymous to those descriptors. A teacher seeks to discover, observe, and evaluate those qualities which serve to positively and productively prepare the individual learner for a responsible and

contributory role in society (Dalton, 1985; Chittenden and Courtney, 1989). Factors which may influence the nature and focus of teacher values are discussed:

A good deal of the underuse and misuse of assessment information is due to different members of the educational community holding unexamined, conflicting assumptions regarding the nature and purpose of evaluation . . .

Educators bring to their profession a set of beliefs which form the theoretical and philosophical foundations of everything they do in education . . . Theoretical and philosophical foundations do not stand alone however. They are affected by social and political pressures, emerging research, and advances in theory (Anthony et al., 1991, p.16).

Anecdotal reports may need to incorporate many components to encourage the adoption by teachers of supportive, productive, learner-centred evaluative techniques. Assessment may be critically influenced by the values of teachers, and individual student assessment may depend upon situational factors in performance, encompassing a broad, varied sampling of learner abilities, not the isolated evaluation of one or two abilities (Wells, 1986). Teachers may need to consider rates of development (Wells, 1986) if they are to consider students as individually unique, aesthetic, intellectual, energetic, and active learners (Ministry of Education, 1990). It may be beneficial to avoid the setting of specific parameters and teacher-determined values and priorities which aim to exhaustively define the content and rate of growth for the individual learner. It may be impossible to impose exact time frames upon the learner who is developing at an individual pace (Harste et al., 1982; Wells, 1986; Crouse and Davey, 1989).

Evaluation is intended to be multi-faceted, consistent with curricular goals, balanced, comprehensive, qualitative not only quantitative, utilizing collaboration among stakeholders, parents, children, teachers, and administrators, in a non-competitive, helpful, adaptable, learner-centred learning environment (Mickelson, 1990; Church, 1980).

Evaluation practices are said to serve as a barometric indicator of learning (Hardy, 1986). Evaluation is valuable when it serves to address how the learner arrives at a level of performance rather than the evaluation of the arrival itself (Mulcahy et al., 1989). The values of teachers, which may or may not be influenced by society and board policies, similarly serve as a barometer; teachers' values become evident in anecdotal reports and they begin to reveal the nature and focus of philosophies, goals, and beliefs which guide instruction and learning (Hardy, 1986; Willinsky, 1990).

Extrinsic, program-policy mediated values may often influence the teacher; the teacher as evaluator, perceives that established program goals and criteria seem to force the learner to pursue the high attainment of prescribed goals; the learner is not able to pursue the attainment of individual goals and student focused criteria which are identified by the teacher and the individual learner (Patton, 1981). Hannigan insists that competency based evaluations must not submerge personal teacher values (1976).

The expectations of stakeholders other than the teacher are to be considered (Anthony et al., 1991; Gammage, 1991). Such expectations, which are value laden themselves (Freire, 1985; Willinsky, 1990) may possibly and positively limit the predetermined and prescribed focus of observation and evaluation (Bartoli, 1986). Evaluation is viewed as a value laden and dynamic element which may need to be altered as required, both in form and content, in order to link with instruction and to link with individual learning (Mayer and Brause, 1986; Gammage, 1991). Evaluation is recursive and transactional and [it] "changes constantly, depending upon the context of the evaluation, its purposes, and the influences which are brought to bear on the teacher, the school, and the entire educational community" (Anthony et al., 1991, p. 20-21).

Characteristics of a Successful Learner

Value is " a deeply held, fairly stable belief which helps to form the individual's conscience and helps provide justification for individual behaviour" (Holmes, 1982, p. 86). Therefore, a teacher's values may direct the individual teacher's purposes and goals and those same values may serve to validate the focus of content in anecdotal reports. In turn, a teacher's values may be evident in anecdotal reports by the inclusion of the Characteristics of a Successful Learner or synonymous words and phrases.

The purposes of, and the reasons for, evaluation are listed under four headings by the Ontario Institute for Studies in Education. A teacher engages in assessment and evaluation for instructional purposes, as a means of providing incentives for learners, as a means of classifying learners, and for the purposes of certification (Holmes, 1982). These purposes and reasons may need to be balanced and arranged within the framework of an individual teacher's values. A conscientious teacher, following the dictates of regionally and personally established criteria and values and writing anecdotal reports, may need to be aware of Rowntree's comment:

The wise assessor [teacher] will always be skeptical as to how far he can depend on his interpretations of 'raw data' of assessment. How *true* are they? Is he justified in 'making' what he does of the things students can say and do? The further he goes "beyond the information given" the more he risks acting inappropriately towards the students (1977, p. 188).

If the teacher has made the attempt to know and observe the learner in a wide variety of learning environments and during a wide variety of learning activities and situations, the teacher knows the learner as an individual who adapts and adopts learning behaviours and practices in a personal manner as he develops and progresses. Knowing the student, the teacher may formulate hypotheses based on fact and based on suspicion. The teacher becomes a risk taker, assessing and evaluating the learner both through the use

of raw data and through the use of intuitive data gathered in a familiar and intimate learning environment.

To assess is to put a value on something; evaluation is a continuous search for what is valued (Hannigan, 1976; Rowntree, 1977). There exists the constant question of whose values are to be applied in evaluation and making judgements (Patton, 1981). Teachers may need to regularly question why they value the qualities they do (Rowntree, 1977). Such questioning may allow teachers to truly value the learner in terms of the educational experience (Hannigan, 1976). Teachers may need to consider why, what, and how to assess, interpret and therefore evaluate (Rowntree, 1977). Teachers may need to be sensitively aware that the focus and nature of their own values can influence which criteria are employed in the assessment and evaluation process.

Teachers may need to become participants at every stage in making decisions about evaluation, designing evaluation, gathering and interpreting data, and applying findings. Teachers, as influential decision makers, may be involved with other stakeholders, teachers, students, administrators, board members, and the community, in the development of the nature and content of evaluation. Teachers may need to adopt a variety of perspectives and vantage points in order to embrace the intricate behaviours and processes exhibited by the learner (Patton, 1981).

As one who considers the values of teachers during the assessment and evaluation of learners, Rowntree (1977) asks:

Do teachers see education as a preparation for life? Do teachers assess and evaluate to sustain student self respect and optimism? Do teachers view the students as individuals mastering cognitive and affective capacities, making their own meanings and creating new knowledge out of their own ideas and experiences (p. 32)?

Rowntree continues to inquire: Do teachers view assessment and evaluation as intrinsically or extrinsically beneficial and relevant to individual learners or do teachers display a balance or an imbalance in their approaches toward the intrinsic and extrinsic parameters and criteria of assessment and evaluation? Rowntree asks: Is non competitive achievement instilled and assessed in the learner and is the autonomy of individual learners considered, assessed, and evaluated (1977)? Hersom (1986) states: "Persons in our kind of society have the right to autonomy and self determination" (p.19).

Furthermore, there is a tendency among teachers to use stereotypes and norms as guidelines to assessment and evaluation (Smith, 1988); stereotypes and norms are difficult to eradicate as teachers begin to discover how learners differ from stereotypes rather than how learners conform to stereotypes (Bussis and Chittenden, 1987; Smith, 1988; Chittenden and Courtney, 1989). Ideally, as stated earlier, an anecdotal report is a written, summative evaluation of authentic evidence which describes what needs and strengths the individual learner has (Chittenden and Courtney, 1989; Ministry of Education, 1990; Anthony, Johnson, Mickelson, and Preece, 1991). Data is gathered from several sources across curricula (Anthony et al., 1991; Rosen, Flood, and Lapp, 1989; Chittenden and Courtney, 1989; Linek, 1991); the compilation of notes becomes the informed and authentic evaluation of the individual student (Schwartz and Pollishuke, 1990). Notes detail individual program goals, learning experiences and styles, and the growth of the individual learner (Ministry of Education, 1990). Authentic evidence is drawn from a variety of sources: frequently collected and dated work samples, portfolios, writing folders, other student-centred and devised filing systems, centres, in writer's workshops, during peer-student interaction, student-teacher conferencing and conversations, and during student self-assessment activities (Dalton, 1985; Newman, 1985; Schwartz and Pollishuke, 1990; Calkins, 1986; Chittenden and Courtney, 1989; Atwell, 1989; Ministry of Education, 1990; Anthony et al., 1991). From the data accumulated and compiled during

formative assessment, the teacher composes the anecdotal report, which summarizes the accumulated data for the individual student up to a certain point in time. Anecdotal reports detail what teachers determine to be the changing needs of an individual student; teachers may then determine the direction and content of continuing instruction designed for the individual. (Rowntree, 1977). The individual's growing acquisition of knowledge and developing skills are detailed without comparison to other learners.

Furthermore, the rate of learning is not compared but addressed as the teacher describes the individual learner's progress. Rowntree (1977) urges teachers to remove their 'monolithic concepts of slow learners'. It may be beneficial to avoid the setting of specific parameters and teacher-determined values and priorities which aim to exhaustively define the content and rate of growth for the individual learner. It may not be possible to impose stereotypical time frames upon learners who are striving to develop at an individual pace (Harste et al., 1982; Wells, 1986; Crouse and Davey, 1989).

Therefore, the individual learner may benefit from the use of anecdotal reports for the purposes of evaluation; teacher-authored anecdotal reports, based on student-specific detailed notes and observations, may inherently avoid the use of stereotypes and norms as they are applied to classroom populations. Teachers, as they evaluate, may begin to acknowledge, build upon, and value the differences which are found to be evident in learners as individuals (Bussis and Chittenden, 1987; Smith, 1988; Chittenden and Courtney, 1989).

This chapter has reviewed the literature in order to address the purposes of this study: (a) to investigate the criteria and expectations which teachers employ concerning the developmental progress of the individual learner as becoming educated citizens, (b) to determine whether or not the criteria of The Educated Citizen, which have been operationalized by the Characteristics of a Successful Learner descriptors, are reflected in,

and congruent with, the criteria which may be found to be evident in anecdotal reports, (c) to seek evidence for the developmental continuity of criteria from the primary to the intermediate levels, and (d) to determine the nature and focus of the values reflected by teachers in anecdotal reports.

A review of the literature has indicated that student evaluation and therefore, the criteria and expectations employed by teachers, are ideally intended to be detailed and informative while addressing the needs of the individual learner. The Characteristics of a Successful Learner have been either specifically or synonymously endorsed throughout the literature review.

It also became evident in the literature that reflection and congruency are to be encouraged and sustained between those criteria adopted by teachers for the purposes of student evaluation and those criteria established by the educational system through board policies and goal directives.

The literature review also supported the sustained, sequentially unbroken developmental continuity of criteria throughout the educational life of the individual learner.

The literature described the anticipated nature and focus of teacher values which may or may not influence student evaluation. The literature promotes that the nature and focus of teacher values are to compatibly reflect and focus upon those criteria which have been anticipated, adopted, and established by all stakeholders: teachers, students, programs and board policies, and society. These criteria, synthesized by the Characteristics of a Successful Learner descriptors, have been either specifically or synonymously endorsed throughout the literature review.

It has become evident that the literature supports the position of this study: Educators need to address (a) the criteria and expectations of teachers, (b) the reflection and

congruency of criteria, (c) the developmental continuity of criteria, and (d) the nature and focus of teacher values.

A literature search did not provide sufficient material to pursue another area which is germane to this topic. The researcher found scant literature addressing the use and content of anecdotal reports. It is anticipated, however, that the findings of this study may shed some light upon this aspect of the study.

The following chapter will outline the manner in which this study will investigate and determine the existing relationship between the content of anecdotal reports and the criteria offered by the Characteristics of a Successful Learner under the following headings: (a) Criteria and expectations, (b) Reflection and congruency of criteria (c) Developmental continuity of criteria , and (d) Nature and focus of teacher values.

Chapter 3: Methodology

Data was compiled at the primary and the intermediate levels from two sources: independent anecdotal report analysis and collaborative teacher-researcher anecdotal report analysis. The researcher analyzed 140 anecdotal reports independently and the researcher, in collaboration with individual classroom teachers, analyzed 40 additional anecdotal reports at the primary and intermediate grade levels. This involved the total analysis of 180 anecdotal reports. Information was gathered from these two sources in order to investigate and determine the current relationship between anecdotal reports and the criteria detailed by the Characteristics of a Successful Learner.

This chapter will describe the methodologies employed in this study: (a) Independent research, (b) Collaborative analysis, and (c) Data collection and analysis. Then the summary, the limitations and strengths of the study, and an outline of the pilot study will also be offered.

(a) Independent research

Altogether, 140 anecdotal reports were randomly selected from among the first and second term anecdotal reports written during the 1991-1992 school year. Reports were interpreted and analyzed by the researcher. Qualitative interpretation and analysis were balanced with attention given to quantitative tabulations as the researcher investigated (a) Criteria and expectations, (b) Reflection and congruency of criteria, (c) Developmental continuity of criteria, and (d) Nature and focus of teacher values.

The 140 anecdotal reports consisted of an equal number of reports drawn from the primary and intermediate grade levels.

Anecdotal reports were randomly chosen from six schools, including three from Greater Victoria and three from a neighbouring rural school district, to provide input from a

cross section of urban and rural school sample populations. The schools were randomly selected, but for convenience, the researcher contacted schools which included both primary and intermediate classrooms. Because the researcher was unfamiliar with the school districts of Vancouver Island, she investigated the list of British Columbia Schools contained in Public and Independent Schools Book: A Complete Listing of Schools and Principals as of September 30, 1991.

The researcher first made phone calls to schools in the Greater Victoria school district as these would provide closer and more immediate access. Schools were selected randomly from the District 61 list of schools on page 39 of the resource book. The researcher "sweetened the pot", as one principal called it, by offering to do class presentations on native cultures in exchange for both access to anecdotal reports and for the names of teachers who might be willing to participate in the study. Principals and teachers were open, helpful, and receptive. One school, when the researcher arrived, had prepared a personalized package which included a timetable for the day's visit, a map of the school, a list of the teachers, their locations, and their teaching responsibilities, and a summary section which outlined school policies and philosophies.

The same procedure was adopted and the same co-operative results were experienced when the researcher contacted a neighbouring rural school district.

Although this study was originally designed to include senior schools, all contacts made at the high school level proved unsuccessful, despite "the sweetened pot". Senior school principals and teachers felt that their reporting systems would not satisfy the needs of this study because anecdotal reports are not commonly in use at the senior level. Senior school teachers and administrators also expressed the concern that interviews and collaborative report analysis would be limited and unproductive. They reasoned that senior school teachers are primarily responsible for instruction, assessment, and evaluation in only one subject area rather than in a classroom of students in which all subject areas are

integrated; senior student assessment and evaluation do not involve a cross section of subjects, skills, attitudes, instructional practices, and learning styles. Senior teachers and administrators felt that the needs of this study would not be met at the senior level.

In each school, the researcher requested access to the total compilation of anecdotal reports which are kept on file and which might be made available from the first two terms of the school year. Accessed reports were alphabetically stacked from a number of classrooms at each level in a given school. From these stacks the researcher, not knowing the children, selected every third report in the stack until the required seventy reports were amassed at the primary level and the required seventy reports were amassed at the intermediate level from a number of urban and rural schools. Such a gathering strategy was intended to ensure that reports were selected anonymously and without bias. The procedures for independent anecdotal report analysis are given here in detail.

Two analytical procedures for the 140 randomly selected anecdotal reports were used at each level to collect and record information: Identification and categorization of criteria and Notation and tabulation on anecdotal tracking charts.

Identification and categorization of criteria

The researcher was allowed access to xeroxed copies of anecdotal reports from which all identifying marks, student names, dates, school names, and so forth, had been erased or concealed by teachers or administrators. On each report, the researcher identified and categorized every idea unit using brackets () and capital letters. Idea units included the eight specific Characteristics of a Successful Learner descriptors, words and phrases which synonymously reflected the Characteristics, and words and phrases which referred to skills. To illustrate the analytical process, a sample anecdotal report has been duplicated here. A fictional name has replaced the original. Brackets () serve to indicate all of the identified idea units.

Jim is an (energetic) and (co-operative) student. Jim is a (strong), (independent) learner who (begins work promptly), and (produces work of a high calibre). Jim is (very proficient in creative writing) and Jim (publishes using the computer for final copies). (All of Jim's assignments were completed on time) but Jim's (spelling quiz scores dipped). This was due to the difficult vocabulary of our current novel.

Jim (works well in groups) and Jim (grasps new ideas quickly). His (written summary research report was excellent). Jim (offered a great deal of information) which he has (transformed into working knowledge). His (partnered science project was equally well done) as Jim (made decisions and learned important research skills). Jim is (enthusiastic), (willingly presenting and teaching information to his classmates). Jim (eagerly pursues areas of interest). He is (a joy to teach).

This term Jim's (science project and Jim's creative artwork were noteworthy). Next term it is hoped that he will (give continued attention to spelling) and (writing for an audience in paragraph form).

During the first stage of independent analysis, all notations, as indicated below, were placed upon the anecdotal report page beside each idea unit. Idea units were identified as referring to criteria and/or skills. The researcher made every effort to understand and interpret each teacher's meanings and intentions, while attempting to remain consistent in the strategies employed to identify and categorize each idea unit as criteria and/or skill related. The researcher is aware that the process of identifying and categorizing idea units was facilitated for her by her earlier intensive study of the literature; the literature study enabled her to become well informed and familiar with the wide range and variety of terms, concepts, and language which were found to reflect the criteria of the Educated Citizen and the Characteristics of a Successful Learner; however, the researcher acknowledges that the

meanings and intentions of the author of any anecdotal report are not easily revealed; the researcher recognizes that it was necessary for her to rely on her own objective and subjective interpretations. The researcher further acknowledges that her interpretations may not always be the meanings and interpretations intended by the author. The researcher is aware that:

one never *knows* what other people mean by what they say or write. One can only make an informed guess, taking into account all the cues that are available: from the communication context, from one's own relevant experience, and from the actual linguistic signal . . . the possibility of misunderstanding is both substantial and ever-present (Wells, 1986, p. 217).

Capital letters, shown here, were used to symbolize each criterion and skill as they were identified and noted on the page. The total number of capital letters would be tabulated at a later date:

E = empathy	I = industry
G = generativeness	K = knowledge
RT = risk taking	SE = self esteem
S = strategicness	T = thoughtfulness
M = mathematics	R = reading
W = writing	L = listening
SPK = speaking	PE = physical education
CRE = creativity (artistic pursuits, band, choir, drama)	
SC / SS = science / social studies	
O = 'other' (computer, safety patrol club, French class).	

Below are given the identified and labelled idea units taken from the sample anecdotal report quoted earlier. Capital letters were written frequently and repeatedly on the

anecdotal report page as idea units, criteria, and skills were identified. The bracketed words and phrases, in the sample anecdotal report above, indicate individual idea units.

It is important to note that individual idea units have often been labelled as referring to more than one criterion and/or skill simultaneously, remembering that "[one] can only make an informed guess, taking into account all the cues that are available" (Wells, 1986, p. 217). For example, as shown below, the single idea unit, (produces work of a high calibre), has been identified as referring to two criteria, T K: thoughtfulness (T) and knowledge (K); the single idea unit, (very proficient in creative writing), has been identified as referring to three criteria and/or skills, K T W: knowledge (K), thoughtfulness (T), and writing (W); and the single idea unit, (written summary research report was excellent), has been identified as referring to four criteria and/or skills, I K W SC/SS: industry (I), knowledge (K), writing (W), and social studies and science (SC/SS) and so on. Every idea unit which was identified and categorized in the sample anecdotal report is listed here:

I (energetic)

E (co-operative)

E SE (strong)

E SE I (independent)

I S (begins work promptly)

T K (produces work of a high calibre)

K T W (very proficient in creative writing)

S K W O (publishes using the computer for final copies)

I S W (All of ___'s assignments were completed on time)

K I W (spelling quiz scores dipped)

I E (works well in groups)

T K (grasps new ideas quickly)

I K W SC/SS (written summary research report was excellent)

I T K S W SC/SS (offered a great deal of information)

T K SC/SS (information . . . has transformed into working knowledge)

E I T K SC/SS (partnered science project was equally well done)

T K RT SC/SS W (made decisions and learned important research skills)

I E (enthusiastic)

RT I SPK R (willingly presenting and teaching information to classmates)

I (eagerly pursues areas of interest)

G I SC/SS CRE (science project and creative artwork were noteworthy)

K I W (will give continued attention to spelling)

K I W (will give continued attention to writing for an audience in paragraph form)

Notation and tabulation

When all idea units had been identified and noted on each anecdotal report page, numerical text tabulations were calculated. Independent researcher tracking chart analysis involved tabulating and recording (a) the total number of idea units, (b) the total number of idea units which specifically used the Characteristics of a Successful Learner descriptors, (c) the total number of idea units which were identified as referring to the Characteristics of a Successful Learner descriptors using synonymous words and phrases, and (d) the total number of idea units which were identified as referring to skills.

Using the sample anecdotal report provided above, the notations and tabulations were calculated as follows: (a) the total number of idea units: 23, (b) the total number of idea units which specifically used the Characteristics of a Successful Learner descriptors: 0. If a specific criteria descriptor was found in an anecdotal report it was recorded using the appropriate capital letter notation accompanied by an asterisk, in order to distinguish specifically identified criteria from synonymously identified criteria. For example, E*

would indicate that the empathy descriptor was found verbatim in the report. G* would indicate that the generativeness descriptor was found verbatim in the report, and so forth. In the sample report, no specific Characteristics of a Successful Learner descriptors were identified.

Empathy = 0	Generativeness = 0
Industry = 0	Knowledge = 0
Risk Taking = 0	Self Esteem = 0
Strategicness = 0	Thoughtfulness = 0

(c) the total number of idea units which were identified as referring to the Characteristics of a Successful Learner using synonymous words and phrases:

Empathy = 7	Generativeness = 1
Industry = 16	Knowledge = 11
Risk Taking = 2	Self Esteem = 2
Strategicness = 4	Thoughtfulness = 7

(d) the total number of idea units which were identified as referring to skill and content descriptors:

Mathematics = 0	Reading = 1
Writing = 8	Listening = 0
Speaking = 1	Creativity = 1
Physical Education = 0	'Other' = 0
Social Studies/Science = 6	

Anecdotal tracking charts were employed to organize, record, numerically tabulate, and analyze the information gathered from anecdotal reports. Four tracking charts were used:

- Anecdotal report text tabulation
- Anecdotal report analysis: Characteristics

Anecdotal report analysis of the synonyms for the Characteristics descriptors

Anecdotal report skill/content analysis

Art, drama, and choir, and so on, were tabulated under the 'creativity' heading.

Safety patrol club, French club, and computer club, and so on, were tabulated under the 'other' heading.

(b) Collaborative analysis

The second source for data collection involved collaborative teacher-researcher anecdotal report analysis; the researcher, in collaboration with individual teachers, attempted to determine the criteria and expectations of teachers, the reflection and congruency of criteria, and the nature and focus of teacher values. The developmental continuity of criteria was not considered during this stage. Developmental continuity would only become evident using all of the data gathered from the 140 independently analyzed and the 40 collaboratively analyzed anecdotal reports at both the primary and intermediate levels.

Two analytical procedures were used for the 40 anecdotal reports at each level to collect and record information: Semi-structured interview and discussion and Notation and tabulation.

Semi-structured interview and discussion

This new collection of 40 anecdotal reports was not chosen using the selection procedures which were used during independent analysis because the teacher, as author, was easily able to recognize the student in question, as each anecdotal report was analyzed. Each teacher was asked to xerox and provide ten anecdotal reports. In order to maintain confidentiality and anonymity, participating teachers did remove names and all identifying data from each report prior to the researcher's arrival.

Interview sessions involved four volunteering teachers. Two were chosen from each area of the primary and intermediate grades in Greater Victoria, and in a neighbouring rural school district. As in the independent research, collaborative teacher-researcher investigation focused upon qualitative interpretation and analysis, balanced with attention given to numerical, quantitative tabulations. Discussions and semi-structured interviews were used to explore three of the areas of concern: the criteria and expectations employed by teachers, the reflection and congruency of criteria, and the nature and focus of teacher values.

Each teacher was provided with a xeroxed sheet which contained a copy of The Educated Citizen and detailed outlines and definitions of the Characteristics of a Successful Learner from the researcher's perspective. Tracking charts, prepared for final tabulation purposes, were reviewed to provide both the structure and the focus for collaborative analysis; their subheadings indicated the areas of concern and the criteria and skills to be considered. All of the written material was discussed and clarified to the mutual satisfaction of the teacher and the researcher before each session began in order to allow each teacher to voice individual opinions.

Semi-structured interviews are considered an appropriate tool for this type of investigation; such interviews are both flexible and dynamic, combining the elements of objectivity and depth (Borg and Gall, 1989). Such an interview technique is called for in situations where the types of information sought may be difficult to express (Borg and Gall, 1989). In these interviews the researcher wished to gather qualitative and quantitative data which required the teacher and the researcher to involve themselves in the subjective analysis and discussion of teacher-authored anecdotal reports. A relaxed and pleasant rapport was established and maintained to allow informative and productive sessions to continue. Interviews took place in a variety of locations and at a variety of times: classrooms, staffrooms, at teachers' homes, on front lawns, in principals' offices, before

school, after school, in the evenings, and during lunch hours. The researcher was willing to proceed wherever and whenever each teacher felt comfortable. Interview questions and topic starters were intended to ensure effective communication between the researcher and the teacher (Borg and Gall, 1989). Interviews remained flexible and semi-structured to allow teachers to offer personal information and insights into their attitudes and beliefs. Openness added to the validity of each interview (Sax, 1979). A general list of questions was available for discussion with each teacher; however, depending on individual circumstances and personalities, questions were added or deleted. Some questions included the following: How long have you been teaching? How many schools have you taught in? What age and grade levels do you like best? Tell me about how you have set up your classroom. What do you like about your job? How do you know when a student is 'doing well'? How do you help a student who is not 'succeeding' in your classroom. What do you expect your students to learn in your classroom? What criteria for learning do you establish? How does learning in your classroom relate to a student's previous or future educational experience? How are your students made aware of the criteria and expectations established in your classroom? How do you feel about the evaluating and reporting systems that are used in this school? What are your opinions regarding the use of anecdotal reports? Is the use of anecdotal reports compatible with your personal style of student evaluation? How do you gather a formative assessment of each child? What are the strengths and weaknesses of anecdotal reports? Do you get help and support from colleagues and administrators? Are you, or have you been, involved in program or curriculum development? Are you familiar with The Educated Citizen Document? Do you feel that you have input or influence in the development of educational programs and curricula? What do you value as a teacher? Can we discuss and clarify the Characteristics of a Successful Learner to our mutual satisfaction?

The researcher believed that semi-structured interviews yielded valuable and important information and insights into the current attitudes and practices of classroom teachers who are daily involved in the changing views and methods of evaluation.

Semi-structured interview information and data were written in point form by the researcher with teacher input as discussion continued. The researcher felt that tape recording was impersonal and clinical (Borg and Gall, 1989). Note taking allowed relaxed breathing spaces to occur as necessary as collaborative, positive, and pleasant discussions continued.

The recorded information and data were reviewed and edited by the researcher and teacher collaboratively during discussion; information was added or deleted as both participants deemed necessary.

The revised information was transcribed by the researcher into prose from point form following the session.

At a later date, within three weeks, the revised information was resubmitted to the teacher in prose form for further collaborative revision, editing, additions, and deletions, in order to ensure that each transcription was an accurate replication of the interview.

All information was transcribed and summarized under the areas of concern: the criteria and expectations of teachers, the reflection and congruency of criteria, and the nature and focus of teacher values. A final copy of all information is to be resubmitted to each participating teacher if requested.

Notation and tabulation

During discussion, anecdotal reports were analyzed. The appropriate and agreed upon information was recorded onto xeroxed anecdotal reports using the same identification and notation procedures as those which were adopted for independent researcher analysis.

To ensure that each teacher's volunteered time was well spent in discussion and investigation, the researcher transferred and tabulated the findings recorded on the xeroxed anecdotal reports onto the four teacher tracking charts at a later date. Teacher tracking charts were employed by the researcher to organize, record, numerically tabulate, and analyze the information and content gathered collaboratively with teachers from anecdotal reports. Teacher tracking charts are identical in format to the independent analysis tracking charts except that their headings note that these charts are to provide findings from collaborative, rather than from independent, investigation. Teacher tracking chart titles are: Teacher Interview Text Tabulation, Teacher Interview Analysis: Characteristics, Teacher Interview Analysis of the Synonyms for the Characteristics Descriptors, and Teacher Interview Skill Content Analysis.

(c) Data collection and analysis

The researcher compiled and combined the data from the 140 independently analyzed anecdotal reports and the 40 teacher-researcher analyzed anecdotal reports. Total findings gathered on independent and collaborative teacher tracking charts were numerically tabulated and recorded in summative chart form. The summative chart titles were: Primary Idea Unit Tabulation, Primary Characteristics, Primary Characteristics Synonyms, Primary Anecdotal Record Skill/Content Analysis, Intermediate Idea Unit Tabulation, Intermediate Characteristics, Intermediate Characteristics Synonyms, and Intermediate Anecdotal Record Skill/Content Analysis.

Data noted on the eight charts were entered into the EXCEL computer program. Operations were performed by computer to calculate totals, averages, and the frequency of occurrence of specific, synonymous and skill content idea units in primary and intermediate anecdotal reports.

Patterns were sought using the summative forms, to establish conclusions and implications regarding anecdotal reporting evaluation as it is currently being implemented. From the combined data, the researcher attempted to draw significant conclusions addressing this study's four areas of concern.

Summary

Using the content of anecdotal reports at the primary and intermediate grade levels, the researcher identified and categorized idea units which reflected and indicated patterns regarding the criteria and expectations of teachers, the reflection and congruency of criteria, the developmental continuity of criteria, and the nature and focus of teacher values. Conclusions were drawn as the researcher acquired an overall view of the similarities and discrepancies which became evident between the Characteristics of a Successful Learner and the criteria which were identified during independent and collaborative analysis.

Findings provided evidence to indicate to what extent the Characteristics of a Successful Learner were the focal content of anecdotal reports.

Findings indicated whether or not teachers' criteria and expectations were compatible with, or reflective of, the Characteristics of a Successful Learner.

Findings indicated whether or not the criteria found in anecdotal reports were reflected of and congruent with board established criteria.

Findings indicated to what extent the developmental continuity of criteria exists as the learner is assessed and evaluated from the primary to the completion of intermediate grade levels.

Findings revealed the nature and focus of teacher values.

Findings revealed how teachers' values influence assessment and evaluation and how teachers' values do or do not reflect the criteria generated at the board level.

Findings have allowed the researcher to submit implications and suggestions regarding the implementation of anecdotal reporting techniques as they are currently used in classrooms.

Limitations and strengths of the study

This study gathered information from a sample selection of one hundred and eighty anecdotal reports randomly chosen from six schools in Greater Victoria and in a neighbouring rural school district. These reports provided input from a limited cross section of urban and rural school sample populations. A greater number of reports and a wider selection of schools would have been preferred, but time and travel limitations did not permit more extensive research among a wider range of school districts.

A total of ninety reports were drawn each from the primary and the intermediate grade levels and semi-structured interviews were conducted with two volunteering primary and two volunteering intermediate teachers chosen from among these schools. A greater number of reports and a broader selection of volunteering teachers would have been preferred, but time and travel limitations were restrictive and in the last three hectic months of the school year, it was not feasible to expect teachers to be readily available.

Generalizations were drawn from these limited information sources.

In-depth, semi-structured interviews were conducted with two volunteering primary and two volunteering intermediate teachers; the researcher and each teacher collaboratively discussed and interpreted the author's meanings and intentions in forty anecdotal reports; however, the meanings and intentions of authors were not as easily apparent in the one hundred and forty independently analyzed anecdotal reports. The researcher recognizes that it was necessary for her to rely on her own objective and subjective interpretations in order to independently analyze anecdotal reports. The researcher acknowledges that, occasionally, her interpretations may not have been the meanings and interpretations intended by the author. A greater number of interviews,

involving collaborative researcher-teacher discussion, would have been preferred, but again, time and travel limitations did not permit more extensive research and data collection using this procedure in the study.

The identification and categorization of idea units was facilitated for the researcher by her extensive investigation of the Characteristics of a Successful Learner during her review of the literature. The researcher became familiar with the wide range of synonymous terms which were found to reflect the Characteristics of a Successful Learner criteria. Teachers involved in the collaborative analysis phase of this study were asked to interpret the content of anecdotal reports without the benefit of the knowledge gained by the researcher during her literature review. Consequently, teachers and the researcher were not always in agreement during the identification and categorization of idea units. When disagreement occurred, discussion was required to allow each teacher and the researcher to arrive at final decisions; this often required compromises and concessions to be made by all participants.

To a degree, the findings of this study are biased; all of the principals and teachers in participating schools who volunteered their time were enthusiastic supporters and users of anecdotal reports. These schools provided the researcher with access to anecdotal reports, enthusiastic discussion sessions, and extensive data, all of which strongly comply with and validate the ideal description of the anecdotal report offered in chapter two. Participants strongly corroborated and supported the philosophy, assessment, and evaluative practices promoted in this study. Willing volunteers were not readily available in those schools whose anecdotal reporting philosophies and implementation strategies are still at the formative stages; in these schools there appeared to be a lack of professional confidence.

The information gathered during the analysis of anecdotal reports and the findings of this study are considered to be reliable; internal consistency was sustained by the

adoption and use of the Characteristics of a Successful Learner descriptors which remained the focal point of the investigation; the consistency of categorization was thereby maintained as volunteering teachers and the researcher sought synonymous words and phrases which reflected the specific eight Characteristics of a Successful Learner. Anecdotal report analysis was not carried out based upon chance and the unguided search and identification of criteria. Validity was sustained by the use of a predetermined set of criteria. The criteria represented by the Characteristics of a Successful Learner are highly reliable and relevant to the area of investigation, having been developed and validated by the earlier research of a team of University of Victoria scholars (Johnson, 1992).

To the best of her ability, the researcher believes that she was successful in establishing a co-operative rapport between herself and volunteering teachers. Every attempt was made to encourage openness and spontaneity as discussion developed. Openness adds to the validity of the interview process (Sax, 1979).

The researcher was generously granted access to anecdotal reports in equal numbers in both urban and rural schools.

Gender balance was maintained among the volunteering teachers, who also represented a satisfactory range of teaching experience. Teaching experience ranged from five to twenty years.

One hundred and eighty randomly selected anecdotal reports were analyzed. The reports, taken from six schools, were drawn from kindergarten, grade one and two, grade three and four, and grade seven and eight classrooms. Students' ages ranged from five to thirteen years. This amount of data provided a credible overview of the content and nature of anecdotal reports at the primary and intermediate levels.

Pilot study

A pilot study was conducted as a preliminary trial of the measurement and interview techniques which were subsequently implemented in this research.

The researcher independently analyzed twenty anecdotal reports using the recording and tabulating methods described above.

The researcher engaged a teacher volunteer to test the semi-structured interview and collaborative anecdotal analysis processes described earlier.

The pilot study provided supportive and positive feedback. Over a three session time frame, interview procedures and notation and tracking methods proved viable; the procedures adopted were seen to be neither threatening nor overly taxing to the volunteer.

Based on the methods implemented in the pilot study, the researcher was able to draw tentative implications and conclusions in order to determine whether or not this study's planned procedures would actually produce the required data (Borg and Gall, 1989).

From the outset, the teacher volunteer appeared to be receptive to all phases of the pilot study. She was an enthusiastic and thoughtful participant during the interview; she was also familiar with The Educated Citizen document. The volunteering teacher adapted easily to the Characteristics of a Successful Learner descriptors; she appeared to be comfortable negotiating her interpretations of the Characteristics with the definitions provided and written from the researcher's perspective. The volunteering teacher tackled the task of finding evidence of the Characteristics of a Successful Learner descriptors in her anecdotal reports with professional interest and a sense of commitment.

The researcher and the volunteer teacher were able to draw conclusions from the acquired data concerning this study's areas of concern: criteria and expectations, reflection and congruency, and the nature and focus of teacher values. The pilot study's analysis of

twenty anecdotal reports determined the validity of this study's investigation of the Characteristics of a Successful Learner criteria in anecdotal reports.

Chapter four will detail this study's findings. Findings revealed the existing relationship between the content of anecdotal reports and the criteria offered by the Characteristics of a Successful Learner and The Educated Citizen under the following headings: (a) Criteria and expectations, (b) Reflection and congruency of criteria, (c) Developmental continuity of criteria, and (d) Nature and focus of teacher values.

Chapter 4: Data Analysis and Results

Having described the methodology employed to gather data from independently and collaboratively analyzed anecdotal reports, patterns have been identified in the criteria adopted for use in anecdotal reports at the primary and intermediate levels. The specific Characteristics of a Successful Learner, which reflect The Educated Citizen document, those criteria which were judged by teachers to be synonymous to the Characteristics of Successful Learner, and skill-based criteria were tabulated. The data were compared and contrasted. The researcher acquired an overall view of the similarities and discrepancies which became evident between the Characteristics of a Successful Learner and those criteria which were identified through the independent and collaborative analysis of primary and intermediate anecdotal reports.

This study's findings will be discussed under the following headings: (a) criteria and expectations, (b) reflection and congruency of criteria, (c) developmental continuity of criteria, and (d) nature and focus of teacher values.

Lists of idea units were compiled during this study. Findings reported under each heading are based on the identified, categorized, and tabulated compilations of idea units which will be provided throughout this chapter (see Appendices B and C for complete proofs).

(a) Criteria and expectations

The researcher gathered evidence to determine the criteria used and the expectations assumed by teachers for the evaluation of individual students as becoming educated citizens.

Findings indicated to what extent the criteria and expectations employed by teachers were compatible with, or reflective of, The Educated Citizen document and therefore, to

what extent the Characteristics of Successful Learner, or equivalent synonyms, were the focal content of anecdotal reports.

During semi-structured interviews and discussions, teachers clearly indicated that they are aware and cautious of the intentions of evaluation which influence and affect the performance and behaviours of individual learners. The four teachers admitted that their own predetermined attitudes and expectations influence the content of anecdotal reports to a large degree. Teachers stated that their own assumptions and expectations occasionally, but unavoidably, inhibit some students who choose to demonstrate those qualities they sense to be anticipated by the teacher rather than by those serendipitous qualities which may indicate individual growth.

This study did not expect to find evidence of the specific Characteristics of a Successful Learner descriptors either in primary or intermediate anecdotal reports. The eight descriptors were established by the research of a team of University of Victoria scholars; the descriptors do reflect the criteria of the Educated Citizen document but they have not been specifically adopted or mandated by the British Columbia Ministry of Education. As shown in Table 1, the specific Characteristics of a Successful Learner were not widely used. Primary anecdotal reports did contain a larger number of the specific Characteristics of a Successful Learner descriptors overall, although the occurrence of the specific Characteristics of a Successful Learner remained comparatively small at both the primary and intermediate level. The quantity of data from this source is considered to be insufficient and it will not be used to influence the findings, implications, conclusions, or recommendations of this study. The findings, nonetheless, are provided here. Primary teachers focused upon knowledge as the most important criterion; the least emphasis was placed upon industry. Intermediate teachers commented most frequently upon thoughtfulness and as their primary colleagues, they commented most infrequently upon industry (see Table 1).

Table 1

The Number of Specific Characteristics of a Successful Learner Found in 90 Primary and 90 Intermediate Anecdotal Reports

	Primary	Intermediate
Overall Totals	64	40
Average number per report	.71	.44
	Total Primary	Total Intermediate
Thoughtfulness	8	13
Industry	1	0
Generativeness	1	5
Empathy	4	2
Risk Taking	8	2
Strategicness	16	5
Knowledge	24	12
Self Esteem	2	1

Note. n = Specific Characteristics of a Successful Learner identified

Although the Characteristics of a Successful Learner were not found to be frequently employed by primary or intermediate teachers, these criteria did become evident and were frequently applied in the form of synonymous idea units. Synonymous idea units were considered by teachers and the researcher to be compatible with, and to reflect, those criteria outlined by the Characteristics of a Successful Learner, as shown in Table 2. Compared to the low tabulation outcomes of specific Characteristics of a Successful Learner descriptors, the tabulations of synonymous descriptors indicated that criteria expressed in these terms constituted the main content of anecdotal reports. The number of synonymous criteria found in both primary and intermediate reports supports this statement (see Table 2).

Table 2

The Number of Synonymous Idea Units in 90 primary and 90 Intermediate Anecdotal Reports That Were Judged to Reflect the Characteristics of Successful Learner Descriptors

	Primary	Intermediate
Overall total number	3,121	4,350
Average number per report	34.6	48.3
	Total number in Primary	Total number in Intermediate
Thoughtfulness	418	408
Industry	714	1,215
Generativeness	171	136
Empathy	535	654
Risk Taking	221	285
Strategicness	271	589
Knowledge	537	801
Self Esteem	254	262

Note. n = Synonymous idea units identified

Primary teachers most frequently addressed industry and knowledge in synonymous terms but synonyms of generativeness were most infrequently evident.

Intermediate teachers also commented most frequently upon the synonyms of industry and knowledge. They placed, as did their primary teaching colleagues, little attention upon synonymous idea units that addressed generativeness (see Table 2).

During discussion sessions, all four teachers claimed that, as individual teachers, they are able to influence assessment and evaluation processes based upon their personal ideas and philosophies. The four teachers unanimously stated that their personal ideas and philosophies are made evident by the mere adoption of the anecdotal report format and also by the content and focus of their anecdotal reports. The four teachers also agreed that standards, judgements, and expectations are subject to change, but teachers are able to determine the direction and influence the qualities and degrees of success of their individual students. This is evident in the range and variety of synonymous descriptors that were identified in the content of anecdotal reports (see Table 2); tabulations reveal the quality and direction of teachers' criteria and expectations that have been adopted to influence the qualities of success of individual students.

In addition to those criteria outlined by the specific Characteristics of a Successful Learner and those Characteristics detailed in synonymous terms, anecdotal reports were found to include nine skill-based criteria: mathematics, reading, writing, listening, speaking, creativity, physical education, social studies and science, and 'other' as shown in Table 3.

In the application of skill-based criteria, primary teachers most frequently addressed writing and reading. Listening was rarely addressed and only the skill category called 'other' was more infrequently commented upon. Primary teachers explained why 'other' was not evident in primary reports. They offered that primary teaching styles may tend to integrate aspects of the 'other' category which includes safety, French, computer use, and

so on, into daily learning activities. The four teachers believed that intermediate teachers may interpret 'other' as referring to extra-curricular activities which occur outside of the normal routines of the intermediate classroom. Intermediate reports therefore contain idea units which specifically address 'other'.

Intermediate teachers also addressed the skill of writing most frequently and they placed the least emphasis upon 'other' and the skill of listening (see Table 3).

Table 3

The Number of Skill-Based Criteria Found in 90 Primary and 90 Intermediate Anecdotal Reports

	Number in Primary	Number in Intermediate
Total number of skill based criteria identified	1,830	2,176
Average number of skill based criteria identified per report	20.3	24.1
	Total number in Primary	Total number in Intermediate
Mathematics	287	345
Reading	363	304
Writing	415	446
Listening	60	58
Speaking	128	178
Creativity	252	179
Physical Education	147	169
Social Studies/Science	144	359
'Other'	34	138

Note. n = Skill-based idea units identified

The average number of skills in each report was found to be less than the average number of synonymous criteria found in either primary or intermediate reports, as shown in Table 3.

When the numbers of specific Characteristics of a Successful Learner criteria, synonymous criteria, and skill-based criteria were compared, patterns were revealed, as shown in Table 4.

The number of skill-based criteria remained lower than the number of synonymous criteria in both primary and intermediate anecdotal reports (see Table 4).

It also became apparent that skills were more frequently evident and specifically addressed in intermediate reports than in primary anecdotal reports, as shown in Table 4.

Table 4

A Comparison Summary of the Total Number of All Criteria Found in 90 Primary and 90 Intermediate Anecdotal Reports

Total number of Characteristics			Total number of Synonymous Criteria		Total number of Specific Skill/Content Criteria		
	P	I	P	I		P	I
T	8	13	418	408	M	287	345
I	1	0	714	1,215	RDG	363	304
G	1	5	171	136	WR	415	446
E	4	2	535	654	LST	60	58
R	8	2	221	285	SPK	128	178
S	16	5	271	589	CRE	252	179
K	24	12	537	801	PE	147	169
SE	2	0	254	262	SS/SC	144	359
					O	34	138

Note. P= primary I = Intermediate. The letter headings T, I, G, E, R, S, K, and SE refer to Thoughtfulness, Industry, Generativeness, Empathy, Risk Taking, Strategicness, Knowledge, and Self Esteem respectively. The letter headings M, RDG, WR, LST, SPK, CRE, PE, SS/SC, and O refer to the skills mathematics, reading, writing, listening, creativity, physical education, social studies/science, and 'other' (drama, music, extra-curricular clubs etc.) respectively.

n = criteria identified

The four teachers agreed that becoming an educated person and a successful learner involves more than the establishment and expectation of skill-based criteria. When tabulations were completed and compared, it became evident that a wide range of criteria are incorporated into the evaluation process: thoughtfulness, industry, empathy, and knowledge were frequently addressed, as shown in Table 4. Teachers unanimously stated that they view evaluation as more than simply a record or an itemized list of the acquisition of skills (Forester and Reinhard, 1990). Teachers preferred, overall, to employ synonymous descriptors which, they agreed, have been found to reflect The Educated Citizen document and therefore the Characteristics of a Successful Learner, as shown in Table 4.

Teachers agreed that most idea units were positive, constructive, and individually student directed.

The four participating teachers expected to focus upon the individual learner and the individual learner's strengths and weaknesses. No teacher expressed an interest in comparing one student to another as an evaluation strategy. Teachers did not find evidence to indicate that students were assessed or evaluated in relation to one another. None of the 180 reports were found to contain any words or phrases which compared one student to another. Research indicated that individual learners were assessed on individual and independent merit. Numerical scores and percentages were seldom evident at the intermediate level and they were never evident in the primary anecdotal reports which were analyzed in this study.

No report contained words or phrases which made reference to competition as an integrated part of the learning process, nor did any report comment upon, support, or encourage, competition among students for the achievement of higher grades. The four teachers agreed that anecdotal reports eliminate the need and the tendency to compare one individual to another. Teachers stated that their expectations focus upon each individual

learner, documenting what the individual student can do rather than solely what the teacher has prescribed for the learner to do.

Idea units provided evidence to indicate that negative comparisons are not made, competition is not encouraged, numerical evaluation, percentage, and grade scores are infrequently used, and the weaknesses of the learner are not stressed.

The overall tone of anecdotal reports remained positive; idea units focused upon the needs of the individual student, individual progress and merit, and the abilities and strengths of the learner.

Idea units indicated that the criteria and expectations of primary and intermediate teachers reflect, in synonymous terms, those criteria contained within The Educated Citizen and therefore, the Characteristics of a Successful Learner. Idea units, which were identified during this study, are provided here under the headings determined by the Characteristics of a Successful Learner descriptors.

Empathy

Primary anecdotal reports: a delight; a leader; a learner who is able to give in gracefully; a learner who is able to resolve classroom social problems; able to use appropriate language; acts responsibly. Intermediate anecdotal reports: an active and positive individual; behaves appropriately; listens attentively; is aware of the natural consequences that will affect the quality of life; cheerful; co-operative with teachers and peers; concerned and willing to assist when a friend is having difficulty.

Generativeness

Primary anecdotal reports: able to create a story; able to make plans and suggest alternative solutions; able to add his own personal and special touches to work; considers things from a slightly different angle than other children. Intermediate reports: an affinity for movement in activities in P.E.; shows creativity and wit in discussion; clever;

colourful; imaginative; composes elaborate interesting sentences; has intriguing, unique, novel, and intuitive ideas to add in discussion.

Industry

Primary anecdotal reports: an absorbed student; a focused worker; puts a lot of effort into his work; stays at a task; concentrates; works independently; is an active participant. Intermediate anecdotal reports: is active; approaches all assignments with care and diligence; assumes responsibility; stays committed to his school work; concentrates; is determined.

Knowledge

Primary anecdotal reports: is able to express ideas in writing; able to spell some common words correctly; is able to absorb a great deal of material; accurately recognizes what letters are missing in a word; is able, after guidance and practice, to do 2 digit addition independently; is beginning to understand; is bright; builds on skills in reading and writing; demonstrates speed and accuracy; is able to describe a concept. Intermediate anecdotal reports: is absorbed and retains the information covered; is capable; has excellent comprehension skills; has fast and accurate recall; has mastered skills; is quick to grasp and retain new skills; is able to relate new knowledge to prior knowledge.

Risk Taking

Primary anecdotal reports: allows his writing to be used as a model for others; becomes more independent in class; challenges himself; contributes to class discussions; expands his writing ideas; expands on wonderful ideas; explores a variety of gym equipment; guesses; has the confidence to tackle new material; is learning how to take the first step out of familiar territory himself. Intermediate anecdotal reports: assumes greater responsibility to make sure work is complete rather than relying on teachers and parents; challenges himself; enjoys discussion; sets personal goals.

Self Esteem

Primary anecdotal reports: adds personal and special touches to his work; is often admired by students for her writing; is at ease no matter what the activity; challenges herself; is cheerful and good natured; is comfortable with class programs; is eager to participate in classroom activities; is first to volunteer to help another student; is friendly; happy; has the confidence to tackle anything. Intermediate anecdotal reports: assumes greater responsibility; is enjoyed by classmates; displays a positive attitude; works confidently; participates in class and extra-curricular activities; shows pride in his accomplishments; recognizes his own social strengths and weaknesses; wishes to do well.

Strategicness

Primary anecdotal reports: is able to solve math problems if he uses concrete materials and manipulatives; is able to adapt to routines and work; is beginning to integrate and use the things he has learned; checks with the teacher often; organizes writing to express what she knows; develops strategies to become an independent reader; figures out unknown words by the rest of the sentence and by what makes sense; files and organizes materials; finds and organizes information; finds the strategies to handle difficult situations. Intermediate anecdotal reports: accomplishes work in an efficient and effective manner; adheres to time lines; assumes responsibility by listening carefully to directions; sets up assignments as requested; continues to become more responsible for monitoring work habits; familiarizes herself with the task; presents ideas in a well presented and logical fashion; appears to be well prepared for class.

Thoughtfulness

Primary anecdotal reports: acts out a lively version of a well known story; adapts to routines; approximates standard spelling; is attentive to the way in which language is written; catches on to repeated language patterns; has a clear and exact sense of what she wants to say; contributes to class discussions and shares ideas; corrects himself; describes

concepts; exhibits leadership when planning and producing plays; explores a wide variety of reading material; expresses himself verbally and in writing; expresses knowledge through writing, plays, and creative projects. Intermediate anecdotal reports: is an active participant in discussion; is alert; answers questions with comprehensive answers; is able to compare and contrast; compiles and organizes research information; develops good creative and critical thinking skills; discusses issues; edits and proofreads; thinks logically; hypothesizes ideas; infers and predicts easily; has interesting opinions and ideas to share.

Conclusions

The researcher was able to determine the criteria used and the expectations assumed by teachers for the evaluation of individual students as becoming educated citizens.

The Characteristics of Successful Learner remained the focus of this study. All of the criteria and expectations which were identified and employed by teachers using synonymous terms, were found to be compatible with, and reflective of, The Educated Citizen document and therefore, the Characteristics of Successful Learner.

The specific Characteristics of a Successful Learner were not widely used and were not expected to be evident although primary anecdotal reports did contain a larger number of the specific descriptors than did intermediate reports.

The tabulations of the specific Characteristics of a Successful Learner indicated that primary teachers stressed knowledge while placing little emphasis on industry. Intermediate teachers stressed thoughtfulness and also placed the least emphasis on industry. These outcomes do not influence the overall findings of this study.

The findings of this study were determined through the identification and tabulation of synonymous idea units which were seen to reflect the Characteristics of a Successful Learner and The Educated Citizen.

The content of anecdotal reports in the form of synonymous words and phrases indicated that primary teachers stressed industry and knowledge and placed little emphasis upon generativeness; intermediate teachers stressed industry and also placed little emphasis upon generativeness.

Synonymous idea units indicated that primary and intermediate teachers most frequently addressed the skill of writing and they most infrequently addressed the skill of listening.

The frequency and number of skill-based criteria remained lower than the frequency and number of synonymous criteria in both primary and intermediate anecdotal reports, although intermediate reports were found to contain more references to skill based criteria.

All of the criteria adopted for the purposes of this study, that is to say, the Characteristics of a Successful Learner specifically and synonymously and skill-based criteria, were evident in both primary and intermediate anecdotal reports.

Both primary and intermediate anecdotal reports focused upon the individual learner. Anecdotal reports were not written to compare one learner to another, although there was some use of percentage and grade scores at the intermediate level.

Overall, anecdotal reports stressed the strengths rather than the weaknesses of the individual learner. The criteria and expectations employed by teachers were found to be directed toward individual student progress and success.

Having discussed the criteria and expectations of teachers as they became evident in primary and intermediate anecdotal reports, this chapter will now proceed to discuss the findings of this study concerning the reflection and congruency of criteria between The Educated Citizen and teacher-authored anecdotal reports.

(b) Reflection and congruency of criteria

The researcher was able to determine that the criteria of The Educated Citizen, and therefore, the Characteristics of a Successful Learner descriptors, were reflected in anecdotal reports; and the researcher was able to determine that congruency did exist between the implicit criteria used by teachers in their anecdotal reports and those explicit criteria detailed in The Educated Citizen.

In order to determine the reflection and congruency of criteria in teacher-authored anecdotal reports, each volunteering teacher was provided with a copy of The Educated Citizen document. Each teacher was also provided with a detailed outline of the definitions of the Characteristics of a Successful Learner which had been written by the researcher. The focus and direction of anecdotal report analysis was predetermined by the initial introduction of the Characteristics of a Successful Learner descriptors and their definitions but The Educated Citizen and the Characteristics of a Successful Learner descriptors were discussed, redefined, and clarified to the mutual satisfaction of each teacher before anecdotal report analysis was allowed to proceed. The researcher and each teacher then discussed, analyzed, and interpreted the content of selected anecdotal reports and the teacher's intended meanings. Discussion, interpretation, and analysis facilitated the process during which teachers were asked to determine to what extent the criteria of The Educated Citizen, and therefore, the Characteristics of a Successful Learner descriptors, were reflected either specifically or synonymously in teacher-authored anecdotal reports.

When the researcher pursued her own independent analysis, she relied on her own objective, and often subjective, interpretations and inferences.

Final tabulations allowed the researcher to determine to what extent reflection and congruency were found to exist between those criteria implemented by teachers and those criteria detailed in The Educated Citizen.

The four participating teachers agreed that teachers themselves need to know the relationship between classroom practices and school district assessment policies. Although all four teachers stated that they were familiar with The Educated Citizen document, each teacher claimed to be more informed concerning its contents following collaborative discussion and clarification.

Teachers agreed that one important goal of education is to assist the learner toward finding a suitable place in society according to his recognized talents. This goal is addressed in The Educated Citizen which states that schools are to develop "educated citizens who accept the tolerant and multi-faceted nature of Canadian society and who are motivated to participate actively in our democratic institutions" (Ministry of Education, 1990, p. 10).

Teachers stated, and the content of anecdotal reports revealed, that teachers, consciously or unconsciously, do attempt to incorporate the criteria detailed in The Educated Citizen; teachers acknowledged that the criteria of The Educated Citizen and teacher initiated criteria do reflect and support the realistic learning pursuits and needs of the learner.

When the criteria detailed in The Educated Citizen were identified and categorized collaboratively and independently, it was established that the criteria of The Educated Citizen are reflected of, and congruent with, those criteria identified and employed by teachers in the contents of their anecdotal reports (see Table 5).

Teachers agreed that standards do remain subject to interpretation as they are constantly redefined and restructured and as they are based upon a wide variety of criteria which include content, skills, attitudes, and behaviours . The wide variety of synonymous idea units revealed that the criteria and expectations of teachers do reflect the goals and criteria detailed in The Educated Citizen (see Table 5). As shown in Table 5, the overlapping of criteria occurred as many of the Characteristics of a Successful Learner

descriptors were linked to more than one Educated Citizen criterion. The individuality of teachers necessitated a degree of flexibility and freedom during the analysis and identification of criteria. Both the researcher and participating teachers agreed that it was not possible to establish one single definition for each criterion; flexibility was required to satisfy the interpretive needs of all participants.

For the purposes of clarification, each Characteristic of a Successful Learner descriptor has been listed here beside its corresponding phrases or idea units as they were identified in The Educated Citizen; during collaborative discussion and analysis, these phrases were found to reflect each other. Overlapping and repetition among criteria are evident.

Thoughtfulness: well-educated people who have the ability to think clearly and critically, who are thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;

Industry: citizens who participate actively, who are self-motivated, who are productive, who strive;

Generativeness: educated people who adapt to change, who are creative, who are flexible;

Empathy: educated citizens who accept the tolerant and multi-faceted nature of Canadian society, who are co-operative, principled, and respectful of others regardless of differences, who are aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world;

Risk Taking: citizens who are capable of making independent decisions, who are prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world;

Strategicness: well-educated people who have the ability to think clearly and critically and to adapt to change, who are creative, flexible;

Knowledge: well-educated people who have the ability to think clearly and critically , who can communicate information from a broad knowledge base, who are skilled and who can contribute to society generally, including the world of work;

Self Esteem: citizens who are self-motivated and who have a positive self image, who can gain satisfaction through achievement and who strive for physical well-being (Ministry of Education, 1990).

Reflection and congruency of criteria are evident when the criteria detailed in The Educated Citizen are paired with the total number of specific and synonymous criteria which are seen to reflect those criteria, as shown in Table 5.

Table 5

The Reflection and Congruency of Criteria Between the Criteria of The Educated Citizen and the Synonymous Criteria Identified in 90 Primary and 90 Intermediate Anecdotal Reports.

Criteria identified in Educated Citizen	Characteristics of a Successful Learner Referent	Total Number of The Specific and Synonymous Criteria Found
thoughtful etc.	thoughtfulness	847
productive, motivated, etc.	industry	1,929
creative, flexible, etc..	generativeness	313
tolerant, co-operative, etc.	empathy	1,195
making independent decisions, etc.	risk taking	516
think clearly, critically, adapt etc.	strategicness	881
broad knowledge base, etc.	knowledge	1,374
positive self image, etc.	self esteem	518

Note. n = isolated criteria identified

As shown in Table 5, the criteria detailed in The Educated Citizen are clearly reflected in anecdotal reports. There is tabulated evidence to indicate that reflection and congruency exist. All eight of the Characteristics of a Successful Learner descriptors have been isolated and identified in synonymous terms in The Educated Citizen. All of the Characteristics of a Successful Learner descriptors have been employed in synonymous terms in teacher-authored anecdotal reports.

Although The Educated Citizen does not prioritize criteria, the final tabulations indicate that teachers do place greater emphasis upon certain criteria. Knowledge and industry appear to be those criteria which are deemed to be most important to the development of educated citizens. Generativeness and risk taking appear to be those criteria which are considered to be of least importance to the development of educated citizens (see Table 5).

The reflection and congruency became evident between program based criteria at the board level and the criteria found within teachers' anecdotal reports. Teachers and the researcher determined that the criteria found in anecdotal reports do reflect The Educated Citizen (see Table 6).

The average occurrence of synonymous criteria in each report exceeded the average number of idea units which were tabulated in each report (see Table 6). As stated previously, teachers and the researcher often identified and linked one idea unit to more than one criterion. For example, it was found that eagerness was identified and applied to industry, empathy and to self esteem. Problem solving was also linked and applied to many criteria: thoughtfulness, knowledge, and strategicness. Listening skills were identified under a number of criteria: generativeness, industry, and empathy. Knowledge was identified under a number of criteria: generativeness, knowledge, risk taking, and thoughtfulness.

Reflection and congruency are also apparent when skill-based criteria are considered, as shown in Table 6. The researcher and collaborating teachers investigated and found references to skill-based criteria in *The Educated Citizen*; investigation revealed that the skills of reading, writing, listening, speaking, social studies and science, creativity, physical education and 'other' were identified in the following phrases and idea units:

Writing, listening and speaking: who can communicate information from a broad knowledge base;

Social studies and science: citizens who accept the tolerant and multi-faceted nature of Canadian society and who are motivated to participate in our democratic institutions; who can contribute to society generally;

Creativity: creative;

Physical education: who strive for physical well-being;

Other (drama, music, extra-curricular clubs etc.): a participating member of society; citizens who accept the tolerant and multi-faceted nature of Canadian society and who are motivated to participate in our democratic institutions; who can contribute to society generally (British Columbia Ministry of Education, 1990).

Although *The Educated Citizen* does not prioritize criteria, the final tabulations of skill-based criteria indicate that teachers do place greater emphasis upon certain skills.

Table 6

Summary of the Content of 90 Primary and 90 Intermediate Anecdotal Reports

Total number of Idea Units		Total number of specific CSL.		Total number of Synonymous Criteria		Total number of Skill	
P	I	P	I	P	I	P	I
2317	2977	64	40	3,121	4,350	1,830	2,176
Ave. number of Idea Units		Ave. number of specific CSL.		Ave. number of Synonymous Criteria		Ave. number of Skill	
P	I	P	I	P	I	P	I
25.74	33.07	.71	.44	34.6	48.3	20.3	24.1

Note. P = primary; I = intermediate; CSL. = Characteristics of a Successful Learner;

Ave. = average number of occurrences per report.

n = criteria identified in anecdotal reports

The four teachers felt that educational boards exert some pressure to ensure that established and preconceived educational standards are upheld. Teachers felt that educational boards require teachers to meet and accomplish prescribed program objectives. Teachers explained that they seek workable compromises which allow them to sustain holistic and child-centred evaluation practices. They stated that compromise is best achieved by the use and content of anecdotal reports that are able to succinctly reflect the balance between program based criteria and the criteria which are developed by classroom teachers. The findings indicate that teachers do achieve a balance between program based criteria and the criteria which are developed by classroom teachers (see Table 6).

The concept of standards of excellence was not usually evident in anecdotal reports in a competitive sense, although comments concerning competitiveness did appear; the encouragement of quality was evident as was the encouragement of personal excellence. Idea units which were found to support the goal of excellence are provided here under the headings determined by the Characteristics of a Successful Learner.

Empathy: performed excellent role plays; excellent behaviour; excellent role model.

Knowledge: continues to excel at math and is ahead of his peers; excellent background knowledge; excellent vocabulary; excellent understanding of what he reads; writing progress is excellent; comprehension skills are excellent.

Industry: makes excellent use of time; has set high standards for himself and meets an excellent level.

Strategicness: makes excellent use of time; excellent effort to prepare for novel study; word attack skills are excellent.

Generativeness: determined to produce excellent results.

All teachers expressed the view that anecdotal reports are written to encourage the learner to direct himself towards his personal best. This aim is reflected in The Educated Citizen which states that education aims to assist individuals in the development of human

potential and to develop individuals who can gain satisfaction through achievement (Ministry of Education, 1990).

Conclusions

Reflection and congruency were apparent between the criteria detailed in The Educated Citizen and the criteria identified in teacher-authored anecdotal reports.

Philosophy and practice do reflect each other.

Teachers need to know the relationship between classroom practices and school district assessment policies.

Teachers stated that one goal of education is to assist the learner toward finding a suitable place in society. This view is reflected in and congruent with the goal as it is addressed in The Educated Citizen.

Teachers stated that they do attempt to incorporate the criteria dictated by The Educated Citizen. Teachers recognize that the criteria of The Educated Citizen and teacher initiated criteria do reflect and support the realistic learning pursuits and needs of the learner.

Teachers maintained that standards do remain subject to interpretation as they are constantly redefined and restructured and as they are based upon a variety of criteria which include attitudes, behaviours, content, and skills.

Although The Educated Citizen does not prioritize criteria, evidence indicated that teachers do place greater emphasis upon certain criteria.

The concept of standards of excellence was not usually evident in anecdotal reports although quality and personal excellence are encouraged in anecdotal reports and in The Educated Citizen .

Having discussed the reflection and congruency of criteria which were found to exist between The Educated Citizen and teacher-authored anecdotal reports, this chapter will now proceed to outline this study's findings concerning the developmental continuity of criteria which became evident between primary and intermediate anecdotal reports.

(c) Developmental continuity of criteria

The researcher found evidence of the developmental continuity of criteria within anecdotal reports from the primary to the intermediate grade levels. Given that the primary and intermediate programs are based on The Educated Citizen, it is reasonable to believe that anecdotal reports at each level will be reflective of The Educated Citizen and therefore developmental continuity will be sustained between primary and intermediate anecdotal reports.

When the total tabulations of the Characteristics of a Successful Learner descriptors, the synonymous criteria which reflect those descriptors, and skill-based criteria were summatively combined (see Table 7), it became evident that the developmental continuity of criteria does exist between primary and intermediate anecdotal reports. Research determined that certain criteria contained within The Educated Citizen and operationalized by the Characteristics of a Successful Learner, were found to be continuously sustained and sequentially unbroken, that is sustained to the same degree, from the primary to the intermediate grade levels; other criteria were found to be sustained, but not to the same degree. However, anecdotal reports revealed that the Characteristics of a Successful Learner are sustained throughout the educational life of the individual learner from the primary to the completion of the intermediate grade levels.

Criteria are provided here, accompanied by a brief list of idea units which were linked to each criterion. Thoughtfulness, generativeness, risk taking, and self esteem were

found to be continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Thoughtfulness

Teachers continued to observe and evaluate the development of those learning behaviours which involve hypothesizing, estimating, inferring, (Ministry of Education, 1990), critical thinking, planning, forecasting, communication, decision making, and evaluation.

Primary teachers stressed thoughtfulness: attentive to the way in which language is written; clear and exact sense of what she wants to say; discusses characters, setting, problems and solutions; expresses knowledge through writing, plays and creative projects; makes plans; notices small details and incorporates them into her creations; problem solves; pursues complex undertakings.

Intermediate teachers continued to stress thoughtfulness: active participant in class discussions; alert student; answers questions with comprehensive answers; compares and contrasts well in social studies activities; compiles and organizes research information; developing good creative and critical thinking skills; infers and predicts easily.

Generativeness

From the primary to the intermediate grade levels, teachers continued to observe and evaluate the development of those learning behaviours which involve brainstorming, discussion, conversation, critical thinking, and negotiation techniques. Teachers continued to observe and evaluate those behaviours which involve facing the challenges of learning, exercising control and exploring alternatives to arrive at chosen solutions, thinking critically and problem solving in an aesthetic mode.

Primary teachers stressed generativeness: able to create a story; able to make plans and suggest alternative solutions; adds his own personal and special touches to work; considers things from a slightly different angle than other children; created a lengthy

mathematical colour pattern; creates story problems to grasp addition and subtraction concepts.

Intermediate teachers continued to address generativeness: affinity for movement activities in P.E.; art projects show creativity and wit; colourful imagination; composes elaborate interesting sentences; drawings show excellent proportion, attention to detail, colour, and organization; has intriguing and intuitive ideas to add in discussion.

Risk Taking

Risk taking was found to continue as an important criterion from the primary to the intermediate grade levels. Teachers continued to observe and evaluate the development of those learning behaviours which involve making guesses and experimenting, volunteering for activities, engaging actively in brainstorming activities, finding new meanings and employing novel and clever strategies.

Primary teachers stressed risk taking in these terms: allows his writing to be used as a model for others; although she struggled with the difficult vocabulary, she narrated the class play; becoming more independent in class; beginning to use letter sound knowledge in journal writing; challenges himself; contributes to class discussions.

Intermediate teachers continued to focus upon risk taking: assumes greater responsibility to make sure work is complete rather than relying on teachers and parents; challenged herself to follow through and organize notes she is proud of; chooses books at a higher level than his age group; explores different novels; involved in several outstanding role play situations

Self Esteem

Self esteem was found to continue as an important criterion from the primary to the intermediate grade levels. Teachers continued to observe and evaluate the development of those learning behaviours which indicate self confidence and conviction, pride of

ownership, involvement in self empowerment and self evaluation, and subjective and objective self awareness.

Primary teachers addressed self esteem: adds personal and special touches to his work; admired by students for her writing; at ease no matter what the activity; cheerful good nature; comfortable with our class programs; enjoys his turn at leading group reading; first to volunteer to help another student.

Intermediate teachers continued to address self esteem: assuming greater responsibility; classmates enjoy hearing his stories; continues to display a positive attitude towards math; continues to work confidently; displayed a positive attitude and effort this term; involved in the upcoming musical; pleased with himself in math division work progress.

Although the developmental continuity of all criteria was found to be evident in anecdotal reports, the degree of developmental continuity was found to vary (see Table 7).

The following criteria are continuously sustained but they do not remain sequentially unbroken from the primary to the intermediate grade levels. Unlike the four criteria previously discussed, these criteria have been found to vary, and increase, in the degree of continuity sustained from the primary to the intermediate grade levels: industry, empathy, strategicness, and knowledge (see Table 7). Those criteria which were found to both vary and increase in the degree of developmental continuity from the primary to the intermediate grade levels, are provided here. Each criterion is accompanied by a brief list of idea units which were linked to that criterion.

Industry

Teachers at the primary level did not place as much importance or stress upon the criterion of industry as did their intermediate teaching colleagues. Intermediate teachers placed much greater emphasis upon the observation and evaluation of those learning behaviours which involve a willingness to reflect, self monitor, and persevere and remain

actively engaged in the opportunities provided by the environment . Primary teachers did not expect to observe and evaluate, to the same degree, those learning behaviours which indicate motivation or a sense of purpose.

Primary teachers addressed industry: focused worker; puts a lot of effort into his work; stays at a task; concentrates; works independently; determined; eager to learn; energetic and active; prolific writer; self directed learner; undertakes tasks seriously; works industriously to complete assignments to the best of his ability.

Intermediate teachers placed greater emphasis upon industry: always tries her best in math class; an active term; assumes responsibility by listening carefully to directions and setting up assignments; able to locate research material; avid reader; committed to his school work; completes assignments capably and thoroughly; concentrates on tasks; continues to stick to the task at hand.

Empathy

Teachers at the primary level addressed empathy but did not place as much importance or stress upon the criterion of empathy as did their intermediate teaching colleagues. Intermediate teachers placed more emphasis upon the observation and evaluation of those learning behaviours which indicate that the learner is co-operatively and collaboratively involved, sensitively cognizant of the needs of himself and the needs of the group, and the learner is engaged in learning while understanding the strengths and weaknesses of others and while determining and establishing agreed upon knowledge with peers and teachers.

Primary teachers addressed empathy: a delight; a leader; a pleasure; able to give in gracefully; able to resolve classroom social problems; cheerful; caring about others; considerate; confident; co-operative; an excellent role model; good natured; responds without anger or violence; shows sensitivity and concern for classmates.

Intermediate teachers placed greater importance upon empathy: active and positive; appropriate behaviour; aware of natural consequences that will affect the quality of life; concerned when a friend is having difficulty and is willing to assist; demonstrates respect for others and their point of view; eager to help around the room; easy going; excellent, dependable classroom monitor; good sportsmanship displayed in Phys. Ed.; responds sensitively to the feelings and ideas of others.

Strategicness

Teachers at the primary level did not place as much importance upon the criterion of strategicness as did their intermediate teaching colleagues. Intermediate teachers placed greater emphasis upon the observation and evaluation of those learning behaviours which indicate that the learner is synthesizing, analyzing, sequencing, classifying, defining, linking, focusing ideas, and concepts, gathering concrete and resource materials, and planning individual agendas and timetables.

Primary teachers addressed strategicness: able to solve math problems if he uses concrete materials and manipulatives; adapting to morning routines and work; beginning to integrate and use the things he has learned; discovered an important graphing rule on her own; files and organizes materials; generalizes spelling rules; he takes his time, thinks carefully, writes neatly, and rechecks his work.

Intermediate teachers placed greater importance upon strategicness: accomplishes work in an efficient and effective manner; adheres to time lines; editing and proofreading skills are highly developed; remembers sequential steps in computer lab work; familiarizes herself with the task; ideas are well presented in a logical fashion; identifies and sets a purpose for reading; obtains information, locates information, and draws conclusions.

Knowledge

Teachers at the primary level did not place as much importance or stress upon the criterion of knowledge as did their intermediate teaching colleagues. Intermediate teachers

placed greater emphasis upon the observation and evaluation of those learning behaviours which indicate that the learner is gaining insight, understanding, and developing sensory discrimination, engaging in recall, offering evidence in an argument, problem solving, and interpreting, inferring, brainstorming, and forming analogies and metaphors.

Primary teachers addressed knowledge: able to express ideas in writing; able to spell some common words correctly; can discuss characters, setting, problems and solutions; describes a concept; gets information from a book and write down facts; has a good background knowledge to draw upon for projects and creative ideas; offers predictions about probable endings or solutions to stories.

Intermediate teachers stressed knowledge to a greater degree: absorbed and retained the information covered; comprehension skills are excellent; demonstrates an understanding of multiplication and division; increased speed and accuracy in the number of questions she can answer in five minutes; mastered all mathematical skills and concepts taught; provides supporting detail for written comments in novel study; thorough understanding of material covered in social studies unit;.

The researcher determined the degree of developmental continuity between primary and intermediate reports by arbitrarily using the numerical difference, as shown in Table 7, between the total tabulations of primary and intermediate idea units as being greater than or less than one hundred ($>100<$). If the numerical difference between the total tabulations of primary and intermediate idea units was less than one hundred (<100), the criterion was determined to be continuously sustained and sequentially unbroken from the primary to the intermediate grade level. If the numerical difference between the total tabulations of primary and intermediate idea units was greater than one hundred (>100), the criterion was determined to be continuously sustained but not sequentially unbroken, that is to say, not stressed to the same degree at the primary to the intermediate grade levels. This study found that some criteria are continuously sustained and unbroken from the primary to the

intermediate grade level; however the degree of continuity was found to vary between certain criteria.

Table 7

Combined Total Tabulations of Criteria Whose Numerical Differences Indicate the Degree of Developmental Continuity of Criteria Between 90 Primary and 90 Intermediate Anecdotal Reports

	Primary	Intermediate	Numerical Difference
T	426	421	<100
I	715	1,215	>100
G	172	141	<100
E	539	656	>100
R	229	287	<100
S	287	594	>100
K	561	813	>100
SE	256	262	<100
M	287	345	<100
RDG	363	304	<100
WR	415	446	<100
LST	60	58	<100
SPK	128	178	<100
CRE	252	179	<100
PE	147	169	<100
SS/SC	144	359	>100
O	34	138	>100

Note. < 100 indicates sustained and unbroken developmental continuity. > 100 indicates sustained but broken developmental continuity. The letter headings T, I, G, E, R, S, K, and SE refer to Thoughtfulness, Industry, Generativeness, Empathy, Risk Taking, Strateginess, Knowledge, and Self Esteem respectively. The letter headings M, RDG, WR, LST, SPK, CRE, PE, SS/SC, and O refer to the skills mathematics, reading, writing, listening, creativity, physical education, social studies/science, and 'other' (extra-curricular clubs etc.) respectively. n = isolated criteria identified

Teachers and the researcher also identified skill-based criteria: mathematics, reading, writing, listening, speaking, creativity, physical education, social studies and science, and 'other' (extra-curricular clubs etc.). Although specific skill-based criteria are not detailed in *The Educated Citizen*, that document does promote "the development of educated citizens who are . . . skilled and who can contribute to society generally, including the world of work". When the tabulations of skill-based criteria were completed (see Table 7), it became evident that certain skill-based criteria are sustained and remain sequentially unbroken from the primary to the intermediate grade levels. Developmental continuity is evident. It was also found that, although developmental continuity is sustained, the degree of continuity varies in some skill-based criteria; some skill-based criteria do not remain sequentially unbroken (see Table 7).

Each skill-based criterion is accompanied here by a list of idea units which were linked to that criterion.

Mathematics, reading, writing, listening, speaking, creativity, and physical education were found to be continuously sustained and sequentially unbroken from the primary to the intermediate grade levels (see Table 7).

Mathematics

Primary teachers stressed mathematical skill: created a lengthy mathematical colour pattern; creates and interprets graphs and has done patterning, estimating and problem solving; creates story problems to grasp addition and subtraction concepts; addition and subtraction are improving.

Intermediate teachers continued to stress the importance of mathematics: asking for help until she could work independently in math; determined to be successful in math; practices multiplication facts for speed and accuracy; practicing multiplication facts to work more accurately.

Reading

Primary teachers stressed reading skills: eager to read to other children, often surrounded by them; meets the challenge of reading a difficult passage; practices her reading; reads a wide variety of books.

Intermediate teachers continued to stress reading skills: avid reader; chooses a wide variety of books; edits and proofreads; enjoys reading; explores different novels.

Writing

Primary teachers stressed writing skills: able to create a story; demonstrates a natural sense of poetry and language; experiments writing poetry; solves problems through writing, plays, and creative projects.

Intermediate teachers continued to stress writing skills: creative writing; develops story line and characters; uses creative word choices and a wide range of interesting words; uses extensive vocabulary and varied sentence structure; writes in an interesting way.

Listening

Primary teachers included listening skills: wonderfully attentive; listens to a story then enacts the main character, and builds story models; absorbs a great deal of material; hears more letter sounds in words; pays attention to the meaning of words and the meaning of a story.

Intermediate teachers continued to include listening skills: attentive listener; needs reminders to listen; assumes responsibility by listening carefully to directions and setting up assignments; listens to instructions.

Speaking

Primary teachers commented upon speaking skills: able to use appropriate language; demonstrates a natural sense of poetry and language; expresses her knowledge; expressive; tells wonderful, humorous stories to accompany his drawings; involved in and organizes classroom plays.

Intermediate teachers continued to comment upon speaking skills: participates in novel study discussions; responds sensitively to the feelings and ideas of others; worked well performing and discussing experiments; has intriguing and intuitive ideas to add in discussion; reads orally with fluency and expression.

Creativity

Primary teachers stressed creativity: adds his own personal and special touches to work; considers things from a slightly different angle than other children; creative; employs a wide range of ideas and strategies for creating projects; experiments with creative ideas.

Intermediate teachers continued to stress creativity: participates well in art activities; shows everyone his clever and creative side; art projects show creativity and wit; creative; detailed art work.

Physical education

Primary teachers addressed physical education: team player and a good sport; invents new gym games; enthusiastically and eagerly tackles gym games and activities; fair player and follows rules; good at all sports activities.

Intermediate teachers continued to address physical education: good sportsmanship displayed in Phys.Ed.; learning to co-operate in P. E.; participated fully in new P. E. skills; prefers to play alone in P. E.; affinity for movement activities in P.E.

Two skill-based criteria are continuously sustained but they do not remain sequentially unbroken from the primary to the intermediate grade levels; unlike the seven criteria previously discussed, they have been found to vary and increase in the degree of continuity sustained from the primary to the intermediate grade levels: social studies and science and 'other'. Both skill-based criteria are detailed here, accompanied by a brief list of idea units.

Social Studies and Science

Primary anecdotal reports did not place the same degree of emphasis on those specific learning behaviours which involve this skill-based criterion but primary teachers did give attention to social studies and science: invents new ways to do projects and creations; shows perseverance to finish projects; has a good background knowledge to draw upon for projects and creative ideas; shows understanding of a chosen research topic; finds and organizes information.

Intermediate teachers stressed social studies and science more extensively: picked up many concepts in the science powder unit; worked well performing and discussing experiments; worked with a group in her science project; enthusiastic project work; enthusiastic about drawing robots

'Other'

Primary anecdotal reports did not place the same degree of emphasis on those specific learning behaviours which involve this skill-based criterion but primary teachers did give attention to the 'other' category which refers to extra-curricular activities and clubs: manipulates the computer to produce her desired results; manipulates the computer to produce the results she expects; uses the computer for messages and drawings; proud to be in reading club; helped to organize a group performing a play.

Intermediate teachers stressed the 'other' category more extensively: active member of the choir; has difficulty functioning in group situations; involved in extra-curricular activities; involved in the school musical; involved in the upcoming musical.

Conclusions

The content of anecdotal reports indicates that the developmental continuity of criteria does exist between the primary and intermediate levels. The criteria which were compared at both levels included the Characteristics of a Successful Learner descriptors, specifically and synonymously criteria and skill-based criteria.

Although the developmental continuity of all criteria was found to be evident in anecdotal reports, the degree of continuity was found to vary.

Thoughtfulness, generativeness, risk taking, and self esteem have been continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Industry, empathy, strategicness, and knowledge were found to be sustained but not sequentially unbroken: These criteria varied and increased in the degree of continuity sustained from the primary to the intermediate grade levels.

Mathematics, reading, writing, listening, speaking, creativity, and physical education were continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Social studies and science, and 'other' were found to be sustained but not sequentially unbroken: These criteria were found to vary and increase in the degree of continuity sustained from the primary to the intermediate grade levels.

(d) Nature and focus of teacher values

The researcher was able to determine the nature and focus of teachers' values.

Conclusions and generalizations were drawn as this study identified the educational and

social values, issues and areas which have been emphasized and stressed by teachers, and which have been considered by teachers to be desirable, useful, and of worth (Concise Oxford Dictionary, 1982) as individual students are engaged in becoming educated citizens.

The data revealed the nature and focus of teacher values, as shown in Table 8. Criteria were ranked in order of their frequency of occurrence. Each criterion will be discussed in order to clarify how it reveals the nature and focus of teachers' values.

With each criterion, a list of idea units which have been extracted from this study's primary and intermediate anecdotal reports, will be provided. In prioritized order, the criteria were found to be industry, knowledge, empathy, strategicness, writing, thoughtfulness, reading, mathematics, self esteem, risk taking, social studies and science, creativity, physical education, generativeness, speaking, 'other', and listening (see Table 8).

Table 8

The Combined Total Tabulations of Educational Criteria Which Indicate the Nature and Focus of Teacher Values in 90 Primary and 90 Intermediate Anecdotal Reports

<u>Criteria</u>	<u>Total number of identified</u>
Industry	1,930
Knowledge	1,374
Empathy	1,195
Strategicness	881
Writing	861
Thoughtfulness	845
Reading	667
Mathematics	632
Self Esteem	518
Risk Taking	516
Social Studies/Science	503
Creativity	431
Physical Education	316
Generativeness	313
Speaking	306
'Other'	172
Listening	118

Note. n = isolated criteria identified

Industry

Industry was found to be the educational criterion which is most sought after and valued by teachers. Teachers at the primary and intermediate levels expect to develop students who can reflect, persevere, and take advantage of the opportunities provided in the learning environment. The data indicate that teachers consider that learners who will develop and succeed are those who are able to solve problems, make decisions, use language in a variety of forms, and interact socially in a positive, competent, motivated fashion, with a sense of purpose. Teachers seek and value learners who are mentally active and committed to a task because the outcome is an important element which allows the learner to view himself as successful. The data indicate that industrious learners are valued because they are goal directed.

Knowledge

Knowledge is the second most sought after and valued criterion. The data have shown that teachers seek evidence of knowledge; this study has determined that teachers at the primary and intermediate levels expect to develop students who can construct bodies of information to make sense and deal with the world. Teachers seek and value learners who are able to apply and use knowledge effectively; teachers seek and value learners who demonstrate that they can negotiate intended meanings as they employ inductive and deductive reasoning skills. Teachers identify successful learners as those who can use knowledge in order to perceive, remember, imagine, conceive, judge, and reason. It is evident that teachers expect to develop and value knowledgeable learners who can offer evidence in an argument, solve problems, interpret, brainstorm, form analogies and metaphors, hypothesize, wonder, and puzzle about an issue and bring structure out of chaos.

Empathy

Empathy is the third most valued criterion. The tabulated data indicate that teachers at the primary and intermediate levels expect to develop students who can co-operate and collaborate in learning activities while being aware of the development of the group and themselves in the learning process. Teachers identify successful learners as those who can manipulate and structure the learning environment empathetically and teachers expect and value learners who are empathetic and who develop interdependence and self responsibility. This study has determined that teachers develop and value learners who are engaged in ongoing negotiation and interaction. Empathetic learners understand the strengths and weaknesses of others while determining and establishing agreed upon knowledge with peers and with teachers.

Strategicness

Strategicness is the fourth most valued criterion which is sought. Teachers at the primary and intermediate levels expect to develop students who make use of strategic processes such as reading, writing, speaking, listening, viewing, spelling, risk taking, monitoring, reflection, problem solving, evaluating, decision making, and collaboration. Teachers seek and value a competent learner who is in control of his mental resources. Teachers aim to develop and value learners who use what they have learned to gain control of what they are presently learning; teachers seek learners who are self regulated and who use initiative as they move from one activity to another with a sense of productive, well-structured purpose. Teachers aim to develop and encourage learners who synthesize, sequence, analyze, classify, define, link, focus ideas and concepts, gather concrete and resource materials, and plan agendas and timetables.

Writing

Writing ranks fifth. Teachers at the primary and intermediate levels expect to develop students who are able to write.

Thoughtfulness

Thoughtfulness ranks sixth. Primary and intermediate teachers expect to develop students who are able to put information into a meaningful order. Teachers seek and value students who are able to arrange arguments and take action to solve problems; teachers aim to develop students who are able to assert, claim, concede, conclude, confirm, contradict, declare, define, deny, discover, doubt, hypothesize, imply, predict, infer, interpret, and observe. Teachers value students who manipulate and explore the environment to seek and find explanations for themselves and who plan, forecast, communicate, make decisions, and evaluate.

Reading

Reading ranks seventh. Primary and intermediate teachers expect to develop students who are able to read.

Mathematics

Mathematics ranks eighth. Data indicate that teachers at the primary and intermediate levels expect to develop students who are able to perform mathematical operations.

Self Esteem

Self esteem ranks ninth although it has been stated that self esteem is a fundamental component of the learning process for the successful acquisition of literacy. It has also been stated that self esteem, along with knowledge, is an outcome of the processes of learning but the data indicate that these two criteria are not similarly valued. The data have determined that teachers do not seek or value evidence of self esteem as frequently as they seek and value other criteria. Primary and intermediate teachers do not stress the development of students who are self analytical and self critical in and with the learning environment. Teachers do not strongly value or aim to develop learners who demonstrate self confidence and conviction nor do teachers highly value or aim to develop learners who experience pride of ownership, involvement, engagement in self empowerment and self evaluation.

Risk Taking

Risk taking ranks tenth. Teachers at the primary and intermediate levels do not stress or highly value the development of students who calculate risks and consider the possible benefits of success and the possible outcomes of failure; neither do teachers strenuously encourage students to take risks and expand appropriate knowledge beyond their immediate familiar experiences. Teachers do not highly value or aim to develop learners who problem solve despite the uncertainties involved. Teachers do not strongly value or aim to develop and encourage learners who function realizing that errors are an acceptable aspect of the learning process. Teachers do not encourage or hold in high regard those learners who accept errors as an aspect of the process of self evaluation and personal growth. Students are not encouraged to behave as risk takers who engage in guessing, experimenting volunteering and brainstorming disagreeing, asking questions, and finding new meanings and seeking alternative solutions and tentatively revising existing theories.

Social Studies

Social studies and science rank eleventh. The data have shown that teachers do not highly value evidence which demonstrates that social studies and science skills are being developed.

Creativity

Creativity ranks twelfth as a valued criterion. The data have shown that teachers do not frequently seek or value evidence which demonstrates that individual creativity is being developed. Primary and intermediate teachers do not strongly expect to develop or value students who are able to exhibit creative and imaginative learning behaviours.

Physical Education

Physical education ranks thirteenth. The data have shown that teachers do not frequently seek or value evidence which demonstrates that physical education skills are being developed.

Generativeness

Generativeness ranks fourteenth. The data have determined that teachers do not frequently seek or value evidence of generativeness. Teachers at the primary and intermediate levels do not stress the development of students who have the ability to arrive at creative and unique solutions. Teachers do not highly value or aim to develop learners who have the ability to tackle problems through unique and independently produced strategies nor do teachers highly value or aim to develop learners who face the challenges of learning, exercising control, and exploring alternatives to arrive at chosen solutions. Teachers do not strongly value or aim to develop and encourage learners who exercise initiative and make wise choices to arrive at practical, sensitive, and thoughtful decisions; teachers do not encourage or hold in high regard those learners who see solutions as evolving, flexible, and subject to change, extending the processes of critical thinking and problem solving into an aesthetic mode. Teachers do not value or aim to develop learners

who extend and enrich their social, artistic, and aesthetic experiences within the learning environment.

Speaking

Speaking ranks fifteenth. Teachers at the primary and intermediate levels do value students who are able to exhibit the skills involved in speaking and oral communication.

'Other'

The criterion which was labeled as 'other' ranks sixteenth. The data have shown that teachers do not often seek or value evidence which demonstrates that learners are engaging in a variety of extra-curricular activities. Teachers at the primary and intermediate levels do not strongly expect to develop or value students who are involved in student councils, dramatic and musical productions, choirs, bands, French clubs, library clubs, chess clubs, safety patrol clubs, computer clubs, swim clubs, and so on.

Listening

Listening ranks last. Primary and intermediate teachers do not frequently seek to develop, nor do they value, learners who are able to listen and be attentive.

Conclusions

This study was able to determine the nature and focus of teachers' values, that is to say, the educational and social values which are emphasized and stressed by teachers as individual students are engaged in becoming educated citizens.

The final combined data were taken from the tabulated evidence of the specific Characteristics of a Successful Learner, synonymous criteria which were seen to reflect the Characteristics of a Successful Learner, and skill-based criteria which were also identified.

In prioritized order, the criteria were found to be industry, knowledge, empathy, strategicness, writing, thoughtfulness, reading, mathematics, self esteem, risk taking,

social studies and science, creativity, physical education, generativeness, speaking, 'other', and listening (see Table 8).

This study has revealed that teachers place greater value and emphasis upon certain criteria (see Table 8) although The Educated Citizen neither indicates nor promotes that certain criteria are to be more valued or emphasized in educational practice.

Summary of Data

a) Criteria and expectations

The researcher determined the criteria used and the expectations assumed by teachers for the evaluation of individual students as becoming educated citizens.

The criteria and expectations employed by teachers have been found to be compatible with, and reflective of, The Educated Citizen document. Idea units, which reflect the criteria outlined in The Educated Citizen were found to be the focal content of anecdotal reports.

The numerically small total tabulations of the specific Characteristics of a Successful Learner descriptors are not indicative of, and were not applied to, the overall findings of this study.

The content of anecdotal reports indicated that primary teachers stressed, and expected to find evidence of, industry, knowledge, and empathy; primary teachers did not stress, and they did not expect to find evidence of generativeness and risk taking. Intermediate teachers stressed and expected to find evidence of industry, knowledge, and empathy; they did not emphasize or expect to find evidence of generativeness and self esteem (see Table 2).

Primary teachers most frequently stressed and expected to find evidence of writing, reading, and mathematical skills; primary teachers did not stress 'other' which involves drama, music, extra-curricular clubs, and so on; nor did primary teachers stress or expect

to find evidence of listening skills. Intermediate teachers emphasized and expected to find evidence of writing, social studies and science, and mathematical skills. Intermediate teachers most infrequently stressed and did not expect to find evidence of the skill of listening or the skills which were identified under the 'other' category (see Table 3).

The frequency and number of skill criteria remained lower than the frequency and number of synonymous criteria in both primary and intermediate anecdotal reports.

Intermediate anecdotal reports were found to contain more references to skill-based criteria than did primary reports but a wide range of criteria were expected at both levels.

Both primary and intermediate anecdotal reports indicated that teachers expected to develop the learner as an individual rather than as a learner compared to his peers, although percentage and grade scores were employed at the intermediate level.

Anecdotal reports indicated that teachers expected to develop and evaluate the learner based upon individual strengths, individual student progress and success as the learner progresses toward becoming an educated citizen.

(b) Reflection and congruency of criteria

The researcher determined that anecdotal reports do reflect the aspirations of educators as they are detailed in *The Educated Citizen*. This study has determined that philosophy and practice do reflect each other.

Teachers, needing and wanting to know the relationship between classroom practices and school district assessment policies, have identified that one goal of education is to assist the learner toward finding a suitable place in society. This view is reflected in, and congruent with, the goal as it is addressed in *The Educated Citizen*.

Teachers maintained that standards are constantly redefined as they are based upon a wide range of criteria including skills, attitudes, and behaviours.

Although *The Educated Citizen* does not prioritize educational criteria, this study has determined that teachers do place greater emphasis upon certain educational criteria.

Quality and personal excellence were encouraged in anecdotal reports.

(c) Developmental continuity of criteria

The researcher determined that developmental continuity does exist between those criteria established at the primary level and those criteria found in intermediate anecdotal reports. Those criteria included the Characteristics of a Successful Learner, synonymous criteria, which reflect the Characteristics of a Successful Learner descriptors, and skill-based criteria.

The developmental continuity of all criteria was evident in anecdotal reports but the degree of continuity was found to vary; criteria did not always remain sequentially unbroken (see Table 7).

Thoughtfulness, generativeness, risk taking, and self esteem were found to be developmentally continuous and sequentially unbroken, whereas industry, empathy, strategicness, and knowledge were found to vary and increase in the degree of continuity sustained from the primary to the intermediate grade levels.

Mathematics, reading, writing, listening, speaking, creativity, and physical education were found to be developmentally continuous and sequentially unbroken, but social studies and science, and 'other' were found to vary and increase in the degree of developmental continuity sustained from the primary to the intermediate grade levels.

(d) Nature and focus of teacher values

The researcher determined the nature and focus of teachers' values as reflected in the anecdotal reports examined.

In order of importance they were found to be industry, knowledge, empathy, strategicness, writing, thoughtfulness, reading, mathematics, self esteem, risk taking, social studies and science, creativity, physical education, generativeness, speaking, 'other', and listening (see Table 8).

Industry, knowledge, and empathy respectively, are the criteria most valued by teachers. Teachers focus most upon these criteria to determine that individual students are becoming successful learners and educated citizens.

Following industry, knowledge, and empathy, teachers value and focus upon strategicness, writing, thoughtfulness, reading, mathematics, and self esteem respectively.

Risk taking, social studies and science, creativity, physical education, generativeness, speaking, 'other', and listening, respectively, are the educational criteria least valued and stressed by teachers.

This study found that teachers place greater value and varying degrees of focus upon certain criteria (see Table 8).

Having identified and described the educational criteria and expectations, the reflection and congruency of criteria, the developmental continuity of criteria, and the nature and focus of teacher values adopted for use in anecdotal reports at the primary and intermediate levels, chapter five will proceed with a review of the purpose of the study, a review of the methodology, and a review of the findings. Implications for practice and research will then be offered; and finally, the researcher will submit conclusions and recommendations.

Chapter 5: Implications, Conclusions and Recommendations

The previous chapter detailed this study's findings which were determined by the data gathered from primary and intermediate anecdotal reports and from interviews and discussions conducted among primary and intermediate teachers.

Chapter five will first review the purpose, the methodology, and the findings of the study. Implications for practice and research will then be offered and finally, the researcher will submit conclusions and recommendations regarding the relationship which has been found to exist between those criteria detailed in *The Educated Citizen* and operationalized by the *Characteristics of a Successful Learner*, and those criteria employed by teachers.

A review of the purpose of the study

This study sought to investigate the content and nature of anecdotal reports at the primary and intermediate grade levels. The study pursued its investigations in terms of the values expressed in the mandate for the British Columbia school system, that is to say, in terms of the criteria detailed in *The Educated Citizen*, as individual students begin to accomplish the goals of education by becoming educated citizens.

It is believed that the British Columbia Ministry of Education is moving toward the use of anecdotal reports in assessment and evaluation. Anecdotal reports contain prose descriptions which are intended to detail individual student progress using learning profiles and learning descriptors (Ministry of Education, 1990). It is assumed that a person's values are reflected in what he writes; anecdotal reports have served to reveal the criteria, expectations, and values of teachers.

The researcher adopted a list of eight descriptors called the *Characteristics of a Successful Learner*: empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness. The list is based upon the criteria outlined in

The Educated Citizen (Ministry of Education, 1990). Furthermore, the researcher sought evidence of the application of the Characteristics of a Successful Learner descriptors or evidence of the application of synonymous idea units which reflect the descriptors in primary and intermediate anecdotal reports. Four areas of concern were investigated.

(a) Criteria and expectations

The researcher explored the criteria used and the expectations assumed by teachers as they seek evidence to determine the progress and development of individual students.

(b) Reflection and congruency of criteria

The researcher attempted to determine whether or not the criteria of The Educated Citizen, operationalized by the Characteristics of a Successful Learner descriptors, are reflected in anecdotal reports and to what extent congruency appeared to exist between the implicit criteria used by teachers in their anecdotal reports and those explicit criteria detailed in The Educated Citizen.

(c) Developmental continuity of criteria

Given that it is reasonable to believe that anecdotal reports at each level will be reflective of The Educated Citizen, the researcher sought evidence to indicate that there would be a sense of developmental continuity of criteria from the primary to the intermediate level.

(d) Nature and focus of teacher values

The researcher attempted to determine the nature and focus of teachers' values through the analysis of teacher-authored anecdotal reports. The study attempted to determine the educational and social values and issues which teachers stressed and seemed to consider desirable and useful as individual students are involved in becoming educated citizens.

A review of the methodology

The study involved two procedures which were conducted among three randomly selected urban and three randomly selected rural district schools: independent and collaborative analysis.

The researcher pursued the independent analysis of 70 primary and 70 intermediate randomly selected anecdotal reports. During independent analysis, the researcher identified, categorized, and tabulated idea units which addressed the eight Characteristics of a Successful Learner descriptors specifically or which addressed these criteria in synonymous terms. Idea units which referred to specific skills and subject areas were similarly identified and tabulated.

The researcher also pursued similar investigations in collaboration with two volunteering primary and two volunteering intermediate teachers. During the collaborative analysis of anecdotal reports, teachers and the researcher followed the same procedures as those used during independent analysis. During collaborative discussion and semi-structured interviews an additional 40 anecdotal reports were analyzed to provide additional information.

Using the total data collected during both independent research and collaborative analysis, the researcher balanced qualitative interpretation and analysis with attention given to numerical, quantitative tabulations in order to determine the criteria and expectations of teachers, the reflection and congruency of criteria, the developmental continuity of criteria, and the nature and focus of teacher values.

The methodologies pursued in this study may have influenced the results.

The criteria of this study were predetermined by the adoption the Characteristics of a Successful Learner descriptors. The predetermined establishment of criteria allowed the study to remain objectively focused, concentrated, and purposeful. The analysis of anecdotal reports was directed. Without direction, the analysis of reports may have lacked

productivity and although the data may have been rich in quantity, it may have been vague in quality, lacking a sense of commonalty or cohesion. The findings, based on a large collection of uncategorized data may have remained open-ended and inconclusive.

It may, however, be considered a weakness that the study was directed by the Characteristics of a Successful Learner descriptors. If participating teachers had been encouraged to investigate anecdotal reports without being asked to adhere to a prescribed list of criteria, their unguided analysis may have resulted in the identification of a broader range of unpredicted criteria. The study may have yielded unexpected and insightful findings and outcomes.

The researcher had a prescribed and perhaps a biased view of the criteria to be identified due to the researcher's extensive study of the literature and of the Characteristics of a Successful Learner descriptors. This greatly facilitated and influenced the independent analysis of anecdotal reports. When collaborative analysis began the researcher, unlike volunteering teachers, was already familiar with the terminology and definitions of the Characteristics of a Successful Learner and with the wide range of synonymous words and phrases which reflect the Characteristics of a Successful Learner.

Collaborative analysis was not an easy task for the four volunteering teachers who were introduced for the first time to the Characteristics of a Successful Learner descriptors and reintroduced to The Educated Citizen document. Outlines and definitions were discussed and clarified to the mutual satisfaction of the teacher and the researcher at the start of each session but if more time had been spent in advance, preparing teachers and familiarizing them with the criteria and the terms and concepts of the study, a more thorough investigation may have been accomplished.

The researcher attempted to remain objective during the independent analysis of anecdotal reports but she acknowledges that one never knows what other people mean by what they say or write. One makes informed guesses, using available cues (Wells, 1986,

p. 217). The findings of this study are based largely upon the researcher's independent analysis of the material and the data. Seventy-seven percent of the anecdotal reports were chosen for independent analysis. Occasionally, the researcher's interpretations may not have been the interpretations and conclusions intended by an anonymous author; but the researcher was able to extract a number of feasible interpretations from the contents of each report. When the researcher worked with the four volunteering teachers, the analysis of anecdotal reports remained thorough and logical and the teachers' contributions during discussion sessions were enthusiastic and insightful. If the researcher had been able to enlist the participation of a greater number of teacher volunteers, the collaborative analysis of anecdotal reports may have yielded more complete and possibly more externally valid findings.

The study involved the analysis of one hundred and eighty anecdotal reports from a cross section of three urban and three rural schools. This amount of data, although limited, provided a credible overview of the content and nature of anecdotal reports at the primary and intermediate levels; but if the researcher had been able to gain access to a greater number of anecdotal reports from a greater number of schools, the findings of this study may have been more externally valid.

A review of the findings

(a) Criteria and expectations

Findings indicated to what extent the criteria and expectations employed by teachers were compatible with, or reflective of, The Educated Citizen document and therefore, to what extent the Characteristics of Successful Learner, or equivalent synonyms, were the focal content of anecdotal reports.

Teacher stated that their evaluations influence and affect the performance and behaviour of individual learners (Holmes, 1982). Teachers agreed that their predetermined attitudes and expectations influence the content of anecdotal reports.

Teachers stated that they choose to use anecdotal reports to describe the development of individual students; anecdotal reports do not compare one learner to the other nor do they concentrate upon numerical, percentage, or grade scores.

Anecdotal reports at both levels contained a very low number of specific Characteristics of a Successful Learner descriptors and the data from this source did not influence the findings, conclusions, or recommendations of the study. The criteria and expectations of teachers became evident through the identification of synonymous idea units, which constituted the main body of anecdotal reports.

Based upon the total tabulations of idea units, the criteria found in primary anecdotal reports indicated that primary teachers expected students to develop those learning behaviours which above all reflected industry, knowledge, and empathy, followed by thoughtfulness, strategicness, self esteem, risk taking, and generativeness; intermediate teachers expected students to develop learning behaviours which reflected industry, knowledge, and empathy, followed by strategicness, thoughtfulness, risk taking, self esteem, and generativeness.

The criteria and expectations of teachers also focused upon skill development. Primary anecdotal reports revealed that primary teachers expected students to first develop skill in the following areas: writing, reading, and mathematics, followed by creativity, physical education, social studies and science, speaking, listening, and 'other'; intermediate teachers expected students to first develop skills in writing and social studies and science, followed by mathematics, reading, creativity, speaking, physical education, 'other', and listening.

The number of skill-based criteria remained lower than the number of synonymous criteria in both primary and intermediate anecdotal reports but skills were more frequently evident in intermediate reports than in primary anecdotal reports.

(b) Reflection and congruency of criteria

The researcher was able to determine that congruency did exist between the implicit criteria adopted by teachers in their anecdotal reports and those explicit criteria detailed in *The Educated Citizen*.

Teachers stated that they need to know the relationship between classroom practices and school district assessment policies (Stiggins, 1988). When the criteria detailed in *The Educated Citizen* were compared to the *Characteristics of a Successful Learner* and to synonymous idea units collaboratively identified in anecdotal reports, teachers stated that they do attempt, consciously or unconsciously, to incorporate the criteria detailed in *The Educated Citizen*. Teachers agreed that reflection and congruency appear to exist.

Teachers agreed, and anecdotal reports indicate, that one goal of education, which is also addressed in *The Educated Citizen*, is to develop learners toward finding a suitable place in society.

There is incongruency: Although *The Educated Citizen* does not prioritize criteria, the findings revealed that teachers do place greater emphasis upon certain criteria.

The four teachers felt that educational boards do exert some pressure to ensure that established and preconceived educational standards are upheld (Brown, 1987). In their anecdotal reports, teacher stated that they attempt to maintain a balance between program based criteria and the criteria which are developed by classroom teachers themselves (Rowntree, 1977; Anthony et al., 1991).

Standards of excellence (Fast, 1976) were not usually evident in anecdotal reports in a competitive sense, nor are such standards addressed in *The Educated Citizen* although

the encouragement of quality and personal excellence are evident in both anecdotal reports and in *The Educated Citizen*. Reflection and congruency are sustained on this issue.

Teachers stated that standards are subject to interpretation as they are constantly redefined and restructured (Bartoli, 1986; Mayer and Brause, 1986; Voigt, 1986; Hersom, 1986) and as they are based upon a variety of criteria which include content, skills, attitudes, and behaviours (Rowntree, 1977).

(c) Developmental continuity of criteria

The developmental continuity of criteria was found to exist between primary and intermediate anecdotal reports; although the developmental continuity of all criteria was evident in anecdotal reports, the degree of developmental continuity varied for certain criteria.

Thoughtfulness, generativeness, risk taking, and self esteem have been continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

The degree of developmental continuity varied and increased between primary and intermediate levels for the following criteria: industry, empathy, strategicness, and knowledge: These criteria did not remain sequentially unbroken.

The developmental continuity of skill-based criteria was also investigated. Mathematics, reading, writing, listening, speaking, creativity, and physical education were continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Social studies and science and 'other' varied and increased in the degree of continuity sustained between primary and intermediate reports: These criteria did not remain sequentially unbroken. .

(d) Nature and focus of teacher values

The nature and focus of teacher values became evident as all criteria were ranked in order of their frequency of occurrence. In prioritized order, the valued criteria were found to be industry, knowledge, empathy, strategicness, writing, thoughtfulness, reading, mathematics, self esteem, risk taking, social studies and science, creativity, physical education, generativeness, speaking, 'other', and listening.

The most valued, essential, and useful qualities which teachers seek in learners are industry, knowledge, and empathy.

The least valued qualities which teachers seldom seek are speaking, 'other', the involvement in extra-curricular activities, and listening.

Teachers place greater value and emphasis upon certain criteria although The Educated Citizen does not indicate or promote that certain criteria are to be more valued or emphasized in educational practice.

Implications for practice and research

(a) Criteria and expectations

All of the criteria which were adopted for the purposes of this study, the Characteristics of a Successful Learner and skill based criteria, were found to be evident in anecdotal reports.

The literature supports the function and implementation of anecdotal reports which contain data gathered from several sources, under natural, instructional conditions, and across curricula (Anthony et al., 1991; Rosen, Flood, and Lapp, 1989; Chittenden and Courtney, 1989). In practice, this study found that anecdotal reports record learning experiences, reflect regular classroom conditions, document growth, and reflect real life purposes; anecdotal reports describe what the child can do, identifying individual strengths and learning needs, describing growth and development in all goal areas of the program,

and providing knowledge about individual children and how they learn (Chittenden and Courtney, 1989; Ministry of Education, 1990; Anthony, Johnson, Mickelson, and Preece, 1991). The findings imply that, in practice, anecdotal report evaluation is preferred when teachers wish to provide a detailed account of the individual learner's growth and development. This study found that numerical, percentage, and grade scores are not commonly included in anecdotal reports as an evaluation tool at the primary and intermediate grade levels. Primary and intermediate teachers stated that they choose to use anecdotal reports because they are more detailed and informative than numerical, percentage, and grade scores; anecdotal reports offer clear and unambiguous written evidence and evaluation (Holmes, 1982).

The question can be posed: Are numerical, percentage, and grade score evaluations similarly uninformative in middle schools and at the high school level? Numerical evaluation does not provide detailed accounts of a learner's development. Written descriptions outline the learner's strengths and weakness; the learner is thereby directed toward those areas which will allow continuing progress and success. Evaluation is intended, perhaps at every level of education, to provide evidence of the progress of learners towards sets of explicit and implicit objectives; evaluation needs to be clear and similarly viewed and implemented at all levels of learning (Hardy, 1986). Future research may wish to investigate the use of anecdotal reports in middle schools and high schools in order to determine if the adoption and implementation of anecdotal reports would be equally productive, informative, and valid. Middle school and high school practitioners and policy makers may wish to develop strategies which combine detailed anecdotal reports and numerical evaluations. Such compromise should provide individuals with a clear and agreed upon descriptive format detailing what learning behaviours and what criteria are expected concerning the learner's developmental progress, while at the same time satisfying the evaluation demands of colleges and universities (Rowntree, 1977). The researcher

found primary and intermediate schools that prefer to use percentages and letter grades rather than anecdotal reporting procedures. Future research may wish to investigate these student populations and teaching personnel to determine whether or not these students, teachers, and other stake holders have a clear and agreed upon understanding of what learning behaviours and what criteria are expected concerning the developmental progress of individual learners as becoming educated citizens.

Teachers stated that they are aware and cautious of the intentions of evaluation which influence the behaviours and performance of learners (Holmes, 1982). If assessment is to be criterion-referenced (Wiggins, 1989), the findings imply, and volunteering teachers suggested, that teachers within schools and districts may need to collaboratively establish a common list of criteria through inservice and professional development workshops. This suggestion is substantiated by the literature: Teachers must formulate valid yet flexible criteria and expectations for the learner (Rowntree, 1977; Holmes, 1982; Patton, 1981). It is acknowledged, however, that criteria cannot always be prescribed; flexibility is essential (Patton, 1981). Well planned inservice and professional development sessions would encourage teachers to provide input based upon their own assumptions and expectations and based upon their valuable experiences as they are engaged in the daily observations and evaluations of students (Patton, 1981).

Research may wish to investigate whether or not criteria need to be prioritized as this study's findings have shown them to be in actual practice: Should teaching practice and evaluation stress certain criteria and expectations above others? Evaluation, and therefore the criteria involved, may need to become more than simply a record or an itemized list, more than a compilation of unilaterally prescribed and prioritized criteria (Forester and Reinhard, 1990). If teachers, within schools or districts, do establish a common, yet flexible and changing list of criteria, educators may need to acknowledge that policy and practice are to promote the implementation and application of all criteria equally,

remembering that standards, judgements and expectations are subject to change (Rowntree, 1977).. This would comply with the format of The Educated Citizen document which does not prioritize criteria but indicates that all criteria are to be considered.

There may exist an interdependency and an interrelationship among criteria. This implies that the criteria and expectations of teachers may need to equally address the cognitive and affective domains (Dalton, 1985; Rosenblatt, 1985; Iser, 1980; Fish, 1980). The literature substantiates this implication: There is a symbiotic relationship between cognitive and affective ways of learning (Dressel, 1988). This view further supports the non prioritization of criteria.

Industry, knowledge, and empathy were found to be the criteria which are most expected to be exhibited in learners.

The industrious learner perseveres and remains actively engaged in taking advantage of the opportunities provided by the environment. The industrious learner is intrinsically motivated and outcome and goal directed (Long and Bulgarella, 1985).

Knowledge is a structured mental code (Wozniak, 1986). The individual asks questions and seeks information within a social and learning environment. The learner becomes objectively aware (Brown, Armbruster, and Baker, 1986), acquiring knowledge about himself and the world around him (Winne, 1989).

Empathy is a critical ingredient in learning (Natale, 1972). Empathetic behaviours demonstrate the learner's development of interdependence and self responsibility as a co-operative and collaborative individual (Pinar, 1975; Gammage, 1991; Bailey et al., 1988; Stein, 1964).

The researcher anticipated that self esteem, risk taking, and generativeness would be equally evident as indicators of successful learning but the findings proved otherwise. Although self esteem is considered, with knowledge, to be an outcome of the processes of

learning (Anthony et al., 1991), and to be a fundamental component of the learning process (Hughes, 1990), the findings did not similarly link self esteem and knowledge.

Although the evidence of risk taking in the learner is considered to be a criterion which allows the individual to take risks to expand knowledge beyond the individual's familiar and immediate levels of experience (Willinsky, 1990), the findings do not reflect a balanced and equal relationship between knowledge and risk taking; and although the literature promotes risk taking (Smith, 1974; Calkins, 1986; Gammage, 1991; Berko-Gleason, 1985; Bryant and Bradley, 1985), the findings indicate that hard work, the acquisition of a strong knowledge base, and collaborative interaction are more frequently expected in practice. The findings imply that teachers do not stress or expect to observe those behaviours which show that learners are engaging in problem solving strategies which involve risk taking. Teachers do not encourage the acceptance of uncertainty, exploration, and discovery. Accuracy and precision are stressed.

Furthermore, the unequal emphasis placed upon writing, reading, and mathematics appears to be incompatible with the current trend in teaching practice which promotes the integration of all skill areas across curricula (Ministry of Education, 1990). The finding does not indicate a balanced and interdependent relationship among all criteria. This implies that in practice, teachers may not be integrating skills across curricula; and teachers may not be encouraging learners to employ the simultaneous, joint application of all knowledge and strategic sources (Rumelhart, 1980; Lesgold and Perfetti, 1979; Juel et al., 1986; Just and Carpenter, 1980; Anderson and Pearson, 1984; Anthony et al., 1991) through the adoption of a broad array of learning behaviours, skills, and curricula. Teachers may need to promote the use of background experiences; learners need to be able to integrate new knowledge into already acquired knowledge, to integrate all the various modes of knowing, perceiving, remembering, imagining, conceiving, judging, and reasoning (Hunt, 1989) across skill areas and across curricula.

The literature links generativeness, knowledge, and strategicness (Mickelson, 1989; Power, 1989) although the findings indicate that these criteria are not similarly applied in practice: The generative learner seeks meaning during ongoing learning processes in search of solutions and strategies which may expand the generative learner's procedural knowledge base (Power, 1989). If knowledge is seen as a body of information which is constructed by the individual learner (Brener, 1986; Moch, 1987), then the strategies and procedures which the learner uses to make sense and deal with the world may need to be equally considered: propositional and procedural knowledge: The learner gains perspective and knowledge and then develops the skills to apply knowledge effectively (Long and Bulgarella, 1985). The findings do not reflect a balanced and equal relationship among strategicness, generativeness, and knowledge. This may imply that teachers need to create classroom environments which enable students to explore a varied selection of strategies to investigate multiple and alternative solutions and outcomes. Strategies are ways to facilitate the acquisition and application of information (Mulcahy et al., 1989). It is suggested that teachers may need to consider more than the acquisition of knowledge (Crouse and Davey, 1989); teachers may need to consider the processes through which knowledge is gained (Hunt, 1989) and the manners in which knowledge is applied (Brown, Armbruster, and Baker, 1986). The criteria and expectations of teachers may need to establish a balance between the processes of learning and the products of learning.

Physical education, speaking, listening, and 'other' are not often expected as evidence of successful learning. The findings revealed that teachers expect to develop learners who can write. This implies that educators do not equally encourage the individual as an oral communicator, who converses and discusses ideas, who creates, and engages in a variety of social experiences and activities; nor do educators support the physical health and well being of students to any great degree. Listening, speaking, creativity, social

studies and science, 'other' and physical education may need increased and equal attention in teaching practice and in evaluation.

The findings imply that teachers expect to develop learners who are industrious, knowledgeable, and empathetic; educators seek knowledgeable and collaborative learners who work hard and stay on task. It is implied that educators may need to give increased attention to other criteria: the development of each individual's self worth, uniqueness, creativity, and desire to explore and discover (Rowntree, 1977): these criteria are reflective of self esteem, generativeness, thoughtfulness, strategicness, and risk taking respectively. The criteria and expectations of teachers may need to be balanced and equally applied.

(b) Reflection and congruency of criteria

When the criteria detailed in *The Educated Citizen* were compared to the *Characteristics of a Successful Learner* descriptors and to synonymous idea units in anecdotal reports, reflection and congruency became apparent. The criteria and expectations of teachers do reflect, and are congruent with, the criteria expressed in the goals of the program. The findings are compatible with the literature which advocates reflection and congruency (Rowntree, 1977; Blazek, 1981; Cook-Gumperz, 1986).

Teachers stated that they need to know the relationship between classroom practices and school district assessment policies (Stiggins, 1988). There is evidence to suggest and teachers stated, that teachers are not familiar with the criteria detailed in *The Educated Citizen* document but this area warrants further investigation. Future research may wish to interview and poll teachers to determine their degree of familiarity with district assessment and evaluation policies.

This study submitted a prescribed list of criteria and a copy of *The Educated Citizen* document to teachers to be used in the analysis of anecdotal reports. The prescribed list, the *Characteristics of a Successful Learner*, was established by a team of university of Victoria scholars following their research among educators; the eight descriptors were

established by that team to summarize the criteria adopted by teachers; furthermore the Characteristics of a Successful Learner reflect the criteria contained in the Educated Citizen. This study's methodology, however, may have influenced the findings and yielded biased results. Future researchers may wish to seek a more current and extended collection of educational criteria which were not discovered in this study. In order to indicate the extent of reflection and congruency that may or may not exist between teacher-authored reports and the criteria contained within the goals of the program, teachers would be requested to identify the criteria they expect and value without the bias created by a predetermined list..

The Educated Citizen promotes an educational system which is individually based. If classrooms are becoming recognized as pluralistic societies (Roller, 1985), and if learning is a sharing of cultures (Wells, 1980; Cook-Gumperz, 1986; Freire, 1980, 1985), then the criteria applied to the individual need to be considered. Teachers have adopted anecdotal reports for the purposes of summative evaluation. This commitment to anecdotal reports is reflective of, and congruent with, the goal of the program which promotes individualized evaluation. Anecdotal reports become the informed evaluation of each individual student (Wiggins, 1989; Schwartz and Pollishuke, 1990; Anthony et al., 1991).

Teachers feel that educational boards exert pressure to ensure that established and preconceived educational standards are upheld (Brown, 1987). Teachers stated that educational boards require teachers to meet and accomplish prescribed program objectives. The literature addresses this issue: accountability must not be to the institution rather than the child (Hannigan, 1976; Patton, 1981). Research may wish to interview educational committees, consultants, teachers, and school and district administrators to determine the processes by which educational boards establish their policies, standards, and criteria: To what degree and in what manner are classroom teachers involved, in order to ensure that practice and philosophy are compatible, congruent, and reflective of each other? What are

the channels of communication and what strategies are in place to encourage the productive, meaningful, and compatible establishment of practical and philosophical educational criteria?

Standards of excellence (Fast, 1976) are not generally evident in anecdotal reports in a comparative sense nor are they addressed in *The Educated Citizen* although both sources encourage quality and personal excellence. Board policy and practice therefore reflect each other and are in agreement on this issue.

The literature offers that standards remain subject to interpretation; they are constantly redefined and restructured (Bogue, 1984; Bartoli, 1986; Mayer and Brause, 1986; Voigt, 1986; Hersom, 1986); they are based upon a variety of criteria including content, skills, attitudes, and behaviours (Rowntree, 1977). Research may wish to investigate educational board strategies, policies, and attitudes toward change concerning the goals of the program. The literature reveals that the criteria expected of students by the system do change and the qualities expected by the system have not always been compatible with, or reflected by, the criteria established by schools themselves (Blazek, 1981). Reflection and congruency may require that learning needs and criteria as they are adopted by boards and schools are compatible and in agreement with the needs of society (Blazek, 1981). This study indicates that reflection and congruency have been found to exist between boards and schools' established criteria but future research may wish to determine to what degree program goals and criteria remain constant over time; and research may wish to investigate to what degree, program goals and criteria evolve and become redefined and restructured to meet the demands and needs of society. The literature advocates that pedagogy is to evolve as educational systems have begun to stress the individual whose pursuits remain open-ended rather than predetermined (Cook-Gumperz, 1986); criteria cannot always be prescribed and predetermined (Hannigan, 1986). The question arises: What is the anticipated life span or long term validity of *The Educated*

Citizen document which currently serves as a foundation for educational philosophy and practice?

The Educated Citizen does not prioritize criteria although the content of anecdotal reports revealed that teachers do place greater emphasis upon certain criteria. On this point, philosophy and practice are not reflective of each other, nor are they congruent. If there is evidence to suggest that there needs to exist an interdependency and an interrelationship among criteria (Dalton, 1985; Rosenblatt, 1985; Iser, 1980; Fish, 1980), and if, in actual practice, criteria are prioritized as the findings have shown, future research may wish to investigate whether or not board policies should promote the prioritization of criteria or whether board policies should continue to promote an interdependency and an interrelationship among criteria. The Educated Citizen indicates that all criteria are equally essential to the development and progress of learners. All criteria may need to be equally considered in policy and in practice. Teachers may need to become involved in the process of policy making and the establishment of educational criteria by writing their own sound policies and by changing existing policies (Stiggins, 1988).

(c) Developmental continuity of criteria

The developmental continuity of all criteria was found to be evident in anecdotal reports, but the degree of developmental continuity of certain criteria was found to vary and increase from the primary to the intermediate level.

The literature promotes and validates the developmental continuity of criteria across age and grade levels. Learning is a continuous process and developmental continuity should relate to the expected routes of development (Bartoli, 1986; Bussis and Chittenden, 1987; Wiggins, 1989; Patton, 1991).

Thoughtfulness, generativeness, risk taking, and self esteem were found to be continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Certain criteria are given more attention at certain grade levels but this area warrants further investigation. The findings indicate that in practice, intermediate level students are expected to give greater attention to those learning behaviours which reflect industry, empathy, strategicness, knowledge, skill in social studies and science, and in drama, music, computer, languages, and extra-curricular clubs.

Industry, empathy, strategicness, and knowledge were found to both vary and increase in the degree of developmental continuity from the primary to the intermediate grade levels. The findings do not agree with the literature which revealed that many factors are to be continuously sustained and evaluated in the long-term throughout a learner's school experience (Hersom, 1986).

Future research may wish to investigate whether or not certain criteria need to be stressed and expected at certain developmental ages or levels: Does an individual's developmental level determine which criteria are to be more strongly exhibited and valued? Research may wish to investigate to what degree developmental continuity is a valid and viable goal and whether or not evaluative criteria should be similarly viewed and implemented at all levels of learning rather than being restricted to grade levels and time frames (Hardy, 1986; Rowntree, 1977; Hersom, 1986; Campbell, 1989). Educators may need to adopt criteria to embrace all levels of education and all ages of learners (Rowntree, 1977).

(d) Nature and focus of teacher values

This study determined the nature and focus of teacher values. Teachers' values became evident during the identification and analysis of criteria in teacher-authored anecdotal reports: It is recalled here that to assess is to put a value on something; evaluation is a continuous search for what is valued (Hannigan, 1976).

Criteria are listed as they were found to be prioritized, from the most valued to the least valued criterion: industry, knowledge, empathy, strategicness, writing,

thoughtfulness, reading, mathematics, self esteem, risk taking, social studies and science, creativity, physical education, generativeness, speaking, 'other' and listening.

Industry, knowledge, and empathy were found to be the focus of anecdotal reports; these three criteria were most valued by teachers.

The researcher was surprised to find that industry was so highly valued at the primary and intermediate levels. The findings show that, above all, teachers value learners who work hard. Industrious learners energetically set goals. They are committed to their work. The literature supports the findings of this study: Teachers seek to discover, observe, and evaluate those qualities which positively and productively prepare the individual learner for a responsible and contributory role in society (Dalton, 1985; Chittenden and Courtney, 1989). The findings imply that teachers value a strong work ethic.

Extrinsic program and policy mediated values may be influencing teachers to value the attainment of common goals rather than valuing individual student goals (Patton, 1971). More concern may need to be given to valuing the learner as an individual without defining content, speed, rates of growth and time frames (Harste et al., 1982; Wells, 1986; Crouse and Davey, 1985; Smith, 1987).

Industry, rather than knowledge or self esteem, was found to be the most valued criterion although it has been stated that knowledge and self esteem are the outcomes of the processes of learning (Anthony et al., 1990). Anecdotal reports do not indicate that knowledge and self esteem are as highly valued as industry, and although knowledge is among the most highly valued criteria, self esteem is not similarly valued. Knowledgeable students are valued as those who can construct bodies of information to make sense and deal with the world (Long and Bulgarella, 1985; Winne, 1989); educators value learners who are able to perceive, remember, imagine, conceive, judge and reason (Hunt, 1989) and become objectively aware (Brown, Armbruster, and Baker, 1986) without considering

whether or not individual learners value, consider, or have a favourable opinion, regard and respect for themselves.

Empathy is the third most highly valued criterion, although Natale (1972) views empathy as the most critical ingredient in the learning situation. The empathetic learner is valued as one who negotiates and interacts collaboratively and co-operatively with his peers (Forester, 1990).

Listening and speaking are not highly valued although listening and speaking may be considered to be essential learning behaviours exhibited by the empathetic (Stein, 1964) and the strategic learner (Anthony et al., 1991) as he collaboratively negotiates and interacts with others (Forester, 1990); but the findings show that listening, speaking, and empathy are not similarly valued.

The literature offers that writing, listening, and speaking activities are interdependent (Calkins, 1986) but the findings of this study do not show that these skills are equally valued. It is suggested that writing is a concrete product which is measurable, whereas listening and speaking are not so easily observed or evaluated. The greater value attributed to writing may imply that there is an over emphasis on classroom time spent on the skill of writing rather than on activities which involve listening, speaking, and other forms of communication.

The researcher did not predict that certain criteria would be so highly valued and other criteria would be devalued. The researcher assumed that all criteria would be equally valued and considered equally important.

Teachers place greater value upon certain criteria although The Educated Citizen does not indicate or promote that certain criteria are to be more valued. Future research may wish to investigate whether or not, or to what degree, policy makers, practitioners, and students expect certain criteria to be more valued.

This study reveals that teachers value knowledgeable individuals who work hard, collaboratively and co-operatively. The findings imply that teachers do not equally value those who listen, or those who pursue a wide range of recreational and educational activity, or those who express themselves orally, or those who seek out creative and unique solutions and alternatives. It appears that teachers may not highly value individuals who dare to think and act on their own beliefs in the learning environment (Wilson, 1987).

Research may also wish to determine whether or not, or to what degree, the values of teachers, students, and boards are compatible and in agreement with each other. The researcher acknowledges that assessment may be critically influenced by the values of teachers (Wells, 1986) and the values of teachers may or may not be influenced by society and board policies (Hardy, 1986; Willinsky, 1990; Anthony et al., 1991). The values promoted by board policies need to be considered: Competency based evaluation and values must not submerge personal teacher values (Hannigan, 1976). Teachers may need to question and review their own values regularly (Hannigan, 1976; Rowntree, 1981). Essentially, educators and further research may need to consider and investigate whose values are to be applied (Patton, 1981).

The findings suggest that educational values may be subject to constant change based upon the ever changing needs and demands of communities and societies and all stakeholders (Anthony et al., 1991). The literature substantiates the implications generated by the findings: Evaluation is value laden and may need to be altered as required, both in form and content, in order to link with instruction and to link with individual learning (Mayer and Brause, 1986; Gammage, 1991). This may further imply that the purposes and direction of instruction may be subject to ongoing review and restructuring (Rowntree, 1977) if evaluation is considered to be authentic evidence, reflecting regular classroom conditions and instructional practice (Ministry of Education, 1990).

Conclusions and recommendations

(a) Criteria and expectations

Anecdotal reports are used at the primary and intermediate grade levels as a meaningful tool for the summative evaluation of individual learners; anecdotal reports contain descriptions which detail the criteria and expectations of teachers and students. It is this researcher's recommendation that anecdotal reports continue to be used in primary and intermediate grades.

Numerical, percentage, and grade scores are not commonly included as an evaluation tool by teachers who use anecdotal reports at the primary and intermediate grade levels.

Some primary and intermediate level schools, and many middle schools and high schools do not use anecdotal reporting techniques. It is recommended, and future research may affirm, that the adoption of anecdotal reports as an evaluation tool in all primary, intermediate, middle schools, and high schools would be informative and meaningful (Church, 1988).

Teachers need to be aware of, and participate in the establishment and implementation of, a common yet flexible list of criteria.

Evidence indicates that there is an interdependency and an interrelationship among the criteria of this study including the Characteristics of a Successful Learner (empathy, generativeness, industry, knowledge, risk taking, self esteem, strategicness, and thoughtfulness) and skill-based criteria (mathematics, reading, writing, listening, speaking, creativity, physical education, social studies and science).

The criteria and expectations of teachers should equally address the cognitive and affective domains.

It is recommended that the criteria and expectations of teachers need to establish a balance between the processes of learning and the products of learning.

Industry, knowledge, and empathy are the criteria which are most commonly expected to be exhibited in learners but it is recommended that educators need to equally encourage the development of each individual's self worth, uniqueness, creativity, and desire to explore and discover.

Reading, writing, and mathematics are the skill-based criteria which are most expected to be exhibited in learners.

The criteria and expectations of teachers are not balanced and equally applied. It is recommended and future research may determine, that the criteria and expectations of teachers should address all criteria in a balanced and equal manner, to address the individual needs, developmental rates, interests, and potential growth of all learners. It is recommended that criteria are to be equally applied in order to develop learners and citizens who are able, throughout life, to engage in, and explore, a wide variety of interests, pursuits, activities, and successes.

(b) Reflection and congruency

The criteria and expectations of teachers do reflect, and are congruent with, the criteria expressed in the goals of the program.

It is recommended that philosophy and practice should continue to reflect each other.

Teachers need to know the relationship between classroom practices and school district assessment policies (Stiggins, 1988). It is recommended that professional development sessions and inservice sessions be offered to address this area of concern.

There may be other and equally important criteria to be considered which were not identified in this study and which are not detailed in *The Educated Citizen*.

The purpose of evaluation is to describe the individual's growth and development. It is recommended that educational boards need to acknowledge that individual learning

pursuits are open-ended and therefore, standards and educational criteria need to remain subject to interpretation, redefinition, and restructuring, based upon a variety of criteria which include content, skills, attitudes, and learning behaviours .

Standards of excellence and competition are not usually evident in anecdotal reports nor are such standards addressed in The Educated Citizen; it is recommended that policy and practice continue to support the encouragement of quality and personal excellence.

Philosophy and practice incorporate, and are influenced by, both the needs of society concerning supply and demand, and co-operation and collaboration between boards and schools. It is recommended that schools and boards remain sensitive and receptive to the ever-changing needs of individual learners as they are determined by all stakeholders. Open channels of communication need to be maintained among all stakeholders, boards, schools, administrators, teachers, parents, community members, and students in order to encourage the productive, meaningful, and compatible establishment of practical and philosophical educational criteria.

Criteria cannot always be prescribed and predetermined.

The Educated Citizen does not prioritize criteria although this study revealed that in practice, criteria are prioritized. Philosophy and practice do not reflect each other. On this issue, reflection and congruency need to be established.

Teachers need to know that they are part of the whole picture; teachers need to become involved in the process of policy making. It is hoped that channels of communication will widen among educators at all levels. The involvement of teachers will aid in the establishment of criteria which reflect the compatibility and congruency of practice and philosophy. It is recommended that program committees at the board level need to routinely include a large number and a broad cross section of teachers. Teachers need to know that board policies and goals are not secretively but collaboratively

established and teachers need to know that goals and policies are regularly reviewed among educators at all levels who are collegially involved.

(c) Developmental continuity of criteria

The developmental continuity of all criteria was found to be evident in anecdotal reports, but the degree of developmental continuity of certain criteria was found to vary and increase from the primary to the intermediate level.

Learning is a continuous and lifelong process. It is recommended that developmental continuity be supported as a valid and viable expectation.

Thoughtfulness, generativeness, risk taking, and self esteem were found to be continuously sustained and sequentially unbroken from the primary to the intermediate grade levels.

Industry, empathy, strategicness, and knowledge were found to both vary and increase in the degree of developmental continuity from the primary to the intermediate grade levels.

Primary and intermediate teachers stress and expect to find evidence of certain criteria at certain grade levels. It is recommended that future research investigates this issue: Do students, at different developmental stages need to give more attention to learning behaviours that reflect certain criteria or do educators need to adopt a consistent set of criteria to embrace all levels of education and all ages of learners?

Future research may wish to investigate to what degree developmental continuity is a valid and viable goal.

(d) Nature and focus of teacher values

Teachers valued the following criteria which are listed here in prioritized order, from the most valued to the least valued criterion: industry, knowledge, empathy, strategicness, writing, thoughtfulness, reading, mathematics, self esteem, risk taking,

social studies and science, creativity, physical education, generativeness, speaking, 'other' and listening.

Above all, educators value learners who work hard: industry. Teachers value the work ethic (Keller, 1987; Izard, 1986; Heckhausen, 1987).

Teachers value industry, knowledge and empathy most highly. In other words, educators value knowledgeable individuals who work hard, collaboratively and co-operatively (Berko-Gleason, 1985; Pinar, 1975; Bowers, 1974; Mickelson, 1990; Long and Bulgarella, 1985).

It is recommended that educators continue to also value and place equal importance upon those criteria which encourage the learner to experience and develop within both the cognitive and affective domains (Dalton, 1985; Dressel, 1988; Rosenblatt, 1985; Ministry of Education, 1990).

Listening, speaking, and 'other' were the least valued criteria. It is recommended that educators should equally value those who listen, those who pursue a wide range of recreational and educational activity, those who express themselves orally, and those who seek out creative and unique solutions and alternatives; evaluation is intended to be multi-faceted and balanced (Church, 1988).

Teachers place greater value upon certain criteria although The Educated Citizen does not indicate or promote that certain criteria are to be more valued. Future research may investigate whether or not, or to what degree, policy makers, practitioners, and students are to expect certain criteria to be more valued as the findings have shown; however this study's findings are not supported by the literature (Rowntree, 1977; Forester and Reinhard, 1990).

Research may wish to determine whether or not, or to what degree, the values of teachers, students, and boards are compatible and in agreement with each other.

Educational values are subject to change based upon the ever changing needs and demands of society; the values of teachers may or may not be influenced by society and board policies (Blazek, 1981; Cook-Gumperz, 1986; Freire, 1985). This area warrants further investigation.

Evaluation is value laden and needs to be altered as required, both in form and content, in order to link with instruction and to link with individual learning. Evaluation needs to be intrinsically and extrinsically beneficial and relevant (Hannigan, 1976; Freire, 1980).

Teachers need to regularly question and review their own values (Rowntree, 1977; Forester and Reinhard, 1990; Gammage, 1991). Educators and further research need to consider and investigate whose values are to be applied.

The multi-faceted range of criteria found in primary and intermediate anecdotal reports reveals that teachers see education as a preparation for life (Dalton, 1985; Chittenden and Courtney, 1989). It is recommended that teachers continue to practice assessment and evaluation strategies which will sustain student self respect and optimism (Rowntree, 1977). It is hoped that teachers will continue to value students as individuals who are engaged in making their own meanings (Wells, 1986) and creating new knowledge out of their own ideas and experiences (Hunt, 1989; Patton, 1981).

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Appendix A

Summary of Study Submitted to Each Participating Teacher

Mrs. Alix Christine Whitfield

Graduate Student (Master of Arts in Education)

Department: Communications and Social Foundations

Advisor: Dr. Terry D. Johnson, Ph.D..

Proposal Outline

The researcher will not be using student subjects. With the help of principals who may introduce the researcher to his/her staff, the researcher will get to know staff members. At the introductory stage, the researcher will explain the purpose, direction, and content of the study and thereby gather a number of teacher volunteers. The study requires 4 teachers or more, equally balanced across grade levels: two primary teachers and two intermediate teachers. The researcher wishes to gain access to both urban and rural schools.

The research consists of an analysis of anecdotal reports in order to find evidence of the criteria outlined by the (a) Goals of Education: aesthetic and artistic, social responsibility, emotional and social development, physical development, intellectual development, and (b) The Educated Citizen: thoughtfulness, creative, flexible, self motivated, independent decision maker, skilled and contributing to society, productive, co-operative, respectful, aware.

A team of University of Victoria scholars has established a set of descriptors which succinctly encompass those criteria described in the Goals of Education and The Educated Citizen. It is these criteria, called the Characteristics of a Successful Learner, which will be

specifically addressed and sought to be evident in anecdotal reports either verbatim or in synonymous words and phrases: knowledge, thoughtfulness, self esteem, strategicness, generativeness, risk taking, industry, and empathy.

Collaboratively, each teacher, with the researcher, will analyze 10 randomly chosen anecdotal reports drawn from reporting sessions during this school year. Together the researcher and the teacher will investigate to what extent the criteria which are proposed by The Educated Citizen, and which are reflected in the Characteristics of a Successful Learner, are in fact the criteria found to be evident in anecdotal reports.

Tracking charts will be used to note the frequency of criteria descriptors and synonymous words found in each anecdotal report. These are computer driven charts to allow the subsequent notation and tabulation of totals, averages, and percentages.

The researcher will request access to an additional 80 anecdotal reports at each level for additional independent researcher analysis.

Findings and conclusions will be drawn from this data.

There are no questionnaires. Interviews and discussion are in the form of semi-structured interviews using both tracking charts and a discussion, conversation approach to seek specific evidence. Discussion may address a number of topics.

Confidentiality and anonymity shall be maintained. All names of teachers, students, schools, and other individuals involved will not be used.

Notes will be taken. Notes, at all stages of writing and revision are to be reviewed and revised by the teacher upon request and the final draft is subject to teacher revision. Copies of final drafts will be submitted to teachers and to no one else. No videotapes will be used.

Goals of Education

aesthetic and artistic,

Educated Citizen

thoughtful, self motivated,

productive, co-operative,

social responsibility,	creative, independent
	decision maker,
emotional and social development,	flexible, skilled
	contributing to
	society,
physical development,	respectful, aware.
intellectual development	

Characteristics of a Successful Learner

The first six characteristics are processes of learning:

Thoughtfulness: the engagement in or propensity toward meditation, signs of original thought (of a person or conduct), consideration (of), not haphazard or unfeeling behaviour;

Industry: diligence, habitual employment in useful work; (colloq.), the diligent study of a particular topic;

Generativeness: procreation; the ability to produce, productivity;

Empathy: the power of projecting one's personality into (and so fully comprehending), object of contemplation;

Risk Taking: exposure of oneself to hazard, to the chance of bad consequences, loss, etc. exposing oneself to mischance;

Strategicness: of, dictated by, serving the ends of, strategy (strategic skill, considerations, movement, position).

The last two characteristics are outcomes of the previous six processes:

Knowledge: knowing, familiarity gained by experience, (of person, thing, fact); a person's range of information, theoretical or practical understanding (of subject, language, etc.); the sum of what is known well-informed;

Self Esteem: action or condition relating to oneself in thinking favourably of oneself, valuing, consideration of oneself, having a favourable opinion, regard or respect for oneself (The Concise Oxford Dictionary, 1982).

Possible topics for discussion

1. individual teacher goals and expectations which are directed toward individual student success;
2. a teacher definition of the purpose of anecdotal reports;
3. teacher opinions regarding mandated or soon to be mandated evaluation and assessment strategies, i.e. personal opinions on the strengths and weaknesses of anecdotal reports;
4. strategies used by teachers to compile information and write anecdotal reports;
5. individual teacher's professional and educational history which may influence or have a bearing upon the degree of teacher receptiveness toward anecdotal reports

Appendix B

Sample Idea Units Identified in Primary Anecdotal Reports

Empathy

- a delight, a leader
- a pleasure
- able to give in gracefully
- able to resolve classroom social problems
- able to use appropriate language
- acting responsibly
- at ease in the classroom no matter what the activity
- wonderfully attentive
- behaving appropriately and safely
- cheerful, caring about others, considerate
- confident, co-operative
- comfortable in class, complimentary
- concerned about his attitude
- contributes a great deal
- dependable, developed in social skills so that children seek him out
- eager, energetic, enthusiastic contributor, excellent role model
- fair, friendly
- free time is used to explore and work with friends
- gentle, good natured
- helpful, honest, humorous
- important member of the class
- independent, interactive, involved
- inspiring, interested
- kind, mature, not aggressive
- participating actively
- patient, positive, pleasant, popular, quiet
- positive and inquisitive individual
- reliable, responsive
- responds without anger or violence
- sensitive, sharing
- shows initiative
- shows interest and enjoyment in classroom activities
- shows more responsibility for personal space
- shows sensitivity and concern for classmates
- socially responsible
- team player and a good sport
- tutors classmates
- understands the perspective of others
- voluntarily active and involved
- well liked by his peers
- willing to help others
- works well in a group setting
- works with children of all ages in class

Generativeness

- able to create a story

- able to make plans and suggest alternative solutions
- adds his own personal and special touches to work
- considers things from a slightly different angle than other children
- created a lengthy mathematical colour pattern
- creates and interprets graphs and has done patterning, estimating and problem solving
- creates story problems to grasp addition and subtraction concepts
- creative
- demonstrates a natural sense of poetry and language
- determined to produce excellent results
- employs a wide range of ideas and strategies for creating projects
- expands on her wonderful and original ideas
- experiments with creative ideas
- experiments writing poetry
- expresses her knowledge
- expressive
- handles unplanned situations
- initiates art and craft ideas
- invents new gym games
- invents new ways to do projects and creations
- listens to a story then enacts the main character, and builds story models
- looks for new challenges
- manipulates the computer to produce her desired results
- organizes classroom plays
- responds in a variety of ways to stories he has heard
- solves problems through writing, plays, and creative projects
- tells wonderful, humorous stories to accompany his drawings
- unique products and writings
- uses a personal writing style
- uses dialogue in stories
- uses talking bubbles to add dialogue to his drawings
- vivid imagination which he uses in writing stories

Industry

- absorbed
- lacks a sense of purpose
- focused worker
- puts a lot of effort into his work
- stays at a task
- concentrates
- works independently
- active participant
- adds lots of small details and colour to drawings and models
- attentive
- checks with me to see that he's on track
- chooses a variety of centres
- completes his work
- conscientiously sets goals
- continues to be a model of calm
- continuing to develop and socially
- dedicated

- demonstrates full participation in all class routines and activities
- dependable contributor
- determined
- distracted
- does her best
- needs a lot of guidance
- doing everything she needs and more
- eager to learn
- eager to read to other children, often surrounded by them
- energetic and active
- enthusiastic class member
- enthusiastically and eagerly tackles gym games and activities
- first to volunteer to clean up classroom and perform tasks
- goes beyond what is asked for
- hard worker
- tends to socialize
- he is pleased with his efforts
- I encourage his efforts and help build his confidence
- initiates art and craft activities
- interested in classroom happenings
- involved in and organizes classroom plays
- meticulous drawings
- makes excellent use of time
- meets the challenge of reading a difficult passage
- pictures are complete stories in themselves
- practices her reading
- prolific writer
- reads a wide variety of books
- rushes when copying from the board
- self corrects perceived reading errors
- self directed learner
- shows a positive attitude toward her work
- shows dramatic improvement in her work
- shows perseverance to finish projects
- sometimes needs a reminder to keep on task
- stories have become longer
- takes work very seriously
- undertakes tasks seriously
- wants to be able to do what the older children do
- wants to try everything
- willingness to do his best
- willing to take the time and energy to attain goals
- work to his potential
- works with care
- work is improving
- works well independently and with peers
- work is focused
- works methodically
- works industriously to complete assignments to the best of his ability
- working harder at writing
- writes with energy and produces volumes of work

- writes well with a coach beside him
- when I write his dictated stories he likes to make sure that I write down the whole idea

Knowledge

- able
- able to express ideas in writing
- able to spell some common words correctly
- absorbs a great deal of material
- accurately recognizes what letters are missing in a word
- addition and subtraction are improving
- after guidance and practice, was able to do 2 digit addition independently
- beginning to print the letter sounds he knows
- beginning to understand
- bright
- builds on her skills in reading and writing
- can discuss characters, setting, problems and solutions
- can match and record numerals
- can read small words
- can retell a book story accurately from memory
- can tell me her story
- capable
- capable, fluent reader
- clearly understands the underlying concepts
- competent story writer
- continues to excel in math and is ahead of his peers
- continues to grow as a story writer
- continues to read well
- creates and interprets graphs
- demonstrates speed and accuracy
- describes a concept
- due to spelling inconsistencies she is not always able to read her written work
- estimates, patterns, problem solves
- excellent background knowledge
- excellent vocabulary
- excels in all facets of school life
- explains new concepts in her own words
- fair player and follows rules
- follows directions well
- gets information from a book and writes down facts
- good academic progress
- good at all sports activities
- good grasp of new concepts
- good understanding of place value
- has a good background knowledge to draw upon for projects and creative ideas
- has a good sense of number
- has acquired a good grasp of all math concepts
- has been counting in the 100's, skip counting, counting in the 100's was a challenge but she understands the math concept
- has gained skill

- he knew that $7 + 3 = 10$ because he counted in his head
- he knew the large block was worth 100 small ones.
- I expect her to use letter sound knowledge in journal writing
- improvement in work
- in writing, he was able to portray the boy in the story using different words
- independent reader
- is able to write both factual and fictional accounts
- is beginning to read more easily, smoothly and accurately
- is below his peers in reading
- knows her math facts
- knows most of the alphabet and has a good grasp of alphabet sounds
- knows some vowel sounds
- leaps in reading and writing
- made wonderful progress and gains in many areas
- matches illustrations to a page of text
- math speed and accuracy are behind peers
- names unknown objects
- needs daily practice at his reading level
- needs guidance and help sequencing letter sounds and vowel sounds
- needs help with math concepts
- needs to become a more proficient speller
- needs to hear more difficult books
- needs work on vowel sounds, has trouble remembering them
- now he writes short descriptive stories instead of copying the words around the room
- occasionally has trouble with punctuation when reading
- offers predictions about probable endings or solutions to stories
- often omits vowels from her writing
- pays attention to the meaning of words
- prints his name
- proficient, demonstrates proficiency
- rarely needs help reading words
- reading is becoming smoother and fluent
- reading is progressing
- reads with great expression
- recognized numerals to 20 and basic geometric shapes
- reflects a story line read using pictures and models
- says that reading is hard for her
- she'll admit she needs help and she says when it isn't clear to her
- shows an ability in drawing
- shows excellent understanding of what is read
- shows understanding of a chosen research topic
- sometimes uses unusual spelling patterns
- sorted a group of objects by colour and explained how it worked
- spelling is becoming standardized and accurate
- spelling is maturing
- spelling is more consistent
- unable to retain correct spelling to use in his own stories after weekly spelling tests
- understands how print works, left and right, top to bottom
- understands the elements of a story
- understands the qualities of a good reader

- understood that numbers could be reversed without affecting the answer in multiplication
- uses different voices telling a story which demonstrates understanding
- uses gym equipment well
- uses manipulatives
- uses punctuation correctly in writing
- uses question marks
- uses the computer for messages and drawings
- using knowledge gained from other stories to create her own
- with a boost can continue a math skill
- word problems show he understands math concepts
- writing is no longer difficult
- writing more recognizable words
- writing progress is excellent
- writing shows a solid understanding of language

Risk Taking

- allows his writing to be used as a model for others
- although she struggled with the difficult vocabulary, she narrated the class play
- becoming more independent in class
- beginning to use letter sound knowledge in journal writing
- challenges himself
- checks with me to see if he's on track
- contributes to class discussions
- difficulty pronouncing sounds does not impede his reading progress
- enjoys the challenge of solving the mystery word puzzles and deciphering difficult words
- expanding his writing ideas next term
- expands on wonderful ideas
- explores a variety of gym equipment
- guesses many more words from the meaning of a story
- has the confidence to tackle new words, phrases and challenging reading material
- he worked with numbers into the hundreds which he is comfortable with
- his goal is to learn how to write
- learning how to take the first step out of familiar territory himself
- makes own math games to challenge herself
- needs a gentle push
- needs reassurance that she is performing an activity correctly
- often checks with me when he writing letter sounds
- reads a difficult story aloud to the class
- reads a wide variety of unfamiliar material
- set herself the goal of overcoming number reversal
- shares work with class
- she only selects books she is able to read independently
- she was goalie during a hockey game
- she was the only girl playing in the hockey game
- shy to read aloud
- tackles more challenging activities
- takes a more active part in class activities
- takes risks
- tries again

- tries new activities and new and difficulty tasks
- trying to write independently
- volunteers
- when he saw some children using the blocks properly he joined in
- willing to learn new things
- working at speaking louder when talking to a group
- writes if someone sits with him to act as a coach

Self Esteem

- adds personal and special touches to his work
- admired by students for her writing
- at ease no matter what the activity
- challenges herself
- checks with me frequently during work time
- cheerful good nature
- comfortable in the gym
- comfortable with our class programs
- eager to participate in classroom activities
- enjoys his turn at leading group reading
- first to volunteer to help another student
- friendly
- happy that he's learning how to read
- has the confidence to tackle anything
- her face lights up when she smiles
- less competitive
- loves to have the opportunity to tell the class about things brought from home
- mature attitude
- more relaxed
- popular partner
- proud of her ability to read difficult material
- proud of her writing abilities, her printing and art invention.
- proud to be in reading club
- reads aloud to the whole class
- ready to take an extra turn if someone else isn't available
- self confident among his peers
- shares her life experiences with the class
- shares her work with the class
- she says that when she doesn't know the words she feels sad
- she played goalie in hockey
- showing a more positive attitude
- speaks with a clear, confident voice
- surprised at what he knows
- takes pride in her accomplishments
- takes pride in her art work
- unsure
- wants to do what the older children do
- whispered "Yeah!" with every success

Strategicness

- able to solve math problems if he uses concrete materials and manipulatives
- adapting to morning routines and work

- beginning to integrate and use the things he has learned
- checks with me often to while writing organizes writing to express what she knows
- concentrates
- concentrating on punctuation and capitals
- corrects himself as he reads
- designs her own gym games
- develops strategies to become an independent reader
- develops strategies to help his team win in group games
- discovered an important graphing rule on her own
- extracts the main idea
- figures out unknown words by the rest of the sentence and by what makes sense
- figures out words on his own
- files and organizes materials
- finds and organizes information
- finds the strategies to handle difficult situations
- follows a task through to completion
- generalizes spelling rules
- has a wide range of ideas and strategies for creating projects
- he takes his time, thinks carefully, writes neatly, and rechecks his work
- hears more letter sounds in words
- helped to organize a group performing a play
- likes to make sure I write down his whole idea
- looks after his belongings himself
- looks at pictures for clues
- looks for small words in big words
- loves routines
- makes excellent use of time
- makes good use of context clues
- memorizes addition facts to twenty to work more quickly
- methodical
- needs guidance and help sequencing letter sounds and vowel sounds
- observant
- looks at the sections of words to read accurately
- organizes and produces classroom plays based on books we've read
- organizes gym activities
- pays attention to the meaning of words and the meaning of a story
- plans
- practices
- practices counting by tens and other concepts
- practices learned strategies with unfamiliar words
- prepared
- problem solves
- puts care into what he does
- relies on the pictures when he reads
- responsible for his personal space
- returns to the text to ensure that the props and spoken lines are exactly correct
- satisfied with her own solutions
- seeks help when she needs it
- self corrects
- self directed

- sets his own goals
- sets independent tasks for herself
- shows a good sense of strategy in gym games
- shows less frustration in music
- takes time to attain her goals
- understands how to regroup 1's into 10's
- understands the qualities of a good reader
- used a number line to find the answer
- uses a variety of skills to help with unknown words
- welcomes every opportunity to be a leader
- words are well spaced and printing is neater
- work habits are becoming more consistent
- working methodically
- writes her stories using the letter sounds she hears

Thoughtfulness

- acted out a lively version of a well known story
- adapting to morning routines
- approximates standard spelling
- attentive to the way in which language is written
- brought materials from home to work on a three dimensional design
- catching on to repeated language patterns
- clear and exact sense of what she wants to say
- contributes to class discussions and shares ideas
- corrects himself
- corrects letter reversals
- creates and interprets his own graphs
- describes concepts
- discovered a graphing rule on her own
- discusses characters, setting, problems and solutions
- errors are usually contextually correct
- exhibits leadership when planning and producing plays
- explores a wide variety of reading material
- expresses himself verbally and in writing
- expresses knowledge through writing, plays and creative projects
- guesses at words from the meaning of the story
- has a sense of how games work
- includes more vowels in his words and periods, quotation marks, and apostrophes
- inserts periods appropriately
- is learning sign language to communicate with a special child
- keenly interested in learning
- learning how to skip and play gym games
- makes plans
- makes relevant comments in discussion
- manipulates the computer to produce the results she expects
- matured
- notices small details and incorporates them into her creations
- observant
- offer her own predictions and solutions to stories
- pays attention to print moving from left to right across the page
- pays attention to what the author is saying and the meaning of a story

- pictures show an attention to detail and a real eye for colour and design
- problem solves
- pursues complex undertakings, maps, models and books
- reads factual material and extracts the main ideas
- reads smoothly and accurately
- relates experiences to a topic
- relates words to written text
- responds in many ways to a story
- shows a flair for characterization, changing her voice to suit a character's personality
- sorting, estimating, and classifying
- spaces her words now
- suggests alternative solutions
- takes a role but brings costumes and props from home to use in role the she is playing
- takes advantage of his interests and abilities
- tells humorous wonderful stories about his drawings
- tells me a story
- thoughtful
- understanding of sound/letter relationships is evident as he begins to supply missing letters
- understands how to regroup ones into tens using real objects
- uses manipulatives for addition and subtraction
- vivid imagination in creative writing
- writes stories using the letter sounds she hears
- writes story problems
- writing shows an understanding of how language works

Appendix C

Sample Idea Units found in intermediate anecdotal reports

Empathy

- active and positive
- active member of the choir
- acts foolish [sic] and makes rude comments
- annoys and distracts classmates with taunting
- appropriate behaviour
- attentive listener
- aware of natural consequences that will affect the quality of life
- cheerful
- co-operating with teachers and peers
- comments to hurt others' feelings
- concerned when a friend is having difficulty and is willing to assist
- deals with social conflict
- demonstrates respect for others and their point of view
- distracts those around him
- eager to help around the room
- easy going
- empathetic to peers
- excellent behaviour in class
- excellent, dependable classroom monitor
- good social skills
- good sportsmanship displayed in Phys.Ed.
- has a wonderful sense of humour and disposition
- has difficulty functioning in group situations
- has to understand he must try to be a friend first
- has to understand his own behaviour affects others
- honest
- improved behaviour has been noted
- improving his social strengths and weaknesses
- involved in extra-curricular activities
- involved in the school musical
- is considerate of everyone
- learning to co-operate in P. E.
- needs conscious self discipline
- needs reminders to listen
- nice personality
- overly exuberant
- part of a group who performed excellent role plays
- part of the Safety club
- participated fully in new P. E. skills
- participates in novel study discussions
- participates well in art activities
- patient
- patient with co-workers
- persistent and unrelenting chatter
- pleasant student
- polite

- prefers to be in control of the situation at all times
- prefers to play alone in P. E.
- realizes that other people need to be part of the decision making process
- rejected by peers
- resolves peer conflict
- responds sensitively to the feelings and ideas of others
- responsible, joined school patrol
- shows everyone his clever and creative side
- shows spirit and participation in class
- silly during experiments with powders in science
- sincere
- socially mature
- strong leadership skills in a group
- talks when directions are being explained
- talks when someone else is speaking
- tolerant
- treats her peers with respect
- well liked by peers and teachers
- well mannered
- willing to help others
- willing to join a group of students when invited
- worked well performing and discussing experiments
- worked with a group in her science project
- works at and focuses on learning social skills
- works co-operatively with peers
- works well in group activities
- works well with a partner
- works with younger students

Generativeness

- affinity for movement activities in P.E.
- art projects show creativity and wit
- clever
- colourful imagination
- composes elaborate interesting sentences
- creative
- creative writing
- detailed art work
- develops story line and characters
- drawings show excellent proportion, attention to detail, colour and organization
- drew illustrations to accompany his story
- enthusiastic about drawing robots
- has intriguing and intuitive ideas to add in discussion
- involved in the upcoming musical
- makes many creative and imaginative projects
- makes use of materials and scraps to make interesting projects
- member of the choir
- performed excellent role play skits
- reads orally with fluency and expression
- self-directed learner
- social studies project shows imagination, creativity, and wit

- undertaking several roles in the school musical production
- unique and novel ideas
- uses creative word choices, a wide range of interesting words
- uses extensive vocabulary and varied sentence structure
- writes in an interesting way

Industry

- active choir member
- always tries her best in math class
- an active term
- asking for help until she could work independently in math
- assignments were not ready to be turned in when due
- assignments are rarely started or completed without encouragement, insistence, and repeating of directions
- assumes responsibility by listening carefully to directions and setting up assignments
- able to locate research material
- avid reader
- can do better
- chooses a wide variety of books
- cleans up his work area
- committed to his school work
- completes assignments capably and thoroughly
- concentrates on tasks
- continues to stick to the task at hand
- determined to be successful in math
- doesn't listen during math
- easily distracted from the task
- edits and proofreads
- effort put forth fluctuates
- enjoys all facets of learning
- enjoys art lessons
- enjoys being involved in activities
- enjoys doing a little more than expected
- enjoys P.E.
- enjoys reading
- enthusiastic
- enthusiastic about his written stories
- enthusiastic project work
- enthusiastically involved in the school play
- enthusiastically uses solid geometric blocks
- explores different novels
- focused on task at hand
- greater effort could still be put into organization and neatness
- hands work in on time
- has set high standards for herself and meets an excellent level
- instead of working on assignments, prefers to read, doodle or create art objects
- involved in extra-curricular activities
- involved in story writing
- is focusing on writing skills
- just draws or reads

- keenly interested in social studies unit
- listens to instructions
- maintains high standards in her work
- motivated
- neat, level cursive writing
- only read and reviewed one book
- outstanding job compiling and organizing research material
- paid careful attention during math instruction and makes a point of having work checked
- participates in a variety of P. E. activities
- participates in most activities
- participation in novel study continues to be good
- performed school safety patrol duties responsibly
- perseverance paid off as test scores show
- positive attitude toward reading
- practices multiplication facts for speed and accuracy
- practicing multiplication facts to work more accurately
- prepared
- prepared for novel study
- projects completed with effort and motivation
- puts forth a 100% effort
- research project was very brief considering amount of class time given
- shows improvement in independent reading
- shows interest and involvement in classroom and project activities
- shows pride in completed assignments
- story booklet was immaculate
- struggled during this term
- superior effort
- takes pride in neatness
- tried all keyboarding lessons
- unwilling to put any effort into improving work habits
- uses class time effectively
- work well on group project
- worked well performing and discussing science experiments
- working well towards letter size and formation
- works on a project for an extended period of time
- works promptly
- works well independently and with peers

Knowledge

- absorbed and retained the information covered
- addition and subtraction need improvement
- adept in computer lab
- capable
- comprehension skills are excellent
- demonstrates an understanding of multiplication and division
- fast and accurate recall of basic math facts
- forgets periods and capitals
- good skill development in P.E. activities
- good work in French
- improvement in work has been noted

- increased speed and accuracy in the number of questions she can answer in five minutes
- knowledgeable
- learned new computer skills
- mastered all mathematical skills and concepts taught
- mastered math concepts using manipulatives
- mastered timetables
- needs to concentrate on complete sentences
- needs to work on good sentence structure and punctuation
- passed the first level of the incentive reading program
- performance on math quizzes and tests indicates a satisfactory understanding of concepts taught
- performance on the division test is good
- performed extremely well on all timed multiplication drills
- provides supporting detail for written comments in novel study
- quick recall on timed math drills
- quick to grasp and retain new skills
- read and interviewed four books this term
- received a high score on a math test
- relates new knowledge to prior knowledge
- satisfactory progress this term
- shows growth of skills and knowledge in social studies
- skilled reader, reading skills are well developed
- thorough understanding of material covered in social studies unit
- uses good sentence structure and spelling
- uses quotations appropriately
- works confidently on division and multiplication facts

Risk Taking

- assumes greater responsibility to make sure work is complete rather than relying on teachers and parents
- challenged herself to follow through and organize notes she is proud of
- challenges himself to read
- chooses books at a higher level than his age group
- doesn't even try math assignments
- enjoys discussion
- explores different novels
- involved in several outstanding role play situations
- joined the Safety Patrol club and demonstrated exceptional responsibility
- participates
- set a goal to improve her organization and neatness
- set the goal to read more books this term
- taught the class a lesson on counting in a foreign language
- trying to extend oral and written vocabulary
- undertook several roles in the musical production
- unwilling to try most math activities
- would like to read more books this month.

Self Esteem

- assuming greater responsibility
- classmates enjoy hearing his stories

- continues to display a positive attitude towards math
- continues to work confidently
- displayed a positive attitude and effort this term
- improved behaviour has been noted
- involved in the upcoming musical
- participates in choir
- participates in many extra-curricular activities
- participates in safety club
- participates in swim club
- participation in discussion has been satisfactory.
- pleased with himself in math division work progress
- positive
- practices being calm and relaxed
- proud of her math accomplishments
- proud of her swimming accomplishments, an asset to the school team
- proud of the number of books she has read
- recognizes his own social strengths and weaknesses
- shares his stories with pride
- shows skill when he wants to
- uses reading talent to compensate for his perception that he does not do well in math
- wishes to do well

Strategicness

- accomplishes work in an efficient and effective manner
- adheres to time lines
- applies P. E. skills
- assumes responsibility by listening carefully to directions, sets up assignments as requested
- common sense when choosing peers and activities
- completes assignments
- continues to become more responsible for monitoring work habits
- editing and proofreading skills are highly developed
- remembers sequential steps in computer lab work
- remembers the structure behind written assignments
- employs good reading strategies
- ensures that end of chapter written exercises are completed on time
- excellent effort to prepare for novel study
- experiences difficulty completing assignments
- familiarizes herself with the task
- finds it difficult to lay out and organize daily assignments
- finds it difficult to organize notebooks and assignments
- focuses on complete sentences
- ideas are well presented in a logical fashion
- identifies and sets a purpose for reading
- identifies important ideas and sequences events
- keeps complete notes
- indicates adequate preparation for upcoming discussions
- locates facts but has difficulty keeping track of them
- loses assignments
- monitors his work

- neat
- needs to practice basic math facts
- obtains information, locates information, and draws conclusions
- organizational skills are good
- organizes his work
- outstanding job compiling and organizing research material
- prepared for French class quizzes
- prepared for lessons
- prepares herself for discussions by completing all written assignments
- research project was very brief considering the amount of class time given to locate and assimilate information
- responsible about his belongings
- responsible for two further assignments but they were not included in scrapbook
- should place work in duotangs
- shows skill and confidence in cursive writing
- stories are logical and easy to read
- takes responsibility for handing in all work
- there are times when he can't locate the necessary notebook or supplies.
- tries to remember
- uses time effectively
- word attack skills are excellent
- work habits have improved
- work is in on time, completes assignments on time
- would like to see him become efficient organizing schoolbooks and desk

Thoughtfulness

- active participant in class discussions
- alert student
- answers questions with comprehensive answers
- aware of the importance of listening to P.E. instructions
- bright
- compares and contrasts well in social studies activities
- compiles and organizes research information
- developing good creative and critical thinking skills
- discusses issues
- edits and proofreads
- enjoys poetry and literature
- experienced difficulty with problems of number theory
- experiencing difficulty with the process of division
- found answers to trivia questions
- hypothesizes ideas
- infers and predicts easily
- inquiring mind
- interesting opinions and ideas to share
- interesting to talk to
- interprets material
- justifies answers
- makes decisions about his work
- picked up many concepts in science powder unit
- predicts and summarizes in reading
- prefers non competitive games in P. E.

- proficient on the computer by typing research without difficulty
- self evaluates realistically
- shows proper ball handling
- talks to himself and verbalizes imaginary scenes while drawing
- thinks logically
- transfers his math knowledge
- transfers multiplication knowledge to computing division equations

Appendix D

Letter of Informed Consent

Mrs. Alix Christine Whitfield

Graduate Student (Master of Arts in Education)

Department: Communications and Social Foundations

Advisor: Dr. Terry D. Johnson, Ph.D..

Upon meeting a new staff, the researcher will explain the purpose, direction and content of the study and thereby gather a collection of teacher volunteers. The study requires four teachers or more, equally balanced across grade levels, from the primary, and the intermediate grades. The researcher wishes to gain access to both urban and rural schools.

The research consists of the analysis of anecdotal reports to find evidence of the criteria outlined by the Goals of Education, The Educated Citizen, and the Characteristics of a Successful Learner.

Collaboratively, each teacher, with the researcher, will analyze randomly chosen anecdotal reports drawn from reporting sessions during this school year. Together the researcher and the teacher will investigate to what extent the criteria proposed by the Ministry, which are detailed in The Educated Citizen and reflected in the Characteristics of a Successful Learner, are in actuality the criteria evident in anecdotal reports.

No questionnaires are involved. Interviews will be semi-structured and may address the following:

1. individual teacher goals and expectations
2. a teacher definition of the purpose of anecdotal reports
3. teacher opinions regarding strengths and weaknesses of anecdotal reports

4. strategies used by teachers to compile information and write anecdotal reports

5. the individual teacher's professional and educational history Confidentiality

and anonymity shall be maintained. All names of teachers, students, schools, and other individuals involved will not be used.

No audio or visual tapes will be used. All notes, at all stages of writing and revision are to be reviewed and revised by the teacher at will and the final draft is also available to teachers for revision. Copies of final drafts will be submitted to teachers and to no one else. Each teacher will determine exactly what may be written in the final thesis. No videotapes will be used.

Findings and conclusions will be drawn from this data to indicate whether or not, or to what extent, the criteria detailed in the The Educated Citizen and reflected in the Characteristics of a Successful Learner, are evident in anecdotal reports.

I hereby agree to participate in this study. _____

teacher

I hereby allow this study to proceed in my school. _____

principal

Vita

Surname: Whitfield Given Names: Alix Christine
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Educational Institutions Attended:

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Title of Thesis: Toward the Meaningful Implementation of Anecdotal Reports

Author

(Signature)

Alix Christine Whitfield

(Date)