

Elementary Report Card Revisions

September 18, 2017

The Project

- Examine our goals in making the change to a skills-based report card
 - Comprehensive – clear ties to teaching and learning
 - Information – how each student is progressing toward achieving learning goals over the year
- Get feedback from our community about those goals – teachers, parents/guardians, administrators
- Revisions as necessary



Community Survey Details



- Beginning of June 2017
- 213 responses
- Responses from all 5 elementary schools. Of the total responses:
 - 18% Edison
 - 11% Jennings
 - 16% Stoy
 - 24% Strawbridge
 - 31% Van Sciver
- Representing parents/guardians of grades in preschool-grade 5, with 13% of respondents also having children with IEPs.

Range of Questions

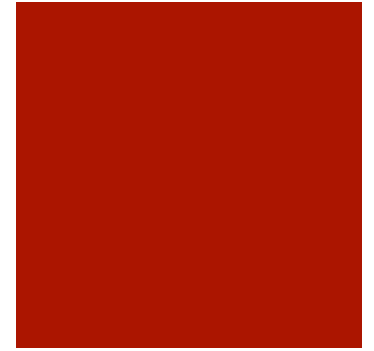
- Get enough information about academic strengths/ areas of improvement
 - Agree – 39%
 - Neutral – 26%
 - Disagree – 35%
- Number of learning indicators (skills) provided
 - Too few -15%
 - Just right – 53%
 - Too many – 32%
- Wording of the report card is easy to understand
 - Agree – 49%
 - Neutral – 21%
 - Disagree – 30%
- Year-long goals vs. marking period goals
 - Year-long – 13%
 - Marking period – 67%
 - No preference – 20%

Range of Questions

- Scale preference (1-4 current scale OR letter scale such as I=Independent, M= Minimal support etc.)
 - Number – 21%
 - Letter – 55%
 - No preference – 24%
- Difficulty in understanding:
 - None -46%
 - Grading key – 32%
 - Layout – 17%
- Likes from the current report card:
 - Narrative – 87%
 - Skills in each area – 36%
 - “Meets MP Expectation” – 26%
- Open-ended feedback opportunities

Looking Ahead

- Two important areas for further consideration:
 - The key
 - Marking period goals



The Key



Academic and Special Areas

M = Meets marking period expectations

P = Partially meets marking period expectations; practice and support is still needed

A/C = Area of concern

N/A = Not applicable this marking period

Behaviors That Support Learning

S = Satisfactory

I = Improving

N = Needs improvement

U = Unsatisfactory

Meets Marking Period Expectations

Y = Yes

N=No

Marking Period Goals

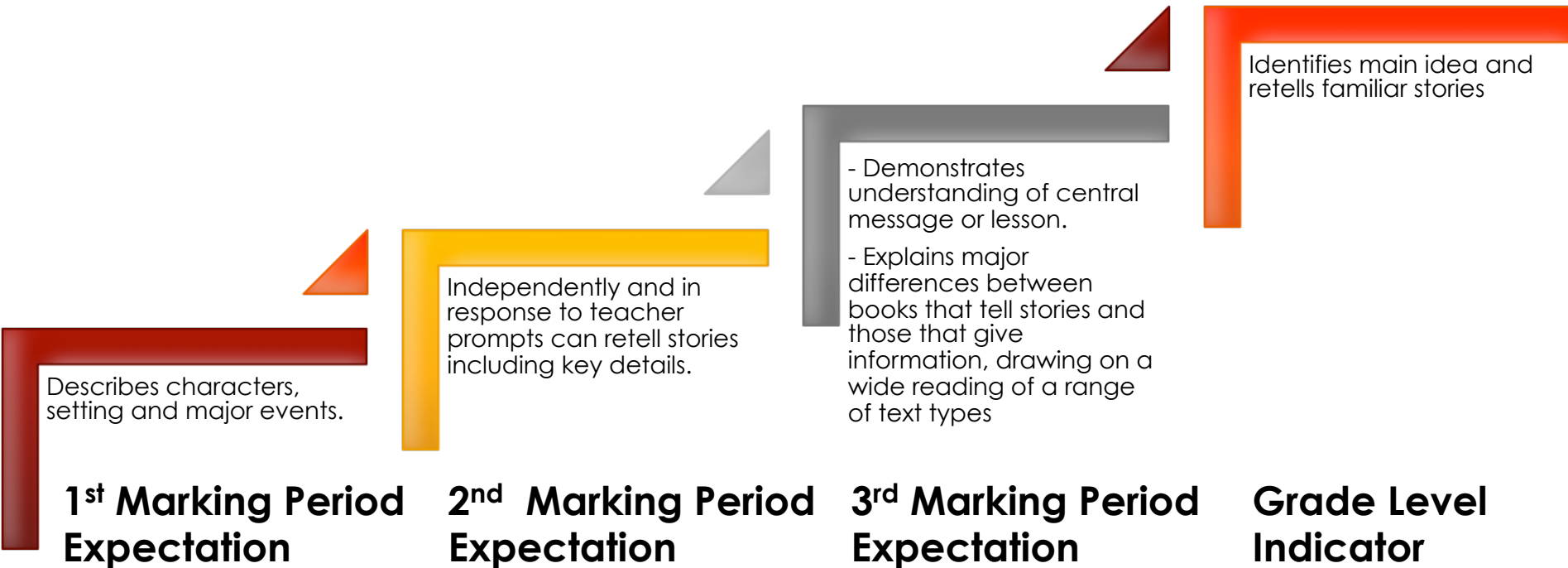


- Skills are still present; represent what needs to be achieved by the end of the year
- Marking period grades will reflect the expectations for achievement for that period of time
- Each skill area will then receive an M, P, A/C or N/A
- Revised parent and teacher support pieces to be posted – specify marking period learning goals in each skill area



Example - 1st Grade Reading

Indicator (year-long skill): Identifies main idea and retells familiar stories



What's to Come

- Letter home to parents/guardians
- Support pieces posted on the website
- Conferences in November
- Report card home in December

