



Activity 6.1

Beyond the Report Card

Learning Target for the Activity

- Understand the different information sources that can be used to inform parents about student learning, other than report cards and progress reports.

Purpose

Nine out of 10 parents believe their student is performing at grade level, and yet data show that the number of students performing at grade level is much lower. Parents report that they believe the school report card is the best source of information about how their student is progressing and is in part how they determine if their student is at grade level. A majority of teachers, however, know that much can go into the consideration of a report card grade that is not directly tied to what the student knows and can do, or that the grade is not an indication of the most current status but often is a mix of past and current scores. They understand that good grades do not always equate to being at grade level (Learning Heroes, 2018).

The purpose of this activity is to consider what other sources of information a school or teacher could provide that would give parents a more complete and therefore accurate picture of how their student is doing.

Time

45 minutes

Materials Needed

None

Suggested Room Setup

Tables and chairs

Directions

Working in small groups, complete each step in the order below:

1. Consider your current school/district report card. What information does it provide parents? What other specific information do parents get during the course of the year that informs them about their student's achievement level? Make a list of what you include.
2. Using the list, what other data points exist in the school or classroom that could be provided? What is already provided but might be amplified or provided more regularly?
3. What else might be done to lessen the disconnect between a report card and a fuller picture of individual student achievement?

Closure

When the activity is completed, it may be helpful to display the results on a simple spreadsheet. If more than one school or district team participates, each spreadsheet can be used to combine the results into a single document. Some entries may be calendar driven, others might be a school responsibility or task, while other entries may be classroom or teacher specific. Other areas to categorize might include the communication method or form, what additional information on context/setting might be included to help parents understand the data, and how each source of data is used at the school or district level.