



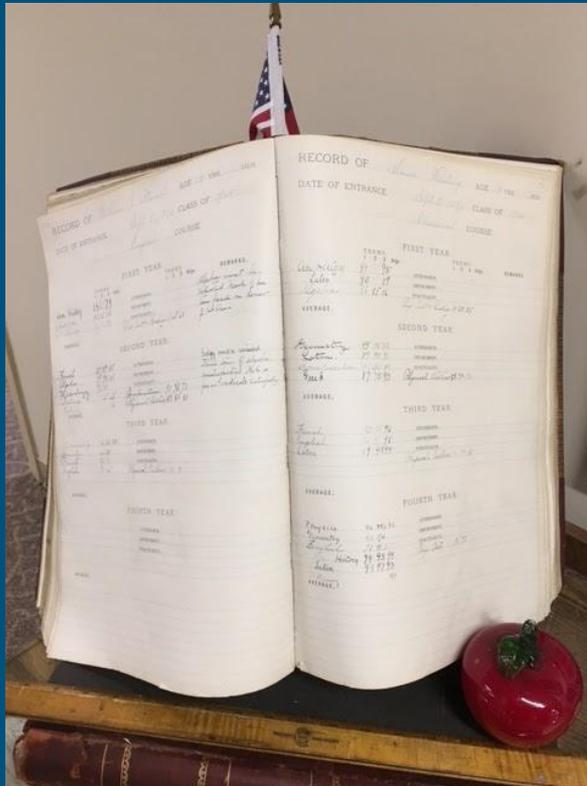
Report Cards

Presentation to the
Franklin School Committee

Dr. Sara Ahern and Dr. Joyce Edwards
December 11, 2018



A longstanding tradition...



This Franklin High School rank book, dating back to 1896, sits on display at Franklin Public Schools Central Office.

Numerical grades were reported for academic subjects including English, Algebra, & Botany as well as on Physical Culture and Penmanship.

Franklin School Committee's Role and Report Cards

From Policy IKAB -- Student Progress Reports to Parents

A report depicting the student's progress will be issued periodically following an evaluation by the appropriate teacher, teachers, or other professional personnel.

Major changes in the reporting system shall be preceded by a cooperative study and evaluation by teachers, Principals, parents, and the Superintendent, who will submit the proposal to the School Committee for consideration and approval.

<https://www.franklinps.net/district/school-committee-policy-manual/pages/ikab-student-progress-reports-parents>

Purpose of Report Cards

- To periodically and formally report on student progress against grade level standards (elementary school)
- To periodically and formally report on student achievement within a course of study (middle and high school)
- To convey final course information for inclusion in transcripts used for post-secondary pursuits (high school)

Progress Reports to Parents at ECDC

- Issued at Trimester (December, March, June)
- Aligned to preKindergarten standards in social-emotional skills, emergent reading, emergent literacy, oral language, & mathematics development
- Rating scale: Pre-emergent, Beginning, Emerging, Developed
- Under review as “Big Day for PreK” is newly implemented

Elementary Report Cards

- Issued at Trimesters (December, March, June)
- Standards-based
 - Revised in 2013 to align with 2011 MA Curriculum Frameworks
 - Use “power standards” or “combined” standards to simplify
- **Rating scale:** **N** (standard not addressed in the term); **I** (standard has recently been introduced); **B** (beginning to develop mastery); **P** (progressing towards mastery); **M** (mastery of the standard or on track towards mastery at time of report card). **E** (exceeding the standard) **eliminated as it was being misinterpreted as a traditional “A” grade**
- Housed within the Aspen Student Information Management System
- Comments included if there is a substantive change in a student’s score

Elementary Report Cards

Reported Categories

- Attendance
- Student Responsibilities
- Academics
 - Literacy, Mathematics, Science, History and Social Science
 - Art, Music, Physical Education, Health

Calibration/Consistency

- Educators calibrate during common planning time (CPT) and grade level meeting time
- Coordination by Assistant Superintendent for Teaching & Learning with curriculum teams and principals

Elementary Report Cards

Special notification to parents:

- Progress communicated in other ways if student is working on standards from previous or next grade level. (e.g. IEP progress reports; parent conferences, e-mails, phone calls)

Assessments

- Benchmark assessments
- Progress of students over time
- Multiple data points used to determine progress

Middle School Report Cards

- Issued at Trimesters (December, March, June)
- Traditional Letter Grades and comments
- Printed and sent home in backpacks
- Aspen portal open during the term; teachers required to update minimally every two weeks
- Report cards are common across all middle schools; comments are not, however
- If student is in danger of failing, parents are notified ahead of time so that student has opportunity to improve

Middle School Report Cards

Reported Categories

- Attendance
- Academics
 - ELA, Mathematics, Science, Social Studies
 - Art, STEM, Computers, Music, Physical Education, Health

Calibration/Consistency

- Standard or similar grade calculations by content area by grade level
- Coordination by Assistant Superintendent for Teaching & Learning with curriculum coordinators and principals, as needed

Middle School Report Cards

- Grade calculations vary but often include
 - Assessments
 - Homework
 - Classwork
 - Work habits/participation
- Grading practices
 - Zeroes are often calculated as 50s
 - Retakes and corrections are common

High School Report Cards

- Issued Quarterly (November, January, April, June) with a final course grade at end of year or semester
- Traditional letter grades
 - Each quarter counts towards 22.5% of course final grade; Final exam (if given) counts towards 10% of course final grade
- Viewed electronically via Aspen
- Aspen portal also open during the term; teachers update every two weeks

High School Report Cards

Reported categories

- Attendance
- Academics by enrolled course

Calibration/Consistency

- Standard or similar grade calculations by course/content area led by department heads
- Coordinated by Department Heads with Principal, Deputy Principal, Assistant Principals, and Assistant Superintendent for Teaching & Learning as needed

High School Report Cards

- Grade calculations vary but often include
 - Assessments
 - Homework
 - Classwork
 - Effort/participation

- Franklin High School's *School Profile* assists colleges in interpreting FHS transcripts

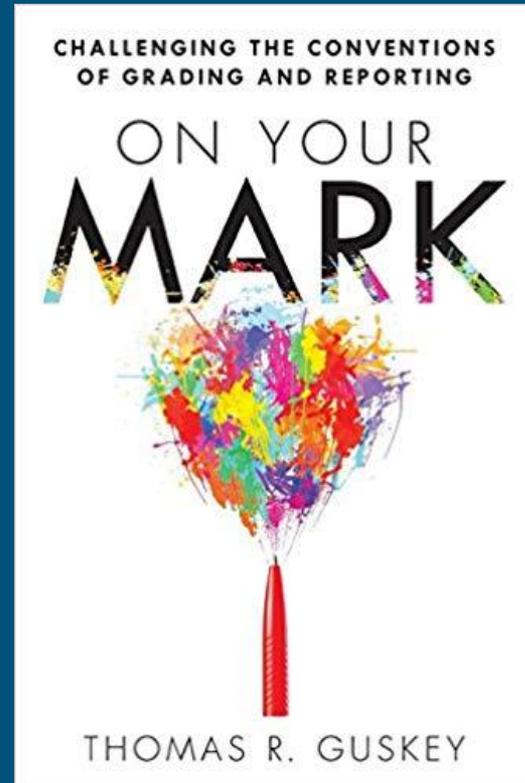
Examining Grading Practices at FHS

Faculty are Examining Grading Practices
Against Research and Trends

- Retakes
- Zeroes → 50s
- Mastery towards standards
- Remaining apprised of other trends (e.g. eliminating class rank)

NEAS&C/ *Portrait of A Graduate*

- Assess/report “soft skills” including civic and social expectations
- Considering distinguishing product grades from process grades



Report Cards and Educator Practice

A tremendous amount of effort and work goes into the assessment of students and the reporting of their progress.

- Standards-based report cards are long and detailed.
- Great care is taken to appraise student achievement.
- The consequential nature of report cards weighs heavily on educators.

Our report cards are relatively fixed. We can change the template and make some tweaks, but we do not have great flexibility within our current reporting system.

For a more personal view of how a student is progressing, communicating with the teacher (phone, conferences, e-mail), monitoring the students' work in Aspen, and discussing progress with a child are some strategies.

Questions and Comments

Thank you.