

# ELEVEN GUIDELINES for STANDARDS-BASED REPORTING

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1. Develop an overall communication system that includes formal and informal opportunities to communicate student achievement, progress and behaviors (postcards, phone calls, conferences, etc.)
2. Focus on primary purpose – communication about achievement of specific standards.
3. Separate achievement from behavior/work ethic/habits of mind.
4. De-emphasize overall subject grades; emphasize achievement of specific standards/benchmarks.
5. Clearly describe the performance standards appropriate for each characteristic (achievement of standards, progress, work habits, etc.)
6. Distinguish clearly between achievement, growth, and progress.
7. Ensure report cards are understandable by students and parents:
  - a. Use language that is easily understood;
  - b. Use format and design that enhances comprehension ( one page, two sides, 'clean').
8. Make the report card feasible for teachers;
  - a. electronic template with pop-up menus
  - b. easy to duplicate (if necessary)
  - c. flexible enough to meet diverse needs;
  - d. readily available, preferably cross platform software.
9. Frequent enough to provide timely information but not so frequent that reporting overburdens teachers – not more than 3 times per year
10. Provide information on lates/tardies and absences for school and each class.
11. Provide opportunities for parents, students, and teachers to be involved:
  - comments focused on strengths and areas for improvement;
  - student self assessment/reflection;
  - parental action and responses; and
  - next steps for parents, teachers, and students