





GOALS AND ROLES

Student Report Card

Student Report Card

"Report cards are a powerful tool for communicating with families—perhaps the single most impactful tool that educators have—and often serve as the basis for parent-teacher conferences" (Mart, Dusenbury, & Weissberg, 2011, p. 42). The report card may reflect student progress toward meeting learning standards. Student report cards can also be a tool for reinforcing a school community's goals and the family's and school's roles in achieving those goals.

Providing means for parents to report on the student's reading and study habits at home (via report cards and other methods) reinforces the parents' role in encouraging these goals and gives them an opportunity to voice what teachers can only guess. Providing a section for parent (and possibly student) comments may also give the teacher a better idea of how the information in the report card is being interpreted.

Teachers should review parental responses in a timely manner to determine any required follow-up. Carefully prepared report cards, coupled with parent conferences as needed, provide effective communication regarding student learning. Significantly, teachers can prevent confrontations with parents by ensuring that the report card is not the first communication when concerns exist. Rather, frequent progress reports, phone calls, and/or e-mail messages should support and improve student performance. (Graham-Clay, 2005, pp. 119–120)

Report cards can also be used to reflect a student's progress toward meeting standards for social and emotional learning. By doing so, schools send a message about the importance of these competencies and provide structured opportunities for teachers, families, and students to discuss social and emotional development—an important step toward promoting holistic school–family part-nerships (Mart, Dusenbury, & Weissberg, 2011).

References

Graham-Clay, S. (2005). Communicating with parents: Strategies for teachers. School Community Journal, 15(1), 117–130. Retrieved from http://www.schoolcommunitynetwork.org/SCJ.aspx

Mart, A., Dusenbury, L., & Weissberg, R. P. (2011). Social, emotional, and academic learning: Complementary goals for school-family partnerships. In S. Redding, M. Murphy, & P. Sheley (Eds.), Handbook on family and community engagement (FACE; pp. 37–44). Charlotte, NC: Information Age. Retrieved from http://www.schoolcommunitynetwork.org/resources/

Student Report Card Rubric

While report card formats are generally defined and selected at the district level, other notices and communication tools can be used to augment the process of reporting student progress. The rubric on the following page may be used to:

- Assess the strength of your student performance (report card) reporting process
- Develop tools that open communication with families centered on student performance

District	School	Date
Evaluation Completed By		

Student Report Card Evaluation

Elements of a Student Report Card	Score	Criteria for Scoring The student report card
Provides the student and parents/family with a clear account of the student's progress toward learning standards for his/her grade level.		Includes key standards or benchmarks relevant to the grade level and subject and an indication of the student's progress toward mastery.
2. Provides the student and parents with a clear account of the student's level of effort, persistence, and devotion to assigned tasks.		Includes the teacher's impression of the student's work habits at school.
3. Provides the student and parents with a clear account of the areas in which the student may need to improve.		Clearly shows parent/family areas in which the student needs improvement.
4. Provides the student and parents with a clear account of the of the student's behavior, including an indication of his/her respect for others and sense of responsibility.		Includes the teacher's impression of the student's behavior in relation to others and the student's responsibility for behavior and for fulfilling the obligations of the classroom.
5. Asks parents to record their observations or ratings of the student's study habits and reading habits at home.		Provides parents with an opportunity to record their observations or ratings of the student's home behaviors most related to school success, especially home study and reading habits.
6. Suggests ways parents might support their child's school success.		Includes a statement of the importance of parents' support at home for their children's school learning.
7. Reinforces the family–school Compact, homework policy, and importance of parent–teacher–student conferences.		Includes a reference to the family–school Compact, homework policy, and parent–teacher–student conferences.
Total Score	of	

Score Guide: o = no evidence of criterion being met 1 = evidence that criterion is met

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