
Grading & Reporting Parent Survey Results

Parent Survey Overview

The parent surveys requesting feedback on the new student progress reporting formats were made available on Friday, December 6th, 2013 and remained open through Friday, January 10th, 2014. Parents were informed how to access the survey through ParentVUE and encouraged to participate through school newsletters, an announcement posted on ParentVUE, an all district letter from Deputy Superintendent Dr. Carl Mead sent on December 10th, 2013, an all district email sent on December 19th, 2013 and a second all district email sent on January 6th, 2014. This survey is one of several ways we will be gathering feedback from the community.

Though a voluntary response survey is inherently biased, with the majority of respondents often being those with strong opinions on the issue and with no way to ensure an appropriate sampling from across the population, this survey was an important opportunity for parents to provide feedback. The results also identified several areas where we need to make improvements in the way we communicate student progress.

Two additional parent surveys will be conducted this school year. A second voluntary response survey will be conducted in early May and a random survey will be conducted in mid-June, 2014. In addition, elementary and middle schools will be gathering feedback during Parent-Teacher Conferences.

What did we learn?

There are several assumptions that can be made from responses received.

1. Parents support feedback on each Learning Target addressed.
Elementary – 71% Middle – 68% High – 85%
2. Parents are not as confident in determining which Learning Targets their students have strengths, challenges, or should focus more time and effort on mastering.
Elementary – 63% Middle – 60% High – 77%
3. Parents support the reporting of behaviors separate from academics.
Elementary – 83% Middle – 71% High – 72%
4. The Progress Indicator Marks are not sufficiently communicating a student's current overall progress.
Elementary – 53%
5. Elementary parents were split on the frequency in which they would like to receive student progress reports.
At the end of each trimester – 48%
More frequently – 48%
Once each year – 4%

6. Parents support the idea of teachers using consistent scoring guides / rubrics to evaluate student progress.
Elementary – 83% Middle – 75% High – 83%
7. Parents at all levels want more information on Learning Targets and Rubrics. A strong majority of parents at the middle and high school level want more information on the converting of 1-4 marks from a rubric into a letter grade.

Next Steps

1. Summarize the survey results and provide this information to the community.
 - a. Post it on the BSD website and ParentVUE
 - b. Provide it to principals for their newsletters and websites
2. Analyze feedback to determine specific improvements that can be made in our reporting practices. Examples are:
 - a. The pros and cons of reporting elementary student progress on trimester or year-long learning targets.
 - b. Improve the way we communicate a student's progress in relation to "being on track."
 - c. Defining and communicating the appropriate connection between a student's mastery of learning targets and the letter grade.
 - d. Increase access, use and understanding of rubrics.
3. Conduct a survey of BSD teachers, requesting feedback on the new student progress reporting formats.
4. Continue the development of Learning Targets and Rubrics for each grade level, content area and course.
 - a. Post to TeacherVUE for use in reporting
 - b. Post to the BSD website for parent access
5. Prepare for parent surveying in May and June 2014.
6. Conduct student surveying / forums to gather student perspectives / recommendations.
7. Increase professional development efforts around standards-based practices with district and school level leaders as well as teachers.

Elementary School Version of the December Parent Survey

Dear Elementary Parents and Guardians,

During the first week of December, your child's teacher(s) completed the first Progress Report for the 2013-2014 school year. This report looked different than it has in the past. The most significant changes were a separate report for each grade level and a separate section for each subject area with updated Learning Targets listed for each area where this work has been completed. Learning Targets are the major concepts or skills being taught in each subject area. Teachers used a 1-4 scale to report your child's knowledge and understanding of each target. The 1-4 scale is tied to a scoring guide developed for each target and the levels is defined as:

- 4 – Highly Proficient
- 3 – Proficient
- 2 – Nearly Proficient
- 1 – Developing

Additional changes were a Teacher Comments box at the end of each subject area section and the use of Progress Indicator Marks of "+", "=", and "-" to communicate your child's progress towards year-end learning goals. Each of these marks are defined as:

- + Significant progress towards learning goals
- = Steady progress towards learning goals
- - Minimal progress towards learning goals

This means the teacher used two types of marks to communicate your child's progress in each subject area, the 1-4 scale was used to indicate your child's level of proficiency or mastery of each Learning Target and the "+", "=", or "-" Progress Indicator mark to let you know if your child is on track or progressing as expected.

Finally, teachers used marks of "R", "G", and "C" for reporting your student's progress on the Behavior Learning Targets. Each level is defined as:

- C – Consistently
- G – Generally
- R – Rarely

It is our intent to create a Progress Report that provides you with specific information concerning areas of strength and areas in need of improvement for your student. This critical information allows you to work in partnership with your child and your child's teacher to ensure achievement at the highest level.

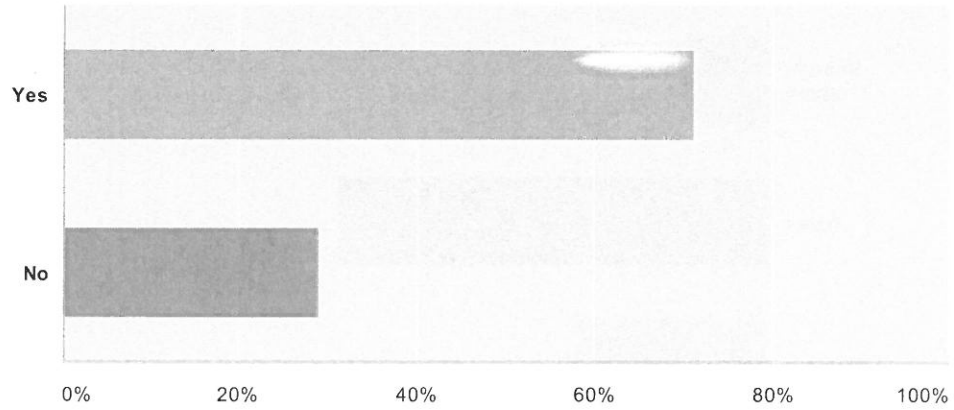
This is the top portion of a sample Elementary Report Card. It can be used to respond to the first five questions of this survey.

SAMPLE 5RD GRADE REPORT						
Behavior Key						
C	Consistently	G	Generally	R	Rarely/Sometimes (Needs Improvement)	
Behavior Learning Targets				Nov	Mar	Jun
Manages responsibilities as a student				G		
Self-directs learning				G		
Communicates and works effectively within a team or group				C		
Comments - Student is a pleasure to have in class and is very respectful and positive. Student does very well in groups and has excellent communication skills.						
Academic Progress						
Academic Key						
4	Highly Proficient	1	Developing			
3	Proficient	N/A	Not Assessed This Trimester			
2	Nearly Proficient	**	Modified Curriculum and/or Assessment(see attached)			
Writing Academic Learning Targets				Nov	Mar	Jun
Writes opinion pieces on topics or texts, supporting a point of view with reasons				1		
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly				2		
Writes narratives to develop real or imagined experiences or events using descriptive details and clear sequences				2		
Trimester Progress (+=significant, =steady, -=minimal)				+		
Comments - Student has made exceptional progress in writing since the beginning of the school year and is right on track. We will focus on supporting the ideas and opinions with facts and reasons.						
Math Academic Learning Targets				Nov	Mar	Jun
Fluently multiples and divides within 100				1		
Fluently adds and subtracts within 1,000				2		
Describes, represents, and compares fractions, and identifies equivalent fractions				2		
Tells time to the nearest minute and solve problems with time intervals				3		
Measures area and perimeter				N/A		
Compares and classifies polygons				N/A		
Engages in problem solving using mathematical practices				2		
Trimester Progress (+=significant, =steady, -=minimal)				=		
Comments - Student has strong math skills and is doing very well with addition, subtraction and time. We will spend more time with multiplication and division for the rest of the school year.						

December Elementary Report Card Survey

Q1 This report helps me see the concepts or skills that were taught / learned in Writing.

Answered: 322 Skipped: 0

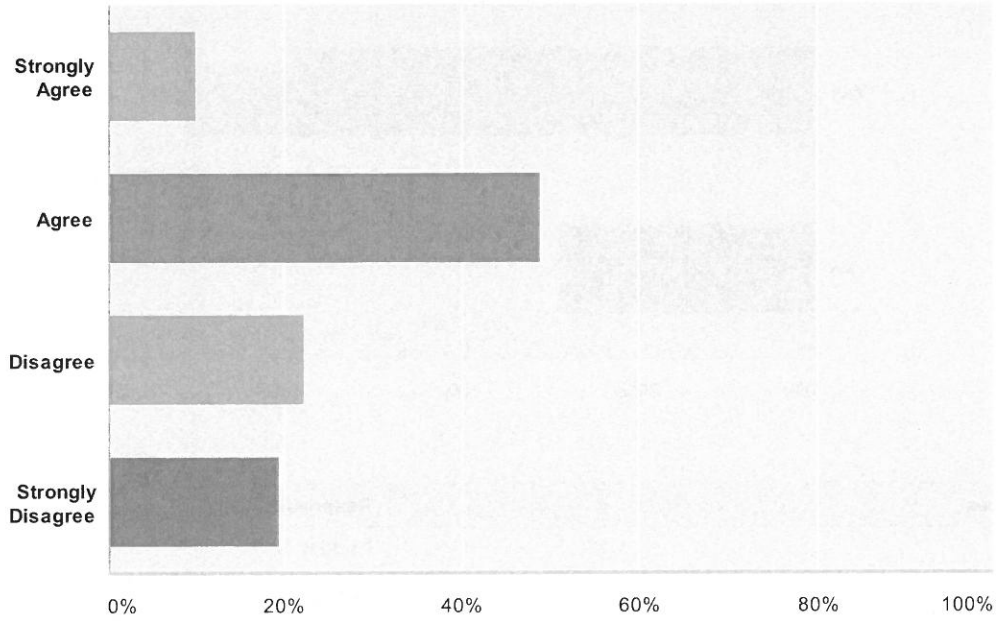


Answer Choices	Responses	
Yes	71.12%	229
No	28.88%	93
Total		322

December Elementary Report Card Survey

Q2 With the information on each learning target, I can recognize this student's strengths and challenges.

Answered: 322 Skipped: 0

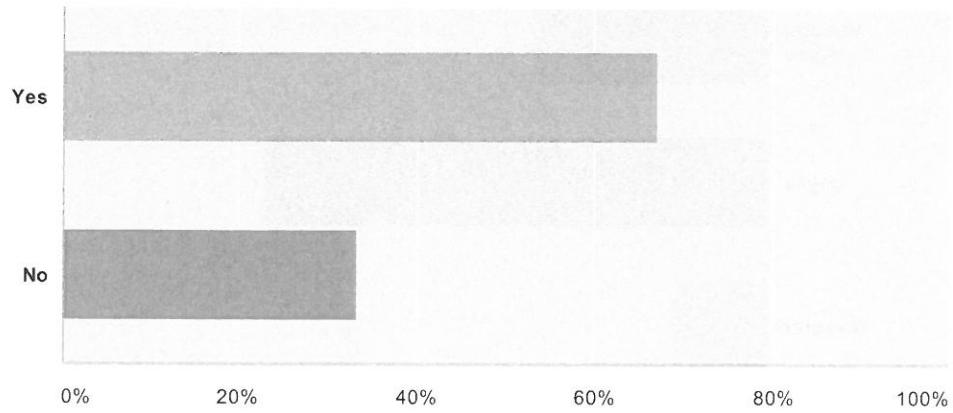


Answer Choices	Responses	
Strongly Agree	9.94%	32
Agree	48.76%	157
Disagree	22.05%	71
Strongly Disagree	19.25%	62
Total		322

December Elementary Report Card Survey

Q3 The math section of this report helps me identify which concept or skill where additional time and effort are required for the student.

Answered: 322 Skipped: 0

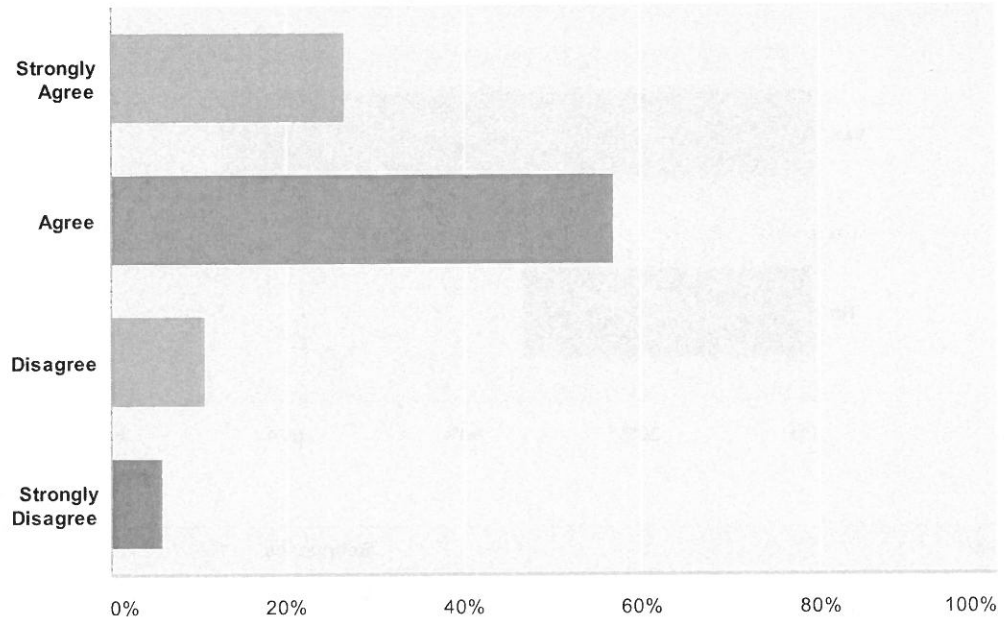


Answer Choices	Responses	
Yes	66.77%	215
No	33.23%	107
Total		322

December Elementary Report Card Survey

Q4 Seeing a student's behavior reported separately from their academic achievement is helpful.

Answered: 320 Skipped: 2

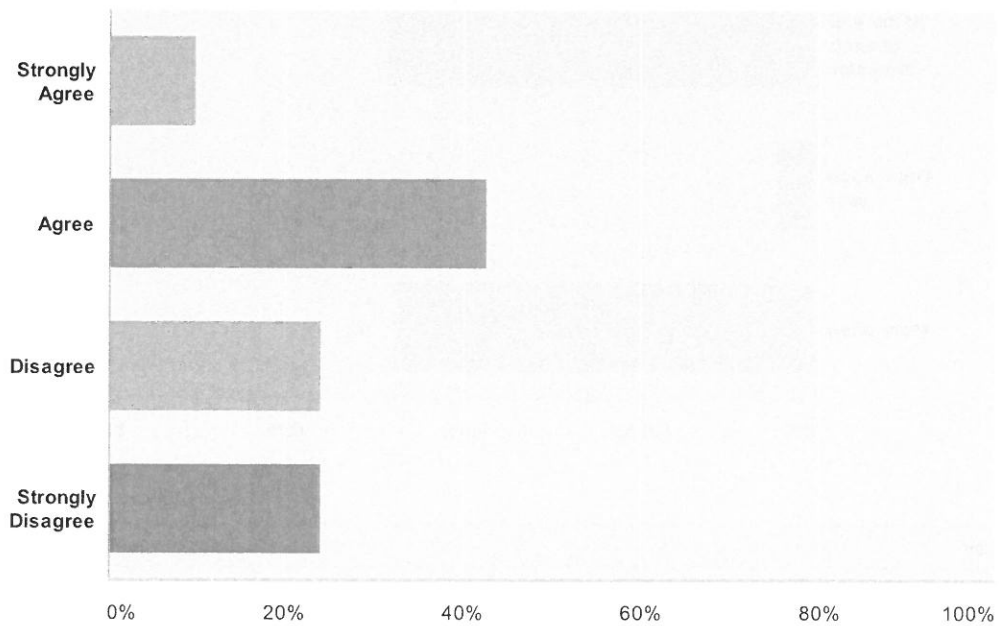


Answer Choices	Responses	
Strongly Agree	26.56%	85
Agree	56.88%	182
Disagree	10.63%	34
Strongly Disagree	5.94%	19
Total		320

December Elementary Report Card Survey

Q5 The Trimester Progress indicator mark for each subject does a good job of communicating my child's overall performance in each subject.

Answered: 322 Skipped: 0

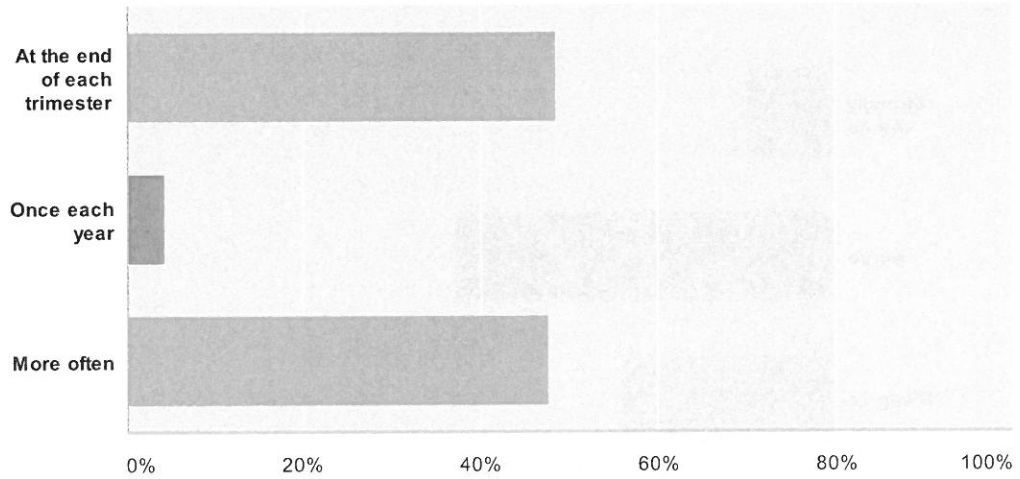


Answer Choices	Responses	
Strongly Agree	9.94%	32
Agree	42.55%	137
Disagree	23.91%	77
Strongly Disagree	23.91%	77
Total		322

December Elementary Report Card Survey

Q6 Seeing my child's proficiency level on the specific learning targets for each subject is helpful to me...

Answered: 322 Skipped: 0



Answer Choices	Responses	
At the end of each trimester	48.45%	156
Once each year	4.35%	14
More often	47.52%	153
Total		322

What is a rubric?

A rubric or scoring guide is an evaluation tool designed to identify the student's current level of knowledge, understanding and skill. It can also be used to identify what the student must do to achieve greater levels of performance. With teachers using rubrics, instruction and evaluation of students becomes clear and more consistent. Here's an example:

English Language Arts (ELA), Grade 3

Opinion with Supporting Reasons

I can write opinion pieces on topics or texts, supporting a point of view with reasons.

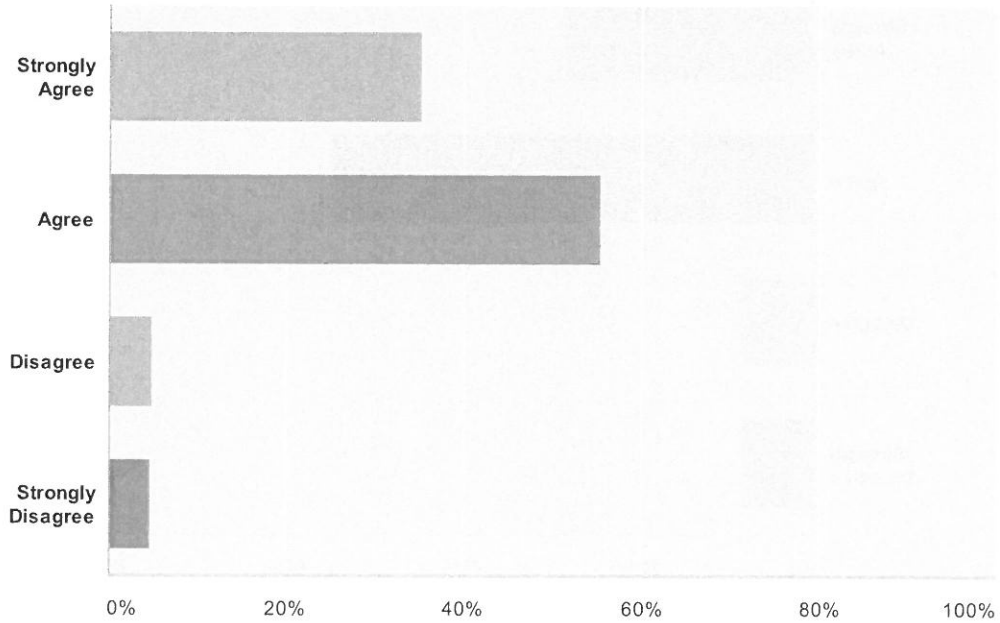
4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none">• Focus: Writing introduces a topic or text in a clear and compelling way. Writing states a clear and concise opinion. Writing creates a clear organizational structure for listing reasons.• Elaboration: Writing provides strong and/or compelling reasons that support the opinion.• Transitions: Writing uses	<ul style="list-style-type: none">• Focus: Writing introduces a topic or text. Writing states an opinion. Writing creates an organizational structure for listing reasons.• Elaboration: Writing provides reasons that support the opinion.• Transitions: Writing uses linking words and phrases (e.g., because, therefore, since, for example) to connect	<ul style="list-style-type: none">• Focus: Writing introduces a topic or text. Writing states an opinion. Writing creates an organizational structure for listing reasons that is not always effective.• Elaboration: Writing provides reasons that are related to but may not support the opinion.• Transitions: Writing uses linking words and phrases that list (e.g., first,	<ul style="list-style-type: none">• Focus: Writing does not have a topic or text is unclear. Opinion must be inferred and/or no opinion stated. Writing organizational structure is not evident and/or cannot be followed by the reader.• Elaboration: Writing does not provide support for the opinion.• Transitions: Writing does not use linking words and

Parents can view all Learning Targets and rubrics on the Beaverton School District website. Under the "District" tab, select "Departments" and then "Teaching and Learning". Select the "Learning Targets / Curriculum" tab on the left-hand side.

December Elementary Report Card Survey

Q7 I appreciate having access to the rubrics used by teachers to evaluate my student's progress and determine what can/should be done to improve.

Answered: 304 Skipped: 18

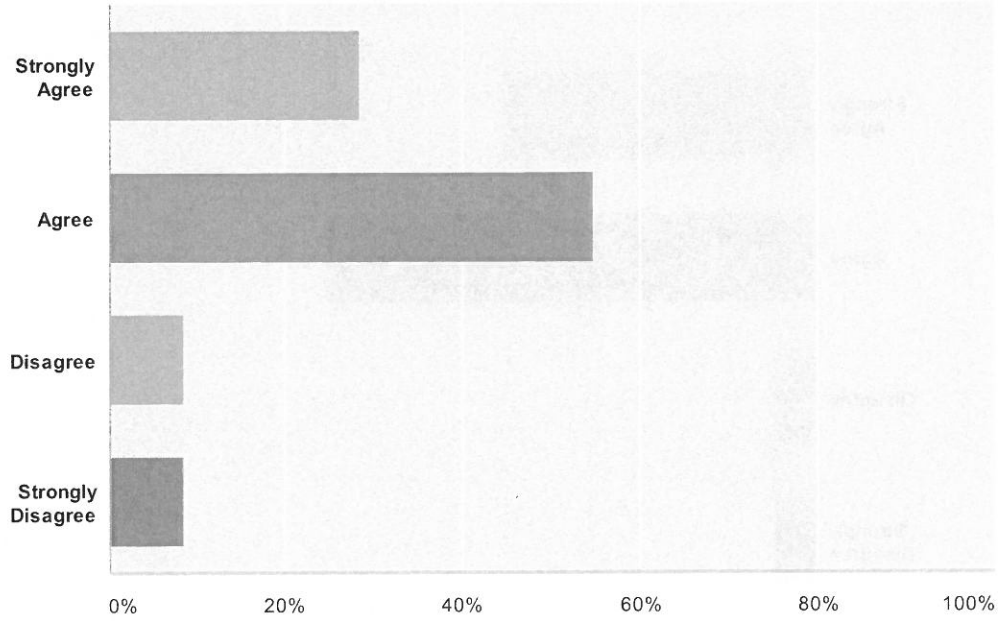


Answer Choices	Responses	
Strongly Agree	35.20%	107
Agree	55.26%	168
Disagree	4.93%	15
Strongly Disagree	4.61%	14
Total		304

December Elementary Report Card Survey

Q8 I support the idea of the teachers using consistent rubrics and marks to communicate student progress.

Answered: 304 Skipped: 18

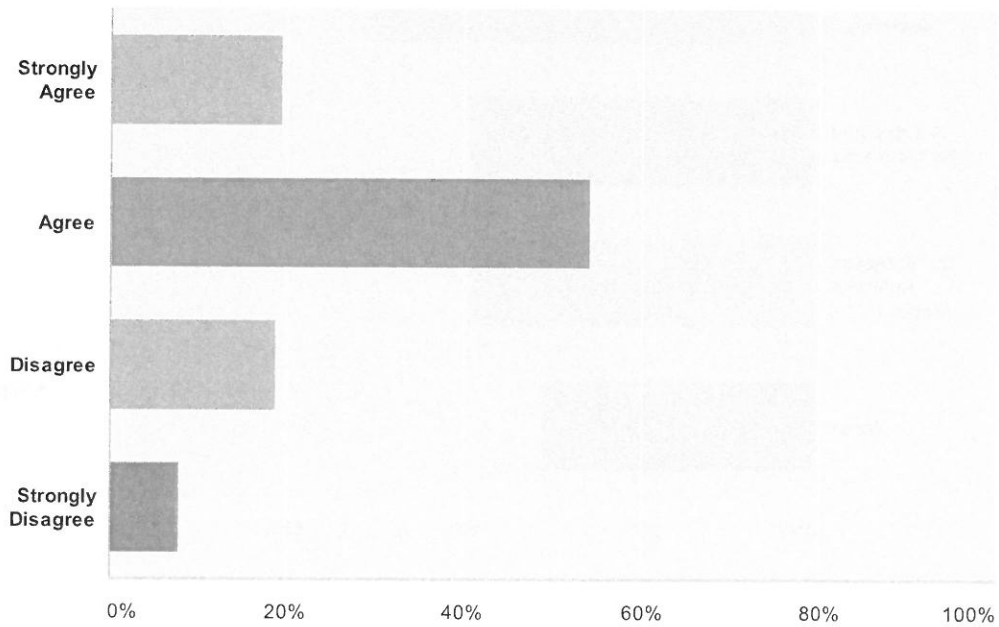


Answer Choices	Responses	
Strongly Agree	28.29%	86
Agree	54.61%	166
Disagree	8.55%	26
Strongly Disagree	8.55%	26
Total		304

December Elementary Report Card Survey

Q9 It is more helpful to receive information on my student's progress towards mastering each learning target, as described in the rubric, than marks that are not described in a rubric.

Answered: 304 Skipped: 18

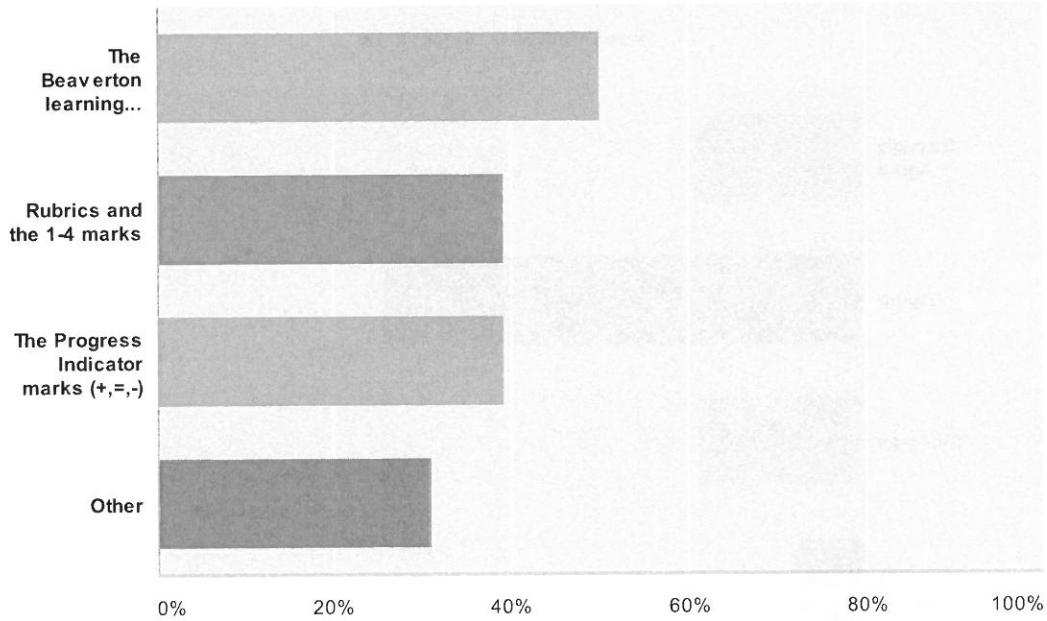


Answer Choices	Responses	
Strongly Agree	19.41%	59
Agree	53.95%	164
Disagree	18.75%	57
Strongly Disagree	7.89%	24
Total		304

December Elementary Report Card Survey

Q10 I would like the school and or district website to provide more information on the following topics (select one or more)

Answered: 304 Skipped: 18



Answer Choices	Responses	Count
The Beaverton learning targets	50%	152
Rubrics and the 1-4 marks	39.14%	119
The Progress Indicator marks (+,=,-)	39.14%	119
Other	30.92%	94
Total Respondents: 304		

December Elementary Report Card Survey

Q11 What recommendations do you have to improve our elementary report?

Answered: 195 Skipped: 127

Summary of Elementary Parent Comments:

Though parent comments varied greatly, there were several themes which will inform our future work and direct improvements in our reporting format. Multiple comments and recommendations in the following areas were offered:

1. Reporting student progress towards trimester learning targets is preferred over reporting progress towards a year-long learning target.
2. Increased teacher comments provide greater clarity for parents.
3. Elementary students should be awarded letter grades.
4. More information on how parents can assist / intervene would be appreciated.
5. The Progress Indicator Marks do not effectively communicate a student's current progress. This issue was frequently connected to a request for information comparing a student to their peers.
6. Easier access to the rubrics would be helpful.

There were less frequent comments and recommendations in the following areas:

1. ParentVUE is not user friendly.
2. Providing parents with tools to help their children with areas where they are struggling would be useful.

Middle School Version of the December Parent Survey

Dear Middle School Parents and Guardians,

You should have recently received your student's 12 week Progress Report for the 2013-2014 school year. New in this Progress Report were additional marks and information providing an expanded view of what is happening beyond the letter grade. The most significant changes you saw were:

- the use of a 1-4 scale for each of the learning standards (Beaverton Academic Learning Targets). Standards or the Academic Learning Targets are the major concepts or skills being taught in each content area. The 1-4 scale is tied to a scoring guide developed for each standard and describes the student's level of proficiency or mastery of the standard. Each level is defined as:
 - 4 – Highly Proficient
 - 3 – Proficient
 - 2 – Nearly Proficient
 - 1 – Developing
- the use of Progress Indicator Marks of "+", "=", and "-" by some teachers to indicate progress towards year-end learning goals. Each mark is defined as:
 - + Significant progress towards learning goals
 - = Steady progress towards learning goals
 - – Minimal progress towards learning goals
- the use of "C/I", "G" and "R" for reporting student progress on Beaverton Behavior Learning Targets. Each level is defined as:
 - C/I – Consistently/Independently
 - G – Generally
 - R – Rarely

It is our intent that these marks on academic and behavior standards provide you more information about your student's learning, specifically areas of strength and areas in need of improvement. This critical information allows you to work in partnership with your student and your student's teacher ensuring achievement at the highest level.

This is the top portion of a sample Middle School Report Card. It can be used to respond to the first five questions of this survey.

Students will receive feedback on each of the Behavior Learning Targets, using the scale shown here.

Developing these behaviors is critical for student success in school and in life.

Behavior Learning Target Summary Judgment Marks	
C/I	Consistently/Independently
G	Generally
R	Rarely/Sometimes (Needs Improvement)

Students will receive feedback on each of the Academic Learning Targets, using the scale shown here. To better understand the definitions of these marks, please see the rubrics on our district website.

Having this specific feedback about your Student's areas of strength and where improvement may be needed will allow students, teachers and parents to better focus their attention.

Academic Learning Target Summary Judgment Marks	
4	Highly Proficient
3	Proficient
2	Nearly Proficient
1	Developing

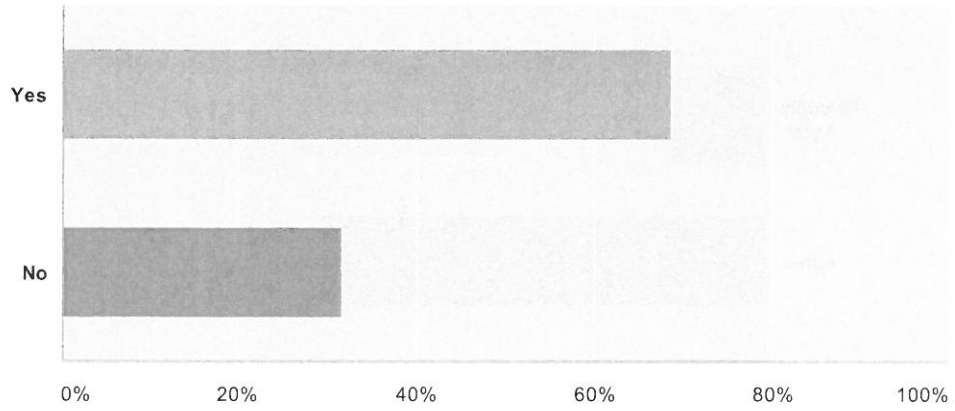
Student Name: Astudent, Sample	Perm ID: 287976	Home Room: B7	Grade: 08
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Period	Course ID	Course Title	Dir	Teacher	Absences	Tardies																				
1	L168Y	Humanities 8	C		4	1																				
<table border="1"> <thead> <tr> <th>Standard</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Manages responsibilities as a student</td> <td>R</td> </tr> <tr> <td>Self-directs own learning</td> <td>G</td> </tr> <tr> <td>Effectively communicates and works within a team or group</td> <td>G</td> </tr> <tr> <td>Apply my knowledge to analyze information and develop relevant conclusion with appropriate evidence.</td> <td>2</td> </tr> <tr> <td>Identify and describe significant event and perspectives in US history from 1765 to Reconstruction.</td> <td>2</td> </tr> <tr> <td>Use conventions and language correctly.</td> <td>2</td> </tr> <tr> <td>Demonstrates comprehension of key ideas and details of grade-level literary and informational texts</td> <td>2</td> </tr> <tr> <td>Conducts effective research</td> <td>3</td> </tr> <tr> <td>Current Progress Indicator</td> <td>=</td> </tr> </tbody> </table> <p>The student needs to turn work in on time. The student needs to use class time appropriately. Shows respect for other points of view. Sample is fun to have in class, and is at times working quite diligently. However, she often comes to class unprepared. She engages when we are working in groups. She needs to make sure that she is getting her worked turned in as this will, in the long run impact her success.</p>							Standard	Score	Manages responsibilities as a student	R	Self-directs own learning	G	Effectively communicates and works within a team or group	G	Apply my knowledge to analyze information and develop relevant conclusion with appropriate evidence.	2	Identify and describe significant event and perspectives in US history from 1765 to Reconstruction.	2	Use conventions and language correctly.	2	Demonstrates comprehension of key ideas and details of grade-level literary and informational texts	2	Conducts effective research	3	Current Progress Indicator	=
Standard	Score																									
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2	M118Y	Mathematics 8	B		1	1																				
<table border="1"> <thead> <tr> <th>Standard</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Manages responsibilities as a student</td> <td>G</td> </tr> <tr> <td>Effectively communicates and works within a team or group</td> <td>G</td> </tr> <tr> <td>Analyzes and solves linear equations</td> <td>3</td> </tr> <tr> <td>Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)</td> <td>3</td> </tr> <tr> <td>Defines, evaluates, compares and uses linear functions to model relationships between quantities</td> <td>3</td> </tr> <tr> <td>Current Progress Indicator</td> <td>=</td> </tr> </tbody> </table> <p>Comment(s) The student turns in work on time. Comes with materials ready to learn. Sample is a great math student. She is working extensively at understanding the course targets and working towards moving forward. She is an eager learner who is a joy to have in class.</p>							Standard	Score	Manages responsibilities as a student	G	Effectively communicates and works within a team or group	G	Analyzes and solves linear equations	3	Recognizes and represents proportional relationships between quantities in a variety of situations (direct variation)	3	Defines, evaluates, compares and uses linear functions to model relationships between quantities	3	Current Progress Indicator	=						
Standard	Score																									
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Defines, evaluates, compares and uses linear functions to model relationships between quantities	3																									
Current Progress Indicator	=																									

December Middle School Report Card Survey

Q1 This report helps me see the concepts or skills that were taught / learned in Math.

Answered: 203 Skipped: 0

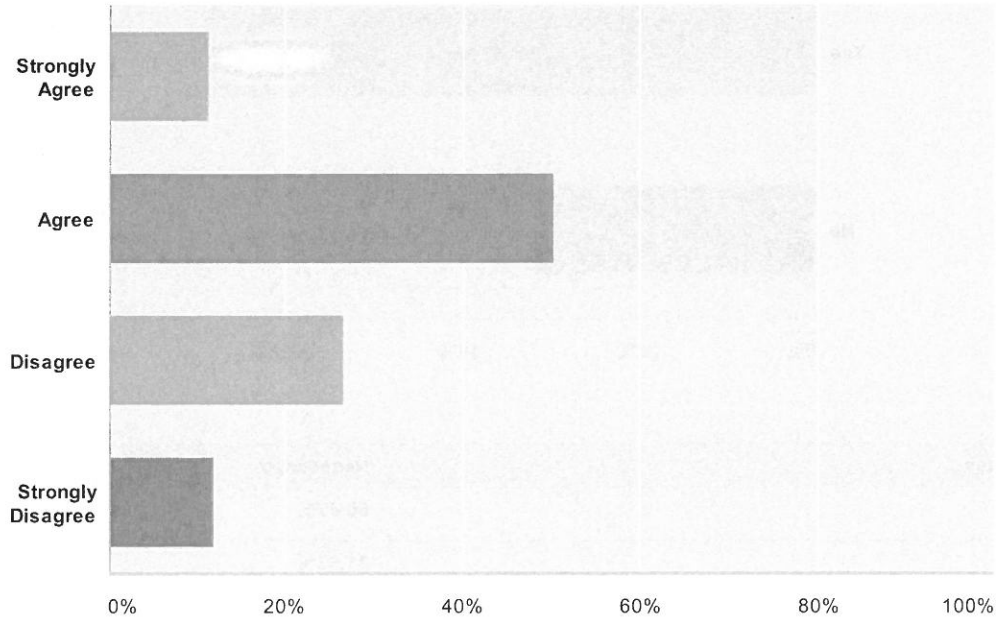


Answer Choices	Responses	
Yes	68.47%	139
No	31.53%	64
Total		203

December Middle School Report Card Survey

Q2 With the information on each standard, I can recognize this student's strengths and challenges.

Answered: 203 Skipped: 0

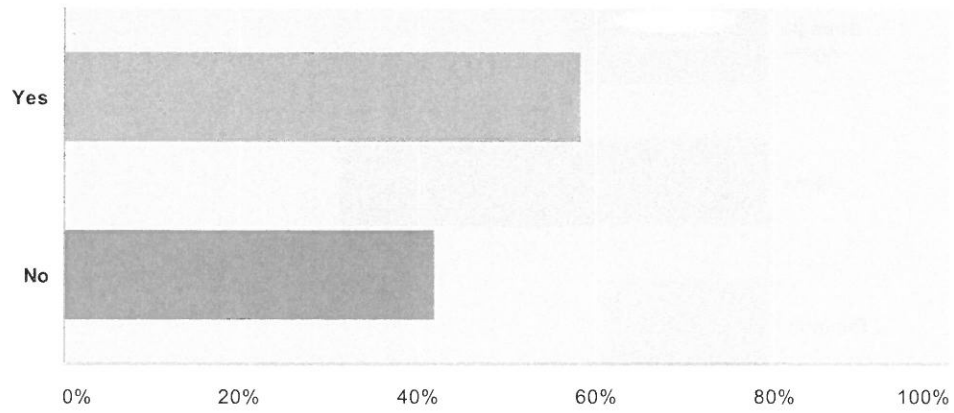


Answer Choices	Responses	
Strongly Agree	11.33%	23
Agree	50.25%	102
Disagree	26.60%	54
Strongly Disagree	11.82%	24
Total		203

December Middle School Report Card Survey

Q3 The humanities section of this report helps me identify which concept or skill where additional time and effort are required for the student.

Answered: 203 Skipped: 0

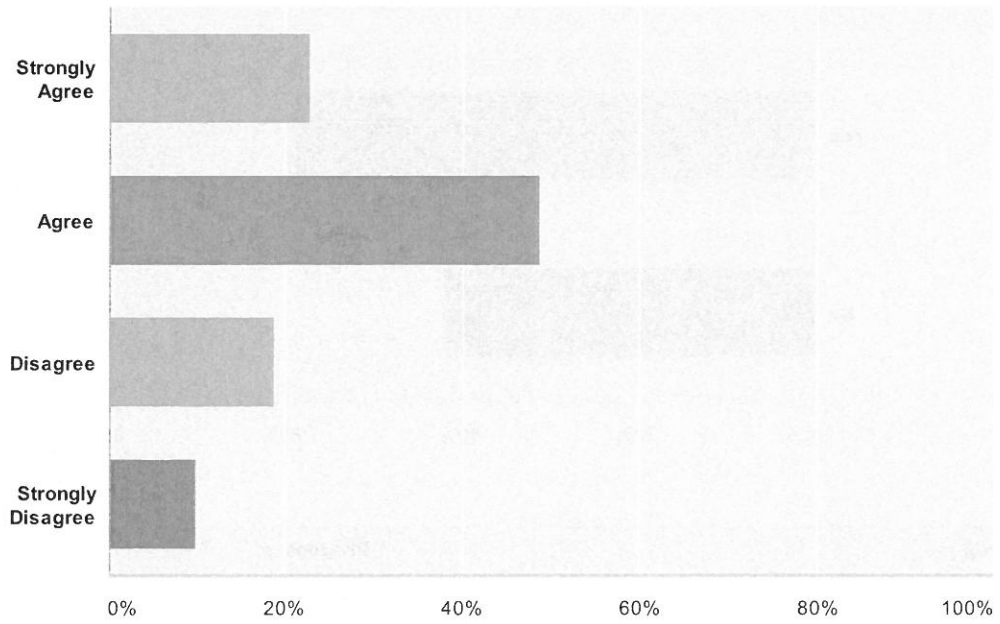


Answer Choices	Responses	
Yes	58.13%	118
No	41.87%	85
Total		203

December Middle School Report Card Survey

Q4 Seeing a student's behavior reported separately from their academic achievement is helpful.

Answered: 202 Skipped: 1

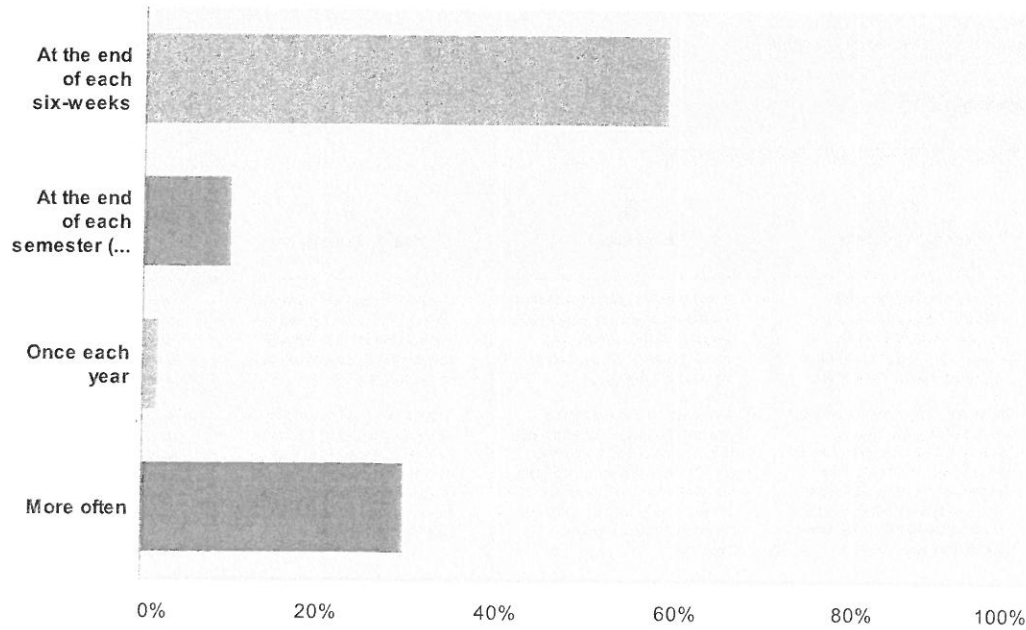


Answer Choices	Responses	
Strongly Agree	22.77%	46
Agree	48.51%	98
Disagree	18.81%	38
Strongly Disagree	9.90%	20
Total		202

December Middle School Report Card Survey

Q5 Seeing my child's level of knowledge and understanding on the specific standards for each subject is helpful to me...

Answered: 203 Skipped: 0



Answer Choices	Responses
At the end of each six-weeks	58.62% 119
At the end of each semester (18 weeks)	9.85% 20
Once each year	1.97% 4
More often	29.56% 60
Total	203

What is a rubric?

A rubric or scoring guide is an evaluation tool designed to identify the student's current level of knowledge, understanding and skill. It can also be used to identify what the student must do to achieve greater levels of performance. With teachers using rubrics, instruction and evaluation of students becomes clear and more consistent. Here's an example:

English Lang Arts (ELA), Grade 6

Language ALT 1

I can use conventions and language correctly.

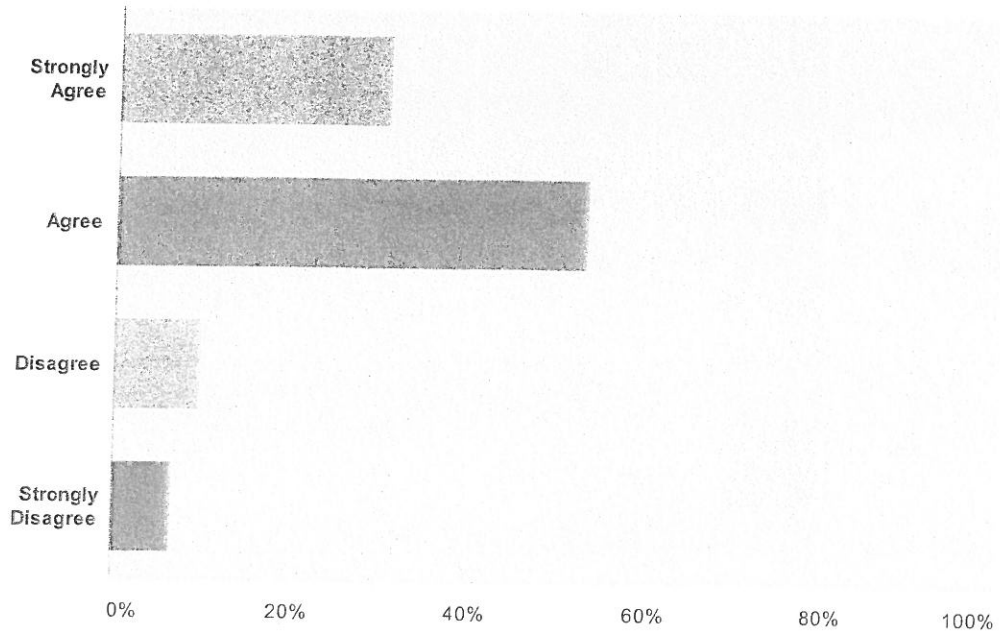
<p style="text-align: center;">4 Highly Proficient</p>	<p style="text-align: center;">3 Proficient</p>	<p style="text-align: center;">2 Nearly Proficient</p>	<p style="text-align: center;">1 Developing</p>
<ul style="list-style-type: none"> • I demonstrate a sophisticated command of the conventions and language of standard English: grammar and usage, capitalization, punctuation, syntax, and spelling. • This means:• I demonstrate command use of pronouns (i.e. case, agreement).• I spell correctly and use a wide range of punctuation (i.e. commas, parentheses, dashes) to set off details related to the subject.• I creatively vary sentence patterns to enhance style and tone. 	<ul style="list-style-type: none"> • I consistently demonstrate command of the conventions and language of standard English: grammar and usage, capitalization, punctuation, syntax, and spelling. • This means:• I consistently use pronouns correctly.• I spell correctly and use punctuation (i.e. commas, parentheses, dashes) accurately to set off details related to subject.• I effectively vary sentence patterns and maintain consistent style and tone. 	<ul style="list-style-type: none"> • I usually demonstrate command of the conventions and language of standard English: grammar and usage, capitalization, punctuation, syntax, and spelling. • This means:• I usually use pronouns correctly.• I mostly spell correctly and use punctuation (i.e. commas, parentheses, dashes) to set off details related to subject.• I vary some sentence patterns and usually maintain style and tone. 	<ul style="list-style-type: none"> • I am beginning to demonstrate command of the conventions and language of standard English: grammar and usage, capitalization, punctuation, syntax, and spelling. • This means:• I use pronouns inconsistently.• I have difficulty spelling and using punctuation correctly.• I struggle with varying sentence patterns and maintaining style and tone.

Parents can view all Learning Targets and rubrics on the Beaverton School District website. Under the "District" tab, select "Departments" and then "Teaching and Learning". Select the "Learning Targets / Curriculum" tab on the left-hand side.

December Middle School Report Card Survey

Q6 I appreciate having access to the rubrics used by teachers to evaluate my student's progress and determine what can/should be done to improve.

Answered: 194 Skipped: 9

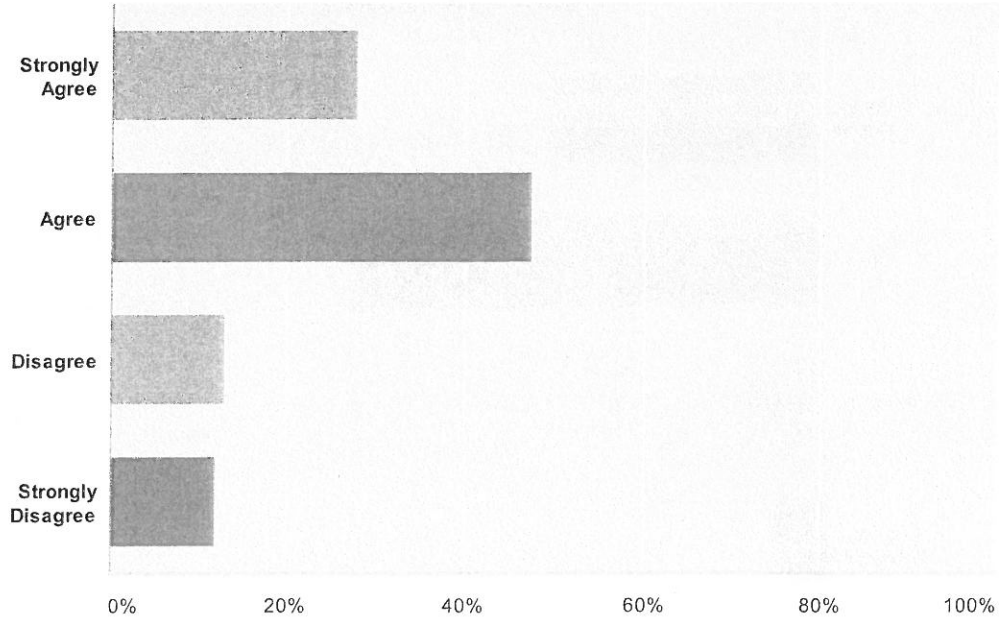


Answer Choices	Responses
Strongly Agree	30.41% 59
Agree	53.09% 103
Disagree	9.79% 19
Strongly Disagree	6.70% 13
Total	194

December Middle School Report Card Survey

Q7 I support the idea of the teachers using consistent rubrics and marks to communicate student progress.

Answered: 194 Skipped: 9

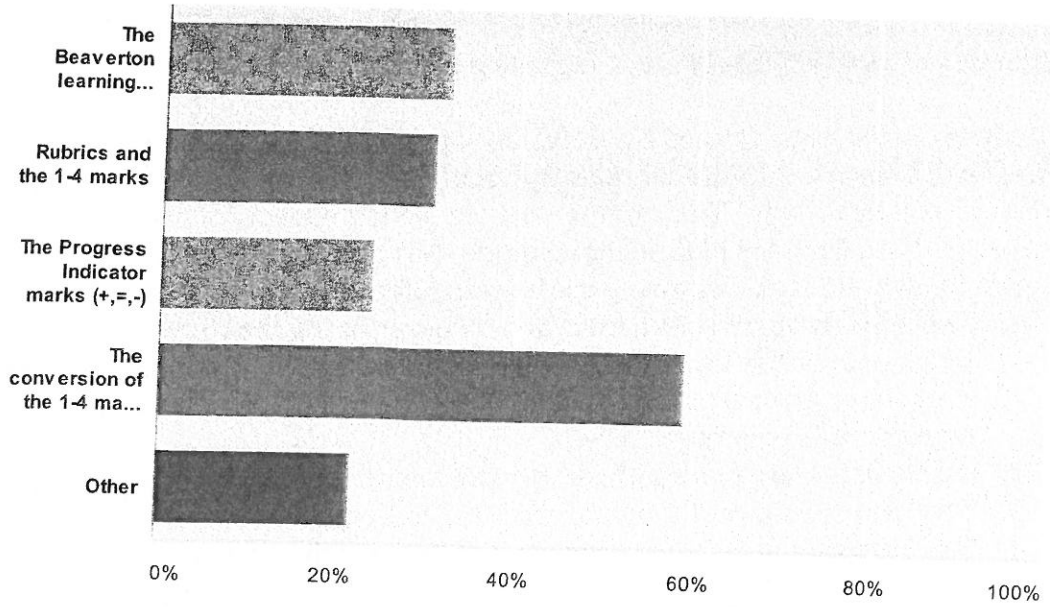


Answer Choices	Responses	
Strongly Agree	27.84%	54
Agree	47.42%	92
Disagree	12.89%	25
Strongly Disagree	11.86%	23
Total		194

December Middle School Report Card Survey

Q8 I would like the school and or district website to provide more information on the following topics (select one or more)

Answered: 194 Skipped: 9



Answer Choices	Responses	
The Beaverton learning targets	31.96%	62
Rubrics and the 1-4 marks	30.41%	59
The Progress Indicator marks (+, =, -)	23.71%	46
The conversion of the 1-4 marks to a letter grade	58.76%	114
Other	21.65%	42
Total Respondents: 194		

December Middle School Report Card Survey

Q9 What recommendations do you have to improve our middle school report?

Answered: 114 Skipped: 89

Summary of Middle School Parent Comments:

As with the comments offered by elementary parents, there were several themes which will inform our future work at the secondary level and direct improvements in our reporting format. The comments from the middle school parents are very similar to those from the high school parents. Multiple comments and recommendations in the following areas were offered:

1. The most frequent comment type was questioning the conversion of teacher judgments on the learning targets into a letter grade. Examples of students receiving a lower grade as a result of receiving a "1" for one of the learning targets was frequently offered.
2. Scores of 1-4 are more difficult to understand than a percentage.
3. Teachers should post more information to ParentVUE.
4. Teachers should be more consistent in the way they assess and report both academics and behaviors.
5. Teachers are choosing to assess and report on different pieces of student evidence. Examples offered were not all teachers assessing homework, reading logs, etc.
6. Increased teacher comments provide greater clarity for parents.
7. Access to information through ParentVUE is appreciated.

High School Version of the December Parent Survey

Dear High School Parents and Guardians,

You should have recently received your child's second Progress Report for the 2013-2014 school year. This is the first report of the school year where all teachers determined the letter grade earned in each class. Though this report did not look any different than it has in the past, we would like to continue communicating our intent to improve the way we report your student's progress to you.

Teachers in all of our high schools have been working to align their instruction and assignments to the standards (Beaverton Learning Targets) for several years. Standards or the Beaverton Learning Targets are the major concepts or skills being taught in each course. Though the level to which this work has been completed varies between the subject areas and courses, we plan to finish most of this work by the fall of 2014-2015. When this work is completed, teachers will begin to communicate your student's progress in each standard separately. The teacher will use a scoring guide for each standard to determine your student's level of progress and then report that level to you, using a scale of 1-4. The 1-4 scale is tied to a scoring guide developed for each standard and describes the student's level of proficiency or mastery of the standard. Each level is defined as:

- 4 – Highly Proficient
- 3 – Proficient
- 2 – Nearly Proficient
- 1 – Developing

In addition, though teachers will use the district-wide recommended criteria to determine the letter grade, based on the student's level of proficiency on each standard, they will maintain the final decision. We are not making any changes to student transcripts.

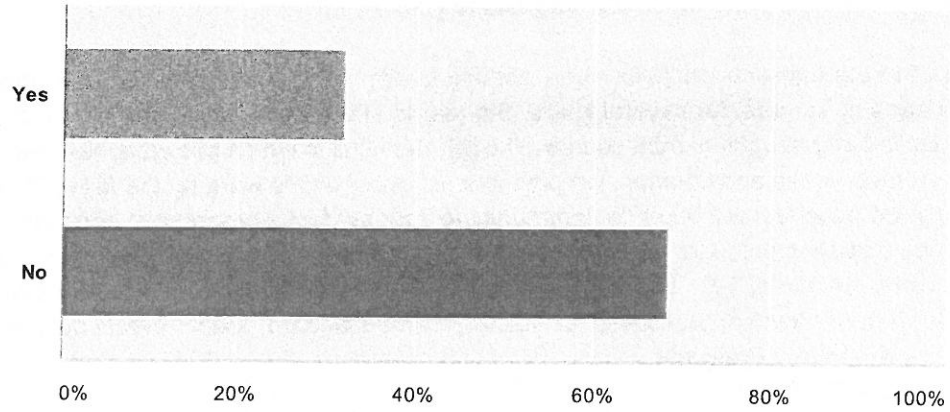
This is the top portion of the current High School Report Card. It should be used to respond to the first three questions of the survey.

SAMPLE CURRENT HIGH SCHOOL REPORT CARD	
GEOMETRY	
Teacher: Smith, Anne	Dec
CLASS ATTENDANCE	
Absences	4
Tardies	2
Academic Mark	A
Comments: Student respects points of view different from their own.	
LITERATURE & COMPOSITION	
Teacher: Jones, David	Dec
CLASS ATTENDANCE	
Absences	5
Tardies	5
Academic Mark	C
Comments: Student needs to turn in work on time.	

December High School Report Card Survey

Q1 The current report format above helps me see the major concepts or skills that were taught / learned in the Algebra 1 class.

Answered: 239 Skipped: 1

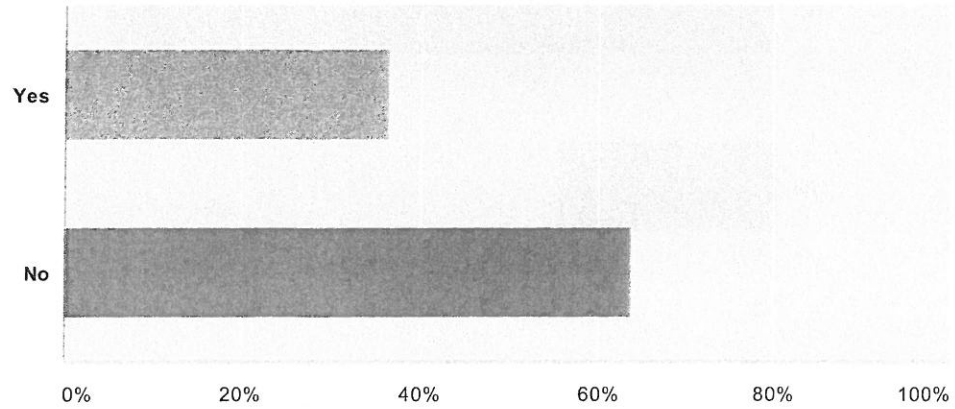


Answer Choices	Responses	
Yes	31.80%	76
No	68.20%	163
Total		239

December High School Report Card Survey

Q2 The current report format above helps me identify which concept or skill taught in the Humanities (LA) course where additional time and effort are required for the student.

Answered: 239 Skipped: 1

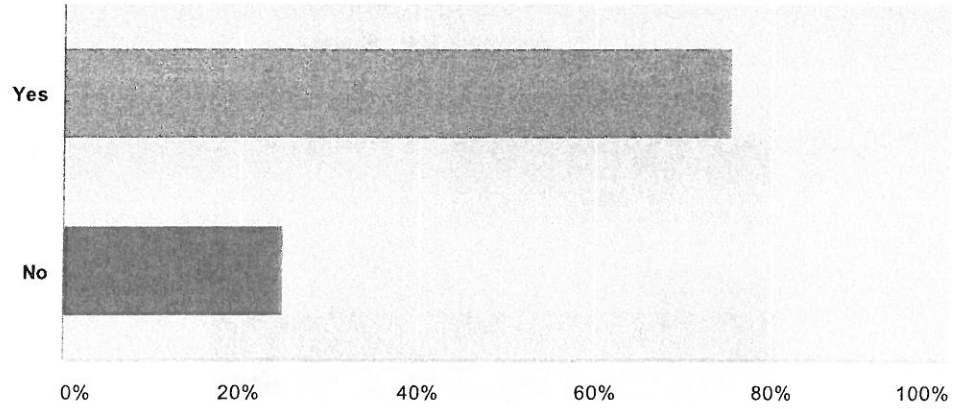


Answer Choices	Responses	
Yes	36.40%	87
No	63.60%	152
Total		239

December High School Report Card Survey

Q3 The current report format above helps me see how the student's behaviors affect his/her academic performance.

Answered: 239 Skipped: 1



Answer Choices	Responses	
Yes	75.31%	180
No	24.69%	59
Total		239

This is the top portion of the proposed High School Report Card. It should be used to respond to the next three questions of the survey.

Students will receive feedback on each of the Behavior Learning Targets, using the scale shown here.

Developing these behaviors is critical for student success in school and in life.

Behavior Learning Target Summary Judgment Marks	
C/I	Consistently/Independently
G	Generally
R	Rarely/Sometimes (Needs Improvement)

Students will receive feedback on each of the Academic Learning Targets, using the scale shown here. To better understand the definitions of these marks, please see the rubrics on our district website.

Having this specific feedback about your Student's areas of strength and where improvement may be needed will allow students, teachers and parents to better focus their attention.

Academic Learning Target Summary Judgment Marks	
4	Highly Proficient
3	Proficient
2	Nearly Proficient
1	Developing

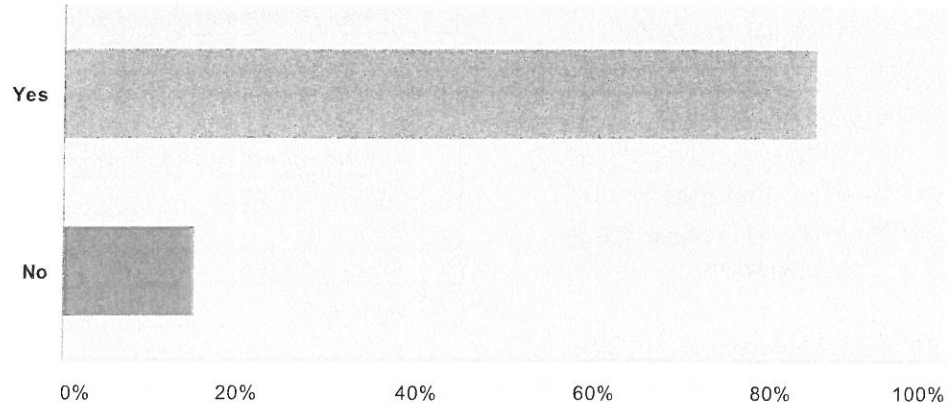
SAMPLE PROPOSED HIGH SCHOOL REPORT CARD

GEOMETRY	
Teacher: Abbot, Jennifer	Dec
CLASS ATTENDANCE	
Absences	4
Tardies	2
BEHAVIOR Learning Targets	
Manages responsibilities as a student	C/I
Self-directs own learning	C/I
Effectively communicates and works within a team or group	G
ACADEMIC Learning Targets	
I can connect linear algebra and coordinates to geometric situations and use it to prove geometric theorems.	3
I can prove and apply congruence theorems dealing with triangles to solve problems and justify my solutions.	3
I am able to use a variety of tools and methods to construct basic geometric figures.	4
I can solve for unknown lengths and angles in right triangles and justify my solutions.	4
Current Academic Mark	A
Comments: Student respects points of view different from their own.	
LITERATURE & COMPOSITION	
Teacher: Thomas, Robert	Dec
CLASS ATTENDANCE	
Absences	5
Tardies	5
BEHAVIOR Learning Targets	
Manages responsibilities as a student	R
Effectively communicates and works within a team or group	G
ACADEMIC Learning Targets	
I can analyze and evaluate an author's craft and structure.	2
I can use correct conventions (spelling, punctuation, and grammar) in my writing.	4
I can demonstrate my understanding and listening skills through small group and in-class discussions independently or in response to a prompt.	3
I can write an argumentative piece using evidence.	2
I can use the writing process to improve my writing.	2
Current Academic Mark	C
Comments: Student needs to turn in work on time.	

December High School Report Card Survey

Q4 The current report format above helps me see the major concepts or skills that were taught / learned in the Algebra 1 class.

Answered: 213 Skipped: 27

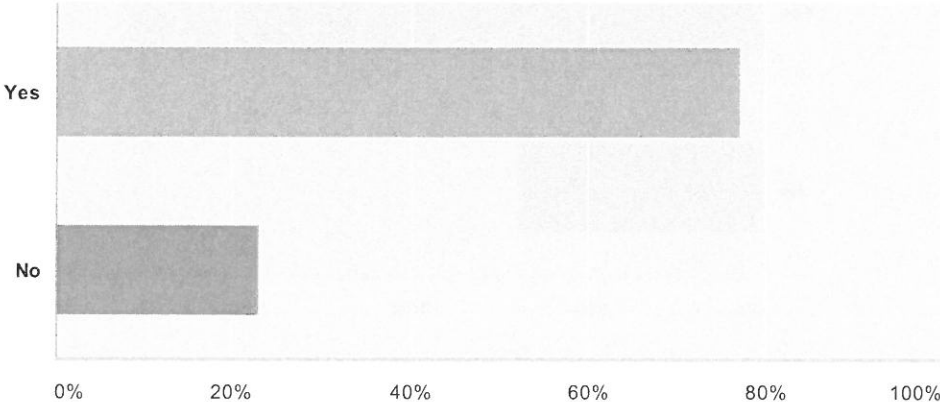


Answer Choices	Responses	
Yes	84.98%	181
No	15.02%	32
Total		213

December High School Report Card Survey

Q5 The current report format above helps me identify which concept or skill taught in the Humanities (LA) course where additional time and effort are required for the student.

Answered: 213 Skipped: 27

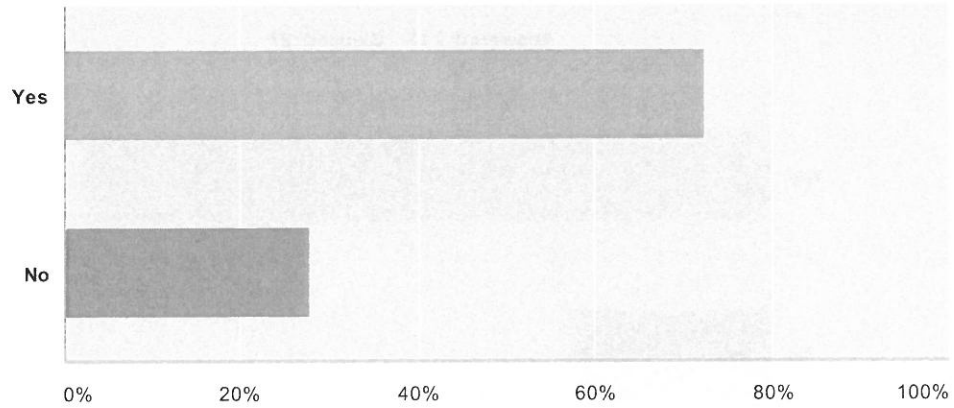


Answer Choices	Responses	
Yes	77.00%	164
No	23.00%	49
Total		213

December High School Report Card Survey

Q6 The current report format above helps me see how the student's behaviors affect his/her academic performance.

Answered: 213 Skipped: 27



Answer Choices	Responses	
Yes	72.30%	154
No	27.70%	59
Total		213

What is a rubric?

A rubric or scoring guide is an evaluation tool designed to identify the student's current level of knowledge, understanding and skill. It can also be used to identify what the student must do to achieve greater levels of performance. With teachers using rubrics, instruction and evaluation of students becomes clear and more consistent. Here's an example:

English Language Arts, Grade 10

Academic Learning Target 2

I can analyze and evaluate an author's craft and structure.

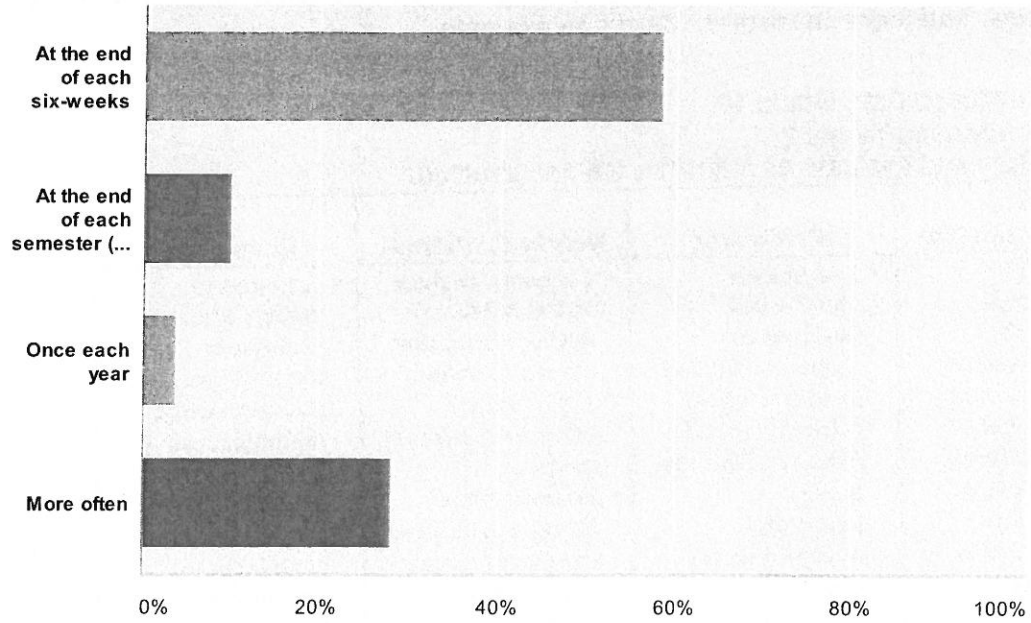
4 Highly Proficient	3 Proficient	2 Nearly Proficient	1 Developing
<ul style="list-style-type: none"> • I insightfully analyze and evaluate an author's craft and structure using well-selected textual evidence. This may mean... • I insightfully interpret words and phrases (figurative, connotative, technical) and thoroughly analyze how they shape meaning and tone. • I thoroughly analyze the complexities of how the text's structure • potential effects of the rhetoric used. 	<ul style="list-style-type: none"> • I accurately analyze and evaluate an author's craft and structure using relevant textual evidence. This may mean... • I accurately interpret words and phrases (figurative, connotative, technical) and effectively analyze how they shape meaning and tone. • I analyze how the structure of a text (parallel plots, flashbacks, pacing) influences its meaning. • I determine how 	<ul style="list-style-type: none"> • I begin to analyze and evaluate an author's craft and structure using some textual evidence. This may mean... • I interpret the literal meanings of words and phrases and attempt to analyze how they shape meaning and tone. • I identify the structure of a text (parallel plots, flashbacks, pacing). • I make a basic attempt to identify the narrator's point of view and how it is influenced by 	<ul style="list-style-type: none"> • I attempt to analyze and evaluate an author's craft and structure using minimal or no textual evidence. This may mean... • I understand literal meanings of words and phrases. • I attempt to or inaccurately identify the structure of a text (parallel plots, flashbacks, pacing). • I attempt to identify the narrator's point of view but may be unable to explain how it is influenced by

Parents can view all Learning Targets and rubrics on the Beaverton School District website. Under the "District" tab, select "Departments" and then "Teaching and Learning". Select the "Learning Targets / Curriculum" tab on the left-hand side.

December High School Report Card Survey

Q7 Seeing my child's proficiency level on the specific standards for each subject would be helpful to me...

Answered: 213 Skipped: 27

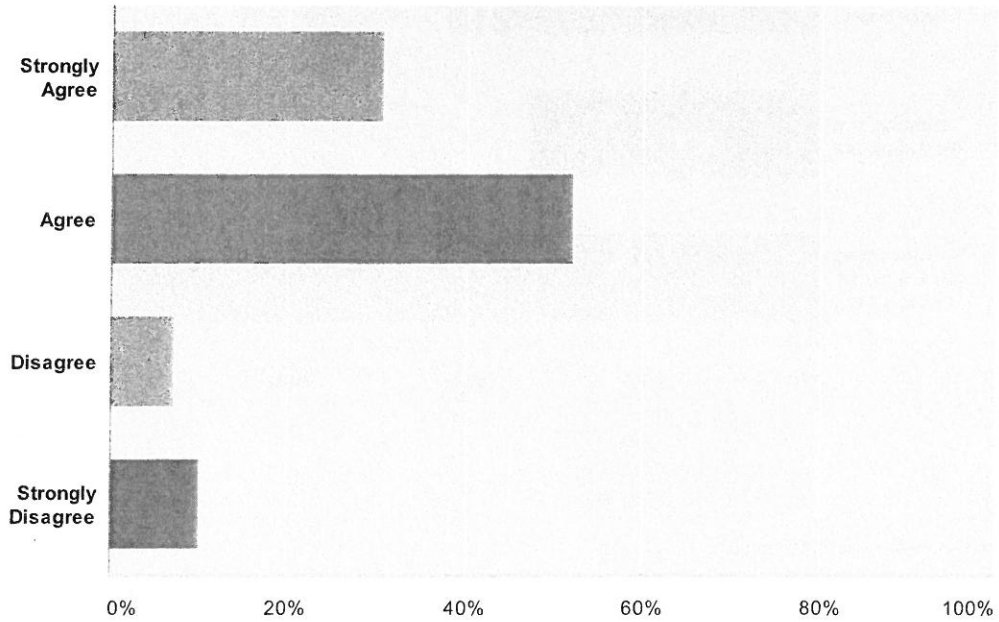


Answer Choices	Responses	
At the end of each six-weeks	58.22%	124
At the end of each semester (18 weeks)	9.86%	21
Once each year	3.76%	8
More often	28.17%	60
Total		213

December High School Report Card Survey

Q8 I support the idea of teachers using a consistent rubric for each standard and consistent marks to communicate student progress?

Answered: 98 Skipped: 142

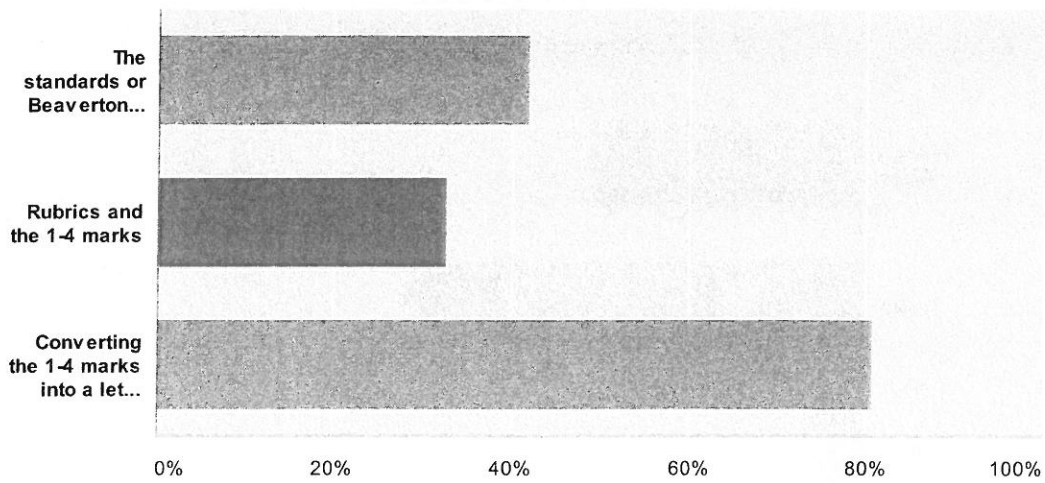


Answer Choices	Responses
Strongly Agree	30.61% 30
Agree	52.04% 51
Disagree	7.14% 7
Strongly Disagree	10.20% 10
Total	98

December High School Report Card Survey

Q9 I would like more information on the following topics (select one or more)

Answered: 67 Skipped: 173



Answer Choices	Responses
The standards or Beaverton Learning Targets	41.79% 28
Rubrics and the 1-4 marks	32.84% 22
Converting the 1-4 marks into a letter grade	80.60% 54
Total Respondents: 67	

December High School Report Card Survey

Q10 What recommendations do you have to improve our proposed high school report?

Answered: 58 Skipped: 182

Summary of High School Parent Comments:

The comments from the high school parents are very similar to those from the middle school parents. As with the other levels, there were several themes which will inform our future work at the secondary level and direct improvements in our reporting format. Multiple comments and recommendations in the following areas were offered:

1. As with the middle school comments, the most frequent comment type was questioning the conversion of teacher judgments on the learning targets into a letter grade.
2. Scores of 1-4 are more difficult to understand than a percentage.
3. We should only report the letter grade.
4. Teachers should be more consistent in the way they assess and report both academics and behaviors.
5. Increased teacher comments provide greater clarity for parents.
6. Access to information through ParentVUE is appreciated.
7. Teachers should post more information to ParentVUE.

