

Report Card Development Checklist

| Stage | Page | Barre City | Barre Town | Spaulding |
|--|-----------|------------|------------|-----------|
| Develop purpose | Chapter 3 | | | |
| How often will report cards be sent home? | Chapter 5 | | | |
| Will a specific report card be developed for each grade level, or will a more general report card be used across several grade levels? | “ | | | |
| How many reporting standards will be included for each subject area or course? | “ | | | |
| What specific reporting standards will be included at each grade level or course? | “ | | | |
| Will standards be set for the grade level or for each marking period? | “ | | | |
| What specific process and progress standards will be reported? | “ | | | |
| How many levels of performance will be reported for each student? | Chapter 6 | | | |
| How will the levels be labeled? | “ | | | |
| Will teachers' comments be included and encouraged? | “ | | | |
| How will information be arranged on the report card? | “ | | | |
| What are parents expected to do with this information? | “ | | | |

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|--|-----------|--|--|--|
| What are students expected to do with this information? | “ | | | |
| What policies needs to accompany the new reporting procedures? | “ | | | |
| When should input of parents and/or students be sought? | “ | | | |
| Is the report card suitable for students on IEPs? | Chapter 7 | | | |
| Is the report card suitable for gifted and talented students? | Chapter 7 | | | |

Touchstones (from Chapter 8):

An effective report card:

1. Reports on product, process and progress goals separately;
2. Creates an accurate picture of academic strengths and challenges;
3. Balances details with practicality;
4. Is concise, understandable and easy to interpret.