



**The
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School**

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Assessing and Reporting On Our Values Moving From Subject to Competency-based Reports



Values-based Leadership

What conditions encourage change and innovation?



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Why new progress reports?



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Project Phases

Exploration of Need	Fall and winter Informal conversations
Ideate/Design	Faculty/Parent focus groups
Prototype/Test	Summer Task Force, Faculty feedback
Implementation	End of First semester
Feedback and revision	Surveys after first two implementations, parent meetings, Communication plan



Design Timeline, Year 1:

Fall/Winter	Informal conversations
March	Task Force organizational meeting
April	Faculty/Parent focus groups
Summer	2-day work session, prototype creation
Summer	Parent focus group
Summer	“Final” revisions



Implementation Timeline, Year 2

Preplanning	Task force members present to their grades for roll out
Fall Year 2	Incorporate faculty feedback, revise reports
December Year 2	Roll out schoolwide for first semester report
Spring Year 2	Feedback, data gathering
May Year 2	Second semester report
Summer Revisions	For revised release following year (with communications)



Faculty and Parent Focus Groups:

Parents:

What do you most want to know about your child?

Teachers:

What do you most want parents to know about your student?



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Feedback Touchpoints

- **Design Phase:**
 - Faculty and Parent Focus groups
 - Focus group creating mock reports
 - Full faculty feedback in preplanning, incorporating input
- **Implementation Phase**
 - Survey after each implementation for first two years
 - Active collections and documentation of informal comments



Focus group take-aways

- Reflect of our philosophy of learning and portrait of a graduate
- Show where our child is in his/her skill development, and against what benchmarks
- Show how the student approaches school and learning
- Be clear about what student's main strengths and needs are. Good? Great? Average? Weak?
- What about the next school?



What do we care about?

What are we asking our reports to do?



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We want to show growth in...

- “Soft” skills like Creativity, Collaboration, Communication, etc.
- Academic skills like math, reading, writing
- Executive Functions like self-regulation, self-control, organization
- Content knowledge



Settled on Competencies

Executive Functions

Self-control

Attending

Planning Purposefully

Reflection and Metacognition

Reading

Writing

Math

Collaboration/Community

Communication

Creativity

Critical Thinking



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Where's the science?

Reading and Language Arts

Writing

Math

Executive Functions

Self-control

Attending

Planning Purposefully

Reflection and Metacognition

Collaboration/Community

Communication

Creativity

Critical Thinking

Where's the leadership?

Reading and Language Arts

Writing

Math

Executive Functions

Self-control

Attending

Planning Purposefully

Reflection and Metacognition

Collaboration/Community

Communication

Creativity

Critical Thinking

Where's the social skills?

Reading and Language Arts

Writing

Math

Executive Functions

Self-control

Attending

Planning Purposefully

Reflection and Metacognition

Collaboration/Community

Communication

Creativity

Critical Thinking

Why not measure what actually leads to success?



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Piling on



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Different learning, different formats



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What's the best way to show...

Competencies?	Criteria descriptions (ratings and quasi-narrative for context)
Math? Literacy?	Scope and sequence with progress measured against.
Writing?	Rubrics (with grade level expectations)
Passion? Caring?	Narrative overview
Projects?	Rubrics (with content standards)



Are you worried?

Areas of Need, Notable Strengths

AN	Area of Need	AN is checked if the student is making less than expected progress <i>and</i> requires additional individualized resources beyond what can be sustained in the classroom.
NS	Notable Strength	NS is checked when the competency is a notable strength <i>and</i> student requires significant extension resources.



Ratings v.1

B	Beginning	The skill has just been introduced, OR the student remains at a lower level of proficiency than expected. If the student is at a lower level of proficiency than expected, you will see AN (Area of Need) checked.
D	Developing	Making expected progress in this skill, and is not yet proficient in it. Unless AN (Area of Need) is also checked, this designation is not cause for concern.
S	Secure	Is proficient in this skill and is able to apply it to other learning. This designation is the expected top level for developing this competency.



Ratings v.2

I	Independent	Student is fully independent in this skill and is able to apply it to other learning.
S	Satisfactory Progress	Student is making expected and adequate progress in this skill.
L	Less than Expected Progress	Progress is lower than expected and student requires additional support within the classroom to make progress.



Writing Roll Up...

Writing

AN: NS:

These areas correspond to the Lucy Calkins writing rubrics, which provide details in each area, and which are shared four times per year.

		I	S	L
Writing is well structured and organized	S1		X	
	S2			
Ideas are well developed with a logical flow and structure	S1		X	
	S2			
Uses accurate mechanics, syntax, and conventions	S1	X		
	S2			

A broadbrush dashboard



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Broadbrush dashboard, incomplete without:

- Bi-monthly portfolio
- Skills checklists (Math, Literacy)
- Writing Rubrics (Calkins)
- Informal observations and communications



Gathering Data

Name:

Rubrics: Public Health Investigations

Date: 1/3 - 1/11/18

In Class Collaborative Investigation 1/3 - 1/10/18

	Expectations		Beginning	Developing	Secure	Notes:
Completion	Completed all 3 parts of the investigation on time.	student				Why?
		teacher				
Planning Purposefully	Made effective use of time available in class to work on tasks and activities; got papers/materials to/from school independently	student				Why?
		teacher				
Attending	Sustained attention and/or work on a task for a developmentally appropriate length of time	student				Why?
		teacher				
Reflection	Identified strengths and weaknesses in own work, accurately advocated for support, identified how to improve work	student				Why?
		teacher				
Collaboration	Positively helped the team move forward	student				Why?
		teacher				



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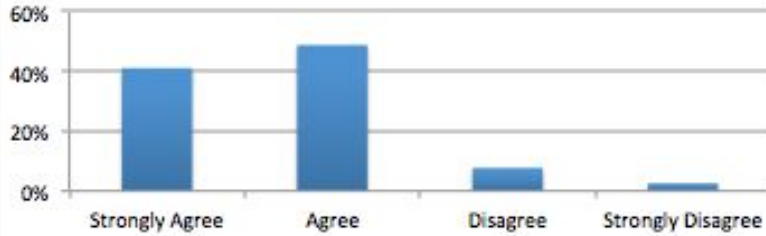
How'd it go?



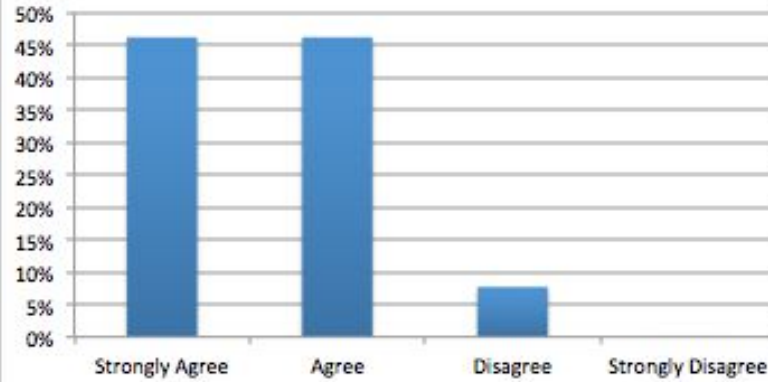
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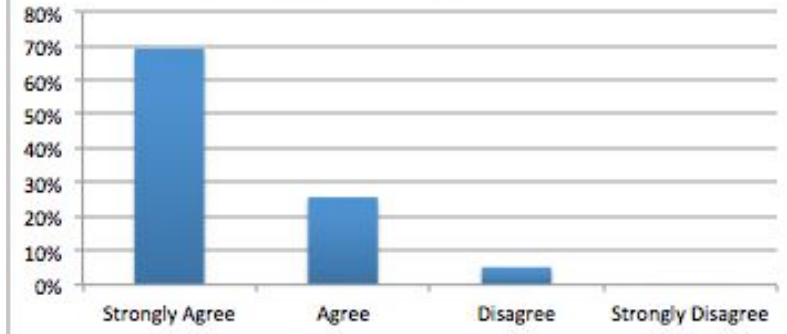
The overall report packet (report, math update, writing update, etc) includes the information I most want to know about my child's learning.



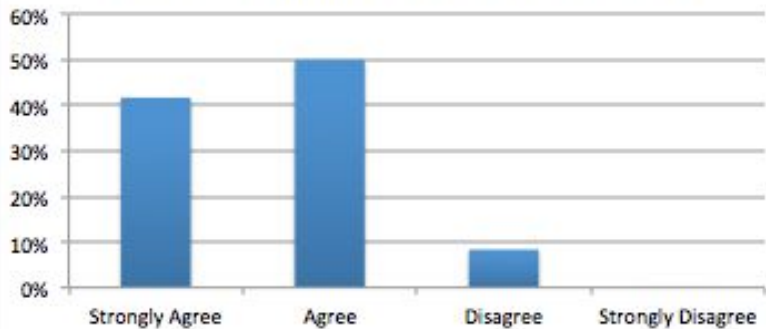
The report is clear and easy to read.



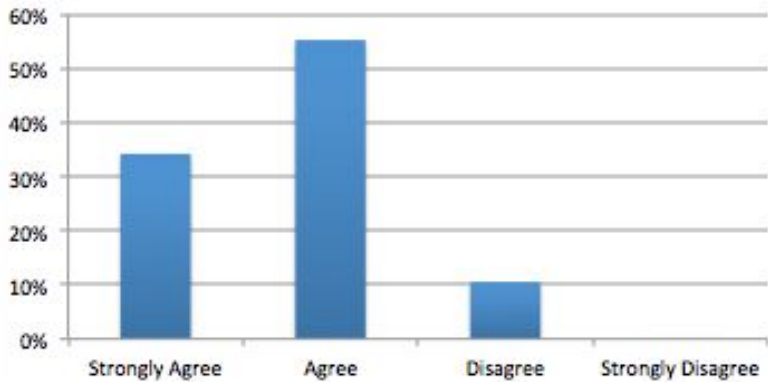
The progress report comes at a good time in the school year.



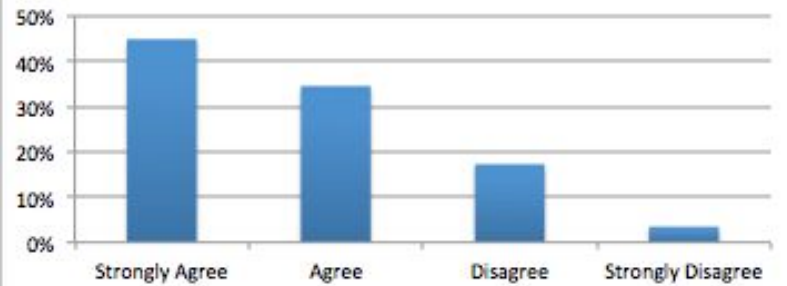
The report is accurate about my child's learning profile and needs.



The rubrics and checklists were clear.



(For returning parents) The new report is clearer than the previous one.



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Where do we go next?



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