

Family Engagement Standards and Rubrics Worksheet

Student Achievement Standard #3A—School: School has a protocol for all teachers to follow for student progress and parent-teacher conferences. Elementary and K–8

Exemplary	Developing/Emerging	Weak/Just Starting
<ul style="list-style-type: none"> • All teachers regularly send home progress reports. • All teachers at the elementary or K–8 level notify parents/families in a timely manner if their children are struggling and or excelling in certain subject areas. • All teachers utilize Infinite Campus, if applicable, to post students’ progress and major assignments. • All teachers make an effort to contact parents/families with positive reports on children’s progress. • All teachers follow the school’s outlined protocol for scheduling conferences, as well as conducting individual conferences. • All teachers notify parents of scheduled conference times two weeks prior. • All teachers communicate with parents/families about specific ways they can support their students’ academic achievement at home. 	<ul style="list-style-type: none"> • Some teachers regularly report student progress. • Some teachers use parent-teacher conference times to notify parents/families if their children are struggling and/or excelling in certain subject areas. • Some teachers utilize Infinite Campus to post progress reports as well as assignments. • Some teachers reach out to notify parents/families with positive reports on their children. • Some teachers follow the school’s outlined protocol for scheduling conferences, as well as conducting individual conferences. • Parents/families receive confirmation of scheduled times within five days prior to conference times. • Teachers review students’ grades but do not always offer ways in which parents/families can offer support. 	<ul style="list-style-type: none"> • Student progress is not reported to families consistently. • Content for parent-teacher conferences is inconsistent within the building. • Where available, Infinite Campus is not utilized for student progress. • Teachers notify parent/families on problem areas only. • A protocol is not established for scheduling conferences or conducting individual conferences. • Response time for scheduling conferences is inconsistent within the school. • Little or no discussion occurs outside of the specific report card. • No discussion of opportunities for parent/family support occurs at home or at school.