

**Report Cards
Division Pilot Project
2002/2003**



Manual for Completion

Welcome to the 2002/2003 Report Card!

The Report Card Committee, on behalf of Frontier School Division, wishes to *acknowledge* and *thank-you* for your participation in this pilot project. The involvement, assistance, and feedback of teachers are crucial for the implementation and development of the report card.

This manual has been provided as a resource to assist you with completion of the report card in its new, shorter, user-friendly format. Report Card Committee members are available to assist you as you progress through this pilot project. The members are:

Cindy Allum Searle
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Area 2 Office
Stevenson Isl. School
Area 2 Office
Falcon Beach School
Skownan School
Grand Rapids School
Cranberry Portage
Gypsumville School
Area 5 Office

Once again, many thanks for your participation
with this important project, and

Good Luck!

Goals

Report cards have been designed for Nursery, Kindergarten, the Early Years, and Middle Years. The format of these report cards was developed with the intention of being

- **parent friendly,**
- **a reflection of current curricular outcomes,**
- **teacher friendly, and**
- **technologically friendly.**

In preparation for completing report cards, teachers are encouraged to use a variety of assessment strategies and the available continua. As assessment supports are developed, they will be shared.

The Nursery report card is an introduction to formal reporting. The Kindergarten report is intended to be a transition document between Nursery and Early Years. All documents have been designed in a consistent manner with the use of a standard format and vocabulary. The report card documents will be available in either PC or MAC formats.

The design of the report cards is such that indicators in Social Development and individual subject areas will be assessed using the same performance key, shown here:

PERFORMANCE KEY

4	Consistently
3	Usually
2	Requires Assistance
1	Does Not Demonstrate
N	Not taught this term
N/A	Not Applicable

This key was developed after **much** discussion, the examination of keys used on current report cards, of those used by other school divisions, and with suggestions from educators.

The key has been designed to be more objective and easier to understand. The numbers one to four are intended to indicate that a student:

- 4** **Consistently** demonstrates, understands and independently applies grade level concepts.
- 3** **Usually** demonstrates, understands and applies grade level concepts.
- 2** **Requires assistance** to demonstrate, understand, and apply grade level concepts.
- 1** **Does not demonstrate** an understanding of grade level concepts.

Please be aware that for the students whose level of achievement may be between two of the scores, it is possible to assign them a '2-3' score, or a '3-4' score, for example.

In terms of Middle Years students, where reporting of marks is done in percentages, the performance scale is parallel to the following percentages:

4	80 – 100%
3	65 – 79%
2	50 – 64%
1	Below 50%

As a staff, schools are encouraged to discuss the performance scale to ensure consistency with its interpretation and use.

The comment section of this report card is much shorter than previous report cards. **A maximum of ten lines has been provided for anecdotal comments for each of terms one and two.** Please note that you do not have to use all ten lines, however you may **not** use more lines.

The comment section is intended to provide indications of a child's strengths, weaknesses and action plans. The comment section must indicate if a child is receiving specific programming modification, such as resource assistance, speech and language, reading recovery, and/or later literacy programming. It is **not** intended to provide outlines of, and information on various curricula or a summary of the work or themes that have been covered. Should teachers wish to include test or project marks in the comments box, they may do so.

The third section on the comment page is for the year-end statement. This statement indicates the student's promotion, placement, or retention for the next school year, as per Division Policy.

This report card does not include subject inserts (extra pages) for specialty teachers. Rather, specialty teachers will be provided with a sheet to indicate student performance. From this sheet, classroom teachers will input data for the specialty subjects. This will avoid the passing around of disks, and problems which may potentially result from this practice.

There is space in the Mathematics section of the report to indicate results of the Frontier School Division Mathematics Assessment. However, results of the English Language Arts Assessments are intended to be shared with parents at parent/teacher/student conferences, and/or included in the student's portfolio, and will not be indicated on the report card itself.

A Note On Terminology

The English Language Arts sections of the Kindergarten, Early Years and Middle Years reports reflect assessment based upon the Seven ELA Standards (page 55 of the Kindergarten to Grade 4 ELA Framework document, and page 53 of the Grade 5-8 Framework document).

For the **Kindergarten** report, beginning with the left-hand side column, and reading down:

Standard I	Preparing to Learn	Lines 1,2
Standard II	Making Meaning	Lines 3-9
Standard III	Responding to Text	Lines 10,11
Standard IV	Managing/Organizing...	Lines 12,13
Standard V	Composing/Revising...	Lines 14-17
Standard VI	Working as a ...	Lines 18
Standard VII	Monitoring Language...	Lines 19,20

For the **Early Years** and **Middle Years** reports, beginning with the left-hand side column, and reading down:

Standard I	Preparing to Learn	Lines 1-3
Standard II	Making Meaning	Lines 4-6
Standard III	Responding to Text	Lines 7-9
Standard IV	Managing/Organizing...	Lines 10-13
Standard V	Composing/Revising...	Lines 14-21
Standard VI	Working as a ...	Lines 22
Standard VII	Monitoring Language...	Lines 23-24

Please note that many outcomes from Standard VI are addressed in the 'Social Development/Work Habits' section of the report card.

Helpful Hints for Completing Reports

The template used for this report card was designed in an effort to "keep it simple" for teachers, while at the same time providing information to parents about their child's progress.

Below are some hints to follow when using this template. Please take the time to **read** through this information in its entirety, as it will no doubt save you time and problems later.

First and foremost, keep in mind that this is a "work in progress". Your suggestions, and *constructive* comments regarding any problems that may have occurred are welcomed. As well, the committee looks forward to hearing any positive feedback.

Included in this package is a 'Trouble Shooting' sheet. Please keep it handy as you work on your report cards, and record any difficulties that arise (also the solution if you found one). This information will be helpful to the Report Card Committee in ironing out any wrinkles, which may still exist in the template.

Before You Begin

- 1) **Use the template as designed!**(Please **do not** attempt to change **any part** of the format. If you have suggestions please forward them, but **do not** tamper with the template. This includes changing fonts, styles, font sizes, etc.).
- 2) The template is designed to be used with 'Microsoft Word'. You may use any version from 5.0 up. Stay with one version to avoid difficulties.
- 3) Start with a computer that is hooked up to a working printer. Stay with that machine!
- 4) If you accidentally change/delete something, remember this tip. Go **immediately** to **Edit**. Scroll down and click on "**Undo**" (the first line). In most cases this will correct your mistake.
- 5) **Save** often. The time it takes will reduce frustrations if you should, for example, lose power. However, pay close attention to where you are saving your documents (hard drive/server/disk).
- 6) **Save** before using program functions such as spelling/printing.
- 7) Make a back up copy of your work at a different location from where you are working. Be sure to update your back up copy as you complete each work session. (MAC users will be asked if they wish to 'replace' existing files. Click on "**Okay**".)
- 8) Be sure that all of your work is stored in secure locations. Report cards are confidential documents and as such they must not be accessible to unauthorized persons.

Creating Your Classroom Reports

Term One

- 1) Open the template and fill in the teacher name, grade and school name on page 1. These headings will go out of line. To correct this use the delete or backspace key to realign them. (Remember this is a cumulative document, so once this information has been entered you will not have to do it again).
- 2) Go to Page 4 'Comments'. Fill in the date for Term 1.
- 3) Go to **File**. Scroll down and click on "**Save As**". **Check the dialogue box (at the top of the save window) carefully to ensure that you are saving your document to the appropriate place, (disk, the server or the hard drive)**. Save this document as "Your Name - First Term".
- 4) You are now ready to create the individual student reports for Term One. Return to page 1 of your "First Term" document. Fill in the first student's name and MET#. Go to **Edit**. Scroll down to "Replace". In "Find What" type in "@" (shift 2). Go to "**With What**". Type in the student's full name. Click "**Replace All**". (You have just placed the student's name at the top of each page and in the year-end statement sentence on page 4). Go to **File**. Scroll down and click on "**Save As**". To name the file use the student's last name and first initial, e.g.. Wilson, S. (This saves the student reports in alphabetical order). You now have your first working student report.
- 5) To create reports for remaining students open the "First Term" document and repeat step 4.
- 6) Once all student files have been created, you are ready to begin entering individual student data. Fill in the appropriate attendance boxes for Term 1. Place the cursor in the first cell of the "Social ..." section and enter the appropriate number from the Performance Key. You may enter up to 3 characters, e.g. 3-4 in each cell.

- 7) Use the arrow key, tab key, or the mouse to move the cursor to the next cell. **Do not use the return key!** Continue to enter all data for pages one through three.
- 8) Page 4: the spacing has been set to allow a **maximum** of 10 lines of print (single-spaced) for each of Term One and Term Two. Move the cursor directly under the "T" in Term One and begin typing. If you suspect that the comments you have entered have exceeded the 10 lines go to **File**. Scroll down to "**Print Preview**" to view your work. You should see a document no more than four pages long.
- 9) Specialty teachers are to make copies of the attached sheets (at the end of this document) for each of their classes. They will then record their marks and return these sheets to the classroom teacher. It is suggested that these pages be completed before classroom teachers begin their reports. The classroom teachers will then enter these marks into the report cards. (This should take only a couple of minutes). This process will ensure that your disk is not damaged while being passed around.
- 10) You may reopen any report and make changes at anytime. Remember to save all changes.
- 11) Individual reports may be printed one page at a time or in their entirety. Reports may be printed individually or as a group. **Hint: Print Preview** your reports before printing them to ensure you have not inadvertently made any formatting changes or have exceeded four pages.

Term Two

Open a student's report card. Enter the data for pages one through three. Fill in the reporting date for Term Two. Add the comments, being careful not to exceed ten lines. **Save.**

Term Three

Open a student's report card. Enter data for pages one through three.

Year End Statement (Term Three)

Indicate one of the following: promoted to, placed in, or retained in. Replace the # sign with the numeral of the student's appropriate grade level for the following year. The Year End Statement section permits up to 4 lines of comments. Place your cursor below the line showing next year's grade level.

Nursery teachers, please note that the Year End Statement section on your reports has been left blank. This section is to be completed with the appropriate placement information.

Some Final Thoughts....

As part of this pilot project, surveys will be completed after second term reporting. However, a copy of the survey is attached. If you should you have any comments now please jot them down.

Again, remember this is a pilot and a 'work in progress.' Our hope is that this new format has made your job easier, less time consuming and a little less stressful.

Good Luck!

Class: _____

Kindergarten Physical Education Report

Student: _____

Participates

Displays sportsmanship

Demonstrates age appropriate skills

T 1	T 2	T 3

Student: _____

Participates

Displays sportsmanship

Demonstrates age appropriate skills

T 1	T 2	T 3

Student: _____

Participates

Displays sportsmanship

Demonstrates age appropriate skills

T 1	T 2	T 3

4 - Consistently 3 - Usually 2 - Requires Assistance 1 - Does Not Demonstrate
N - Not Taught This Term NA - Not Applicable

Class: _____

Kindergarten Music Report

Student: _____

Participates

Responds to music

T 1	T 2	T 3

Student: _____

Participates

Responds to music

T 1	T 2	T 3

Student: _____

Participates

Responds to music

T 1	T 2	T 3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Kindergarten Technology Report

Student: _____

Uses computer

T 1	T 2	T 3

Student: _____

Uses computer

T 1	T 2	T 3

Student: _____

Uses computer

T 1	T 2	T 3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Kindergarten Native Languages/French Report

Student: _____

Participates

T 1	T 2	T 3

Student: _____

Participates

T 1	T 2	T 3

Student: _____

Participates

T 1	T 2	T 3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Early Years Music Report

Student: _____

Demonstrates age appropriate skills

Demonstrates appropriate behaviour

Is prepared for class

T 1	T 2	T 3

Student: _____

Demonstrates age appropriate skills

Demonstrates appropriate behaviour

Is prepared for class

T 1	T 2	T 3

Student: _____

Demonstrates age appropriate skills

Demonstrates appropriate behaviour

Is prepared for class

T 1	T 2	T 3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Early Years/Middle Years Native Languages/French Report

Student: _____

Listens with understanding
Uses the language effectively
Speaks voluntarily
Demonstrates appropriate behaviour

T1	T2	T3

Student: _____

Listens with understanding
Uses the language effectively
Speaks voluntarily
Demonstrates appropriate behaviour

T1	T2	T3

4 – Consistently 3 – Usually 2 – Requires Assistance 3 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Early Years/Middle Years Physical Education/Health

Student: _____

PHYSICAL EDUCATION

Participates

Displays sportsmanship

Demonstrates age appropriate skills

Is prepared for class

T1	T2	T3

HEALTH

Understands concepts

Completes assignments

Participates

T1	T2	T3

Student: _____

PHYSICAL EDUCATION

Participates

Displays sportsmanship

Demonstrates age appropriate skills

Is prepared for class

T1	T2	T3

HEALTH

Understands concepts

Completes assignments

Participates

T1	T2	T3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class _____

Early Years/Middle Years Art Report

Student: _____

	T 1	T 2	T 3
Participates			
Demonstrates techniques			
Uses medium effectively			
Completes projects on time			
Overall Mark (%) Middle Years Only			

Student: _____

	T 1	T 2	T 3
Participates			
Demonstrates techniques			
Uses medium effectively			
Completes projects on time			
Overall Mark (%) Middle Years Only			

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class _____

Early Years/Middle Years Technology Report

Student: _____

Operates computer
Applies skills
Generates products
Completes projects on time

T 1	T 2	T 3

Student: _____

Operates computer
Applies skills
Generates products
Completes projects on time

T1	T2	T3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Middle Years Music Report

Student: _____

Demonstrates skill progress
Demonstrates appropriate behaviour
Is prepared for class

T 1	T 2	T 3

Student: _____

Demonstrates skill progress
Demonstrates appropriate behaviour
Is prepared for class

T 1	T 2	T 3

Student: _____

Demonstrates skill progress
Demonstrates appropriate behaviour
Is prepared for class

T 1	T 2	T 3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Class: _____

Middle Years Industrial Arts/Home Economics

Student: _____

Participates
Displays a positive attitude
Applies skills
Completes projects on time
Overall Mark

T 1	T 2	T 3

Student: _____

Participates
Displays a positive attitude
Applies skills
Completes projects on time
Overall Mark

T 1	T 2	T 3

4 – Consistently 3 – Usually 2 – Requires Assistance 1 – Does Not Demonstrate
N – Not Taught This Term NA – Not Applicable

Trouble Shooting Report

Name _____

Grade _____

School _____

Please list below, in as much detail as possible, all problems you had working with the template to complete this report card.

Please list below, in as much detail as possible, all problems you with technology while completing this report card.

Were you able to solve this problem? If so, how?



2002/2003 Report Card (Pilot)

Teacher/Administrator Survey

Your feedback on the following statements and questions will provide valuable information about this year's report card pilot project. Furthermore, this feedback will assist in future development and refinement of the report card.

Thank you, in advance, for taking the time to respond.

This questionnaire consists of nine survey statements and five general questions. Responses to the survey statements should be made according to the following rating scale.

Strongly Disagree	Disagree	Satisfactory	Agree	Strongly Agree
1	2	3	4	5

Anecdotal comments may be added following each survey statement. The five general questions at the end of the survey are intended for anecdotal responses only.

Upon completion of your survey, please return it to the **school office**.

Thank you once again for your participation in the pilot program and for taking the time to assist with this survey.

Survey Statements

The time used to complete the report on each student was appropriate. (Average time per student _____).

1 2 3 4 5

Comments:

I encountered few difficulties when completing this report.

1 2 3 4 5

Comments:

Adequate support was provided for you to complete this report.

1 2 3 4 5

Comments:

The report card is useful for you in communicating with parents about each child.

1 2 3 4 5

Comments:

The report card accurately reflects the curriculum for Math and English Language Arts.

1 2 3 4 5

Comments:

The performance scale is appropriate and easy to use.

1 2 3 4 5

Comments:

The report card is a professional looking document.

1 2 3 4 5

Comments:

The length of the comment section is adequate.

1 2 3 4 5

Comments:

The parents of your students were positive about the report card and they felt well informed.

1 2 3 4 5

Comments:

General Questions

1. Was completion of this report card a positive experience for you? Please explain.

2. What do you like about this report card?

3. What do you dislike about this report card?

4. Please make any other comments regarding the report card.

5. Is there anything you would like to see added or deleted on this report?
