

Provincial Report Card Pilot Survey

Produced by:

Nova Scotia Teachers Union

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Background

During the 2002 – 2003 school year, the Nova Scotia Department of Education initiated a series of pilot trials of a new report card format. This initiative was founded on the *Reporting Policy Framework* document, pilot draft, September 2002.

The NSTU conducted a series of focus groups to gauge teachers' reaction to these pilot trials. The results of that report were submitted to the Provincial Executive in November, 2003 and subsequently provided to the Department of Education.

The Department of Education used the information obtained from this input along with other feedback to make changes. The previous trials took place in only eight schools. The only separate high school belonged to the CSAP. One of the major criteria for this new round of pilot trials was to determine if the format would work satisfactorily for larger schools and on a larger scale.

A new round of pilot studies for a provincial report card was initiated for the 2004-2005 school year. Included in this pilot process were some large high schools along with all of the elementary schools in the Halifax Regional School Board.

Following concerns expressed to the NSTU Curriculum Committee by teachers, including committee members, a lengthy discussion was held with Ann Blackwood, Director English Program Services for the Department of Education. These discussions were subsequently reported to the Provincial Executive who, at the February 24-26, 2005 meeting, passed the following motion:

THAT STAFF BE DIRECTED TO SEEK INPUT FROM A SAMPLE OF THE NSTU MEMBERS THAT ARE PILOTING THE PROVINCIAL REPORT CARDS.

Methodology

A survey questionnaire was developed that reflected the comments and feedback that had been received informally. This survey is included as Appendix A - Survey.

The survey asked respondents to provide information about the school environment, including such items as school size, grade levels in the school, the grade levels for which the respondent was required to complete the report card and the regional school board. Twenty-one statements were presented and the respondent was asked to indicate whether they "Strongly Disagree", "Somewhat Disagree", "Somewhat Agree" or "Strongly Agree" with each statement. The lowest value, assigned to "Strongly Disagree", was 1 and the highest value, assigned to "Strongly Agree" was 4. A value of 2.5 represents "no opinion".

The Department of Education provided a list of all schools participating in this set of pilot trials. A total of 134 schools were involved in this round of pilot studies. The pilot sites included all 97 elementary schools in the Halifax Regional School Board, 20 schools in the Conseil Scolaire Acadien Provincial, 8 schools in the South Shore Regional School Board, 6 in the Tri-County Regional School Board, 2 in the Annapolis Valley Regional School Board and one school in the Cape Breton-Victoria Regional School Board. Using NSTU membership data, 800 names were randomly selected from the teachers at those schools. Schools in Chignecto Central Regional

School Board were not included because they are working with a report card that while modeled on the provincial template, is being implemented with different technologies and different procedures. The survey was distributed through the NSTU representative in the school, along with a post-paid return envelope, to each of the selected teachers. The return deadline was set at April 30, 2005.

Survey Results

A total of 363 surveys were returned. Of those, 24 either omitted critical information or provided ambiguous answers. This left 339 surveys for analysis, an effective response rate of 42%. Of these 339 surveys, 254 were from schools in the Halifax Regional School Board and 85 were from schools in other regional boards. 303 surveys were from teachers at predominantly elementary schools, 23 from teachers at separate middle level schools and 13 from high school teachers. Detailed response statistics for each statement, in aggregate, by region and by broad grade level are available in Appendices B through F. The comments submitted with the surveys are presented in Appendix G.

The responses were analysed in aggregate and then with respect to grade level, school size and whether the school was part of HRSB or not.

Aggregate Responses

The aggregate responses to each question are presented below in Table 1. The confidence range for each question for aggregate data is presented in the graph shown in Figure 1.

Table 1 - Aggregate Responses

	Statement	Score	Std. Dev
1	The categories provided on the report card reflect the curriculum outcomes for the subject.	3.03	0.89
2	Each item allows me to express an accurate picture of that element of student learning.	2.68	0.88
3	The report card presents an overall accurate picture of the student's learning.	2.93	0.76
4	The items on the report card cover the range of attributes that need to be reported to parents.	2.77	0.85
5	The Language Arts section should be divided into separate reporting for reading, writing and speaking.	3.39	1.01
6	Information about student attendance is effectively represented on the report card.	3.50	0.82
7	Information about the student's behaviour is adequately and accurately conveyed in the report card.	2.47	1.03
8	The report card provides parents with a clear assessment of their child's learning.	2.79	0.81

9	The assessment categories (letter grades, numerical grades, etc.) are appropriate for the grade level.	2.50	1.01
10	Parents will easily understand the assessment categories.	2.51	0.88
11	The report card is a good length.	2.90	0.92
12	The format of the report card allows teachers to efficiently record student information.	2.67	0.95
13	Teachers have adequate time to complete the report cards.	2.51	1.12
14	Teachers can complete the report cards during available marking and preparation periods.	1.54	0.90
15	Teachers were given adequate advanced notification for any new implementation changes.	2.31	0.99
16	The Provincial Report Card is a convenient way to inform parents about student progress.	2.84	0.83
17	Teachers have been provided with adequate professional development needed to effectively implement the report card.	2.33	0.99
18	Teachers can complete report cards at home.	2.95	1.05
19	The technology required to complete the report cards is readily available for teachers.	2.71	1.02
20	The technology required to complete the report cards does not present problems.	2.00	0.91
21	I like the provincial report card.	2.70	0.87
	Number of Responses	339	

Strongest support was for the statement “*Information about student attendance is effectively represented on the report card.*” (Statement 6) The aggregate score for this statement was 3.50.

The next most supported statement was “*the Language Arts section should be divided into separate reporting for reading, writing and speaking*” (Statement 5) with an average score of 3.39.

Teachers also generally agreed with Statement 1 that the categories provided on the report card reflect the curriculum outcomes for the subject (3.03).

Less enthusiastically and less consistently, teachers agreed with statements 3, 4, 8, 11, 16 and 18. Thus, teachers did feel the report card, on balance, did provide an overall accurate picture of the student’s learning and that the items and report card categories covered the range of information that parents should receive about their child’s learning.

Opinion was essentially neutral with regard to statements 7, 9, 10 and 13. While this neutrality cannot be judged as disagreement with any of these four statements, it also cannot be construed as support. Thus teachers do not believe the report card adequately describes student behaviour. (Statement 7)

There also was no consensus that the assessment categories would be easily understood by parents. (Statement 10) This is in contrast to teachers' belief that the report card does provide the necessary information about student learning to parents. (Statement 8 – 2.79) While the information is present, teachers were not convinced that it was presented in an accessible format for parents to comprehend.

There was consistent disagreement with the statement (15) that teachers are able to complete the report cards during available marking and preparation periods (1.54). There was also general disagreement with the statement (20) that “*The technology required to complete the report cards does not present problems*” (2.00).

Figure 1- Aggregate Responses Confidence Levels

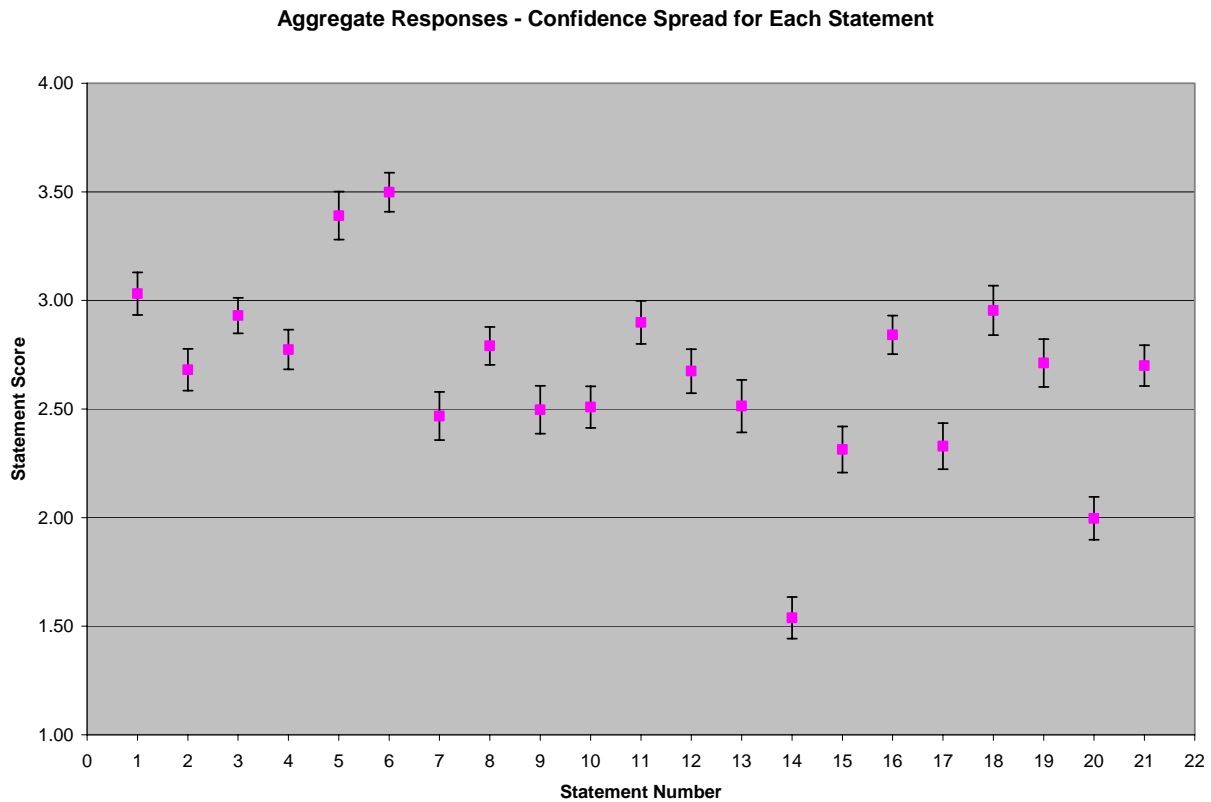
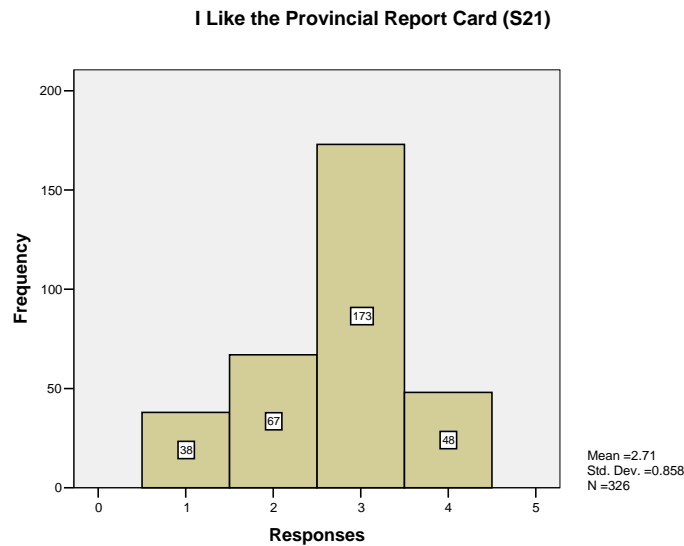


Figure 2 - Response Distribution¹



The final statement (21) is *“I like the provincial report card.”* There was narrow support for this statement (2.70). What is more instructive is that the standard deviation is 0.86. A look at the distribution of responses (Figure 2 above) is even more revealing. 173 respondents, or 53%, indicate the “Somewhat agree” with this statement. Only 36 (11.0%) stated they “Strongly disagree” and 48 (14.7%) “Strongly agree” with the statement. In total, 221 or 67.8% indicated agreement with the statement.

Selected Response Analysis

The reaction of teachers to the provincial report card is further clarified if some selected statements are analysed in further detail.

The first statement is that the report card categories reflect the curriculum outcomes for the subject.

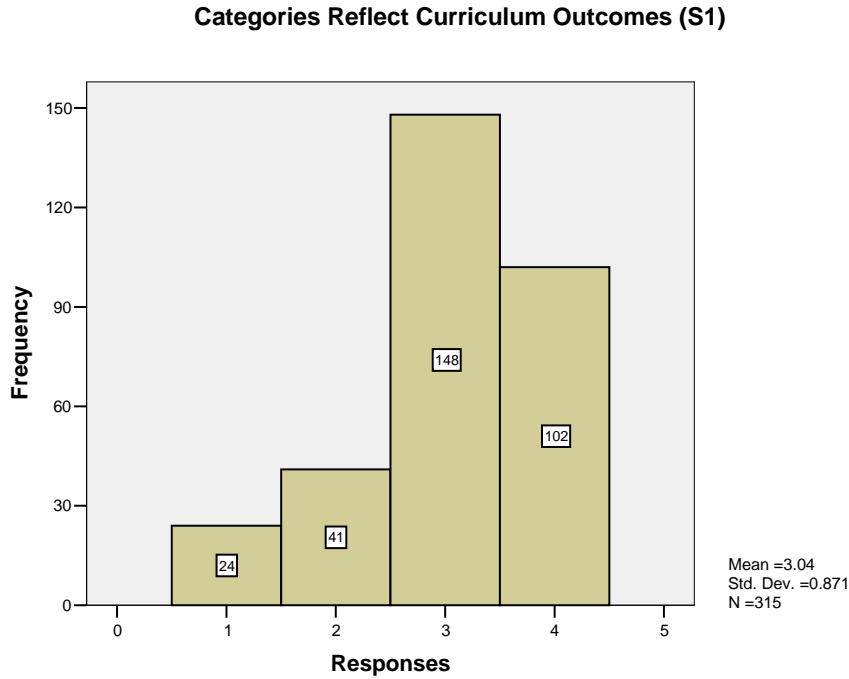
Figure 3– Outcomes Reflected

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	7.1	7.6	7.6
	Somewhat Disagree	41	12.1	13.0	20.6
	Somewhat Agree	148	43.7	47.0	67.6
	Strongly Agree	102	30.1	32.4	100.0
	Total	315	92.9	100.0	
Missing	No Response	1	.3		
	System	23	6.8		

¹ 13 respondents did not provide a response to this statement. The percentages are therefore computed using a total of 326 rather than 339.

Total	24	7.1	
Total	339	100.0	

Figure 4 - Categories Reflected



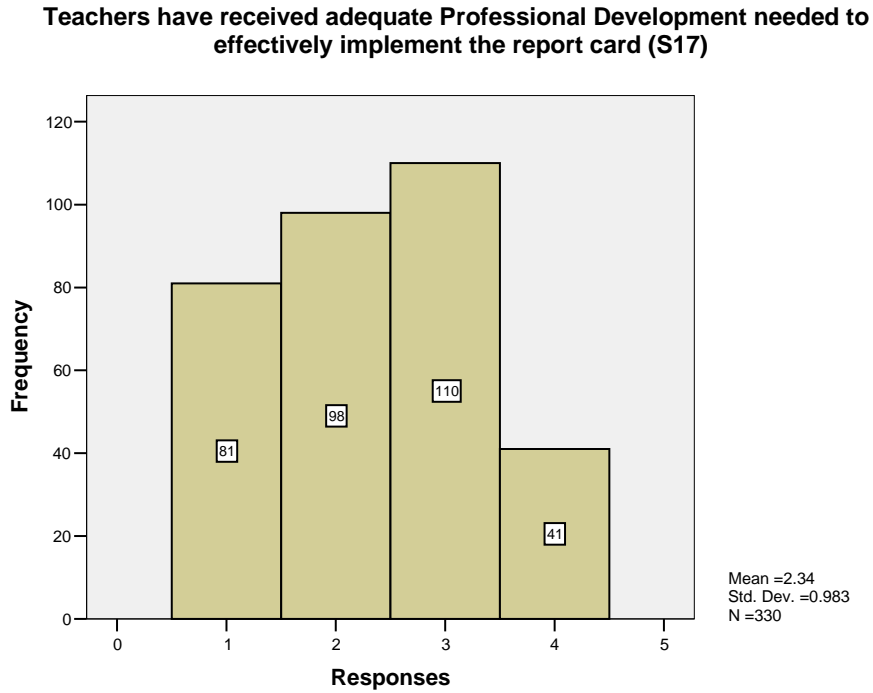
From this breakdown of data, we can see that a very strong majority (79.4%) support this statement.

In contrast, an examination of the distribution of responses for Statement 17 about professional development indicates not only a lack of support for the statement, but that it is the majority of teachers (54.2%) who feel this way. That majority is almost evenly split between “Somewhat Disagree” and “Strongly Disagree”.

Table 2 – PD is Adequate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	81	23.9	24.5	24.5
	Somewhat Disagree	98	28.9	29.7	54.2
	Somewhat Agree	110	32.4	33.3	87.6
	Strongly Agree	41	12.1	12.4	100.0
	Total	330	97.3	100.0	
Missing	No Response	1	.3		
	System	8	2.4		
	Total	9	2.7		
Total		339	100.0		

Figure 5 - Adequate PD for implementation

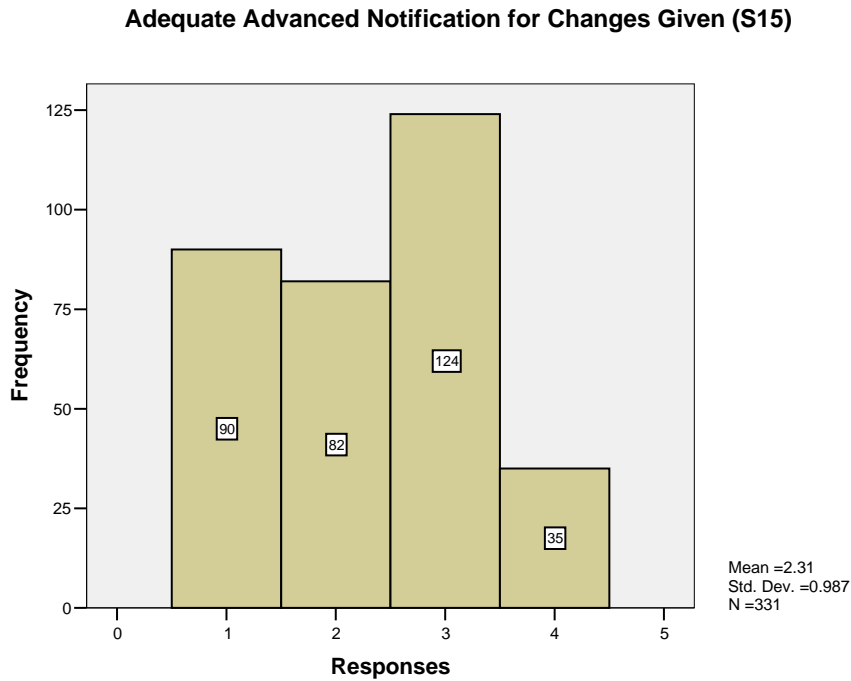


Teachers also feel they have not received adequate notice about changes to the report card implementation process. In some cases teachers have been informed the procedures used, such as requiring on-line data entry, were to be implemented with no opportunity to provide input or to organize school schedules so that the procedural change could be put into effect without chaos or considerable disruption.

Table 3 – Advanced Notification for Changes Given

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	26.5	27.2	27.2
	Somewhat Disagree	82	24.2	24.8	52.0
	Somewhat Agree	124	36.6	37.5	89.4
	Strongly Agree	35	10.3	10.6	100.0
	Total	331	97.6	100.0	
Missing	System	8	2.4		
Total		339	100.0		

Figure 6 - Notification of Changes



Although the largest single segment of responses “Somewhat Agree” to the statement, a majority of teachers (50.7%) disagree.

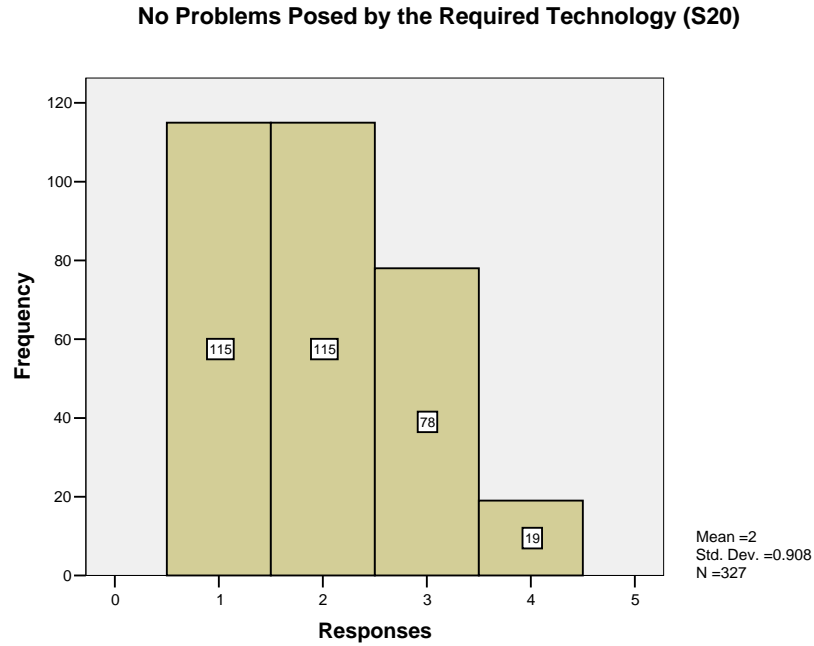
Technology is clearly a problem for the report card implementation process.

Table 4 – No Problems Due To the Required Technology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	115	33.9	35.2	35.2
	Somewhat Disagree	115	33.9	35.2	70.3
	Somewhat Agree	78	23.0	23.9	94.2
	Strongly Agree	19	5.6	5.8	100.0
Total		327	96.5	100.0	
Missing	No Response	1	.3		
	System	11	3.2		
	Total	12	3.5		
Total		339	100.0		

A full 70.4% disagree with the statement that the technology required to complete the report does not present problems and only 5.8% strongly agree with this assertion.

Figure 7 - Technology Problems

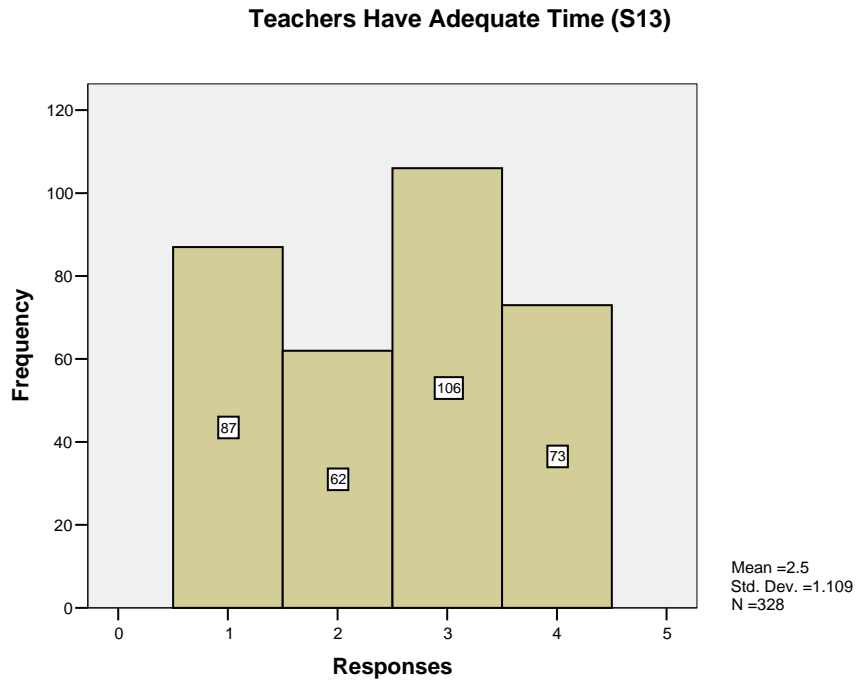


We see the least consistent set of responses to the statement that asserts that teachers have adequate time to complete the report card.

Table 5 – Teachers Have Adequate Time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	87	25.7	26.5	26.5
	Somewhat Disagree	62	18.3	18.9	45.4
	Somewhat Agree	106	31.3	32.3	77.7
	Strongly Agree	73	21.5	22.3	100.0
	Total	328	96.8	100.0	
Missing	System	11	3.2		
Total		339	100.0		

Figure 8 - Available Time



Although the largest category is “Somewhat Agree”, each category is similarly large.

At the other end of the spectrum, the most one-sided response is for the separation of Language Arts into sections for reading, writing and speaking.

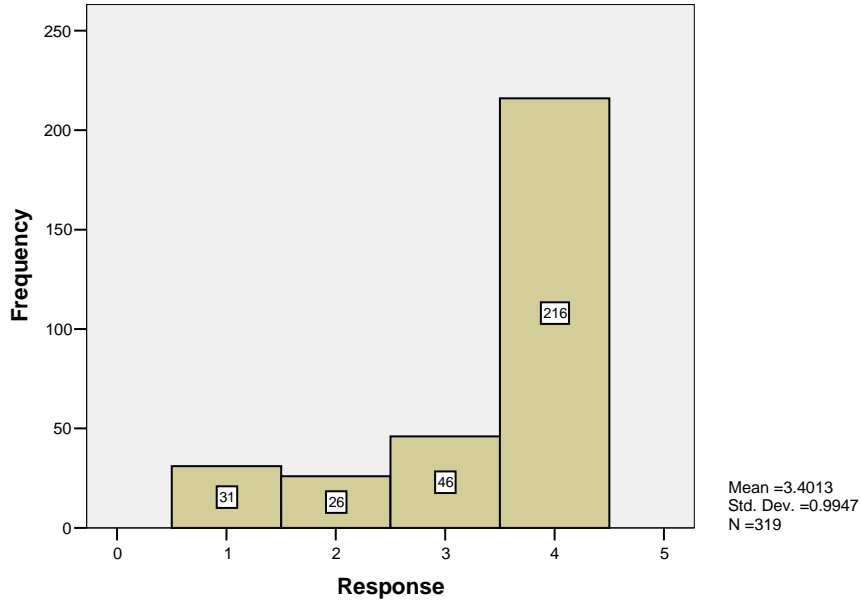
Table 6 – Divide Language Arts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	9.1	9.7	9.7
	Somewhat Disagree	26	7.7	8.2	17.9
	Somewhat Agree	46	13.6	14.4	32.3
	Strongly Agree	216	63.7	67.7	100.0
Total		319	94.1	100.0	
Missing	.00	1	.3		
	System	19	5.6		
	Total	20	5.9		
Total		339	100.0		

More than four fifths (82.1%) of teachers support this suggestion.

Figure 9 - Language Arts Categories

Language Arts Should be Separated into Reading, Writing & Speaking (S5)



Two additional breakdowns are worth noting and speak to the perceived effectiveness of the provincial report card as an assessment reporting mechanism.

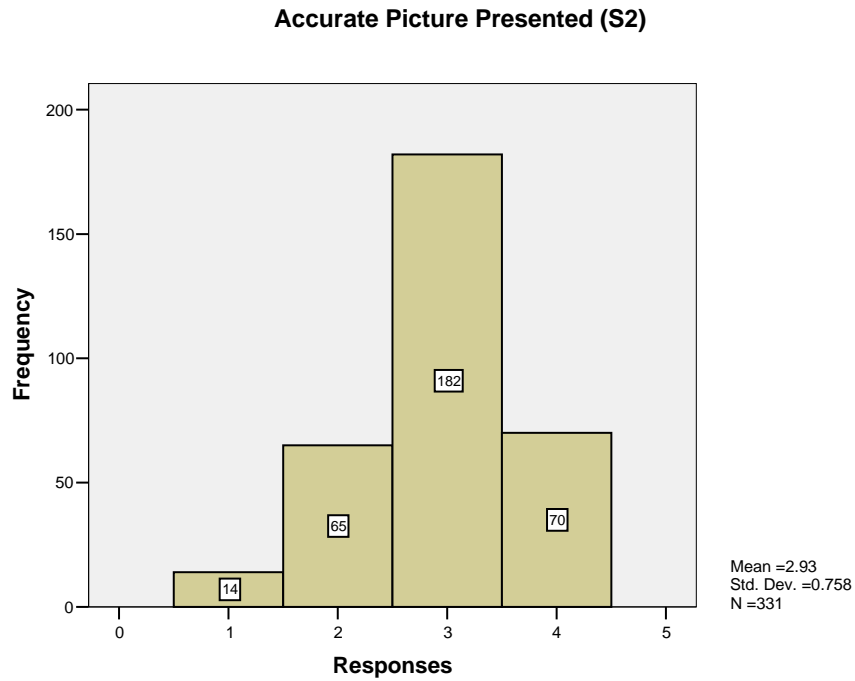
Teachers generally agree that the provincial report card is an accurate overall picture of a student’s learning.

Table 7 – Accurate Picture Presented

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	14	4.1	4.2	4.2
Somewhat Disagree	65	19.2	19.6	23.9
Somewhat Agree	182	53.7	55.0	78.9
Strongly Agree	70	20.6	21.1	100.0
Total	331	97.6	100.0	
Missing System	8	2.4		
Total	339	100.0		

76.1% of the respondents agree the report card presents an accurate picture of student learning.

Figure 10 - Assessment Picture

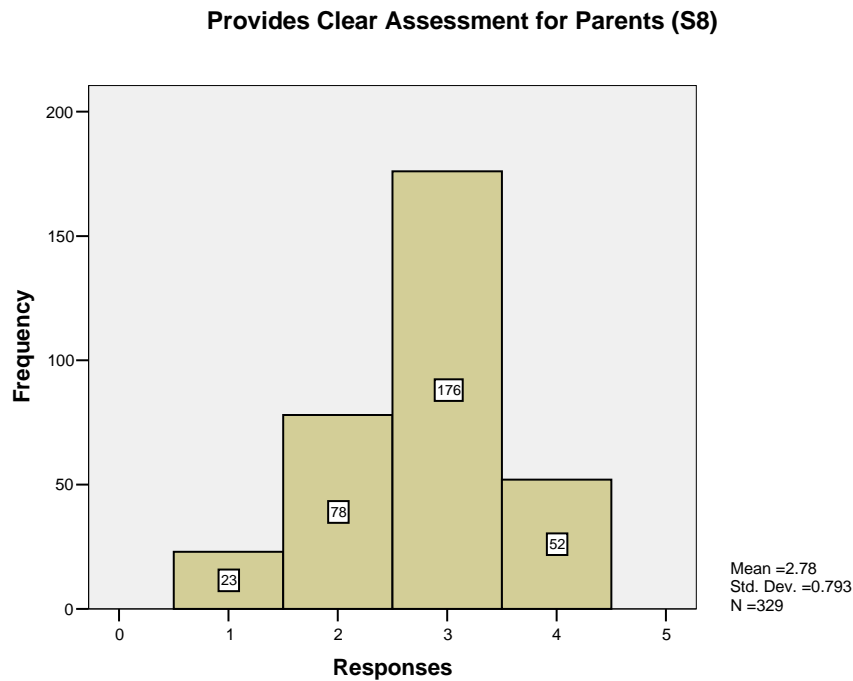


Teachers also generally agree that this assessment is effectively communicated to parents with 69.3% agreeing to this assertion.

Table 8 – Clear Assessment for Parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	6.8	7.0	7.0
	Somewhat Disagree	78	23.0	23.7	30.7
	Somewhat Agree	176	51.9	53.5	84.2
	Strongly Agree	52	15.3	15.8	100.0
	Total	329	97.1	100.0	
Missing	System	10	2.9		
Total		339	100.0		

Figure 11 - Parent Communication



Analysis by Grade Level

Table 9 provides a breakdown of the data by grade level. The categories are unfortunately somewhat artificial. There are many combinations grade levels in Nova Scotia schools. There are schools that fit the simple model of elementary, middle level and high school. There are also schools that are P-3, 4-6, P-9, 7-12 and P-12 along with a few other combinations of grade levels. The survey asked respondents to identify the grades taught in their school in the categories P-3, 4-6, 7-9 and 10-12. In order to work with grade level information, P-3 was assigned a value of 1, 4-6 a value of 2, 7-9 a value of 4 and 10-12 a value of 8 (powers of 2).

Various combinations therefore can be identified by the unique sum of these grade level values in the school. For example, a P-6 elementary school would have a value of 3 (1+2), a 7-12 school would have a value of 12 (4+8) and a P-12 school would have a grade level value of 15 (1+2+4+8). While this classification scheme effectively identified most school configurations, some of those configurations involved too few respondents for meaningful analysis using all these divisions. For the purpose of analysis, therefore, schools that included grades P through 6 but did not include higher grades were all deemed elementary schools. All schools that included grades 7 to 9 but no higher grades were deemed middle level schools and all schools that included grades 10 to 12 were deemed high schools. This is, of course, an over simplification of the configuration of grade levels found across the province.

Table 9 Response by Grade Level

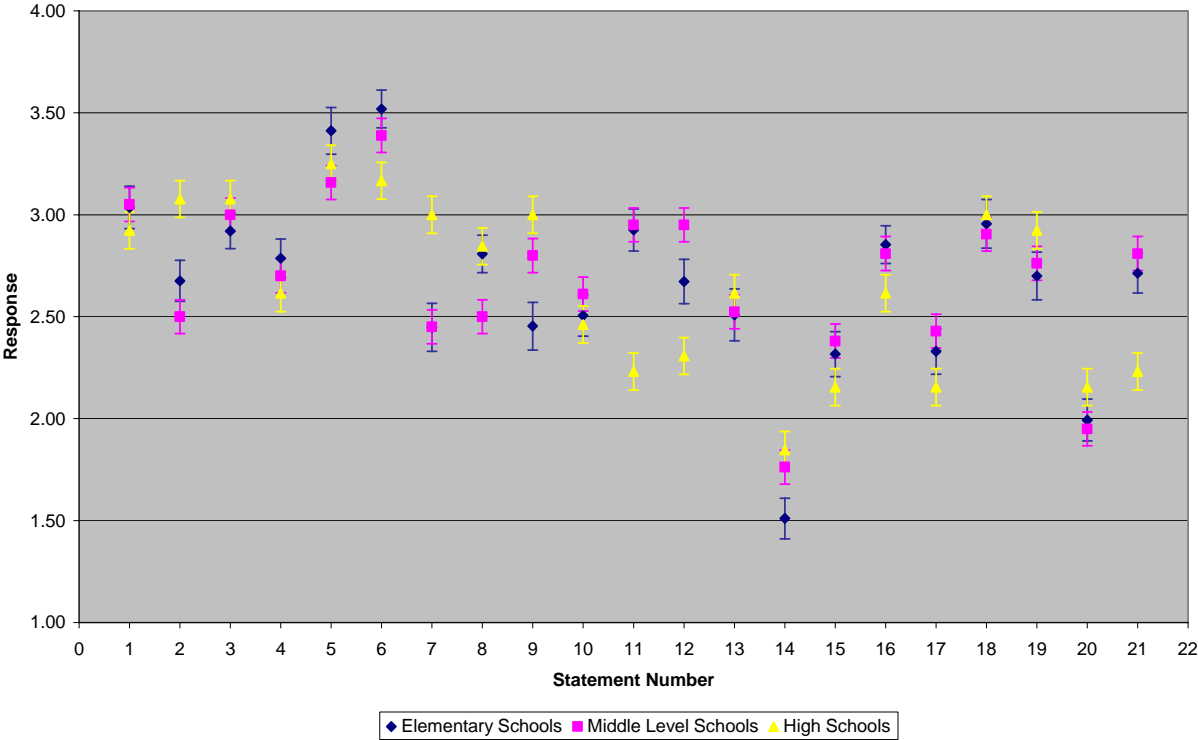
	Statement	Overall	Elementary	Middle Level	High School
1	The categories provided on the report card reflect the curriculum outcomes for the subject.	3.03	3.04	3.05	2.92
2	Each item allows me to express an accurate picture of that element of student learning.	2.68	2.68	2.50	3.08
3	The report card presents an overall accurate picture of the student's learning.	2.93	2.92	3.00	3.08
4	The items on the report card cover the range of attributes that need to be reported to parents.	2.77	2.79	2.70	2.62
5	The Language Arts section should be divided into separate reporting for reading, writing and speaking.	3.39	3.41	3.16	3.25
6	Information about student attendance is effectively represented on the report card.	3.50	3.52	3.39	3.17
7	Information about the student's behaviour is adequately and accurately conveyed in the report card.	2.47	2.45	2.45	3.00
8	The report card provides parents with a clear assessment of their child's learning.	2.79	2.81	2.50	2.85
9	The assessment categories (letter grades, numerical grades, etc.) are appropriate for the grade level.	2.50	2.45	2.80	3.00
10	Parents will easily understand the assessment categories.	2.51	2.51	2.61	2.46
11	The report card is a good length.	2.90	2.93	2.95	2.23
12	The format of the report card allows teachers to efficiently record student information.	2.67	2.67	2.95	2.31
13	Teachers have adequate time to complete the report cards.	2.51	2.51	2.52	2.62
14	Teachers can complete the report cards during available marking and preparation periods.	1.54	1.51	1.76	1.85
15	Teachers were given adequate advanced notification for any new implementation changes.	2.31	2.32	2.38	2.15
16	The Provincial Report Card is a convenient way to inform parents about student progress.	2.84	2.85	2.81	2.62
17	Teachers have been provided with adequate professional development needed to effectively	2.33	2.33	2.43	2.15

	implement the report card.				
18	Teachers can complete report cards at home.	2.95	2.96	2.90	3.00
19	The technology required to complete the report cards is readily available for teachers.	2.71	2.70	2.76	2.92
20	The technology required to complete the report cards does not present problems.	2.00	1.99	1.95	2.15
21	I like the provincial report card.	2.70	2.71	2.81	2.23
	Number of Responses	339	303	23	13

A graph of the standard error levels (Figure 12) helps determine the significant differences among grade levels. Where error bars overlap, the values cannot be treated as distinct and therefore no difference can be suggested.

Figure 12 - Response by Grade Level

Response by Grade Level with Standard Error



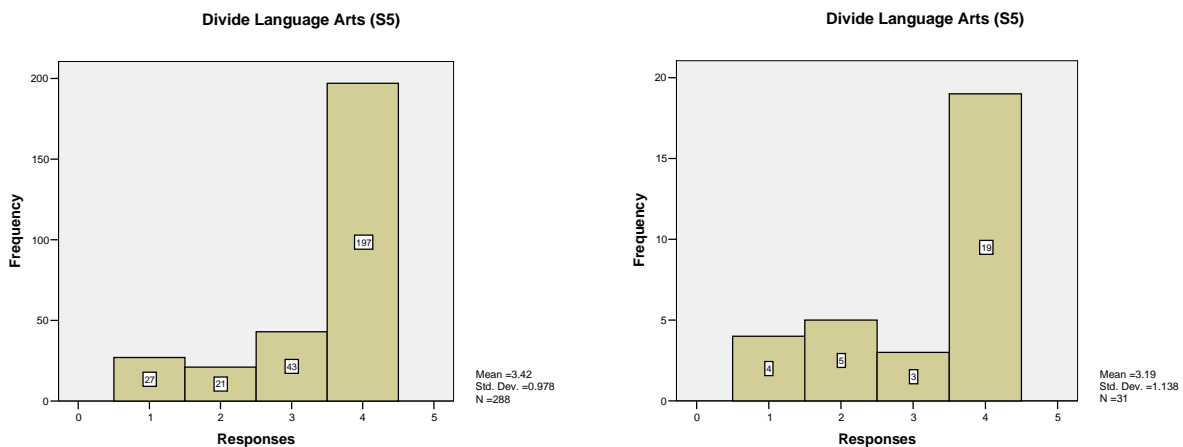
Thus the responses from elementary, middle level and high school teachers are the same for almost half of the statements (43%). These are statements 1, 3, 4, 5, 10, 13, 15, 19 and 20. The responses to statements 2, 6, 7, 8, 9, 11, 12, 14 and 21 show the most marked differentiation across grade levels.

Selected Response Analysis

In order to examine grade level differences in greater detail, data were divided into two groups, elementary and secondary, in order to maintain a reasonable sample size for analysis, particularly in the latter category. There are seven statements that appear to have notable differences between these two groups. (Note: other comparisons can be made examining the data in Appendix E and Appendix F.)

While teachers generally agreed the Language Arts category should be subdivided into reading, writing and speaking, high school teachers were less supportive (3.25) than elementary teachers (3.41).

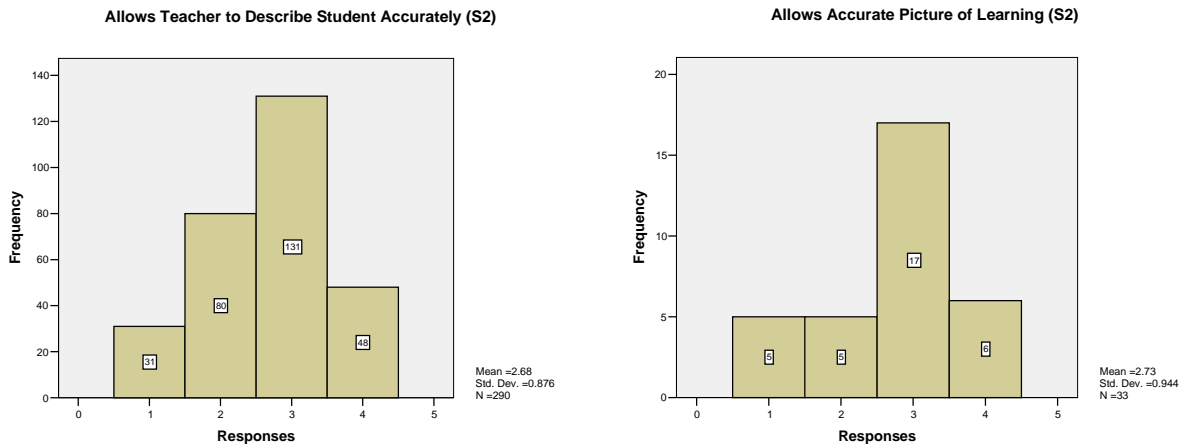
Figure 13 - Elementary/Secondary Response to Statement 5



High school teachers generally had a more positive overall view of the accuracy of the report card than did elementary or middle level teachers. They also felt that student behaviour was more accurately represented. On the other hand, high school teachers thought noticeably less favourably about the length compared to their elementary and middle level counterparts and did not like the format of the report card. While elementary and middle level teachers were slightly inclined to like the report card, high school teachers did not. High school teachers who typically have more access to regularly scheduled marking and preparation time found they were more likely to complete report cards in that time than elementary teachers.

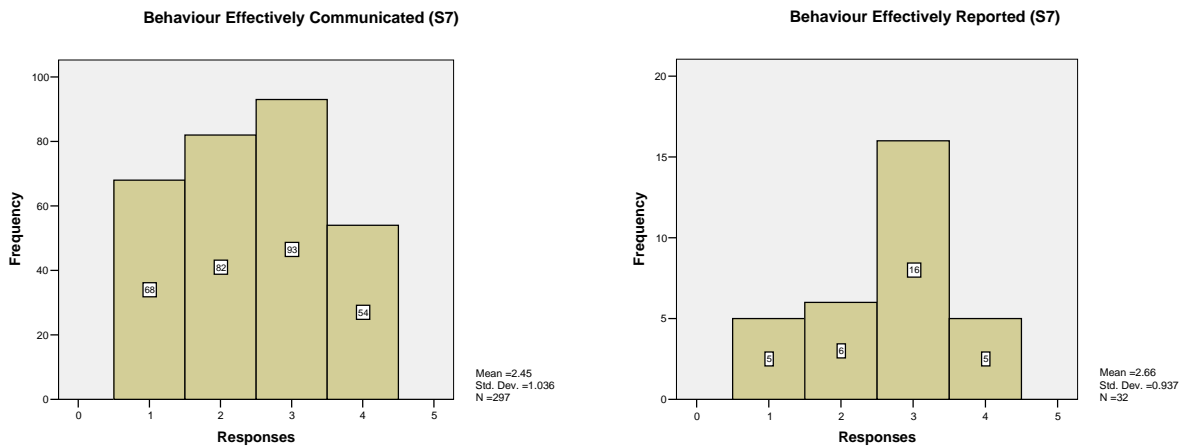
There are more negative reactions to the assertion that the report card allows the teacher to accurately describe student assessment by elementary teachers than secondary teachers.

Figure 14 - Elementary/Secondary Responses to Statement 2



Elementary teachers expressed much more disagreement with the statement that the student’s behaviour was effectively communicated with the report card. Secondary schools have more opportunity to remove the behaviourally disruptive student from the school environment than do elementary schools. This may be influenced by having some older students with alternate education options.

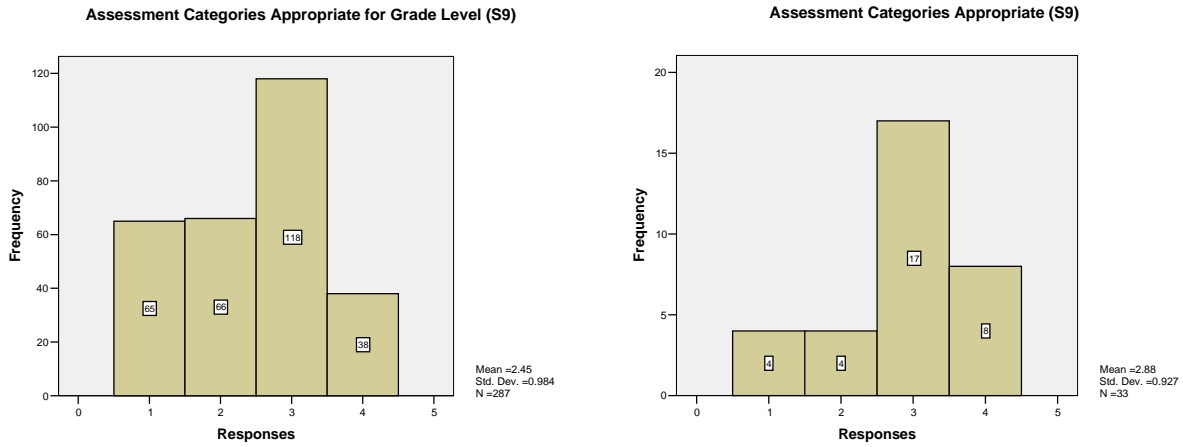
Figure 15 - Elementary/Secondary Response to Statement 7



Only high school teachers believe the assessment categories such as letter or numerical grades are appropriate for the grade level. Elementary and Middle Level teachers are more divided here and were not able to provide an endorsement of the categories used. When examined in finer detail, early elementary teachers (P-3) did not approve of letter grades, with a score of 2.18. In contrast, high school teachers generally agreed with the idea of letter or numerical grades, with a value of 3.00.

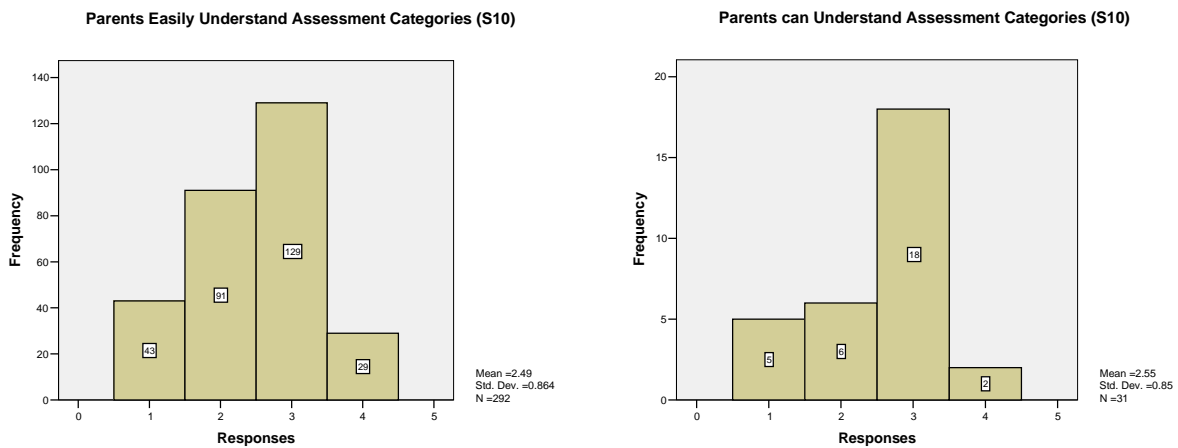
Looking at the individual responses separated by elementary/secondary, elementary teachers were less supportive of the use of numeric or letter grade categories for student assessment. Elementary teachers have often produced reports to parents that used anecdotal reporting exclusively.

Figure 16 - Elementary/Secondary Response to Statement 9



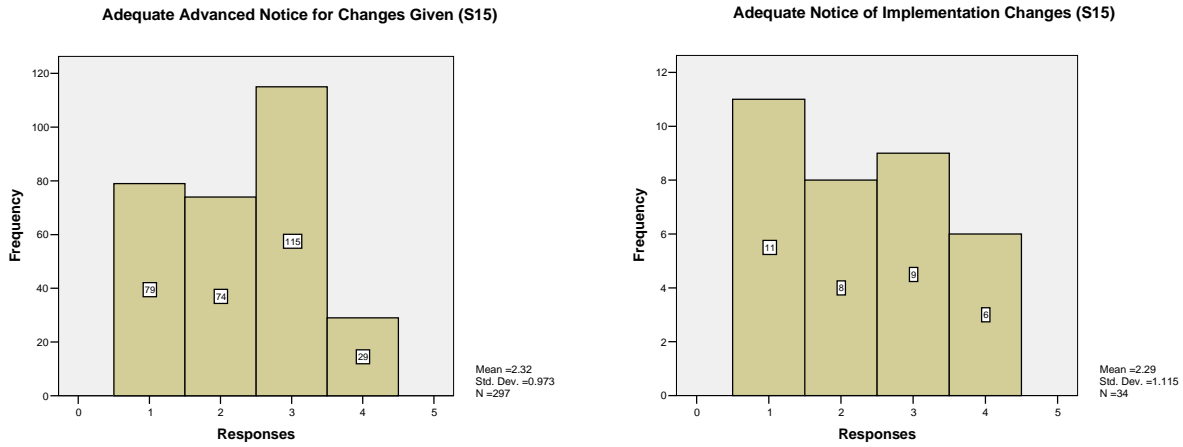
They were also more concerned than their secondary counterparts that parents would have difficulty understanding the assessment categories.

Figure 17 - Elementary/Secondary Response to Statement 10



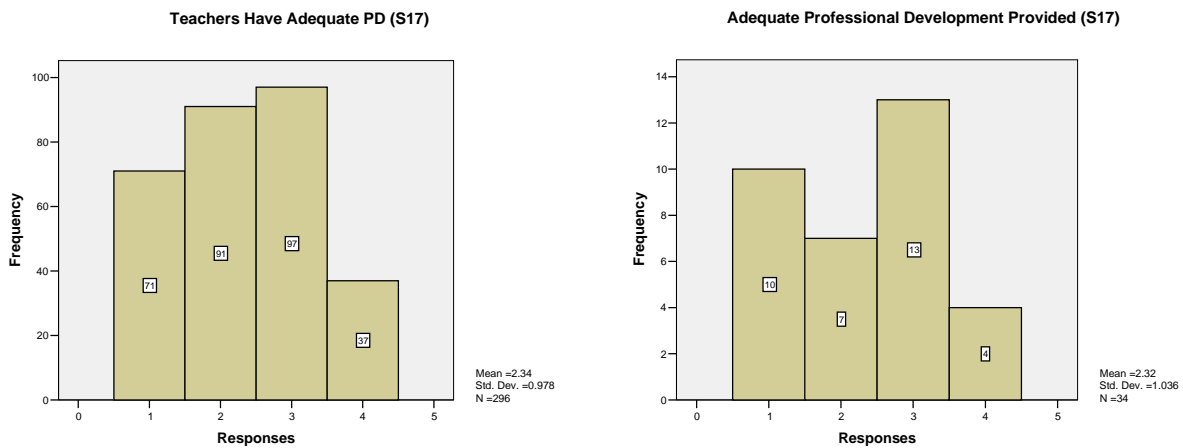
Secondary teachers felt the changes to report card procedures were introduced without adequate advanced notification to a greater degree than elementary teachers, although both groups identified problems in this regard.

Figure 18 - Elementary/Secondary Response to Statement 15



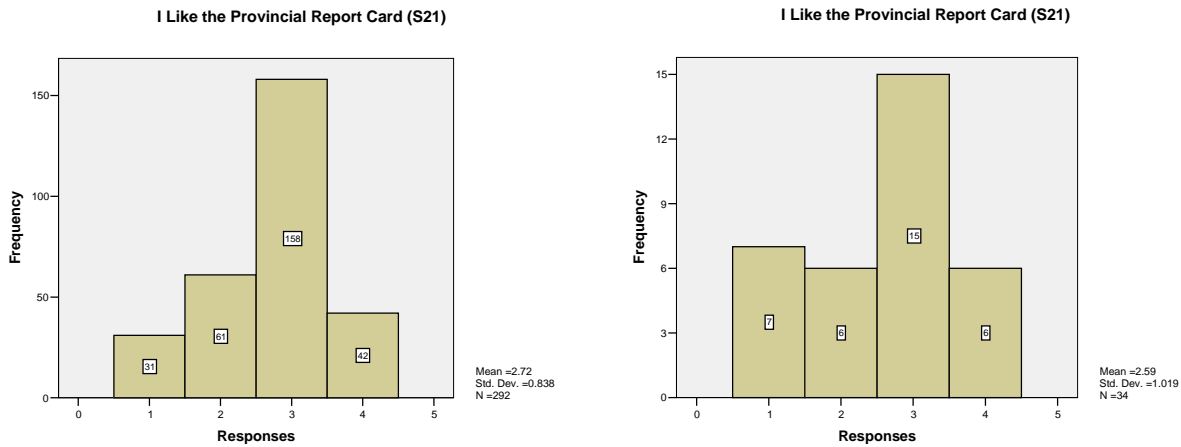
In contrast, more elementary teachers thought the professional development provided was not adequate.

Figure 19 - Elementary/Secondary Response to Statement 17



Finally, although a very significant number of both elementary and secondary teachers liked the provincial report card, there were notably more secondary teachers who did not.

Figure 20 - Elementary/Secondary Response to Statement 21



HRSB vs. Other Comparisons

Because the Halifax Regional School Board is the largest in the province, that the metro region is the urban core of Nova Scotia and because the provincial report card was implemented for all elementary schools in the board, results were analysed along the metro-urban vs. non-metro non-urban dimension. This comparison is presented in Table 10 and more clearly in Figure 21. Due to the scale of implementation in Metro, the problems teachers encountered with technology were significantly more pronounced. A centralized system that attempts to service the needs of approximately 3,000 teachers must be much more robust than if it is serving just the thirty teachers of a single school.

It is important to note that the HRSB data are exclusively elementary while non-Metro responses include schools from all levels. Thus differences here may be strongly related to grade level differences.

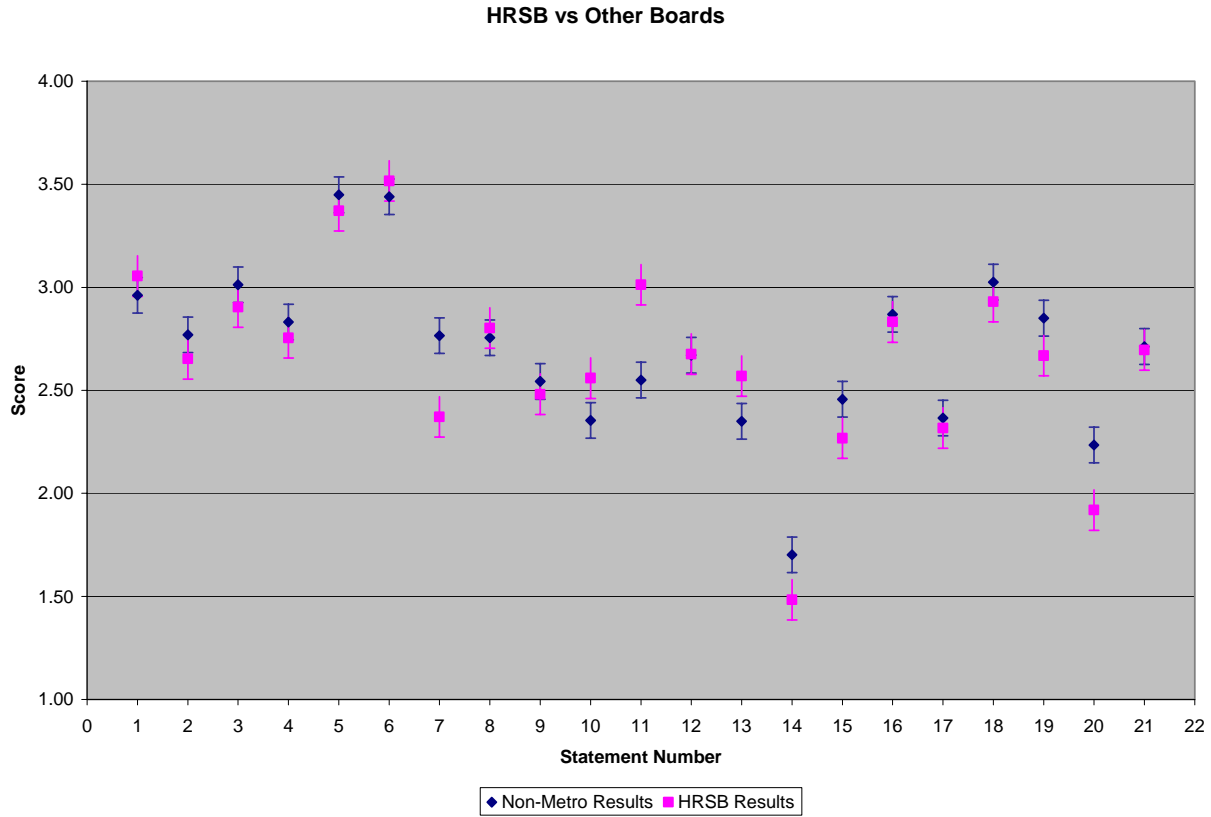
Table 10 - Urban/Rural Comparison

Number	Statement	All	HRSB	Other
1	The categories provided on the report card reflect the curriculum outcomes for the subject.	3.03	3.05	2.96
2	Each item allows me to express an accurate picture of that element of student learning.	2.68	2.65	2.77
3	The report card presents an overall accurate picture of the student's learning.	2.93	2.90	3.01
4	The items on the report card cover the range of attributes that need to be reported to parents.	2.77	2.76	2.83
5	The Language Arts section should be divided into separate reporting for reading, writing and speaking.	3.39	3.37	3.45
6	Information about student attendance is effectively represented on the report card.	3.50	3.52	3.44

7	Information about the student's behaviour is adequately and accurately conveyed in the report card.	2.47	2.37	2.77
8	The report card provides parents with a clear assessment of their child's learning.	2.79	2.80	2.76
9	The assessment categories (letter grades, numerical grades, etc.) are appropriate for the grade level.	2.50	2.48	2.54
10	Parents will easily understand the assessment categories.	2.51	2.56	2.35
11	The report card is a good length.	2.90	3.01	2.55
12	The format of the report card allows teachers to efficiently record student information.	2.67	2.68	2.67
13	Teachers have adequate time to complete the report cards.	2.51	2.57	2.35
14	Teachers can complete the report cards during available marking and preparation periods.	1.54	1.48	1.70
15	Teachers were given adequate advanced notification for any new implementation changes.	2.31	2.27	2.46
16	The Provincial Report Card is a convenient way to inform parents about student progress.	2.84	2.83	2.87
17	Teachers have been provided with adequate professional development needed to effectively implement the report card.	2.33	2.32	2.37
18	Teachers can complete report cards at home.	2.95	2.93	3.03
19	The technology required to complete the report cards is readily available for teachers.	2.71	2.67	2.85
20	The technology required to complete the report cards does not present problems.	2.00	1.92	2.23
21	I like the provincial report card.	2.70	2.70	2.71
	Number of Responses	339	254	85

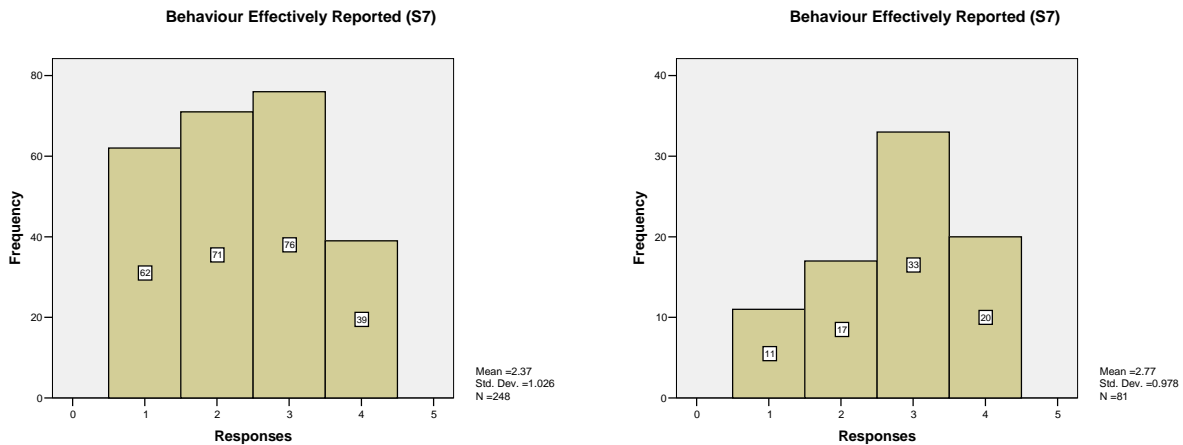
There are no significant differences between the responses on most survey items. The notable exceptions are with statements 7, 10, 11, 13, 14, 19 and 20.

Figure 21 - Urban/Non-Urban Comparison



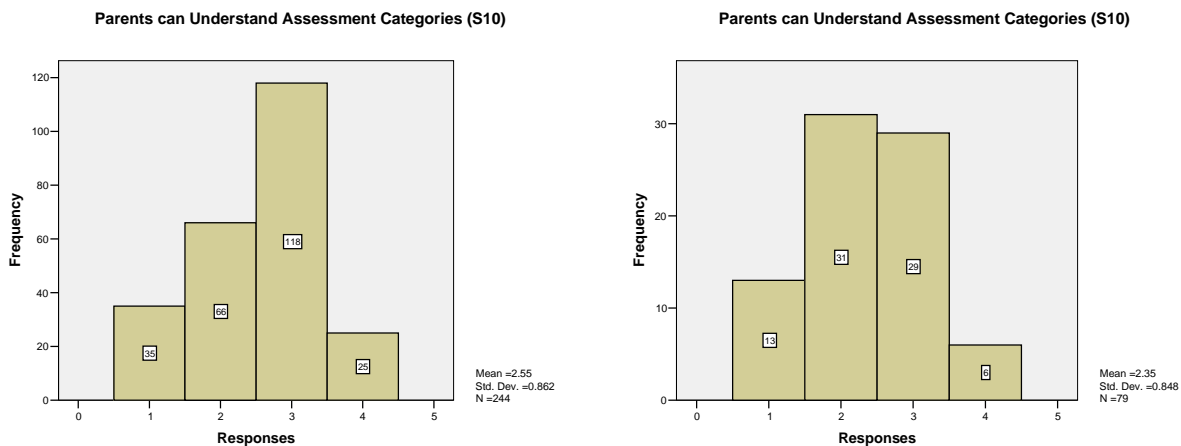
Metro teachers are not in agreement with the statement that the information accurately reflects the student’s behaviour while non-metro teachers are slightly inclined to agree with the statement. The reverse is true with respect to parents understanding the information contained in the report card (10).

Figure 22 - HRSB/Non-Metro Response to Statement 7



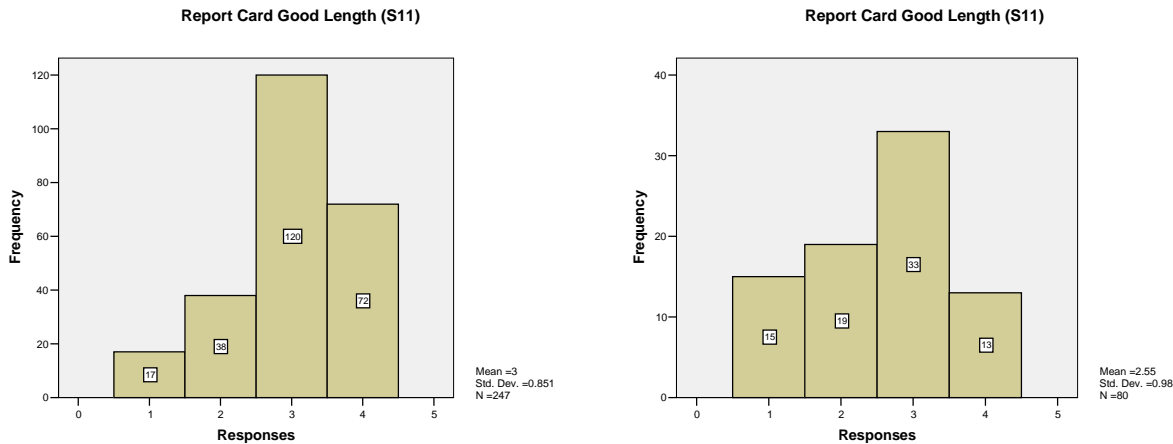
There is much greater concern in less urban areas that parents will not be able to effectively understand the assessment categories that are used. 55.7% of the teachers outside HRSB disagree with this statement while only 41.3% of the HRSB teachers disagree².

Figure 23 HRSB vs. Non-Metro Boards (Statement 10)



Teachers in the Halifax Regional School Board tend to agree that the report card is a good length (11), while non-Metro teachers are neutral on this and do not support the statement.

Figure 24 - HRSB vs. Non-Metro Boards (Statement 11):

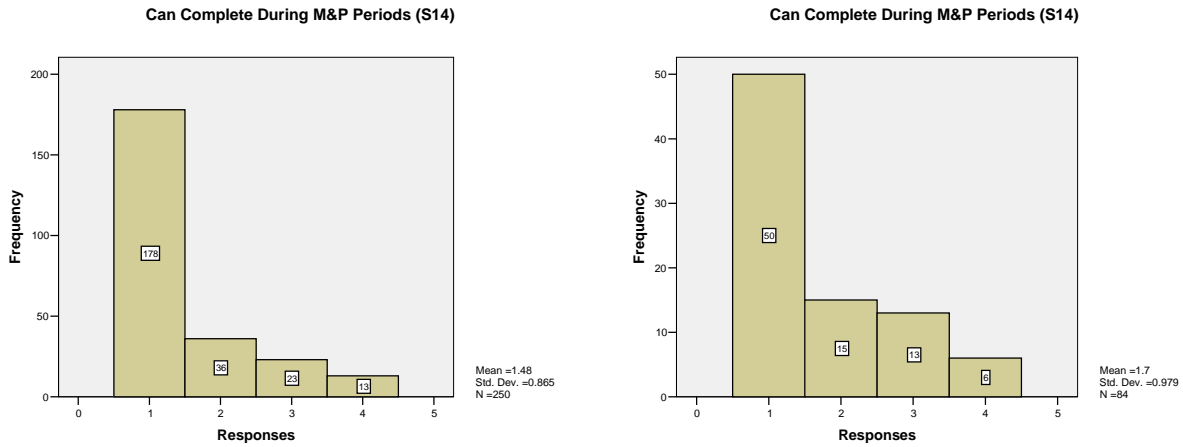


Non-metro teachers felt more strongly that there was not enough time to complete the report card (13) with 51.8% disagreeing with the statement vs. 43.3% disagreeing from HRSB.

All teachers felt strongly that the report card could not be completed during scheduled marking and preparation time (14), but teachers inside the metro area reflected this sentiment even more strongly.

² See the statistical tables in Appendices “C” & “D”

Figure 25 – HRSB vs. Other Boards, Adequacy of Marking & Preparation Time (Statement 14)



Teachers in metro expressed more concern about the available technology (19) and that the technology presented more problems (20).

Figure 26 - HRSB vs. Other Boards, Technology is Readily Available (Statement 19)

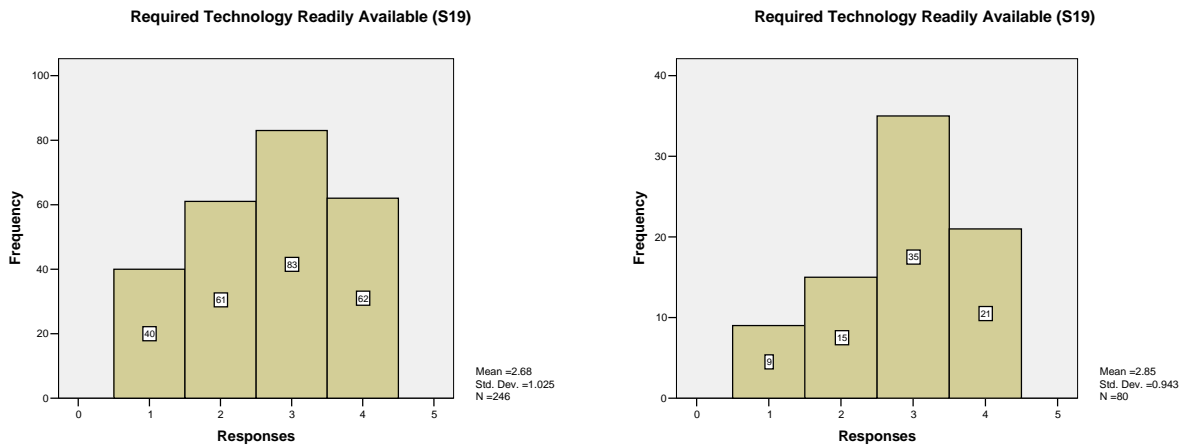
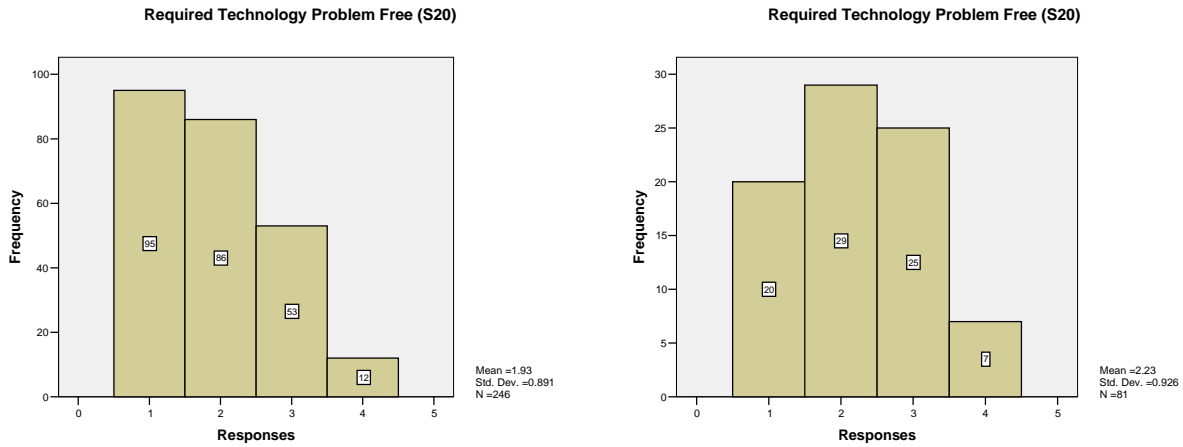


Figure 27 - HRSB vs. Other Boards, Required Technology is Problem-free (Statement 20)



Analysis by School Size

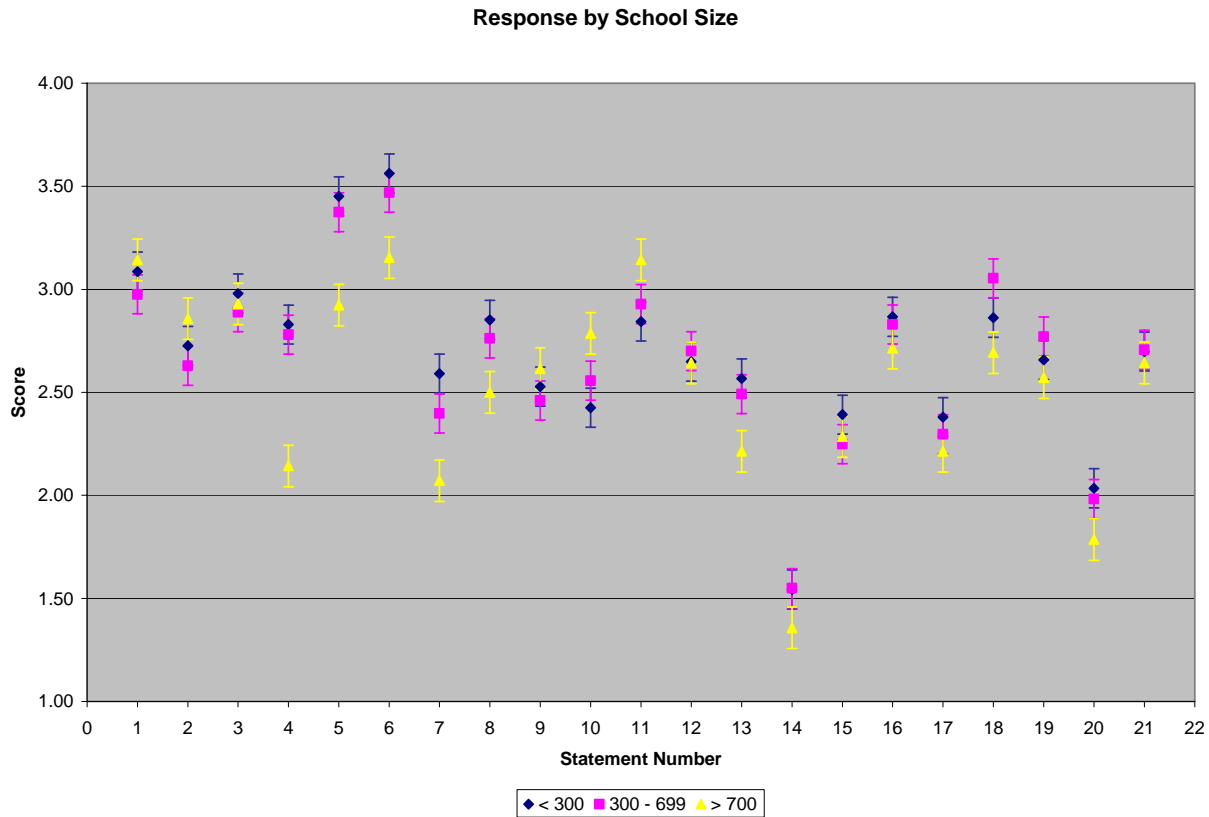
Data were also analysed by school size. Respondents were asked to indicate the school population in one of seven categories – Less than 100, 100 – 299, 300 – 499, 500 – 699, 700 – 999, 1000 – 1499 and greater than 1500. Again, due to the few respondents in some of these categories, they were collapsed into three: less than 300 students, 300 – 699 and more than 700 students. The responses are presented in Table 11 and graphically with standard error bars in Figure 28.

Table 11 - Response by School Size

Number	Statement	< 300	300 - 699	> 700
1	The categories provided on the report card reflect the curriculum outcomes for the subject.	3.09	2.98	3.14
2	Each item allows me to express an accurate picture of that element of student learning.	2.73	2.63	2.86
3	The report card presents an overall accurate picture of the student's learning.	2.98	2.89	2.93
4	The items on the report card cover the range of attributes that need to be reported to parents.	2.83	2.78	2.14
5	The Language Arts section should be divided into separate reporting for reading, writing and speaking.	3.45	3.37	2.92
6	Information about student attendance is effectively represented on the report card.	3.56	3.47	3.15
7	Information about the student's behaviour is adequately and accurately conveyed in the report card.	2.59	2.40	2.07
8	The report card provides parents with a clear assessment of their child's learning.	2.85	2.76	2.50

9	The assessment categories (letter grades, numerical grades, etc.) are appropriate for the grade level.	2.53	2.46	2.62
10	Parents will easily understand the assessment categories.	2.43	2.56	2.79
11	The report card is a good length.	2.84	2.93	3.14
12	The format of the report card allows teachers to efficiently record student information.	2.65	2.70	2.64
13	Teachers have adequate time to complete the report cards.	2.57	2.49	2.21
14	Teachers can complete the report cards during available marking and preparation periods.	1.54	1.55	1.36
15	Teachers were given adequate advanced notification for any new implementation changes.	2.39	2.25	2.29
16	The Provincial Report Card is a convenient way to inform parents about student progress.	2.87	2.83	2.71
17	Teachers have been provided with adequate professional development needed to effectively implement the report card.	2.38	2.30	2.21
18	Teachers can complete report cards at home.	2.86	3.05	2.69
19	The technology required to complete the report cards is readily available for teachers.	2.66	2.77	2.57
20	The technology required to complete the report cards does not present problems.	2.03	1.98	1.79
21	I like the provincial report card.	2.70	2.71	2.64
	Number of Responses	150	175	14

Figure 28 - Response by School Size



We see significant differences by school size in the response to statements 4, 5, 6, 7, 8 and 13. Teachers in small and medium size schools are more of the belief that the report card covers the range of attributes (4) that parents need to hear about their child’s learning. They also are more strongly committed to the view that Language Arts needs to be subdivided into reading, writing and speaking (5). Teachers in larger schools are less convinced that the report adequately describes student attendance (6). Teachers in small and medium size schools are neutral or marginally positive with regard to the effectiveness of reporting student behaviour (7) while teachers in larger schools disagree.

The responses from large schools are neutral with respect to the picture of student learning provided to parents (8) whereas those from either small schools or medium size schools are somewhat more positive. In the large schools, teachers are more emphatic that there is insufficient time to complete the reports (13) than their colleagues in smaller schools.

Although the differences are much less pronounced, teachers in large schools are more supportive of the statements that parents will be able to easily understand the report card (10) and that the report is a reasonable length (11). These teachers are slightly more critical of the adequacy of the available technology (19) for report card implementation.

Conclusion

While many teachers have found positive aspects to the provincial report card, a number of concerns must be addressed before it will be ready to implement province-wide. Critical issues involve time, technology and the ubiquitous use of letter grades.

The comments provided by teachers completing the survey help illustrate the messages contained in the numbers. The full list of comments is provided in Appendix G – Teacher Comments.

Technology concerns have a number of themes. One theme is the adequacy of the technology infrastructure. Teachers complained of wasted effort when the technology failed and eliminated hours of effort that subsequently had to be redone. Some teachers noted various technological components failed them as they attempted to complete the reports. Teachers within the Halifax Regional School Board experience more problems with the technology than their colleagues elsewhere.

Teachers also commented that high speed broadband Internet access was not universal. There are schools, particularly in rural Nova Scotia, that do not have this kind of access to the Internet. Furthermore, many teachers do not have broadband either because it is not available where they live or it is an expense that they are not interested in incurring for personal use. There is no compensation or assistance for them to acquire home broadband Internet for work-related tasks.

Thirdly, the technology often was perceived as imposing limits on the kinds of descriptions and insights teachers able to make and like to make about learners.

Many of the concerns about the time required by the provincial report cards are directly related to the effectiveness of the technology employed. Teachers recognize that any effective reporting system requires a significant time investment. As such, few teachers expect to be able to complete the report cards only utilizing the time available during marking and preparation periods. However, the additional time required should not place an onerous and unreasonable burden on teachers' personal time. Paradoxically, report cards at the elementary level often involve much more detail and anecdotal perspective, requiring relatively more time, although elementary teachers are significantly disadvantaged with respect to scheduled marking and preparation time.³

Teachers outside the metro area expressed more concern that the length of the report card was a problem. It also appears that they have less time in their scheduled marking and preparation periods to work on completing the report than their counterparts with HRSB.

Early elementary teachers in particular have major concerns with the use of letter grades to report students' progress to parents. Primary to grade 3 Teachers indicated reasonably steadfast disagreement with such classification (2.18) while upper elementary teachers provided marginal approval (2.67). There is more concern by teachers outside HRSB that parents will not adequately understand the assessment categories. This is a potentially serious issue that must be addressed.

³ Marking and Preparation Time Study *An examination of the marking and preparation time available to teachers in the public school system in Nova Scotia*. March 2005, Nova Scotia Teachers Union

There appears to be general consensus that Language Arts should be sub-divided into reading, writing and speaking. More than one respondent suggested a fourth category, listening, also be included in the reporting rubric. Some of the comments suggest there should also be subdivisions in mathematics.

There are also some concerns about the effectiveness of the report card for reporting student behaviour. This concern is more pronounced at the elementary level.

Overall, teachers expressed the view that they marginally liked the provincial report card, but this was far from a ringing endorsement. It does appear, however, that if the problems that have been identified can be satisfactorily addressed, teachers would express a significantly more positive view.

Appendix A - Survey

Provincial Report Card Survey

Please provide the Survey Participant Number that was included on the label for the package that contained this survey. This number will be used to ensure that we don't receive duplicate entries: _____

Please tell us about your school.

School Board: (circle)

Annapolis Valley Regional School Board

Halifax Regional School Board

Cape Breton Victoria Regional School Board

South Shore Regional School Board

Strait Regional School Board

Chignecto Central Regional School Board

Tri-County Regional School Board

Grade Levels at the school: (circle all that apply)

P-3

7-9

4-6

10-12

Number of Students at the school: (circle)

Less than 100

700 – 899

100 – 299

1000 – 1499

300 – 499

More than 1500

500 – 699

What grade level are you teaching that involves using the Provincial Report Card pilot? (circle all that apply)

P 1 2 3 4 5 6 7 8 9 10 11 12

For how many students in total are you required to complete the Provincial Report Card?

Report Card Evaluation

Please rank each statement on a scale indicating:

1 – Strongly Disagree, 2 – Somewhat Disagree, 3 – Somewhat Agree, 4 – Strongly Agree

1. The categories provided on the report card reflect the curriculum outcomes for the subject.

1 2 3 4

2. Each item allows me to express an accurate picture of that element of student learning.

1 2 3 4

3. The report card presents an overall accurate picture of the student's learning.
 1 2 3 4
4. The items on the report card cover the range of attributes that need to be reported to parents.
 1 2 3 4
5. The Language Arts section should be divided into separate reporting for reading, writing and speaking.
 1 2 3 4
6. Information about student attendance is effectively represented on the report card.
 1 2 3 4
7. Information about the student's behaviour is adequately and accurately conveyed in the report card.
 1 2 3 4
8. The report card provides parents with a clear assessment of their child's learning.
 1 2 3 4
9. The assessment categories (letter grades, numerical grades, etc.) are appropriate for the grade level.
 1 2 3 4
10. Parents will easily understand the assessment categories.
 1 2 3 4
11. The report card is a good length.
 1 2 3 4
12. The format of the report card allows teachers to efficiently record student information.
 1 2 3 4
13. Teachers have adequate time to complete the report cards.
 1 2 3 4
14. Teachers can complete the report cards during available marking and preparation periods.
 1 2 3 4
15. Teachers were given adequate advanced notification for any new implementation changes.
 1 2 3 4
16. The Provincial Report Card is a convenient way to inform parents about student progress.
 1 2 3 4

17. Teachers have been provided with adequate professional development needed to effectively implement the report card.

- 1 2 3 4

18. Teachers can complete report cards at home.

- 1 2 3 4

19. The technology required to complete the report cards is readily available for teachers.

- 1 2 3 4

20. The technology required to complete the report cards does not present problems.

- 1 2 3 4

21. I like the provincial report card.

- 1 2 3 4

22. Please add any other comments about the provincial report card you feel the NSTU should ask the Department of Education to consider before a province-wide implementation is put into effect.

Appendix B – Aggregate Statistics

Frequencies

Statistics

		Reflects Curriculum Outcomes (S1)	Allows Accurate Picture of Learning (S2)	Presents Accurate Picture of Learning (S3)	Covers Range of Attributes Needed (S4)	Divide Language Arts (S5)	Attendance Effectively Reported (S6)
N	Valid	315	323	331	327	319	319
	Missing	24	16	8	12	20	20
Mean		3.04	2.68	2.93	2.78	3.40	3.50
Std. Error of Mean		.049	.049	.042	.046	.056	.046
Median		3.00	3.00	3.00	3.00	4.00	4.00
Std. Deviation		.871	.881	.758	.836	.995	.820
Variance		.759	.777	.574	.698	.989	.672
Percentiles	25	3.00	2.00	3.00	2.00	3.00	3.00
	50	3.00	3.00	3.00	3.00	4.00	4.00
	75	4.00	3.00	3.00	3.00	4.00	4.00

Behaviour Effectively Reported (S7)	Provides Parents Clear Assessment (S8)	Assessment Categories Appropriate (S9)	Parents can Understand Assessment Categories (S10)	Report Card Good Length (S11)	Format Allows Efficient Reporting (S12)	Teachers Have Adequate Time to Complete (S13)	Can Complete During M&P Periods (S14)
329	329	320	323	327	331	328	334
10	10	19	16	12	8	11	5
2.47	2.78	2.49	2.50	2.89	2.66	2.50	1.54
.057	.044	.055	.048	.050	.051	.061	.049
3.00	3.00	3.00	3.00	3.00	3.00	3.00	1.00
1.027	.793	.986	.861	.903	.931	1.109	.899
1.055	.629	.972	.741	.816	.866	1.229	.808
2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	1.00
3.00	3.00	3.00	3.00	4.00	3.00	3.00	2.00

Adequate Notice of Implementation Changes (S15)	Convenient Way to Inform Parents (S16)	Adequate Professional Development Provided (S17)	Can Complete at Home (S18)	Required Technology Readily Available (S19)	Required Technology Problem Free (S20)	I Like the Provincial Report Card (S21)
331	334	330	325	326	327	326
8	5	9	14	13	12	13
2.31	2.84	2.34	2.96	2.72	2.00	2.71
.054	.046	.054	.058	.056	.050	.048
2.00	3.00	2.00	3.00	3.00	2.00	3.00
.987	.832	.983	1.039	1.007	.908	.858
.974	.692	.966	1.079	1.014	.825	.736
1.00	2.00	2.00	2.00	2.00	1.00	2.00
2.00	3.00	2.00	3.00	3.00	2.00	3.00
3.00	3.00	3.00	4.00	4.00	3.00	3.00

Frequency Table

Reflects Curriculum Outcomes (S1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	7.1	7.6	7.6
	Somewhat Disagree	41	12.1	13.0	20.6
	Somewhat Agree	148	43.7	47.0	67.6
	Strongly Agree	102	30.1	32.4	100.0
	Total	315	92.9	100.0	
Missing	No Response	1	.3		
	System	23	6.8		
	Total	24	7.1		
Total		339	100.0		

Allows Accurate Picture of Learning (S2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	36	10.6	11.1	11.1

	Somewhat Disagree	85	25.1	26.3	37.5
	Somewhat Agree	148	43.7	45.8	83.3
	Strongly Agree	54	15.9	16.7	100.0
	Total	323	95.3	100.0	
Missing	System	16	4.7		
Total		339	100.0		

Presents Accurate Picture of Learning (S3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	4.1	4.2	4.2
	Somewhat Disagree	65	19.2	19.6	23.9
	Somewhat Agree	182	53.7	55.0	78.9
	Strongly Agree	70	20.6	21.1	100.0
	Total	331	97.6	100.0	
Missing	System	8	2.4		
Total		339	100.0		

Covers Range of Attributes Needed (S4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	8.3	8.6	8.6
	Somewhat Disagree	73	21.5	22.3	30.9
	Somewhat Agree	168	49.6	51.4	82.3
	Strongly Agree	58	17.1	17.7	100.0
	Total	327	96.5	100.0	
Missing	No Response	1	.3		
	System	11	3.2		
	Total	12	3.5		
Total		339	100.0		

Divide Language Arts (S5)

		Frequency	Percent	Valid Percent	Cumulative
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					Percent
Valid	Strongly Disagree	31	9.1	9.7	9.7
	Somewhat Disagree	26	7.7	8.2	17.9
	Somewhat Agree	46	13.6	14.4	32.3
	Strongly Agree	216	63.7	67.7	100.0
	Total	319	94.1	100.0	
Missing	No Response	1	.3		
	System	19	5.6		
	Total	20	5.9		
Total		339	100.0		

Attendance Effectively Reported (S6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	4.4	4.7	4.7
	Somewhat Disagree	22	6.5	6.9	11.6
	Somewhat Agree	71	20.9	22.3	33.9
	Strongly Agree	211	62.2	66.1	100.0
	Total	319	94.1	100.0	
Missing	System	20	5.9		
Total		339	100.0		

Behaviour Effectively Reported (S7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	73	21.5	22.2	22.2
	Somewhat Disagree	88	26.0	26.7	48.9
	Somewhat Agree	109	32.2	33.1	82.1
	Strongly Agree	59	17.4	17.9	100.0
	Total	329	97.1	100.0	
Missing	System	10	2.9		
Total		339	100.0		

Provides Parents Clear Assessment (S8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	6.8	7.0	7.0
	Somewhat Disagree	78	23.0	23.7	30.7
	Somewhat Agree	176	51.9	53.5	84.2
	Strongly Agree	52	15.3	15.8	100.0
	Total	329	97.1	100.0	
Missing	System	10	2.9		
Total		339	100.0		

Assessment Categories Appropriate (S9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	69	20.4	21.6	21.6
	Somewhat Disagree	70	20.6	21.9	43.4
	Somewhat Agree	135	39.8	42.2	85.6
	Strongly Agree	46	13.6	14.4	100.0
	Total	320	94.4	100.0	
Missing	No Response	1	.3		
	System	18	5.3		
	Total	19	5.6		
Total		339	100.0		

Parents can Understand Assessment Categories (S10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	14.2	14.9	14.9
	Somewhat Disagree	97	28.6	30.0	44.9
	Somewhat Agree	147	43.4	45.5	90.4
	Strongly Agree	31	9.1	9.6	100.0
	Total	323	95.3	100.0	
Missing	System	16	4.7		
Total		339	100.0		

Report Card Good Length (S11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	32	9.4	9.8	9.8
	Somewhat Disagree	57	16.8	17.4	27.2
	Somewhat Agree	153	45.1	46.8	74.0
	Strongly Agree	85	25.1	26.0	100.0
	Total	327	96.5	100.0	
Missing	System	12	3.5		
Total		339	100.0		

Format Allows Efficient Reporting (S12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	13.3	13.6	13.6
	Somewhat Disagree	82	24.2	24.8	38.4
	Somewhat Agree	143	42.2	43.2	81.6
	Strongly Agree	61	18.0	18.4	100.0
	Total	331	97.6	100.0	
Missing	System	8	2.4		
Total		339	100.0		

Teachers Have Adequate Time to Complete (S13)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	87	25.7	26.5	26.5
	Somewhat Disagree	62	18.3	18.9	45.4
	Somewhat Agree	106	31.3	32.3	77.7
	Strongly Agree	73	21.5	22.3	100.0
	Total	328	96.8	100.0	
Missing	System	11	3.2		
Total		339	100.0		

Can Complete During M&P Periods (S14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	228	67.3	68.3	68.3
	Somewhat Disagree	51	15.0	15.3	83.5
	Somewhat Agree	36	10.6	10.8	94.3
	Strongly Agree	19	5.6	5.7	100.0
	Total	334	98.5	100.0	
Missing	System	5	1.5		
Total		339	100.0		

Adequate Notice of Implementation Changes (S15)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	90	26.5	27.2	27.2
	Somewhat Disagree	82	24.2	24.8	52.0
	Somewhat Agree	124	36.6	37.5	89.4
	Strongly Agree	35	10.3	10.6	100.0
	Total	331	97.6	100.0	
Missing	System	8	2.4		
Total		339	100.0		

Convenient Way to Inform Parents (S16)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	28	8.3	8.4	8.4
	Somewhat Disagree	62	18.3	18.6	26.9
	Somewhat Agree	179	52.8	53.6	80.5
	Strongly Agree	65	19.2	19.5	100.0
	Total	334	98.5	100.0	
Missing	System	5	1.5		
Total		339	100.0		

Adequate Professional Development Provided (S17)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	81	23.9	24.5	24.5
	Somewhat Disagree	98	28.9	29.7	54.2
	Somewhat Agree	110	32.4	33.3	87.6
	Strongly Agree	41	12.1	12.4	100.0
	Total	330	97.3	100.0	
Missing	No Response	1	.3		
	System	8	2.4		
	Total	9	2.7		
Total		339	100.0		

Can Complete at Home (S18)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	44	13.0	13.5	13.5
	Somewhat Disagree	49	14.5	15.1	28.6
	Somewhat Agree	107	31.6	32.9	61.5
	Strongly Agree	125	36.9	38.5	100.0
	Total	325	95.9	100.0	
Missing	No Response	1	.3		
	System	13	3.8		
	Total	14	4.1		
Total		339	100.0		

Required Technology Readily Available (S19)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	49	14.5	15.0	15.0
	Somewhat Disagree	76	22.4	23.3	38.3
	Somewhat Agree	118	34.8	36.2	74.5
	Strongly Agree	83	24.5	25.5	100.0
	Total	326	96.2	100.0	
Missing	No Response	1	.3		
	System	12	3.5		
	Total	13	3.8		

Total	339	100.0		
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Required Technology Problem Free (S20)

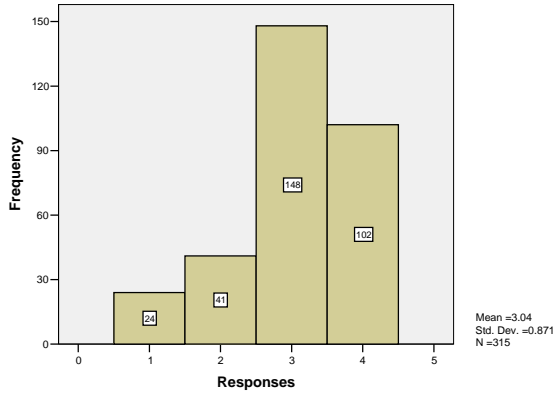
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	115	33.9	35.2	35.2
	Somewhat Disagree	115	33.9	35.2	70.3
	Somewhat Agree	78	23.0	23.9	94.2
	Strongly Agree	19	5.6	5.8	100.0
	Total	327	96.5	100.0	
Missing	No Response	1	.3		
	System	11	3.2		
	Total	12	3.5		
Total		339	100.0		

I Like the Provincial Report Card (S21)

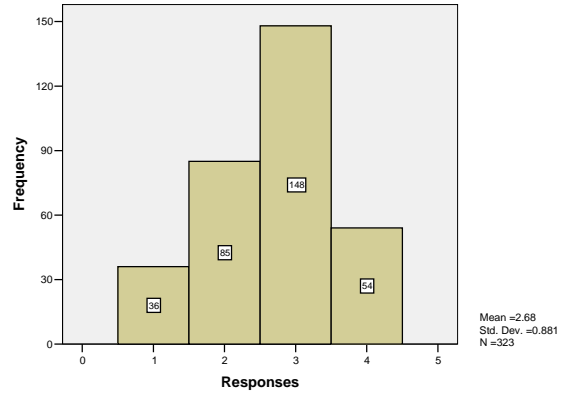
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	38	11.2	11.7	11.7
	Somewhat Disagree	67	19.8	20.6	32.2
	Somewhat Agree	173	51.0	53.1	85.3
	Strongly Agree	48	14.2	14.7	100.0
	Total	326	96.2	100.0	
Missing	No Response	1	.3		
	System	12	3.5		
	Total	13	3.8		
Total		339	100.0		

Histograms

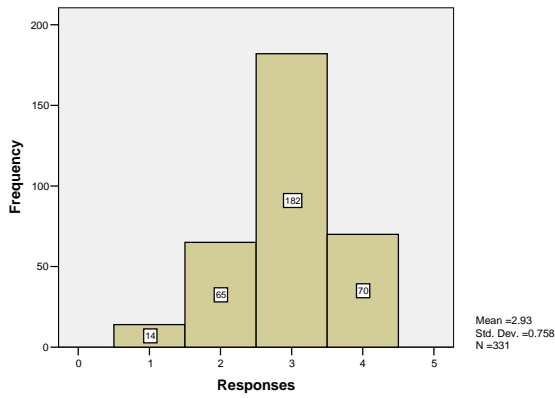
Reflects Curriculum Outcomes (S1)



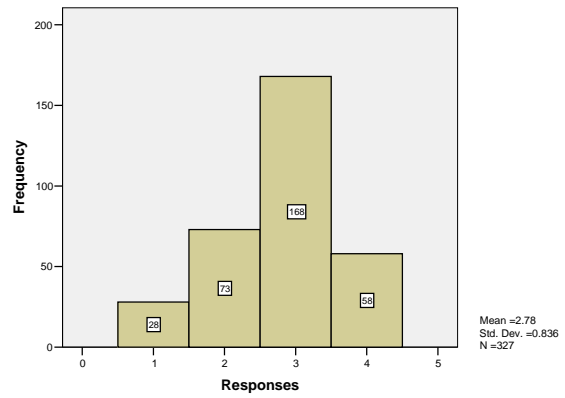
Allows Accurate Picture of Learning (S2)



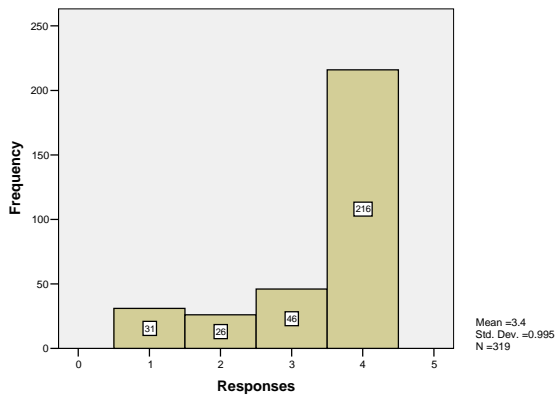
Presents Accurate Picture of Learning (S3)



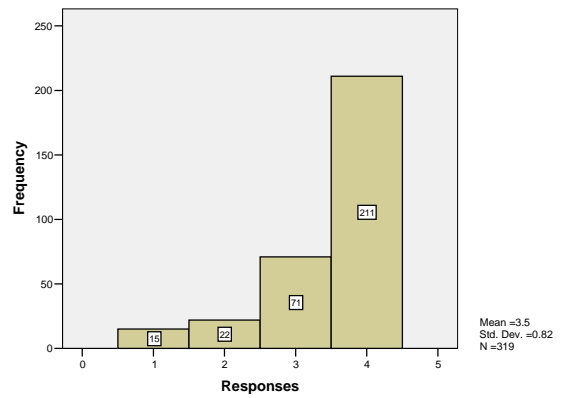
Covers Range of Attributes Needed (S4)



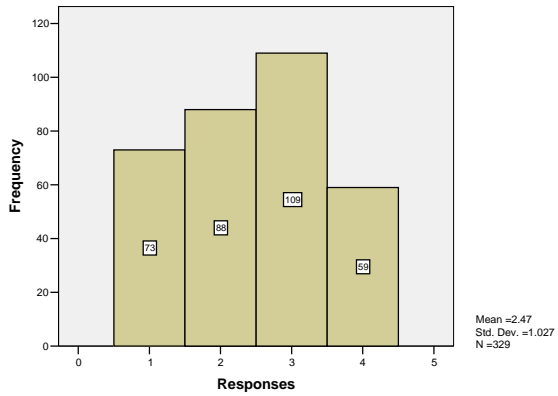
Divide Language Arts (S5)



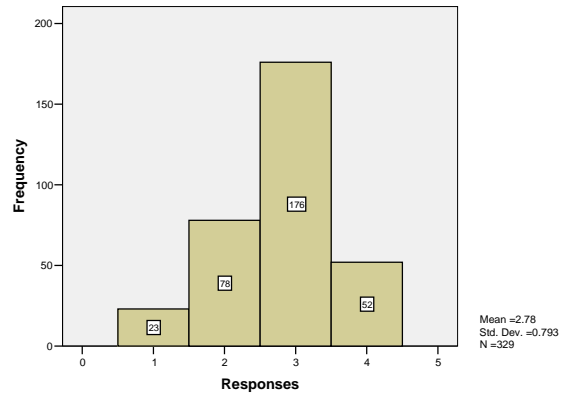
Attendance Effectively Reported (S6)



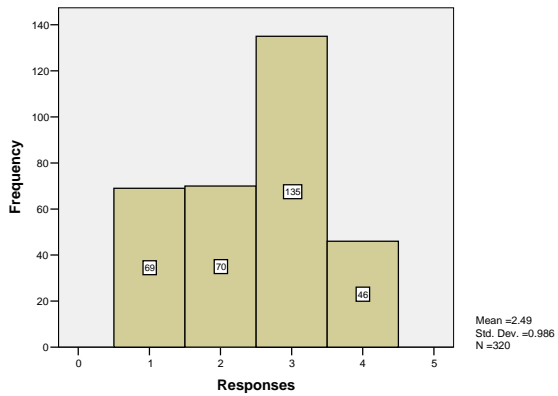
Behaviour Effectively Reported (S7)



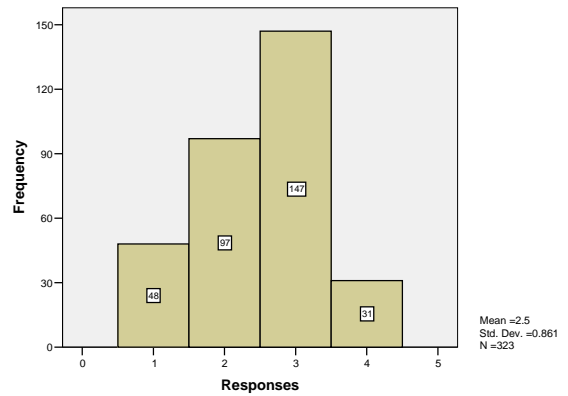
Provides Parents Clear Assessment (S8)



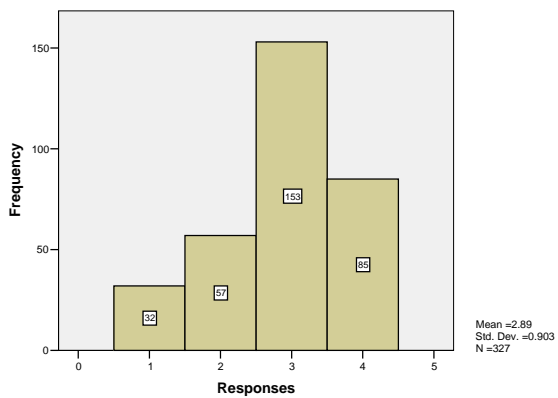
Assessment Categories Appropriate (S9)



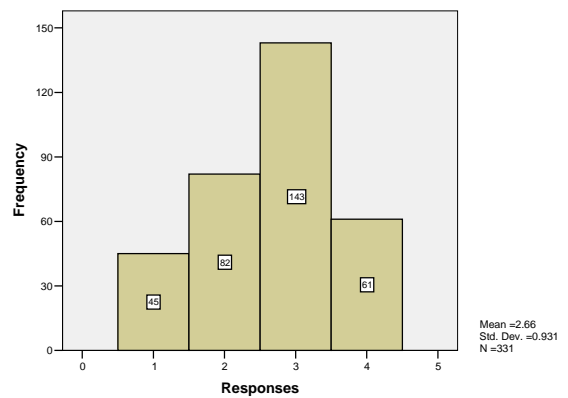
Parents can Understand Assessment Categories (S10)



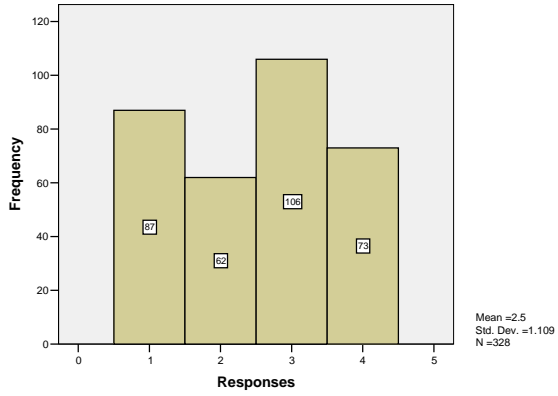
Report Card Good Length (S11)



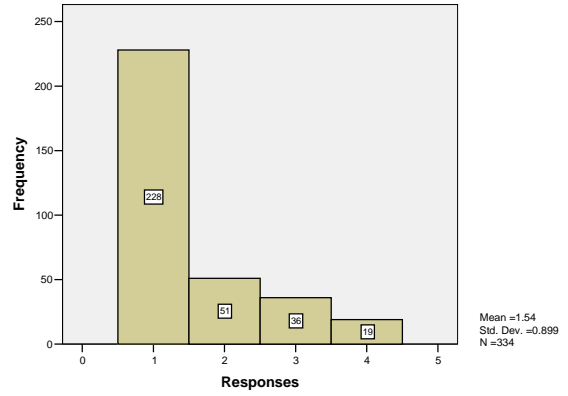
Format Allows Efficient Reporting (S12)



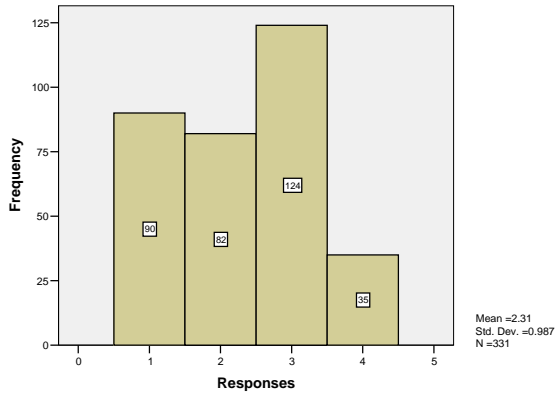
Teachers Have Adequate Time to Complete (S13)



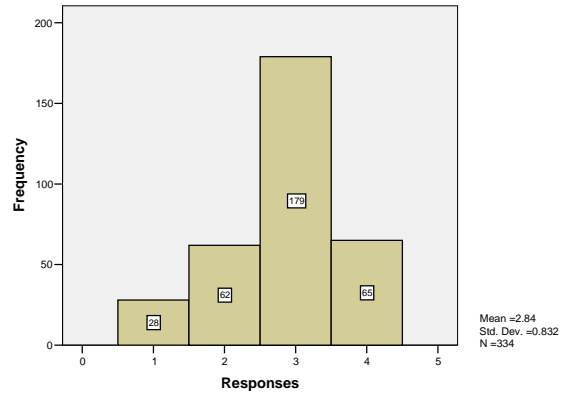
Can Complete During M&P Periods (S14)



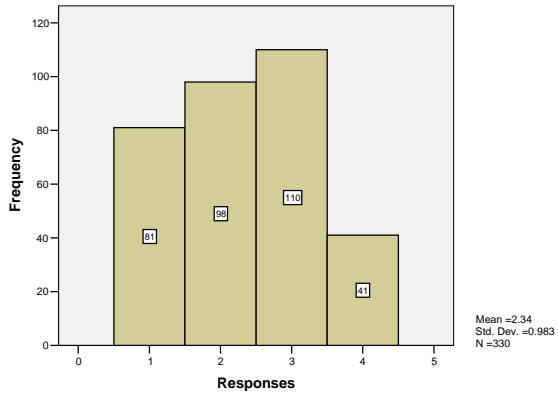
Adequate Notice of Implementation Changes (S15)



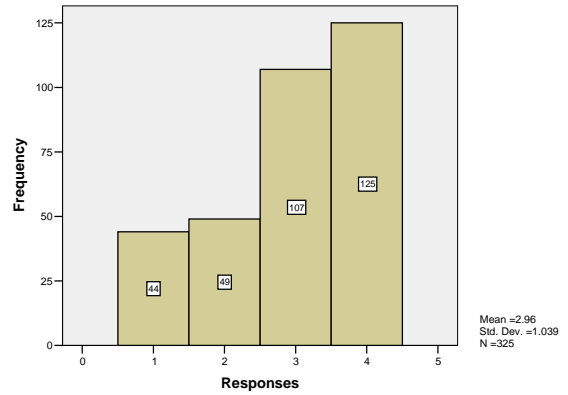
Convenient Way to Inform Parents (S16)

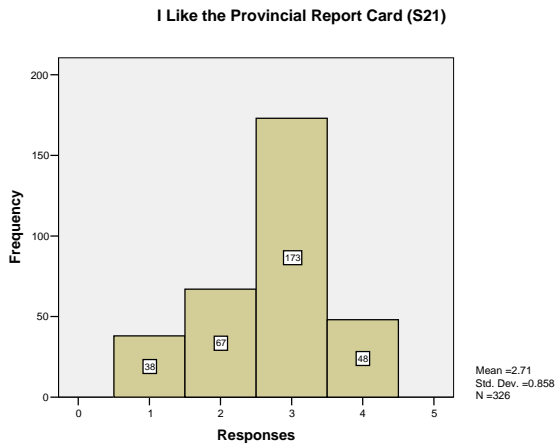
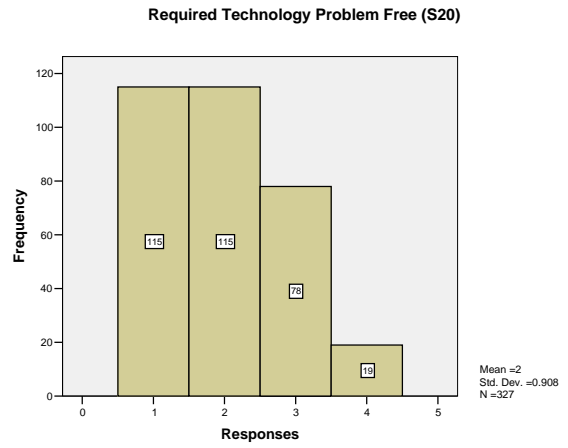
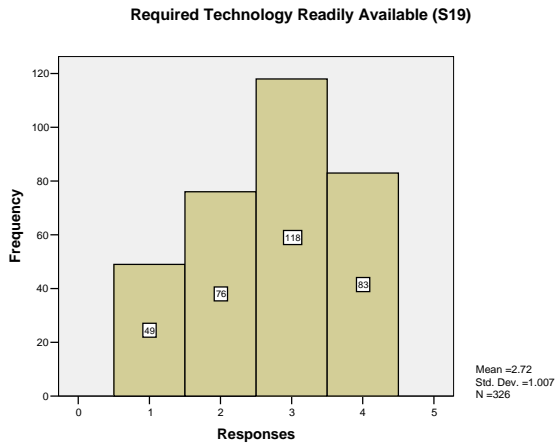


Adequate Professional Development Provided (S17)



Can Complete at Home (S18)





Appendix C – Non-Metro Schools

Descriptive Statistics for the Pilot Schools not in HRSB

Frequencies

Statistics

		Reflects Curriculum Outcomes (S1)	Allows Accurate Picture of Learning (S2)	Presents Accurate Picture of Learning (S3)	Covers Range of Attributes Needed (S4)	Divide Language Arts (S5)	Attendance Effectively Reported (S6)
N	Valid	78	78	82	82	77	75
	Missing	7	7	3	3	8	10
Mean		2.96	2.77	3.01	2.87	3.49	3.44
Std. Error of Mean		.107	.109	.086	.093	.106	.101
Median		3.00	3.00	3.00	3.00	4.00	4.00
Std. Deviation		.946	.966	.778	.843	.927	.874
Variance		.895	.933	.605	.710	.859	.763
Percentiles	25	2.00	2.00	3.00	2.00	3.00	3.00
	50	3.00	3.00	3.00	3.00	4.00	4.00
	75	4.00	3.00	3.25	3.00	4.00	4.00

Behaviour Effectively Reported (S7)	Provides Parents Clear Assessment (S8)	Assessment Categories Appropriate (S9)	Parents can Understand Assessment Categories (S10)	Report Card Good Length (S11)	Format Allows Efficient Reporting (S12)	Teachers Have Adequate Time to Complete (S13)	Can Complete During M&P Periods (S14)
81	82	80	79	80	82	83	84
4	3	5	6	5	3	2	1
2.77	2.76	2.58	2.35	2.55	2.67	2.35	1.70
.109	.094	.105	.095	.110	.098	.114	.107
3.00	3.00	3.00	2.00	3.00	3.00	2.00	1.00
.978	.854	.938	.848	.980	.890	1.041	.979
.957	.730	.880	.719	.959	.791	1.084	.959
2.00	2.00	2.00	2.00	2.00	2.00	1.00	1.00
3.00	3.00	3.00	2.00	3.00	3.00	2.00	1.00
3.50	3.00	3.00	3.00	3.00	3.00	3.00	2.00

Adequate Notice of Implementation Changes (S15)	Convenient Way to Inform Parents (S16)	Adequate Professional Development Provided (S17)	Can Complete at Home (S18)	Required Technology Readily Available (S19)	Required Technology Problem Free (S20)	I Like the Provincial Report Card (S21)
81	84	82	80	80	81	80
4	1	3	5	5	4	5
2.46	2.87	2.37	3.03	2.85	2.23	2.71
.104	.088	.102	.112	.105	.103	.096
3.00	3.00	2.00	3.00	3.00	2.00	3.00
.936	.803	.923	1.006	.943	.926	.860
.876	.645	.852	1.012	.889	.857	.739
2.00	2.25	2.00	2.00	2.00	1.50	2.00
3.00	3.00	2.00	3.00	3.00	2.00	3.00
3.00	3.00	3.00	4.00	4.00	3.00	3.00

Frequency Tables

Reflects Curriculum Outcomes (S1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	9.4	10.3	10.3
	Somewhat Disagree	12	14.1	15.4	25.6
	Somewhat Agree	33	38.8	42.3	67.9
	Strongly Agree	25	29.4	32.1	100.0
	Total	78	91.8	100.0	
Missing	System	7	8.2		
Total		85	100.0		

Allows Accurate Picture of Learning (S2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	12.9	14.1	14.1
	Somewhat Disagree	14	16.5	17.9	32.1

	Somewhat Agree	35	41.2	44.9	76.9
	Strongly Agree	18	21.2	23.1	100.0
	Total	78	91.8	100.0	
Missing	System	7	8.2		
Total		85	100.0		

Presents Accurate Picture of Learning (S3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.9	6.1	6.1
	Somewhat Disagree	9	10.6	11.0	17.1
	Somewhat Agree	48	56.5	58.5	75.6
	Strongly Agree	20	23.5	24.4	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

Covers Range of Attributes Needed (S4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	8.2	8.5	8.5
	Somewhat Disagree	14	16.5	17.1	25.6
	Somewhat Agree	44	51.8	53.7	79.3
	Strongly Agree	17	20.0	20.7	100.0
	Total	82	96.5	100.0	
Missing	No Response	1	1.2		
	System	2	2.4		
	Total	3	3.5		
Total		85	100.0		

Divide Language Arts (S5)

	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	6	7.1	7.8	7.8
	Somewhat Disagree	5	5.9	6.5	14.3
	Somewhat Agree	11	12.9	14.3	28.6
	Strongly Agree	55	64.7	71.4	100.0
	Total	77	90.6	100.0	
Missing	No Response	1	1.2		
	System	7	8.2		
	Total	8	9.4		
Total		85	100.0		

Attendance Effectively Reported (S6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.7	5.3	5.3
	Somewhat Disagree	7	8.2	9.3	14.7
	Somewhat Agree	16	18.8	21.3	36.0
	Strongly Agree	48	56.5	64.0	100.0
	Total	75	88.2	100.0	
Missing	System	10	11.8		
Total		85	100.0		

Behaviour Effectively Reported (S7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	12.9	13.6	13.6
	Somewhat Disagree	17	20.0	21.0	34.6
	Somewhat Agree	33	38.8	40.7	75.3
	Strongly Agree	20	23.5	24.7	100.0
	Total	81	95.3	100.0	
Missing	System	4	4.7		
Total		85	100.0		

Provides Parents Clear Assessment (S8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.1	7.3	7.3
	Somewhat Disagree	24	28.2	29.3	36.6
	Somewhat Agree	36	42.4	43.9	80.5
	Strongly Agree	16	18.8	19.5	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

Assessment Categories Appropriate (S9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	15.3	16.3	16.3
	Somewhat Disagree	20	23.5	25.0	41.3
	Somewhat Agree	35	41.2	43.8	85.0
	Strongly Agree	12	14.1	15.0	100.0
	Total	80	94.1	100.0	
Missing	No Response	1	1.2		
	System	4	4.7		
	Total	5	5.9		
Total		85	100.0		

Parents can Understand Assessment Categories (S10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	15.3	16.5	16.5
	Somewhat Disagree	31	36.5	39.2	55.7
	Somewhat Agree	29	34.1	36.7	92.4
	Strongly Agree	6	7.1	7.6	100.0
	Total	79	92.9	100.0	
Missing	System	6	7.1		
Total		85	100.0		

Report Card Good Length (S11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	15	17.6	18.8	18.8
	Somewhat Disagree	19	22.4	23.8	42.5
	Somewhat Agree	33	38.8	41.3	83.8
	Strongly Agree	13	15.3	16.3	100.0
	Total	80	94.1	100.0	
Missing	System	5	5.9		
Total		85	100.0		

Format Allows Efficient Reporting (S12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	12.9	13.4	13.4
	Somewhat Disagree	17	20.0	20.7	34.1
	Somewhat Agree	42	49.4	51.2	85.4
	Strongly Agree	12	14.1	14.6	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

Teachers Have Adequate Time to Complete (S13)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	27.1	27.7	27.7
	Somewhat Disagree	20	23.5	24.1	51.8
	Somewhat Agree	28	32.9	33.7	85.5
	Strongly Agree	12	14.1	14.5	100.0
	Total	83	97.6	100.0	
Missing	System	2	2.4		
Total		85	100.0		

Can Complete During M&P Periods (S14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	50	58.8	59.5	59.5
	Somewhat Disagree	15	17.6	17.9	77.4
	Somewhat Agree	13	15.3	15.5	92.9
	Strongly Agree	6	7.1	7.1	100.0
	Total	84	98.8	100.0	
Missing	System	1	1.2		
Total		85	100.0		

Adequate Notice of Implementation Changes (S15)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	20.0	21.0	21.0
	Somewhat Disagree	18	21.2	22.2	43.2
	Somewhat Agree	38	44.7	46.9	90.1
	Strongly Agree	8	9.4	9.9	100.0
	Total	81	95.3	100.0	
Missing	System	4	4.7		
Total		85	100.0		

Convenient Way to Inform Parents (S16)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	7.1	7.1	7.1
	Somewhat Disagree	15	17.6	17.9	25.0
	Somewhat Agree	47	55.3	56.0	81.0
	Strongly Agree	16	18.8	19.0	100.0
	Total	84	98.8	100.0	
Missing	System	1	1.2		
Total		85	100.0		

Adequate Professional Development Provided (S17)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	20.0	20.7	20.7
	Somewhat Disagree	26	30.6	31.7	52.4
	Somewhat Agree	31	36.5	37.8	90.2
	Strongly Agree	8	9.4	9.8	100.0
	Total	82	96.5	100.0	
Missing	System	3	3.5		
Total		85	100.0		

Can Complete at Home (S18)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.6	11.3	11.3
	Somewhat Disagree	12	14.1	15.0	26.3
	Somewhat Agree	27	31.8	33.8	60.0
	Strongly Agree	32	37.6	40.0	100.0
	Total	80	94.1	100.0	
Missing	System	5	5.9		
Total		85	100.0		

Required Technology Readily Available (S19)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.6	11.3	11.3
	Somewhat Disagree	15	17.6	18.8	30.0
	Somewhat Agree	35	41.2	43.8	73.8
	Strongly Agree	21	24.7	26.3	100.0
	Total	80	94.1	100.0	
Missing	System	5	5.9		
Total		85	100.0		

Required Technology Problem Free (S20)

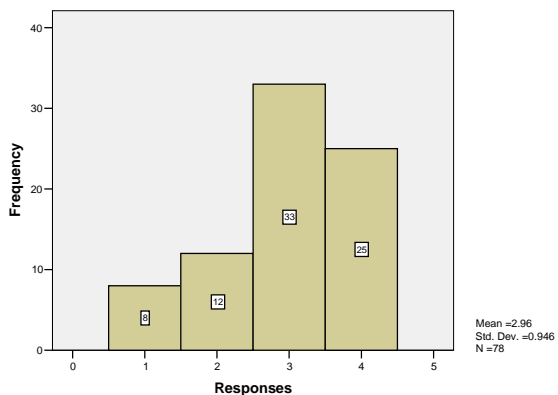
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	23.5	24.7	24.7
	Somewhat Disagree	29	34.1	35.8	60.5
	Somewhat Agree	25	29.4	30.9	91.4
	Strongly Agree	7	8.2	8.6	100.0
	Total	81	95.3	100.0	
Missing	System	4	4.7		
Total		85	100.0		

I Like the Provincial Report Card (S21)

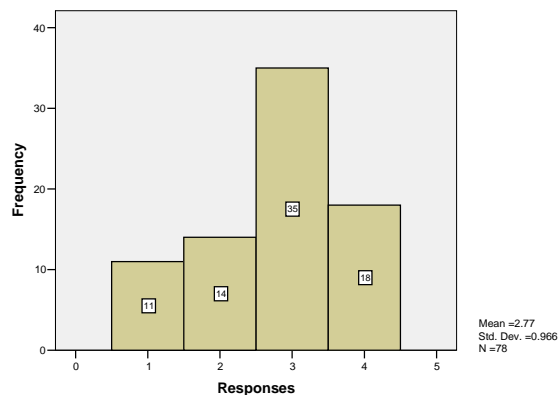
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	10.6	11.3	11.3
	Somewhat Disagree	17	20.0	21.3	32.5
	Somewhat Agree	42	49.4	52.5	85.0
	Strongly Agree	12	14.1	15.0	100.0
	Total	80	94.1	100.0	
Missing	System	5	5.9		
Total		85	100.0		

Histograms

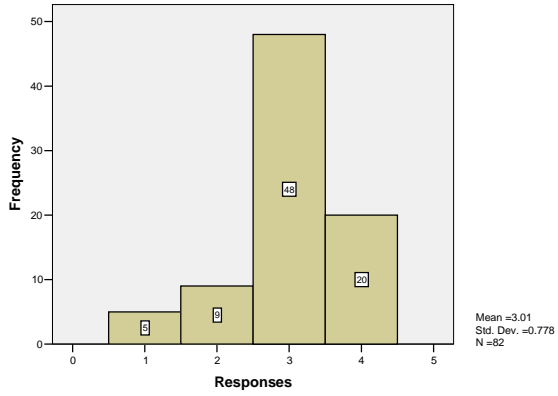
Reflects Curriculum Outcomes (S1)



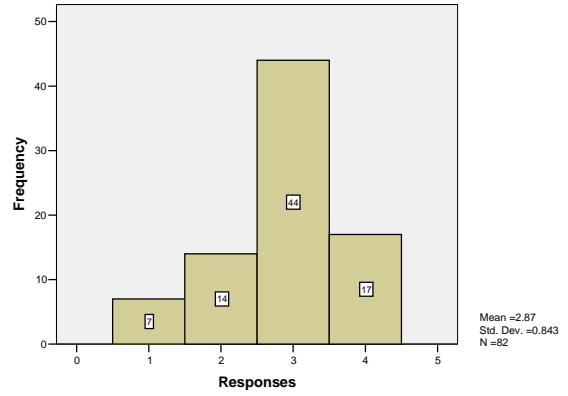
Allows Accurate Picture of Learning (S2)



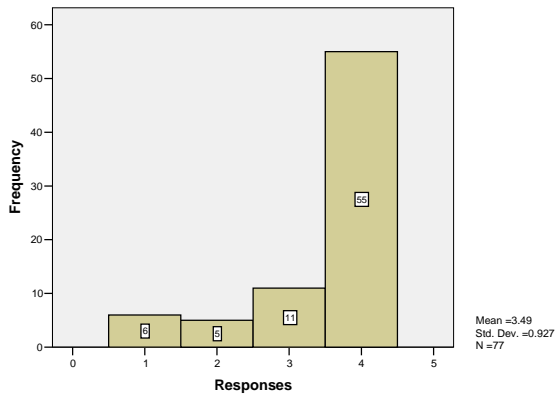
Presents Accurate Picture of Learning (S3)



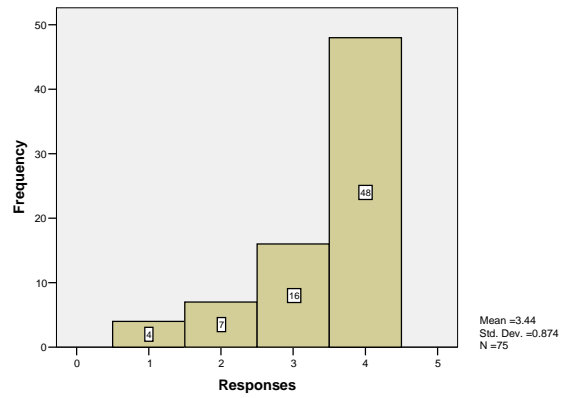
Covers Range of Attributes Needed (S4)



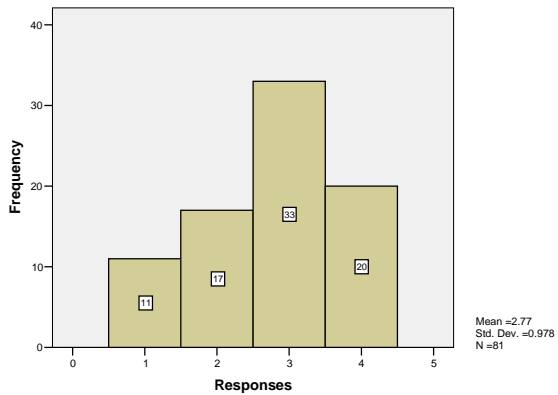
Divide Language Arts (S5)



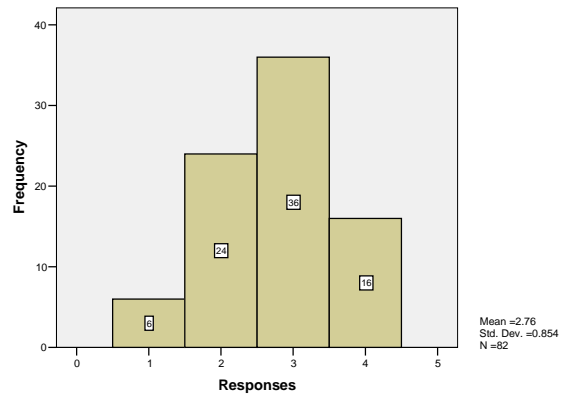
Attendance Effectively Reported (S6)



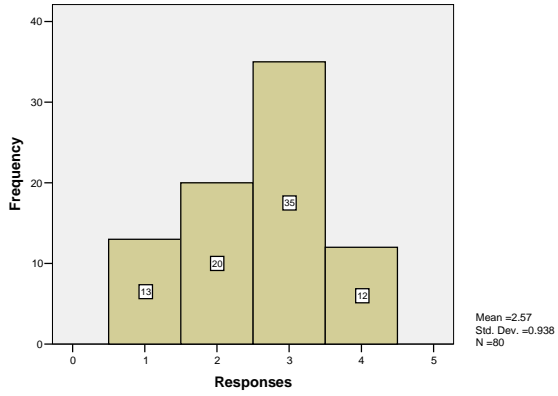
Behaviour Effectively Reported (S7)



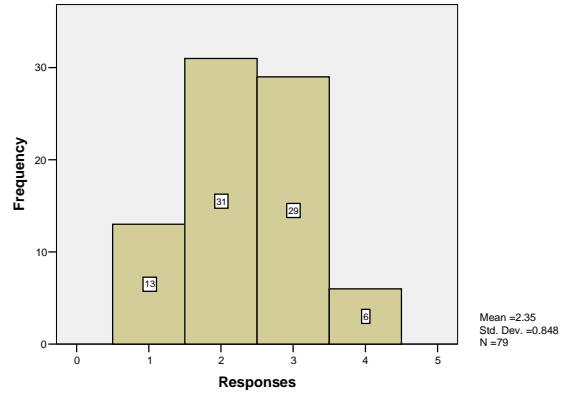
Provides Parents Clear Assessment (S8)



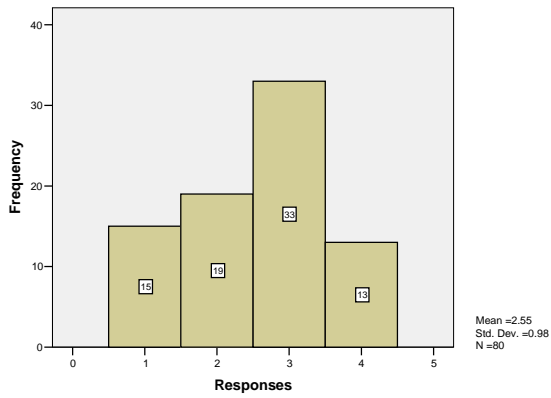
Assessment Categories Appropriate (S9)



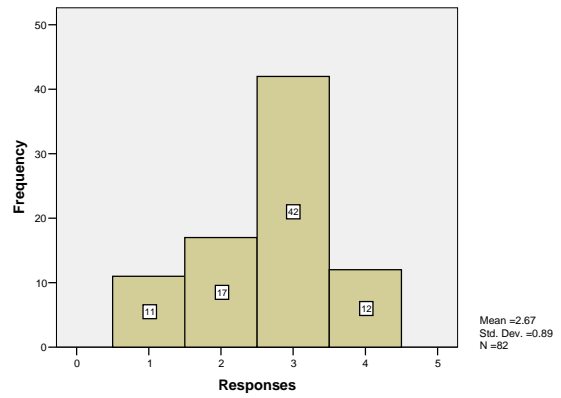
Parents can Understand Assessment Categories (S10)



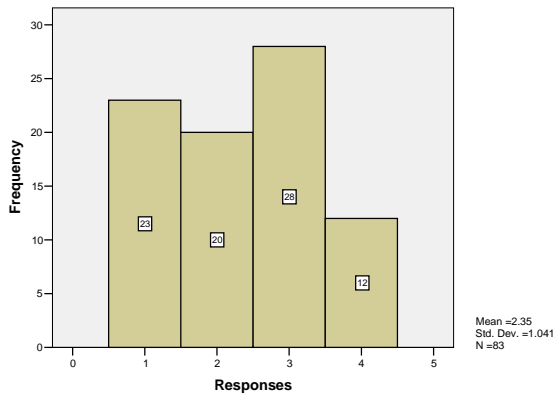
Report Card Good Length (S11)



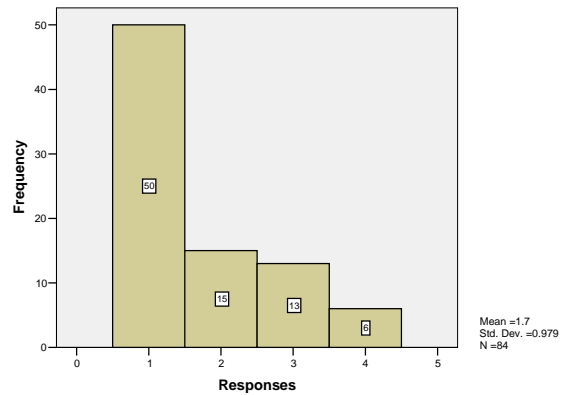
Format Allows Efficient Reporting (S12)



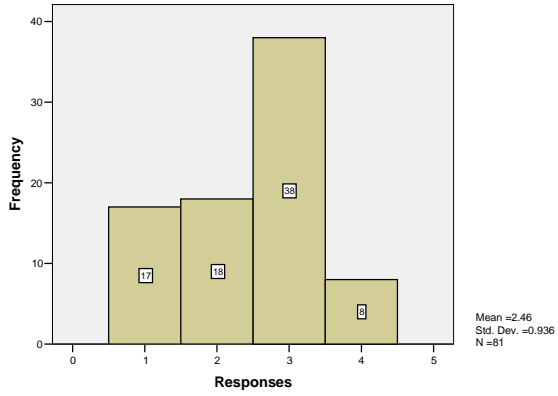
Teachers Have Adequate Time to Complete (S13)



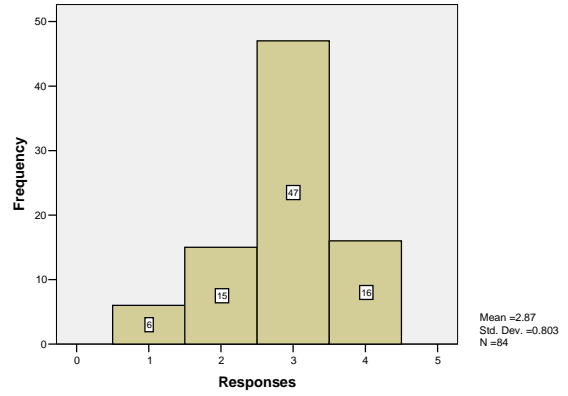
Can Complete During M&P Periods (S14)



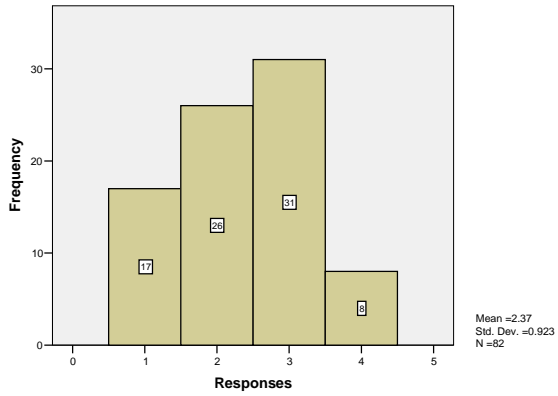
Adequate Notice of Implementation Changes (S15)



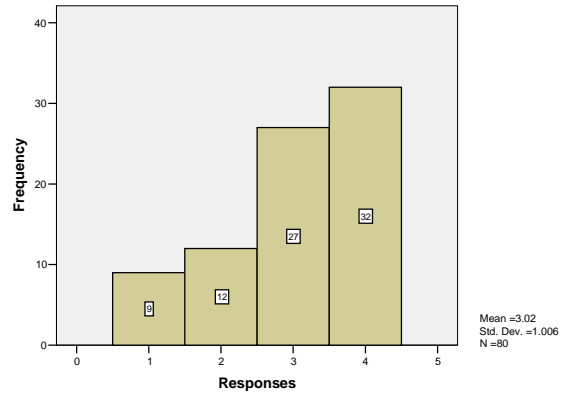
Convenient Way to Inform Parents (S16)



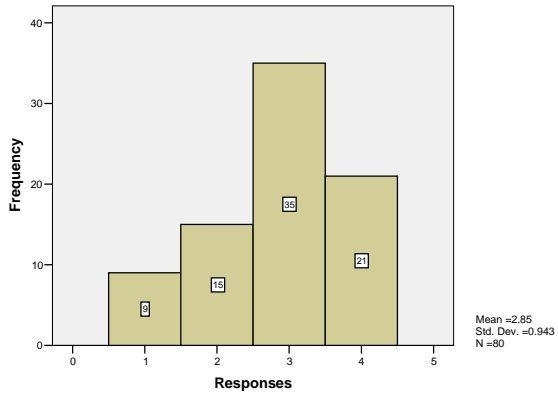
Adequate Professional Development Provided (S17)



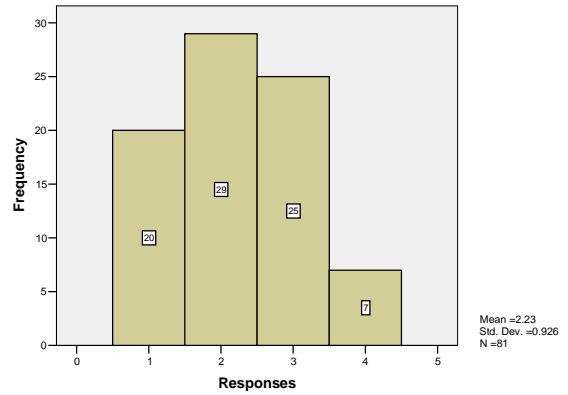
Can Complete at Home (S18)

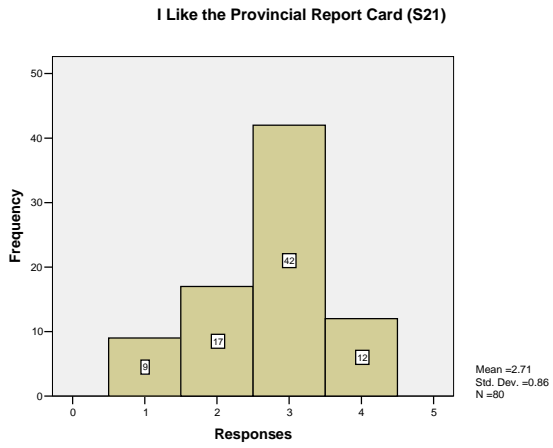


Required Technology Readily Available (S19)



Required Technology Problem Free (S20)





Appendix D – HRSB Responses

Halifax Regional School Board Response Statistics

Frequencies

		Reflects Curriculum Outcomes (S1)	Allows Accurate Picture of Learning (S2)	Presents Accurate Picture of Learning (S3)	Covers Range of Attributes Needed (S4)
N	Valid	237	245	249	245
	Missing	17	9	5	9
Mean		3.07	2.65	2.90	2.76
Median		3.00	3.00	3.00	3.00
Std. Deviation		.846	.853	.751	.833
Variance		.716	.728	.563	.694
Percentiles	25	3.00	2.00	2.00	2.00
	50	3.00	3.00	3.00	3.00
	75	4.00	3.00	3.00	3.00

Divide Language Arts (S5)	Attendance Effectively Reported (S6)	Behaviour Effectively Reported (S7)	Provides Parents Clear Assessment (S8)	Assessment Categories Appropriate (S9)	Parents can Understand Assessment Categories (S10)
242	244	248	247	240	244
12	10	6	7	14	10
3.37	3.52	2.37	2.79	2.47	2.55
4.00	4.00	2.00	3.00	3.00	3.00
1.016	.804	1.026	.773	1.002	.862
1.031	.646	1.052	.598	1.003	.743
3.00	3.00	1.25	2.00	2.00	2.00
4.00	4.00	2.00	3.00	3.00	3.00
4.00	4.00	3.00	3.00	3.00	3.00

Report Card Good Length (S11)	Format Allows Efficient Reporting (S12)	Teachers Have Adequate Time to Complete (S13)	Can Complete During M&P Periods (S14)	Adequate Notice of Implementation Changes (S15)	Convenient Way to Inform Parents (S16)
247	249	245	250	250	250
7	5	9	4	4	4
3.00	2.66	2.56	1.48	2.27	2.83
3.00	3.00	3.00	1.00	2.00	3.00
.851	.945	1.128	.865	1.000	.843
.724	.894	1.273	.749	1.000	.711
3.00	2.00	1.00	1.00	1.00	2.00
3.00	3.00	3.00	1.00	2.00	3.00
4.00	3.00	3.50	2.00	3.00	3.00

Adequate Professional Development Provided (S17)	Can Complete at Home (S18)	Required Technology Readily Available (S19)	Required Technology Problem Free (S20)	I Like the Provincial Report Card (S21)
248	245	246	246	246
6	9	8	8	8
2.33	2.94	2.68	1.93	2.71
2.00	3.00	3.00	2.00	3.00
1.003	1.050	1.025	.891	.859
1.006	1.103	1.052	.795	.738
1.00	2.00	2.00	1.00	2.00
2.00	3.00	3.00	2.00	3.00
3.00	4.00	4.00	3.00	3.00

Frequency Table

Reflects Curriculum Outcomes (S1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	16	6.3	6.8	6.8
	Somewhat Disagree	29	11.4	12.2	19.0
	Somewhat Agree	115	45.3	48.5	67.5

	Strongly Agree	77	30.3	32.5	100.0
	Total	237	93.3	100.0	
Missing	No Response	1	.4		
	System	16	6.3		
	Total	17	6.7		
Total		254	100.0		

Allows Accurate Picture of Learning (S2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	9.8	10.2	10.2
	Somewhat Disagree	71	28.0	29.0	39.2
	Somewhat Agree	113	44.5	46.1	85.3
	Strongly Agree	36	14.2	14.7	100.0
	Total	245	96.5	100.0	
Missing	System	9	3.5		
Total		254	100.0		

Presents Accurate Picture of Learning (S3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.5	3.6	3.6
	Somewhat Disagree	56	22.0	22.5	26.1
	Somewhat Agree	134	52.8	53.8	79.9
	Strongly Agree	50	19.7	20.1	100.0
	Total	249	98.0	100.0	
Missing	System	5	2.0		
Total		254	100.0		

Covers Range of Attributes Needed (S4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	8.3	8.6	8.6

	Somewhat Disagree	59	23.2	24.1	32.7
	Somewhat Agree	124	48.8	50.6	83.3
	Strongly Agree	41	16.1	16.7	100.0
	Total	245	96.5	100.0	
Missing	System	9	3.5		
Total		254	100.0		

Divide Language Arts (S5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	9.8	10.3	10.3
	Somewhat Disagree	21	8.3	8.7	19.0
	Somewhat Agree	35	13.8	14.5	33.5
	Strongly Agree	161	63.4	66.5	100.0
	Total	242	95.3	100.0	
Missing	System	12	4.7		
Total		254	100.0		

Attendance Effectively Reported (S6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	4.3	4.5	4.5
	Somewhat Disagree	15	5.9	6.1	10.7
	Somewhat Agree	55	21.7	22.5	33.2
	Strongly Agree	163	64.2	66.8	100.0
	Total	244	96.1	100.0	
Missing	System	10	3.9		
Total		254	100.0		

Behaviour Effectively Reported (S7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	62	24.4	25.0	25.0

	Somewhat Disagree	71	28.0	28.6	53.6
	Somewhat Agree	76	29.9	30.6	84.3
	Strongly Agree	39	15.4	15.7	100.0
	Total	248	97.6	100.0	
Missing	System	6	2.4		
Total		254	100.0		

Provides Parents Clear Assessment (S8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	6.7	6.9	6.9
	Somewhat Disagree	54	21.3	21.9	28.7
	Somewhat Agree	140	55.1	56.7	85.4
	Strongly Agree	36	14.2	14.6	100.0
	Total	247	97.2	100.0	
Missing	Invalid Response	1	.4		
	System	6	2.4		
	Total	7	2.8		
Total		254	100.0		

Assessment Categories Appropriate (S9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	56	22.0	23.3	23.3
	Somewhat Disagree	50	19.7	20.8	44.2
	Somewhat Agree	100	39.4	41.7	85.8
	Strongly Agree	34	13.4	14.2	100.0
	Total	240	94.5	100.0	
Missing	Invalid Response	1	.4		
	System	13	5.1		
	Total	14	5.5		
Total		254	100.0		

Parents can Understand Assessment Categories (S10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	13.8	14.3	14.3
	Somewhat Disagree	66	26.0	27.0	41.4
	Somewhat Agree	118	46.5	48.4	89.8
	Strongly Agree	25	9.8	10.2	100.0
	Total	244	96.1	100.0	
Missing	Invalid Response	1	.4		
	System	9	3.5		
	Total	10	3.9		
Total		254	100.0		

Report Card Good Length (S11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	17	6.7	6.9	6.9
	Somewhat Disagree	38	15.0	15.4	22.3
	Somewhat Agree	120	47.2	48.6	70.9
	Strongly Agree	72	28.3	29.1	100.0
	Total	247	97.2	100.0	
Missing	Invalid Response	1	.4		
	System	6	2.4		
	Total	7	2.8		
Total		254	100.0		

Format Allows Efficient Reporting (S12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	34	13.4	13.7	13.7
	Somewhat Disagree	65	25.6	26.1	39.8
	Somewhat Agree	101	39.8	40.6	80.3
	Strongly Agree	49	19.3	19.7	100.0
	Total	249	98.0	100.0	
Missing	Invalid Response	1	.4		
	System	4	1.6		
	Total	5	2.0		

Total	254	100.0		
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Teachers Have Adequate Time to Complete (S13)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	25.2	26.1	26.1
	Somewhat Disagree	42	16.5	17.1	43.3
	Somewhat Agree	78	30.7	31.8	75.1
	Strongly Agree	61	24.0	24.9	100.0
	Total	245	96.5	100.0	
Missing	Invalid Response	1	.4		
	System	8	3.1		
	Total	9	3.5		
Total		254	100.0		

Can Complete During M&P Periods (S14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	178	70.1	71.2	71.2
	Somewhat Disagree	36	14.2	14.4	85.6
	Somewhat Agree	23	9.1	9.2	94.8
	Strongly Agree	13	5.1	5.2	100.0
	Total	250	98.4	100.0	
Missing	System	4	1.6		
Total		254	100.0		

Adequate Notice of Implementation Changes (S15)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	73	28.7	29.2	29.2
	Somewhat Disagree	64	25.2	25.6	54.8
	Somewhat Agree	86	33.9	34.4	89.2
	Strongly Agree	27	10.6	10.8	100.0

	Total	250	98.4	100.0
Missing	System	4	1.6	
Total		254	100.0	

Convenient Way to Inform Parents (S16)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	22	8.7	8.8	8.8
	Somewhat Disagree	47	18.5	18.8	27.6
	Somewhat Agree	132	52.0	52.8	80.4
	Strongly Agree	49	19.3	19.6	100.0
	Total	250	98.4	100.0	
Missing	System	4	1.6		
Total		254	100.0		

Adequate Professional Development Provided (S17)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	64	25.2	25.8	25.8
	Somewhat Disagree	72	28.3	29.0	54.8
	Somewhat Agree	79	31.1	31.9	86.7
	Strongly Agree	33	13.0	13.3	100.0
	Total	248	97.6	100.0	
Missing	No Response	1	.4		
	System	5	2.0		
	Total	6	2.4		
Total		254	100.0		

Can Complete at Home (S18)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	35	13.8	14.3	14.3
	Somewhat Disagree	37	14.6	15.1	29.4

	Somewhat Agree	80	31.5	32.7	62.0
	Strongly Agree	93	36.6	38.0	100.0
	Total	245	96.5	100.0	
Missing	No Response	1	.4		
	System	8	3.1		
	Total	9	3.5		
Total		254	100.0		

Required Technology Readily Available (S19)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	15.7	16.3	16.3
	Somewhat Disagree	61	24.0	24.8	41.1
	Somewhat Agree	83	32.7	33.7	74.8
	Strongly Agree	62	24.4	25.2	100.0
	Total	246	96.9	100.0	
Missing	No Response	1	.4		
	System	7	2.8		
	Total	8	3.1		
Total		254	100.0		

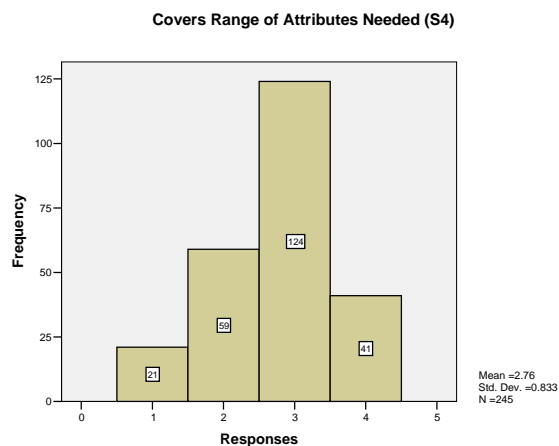
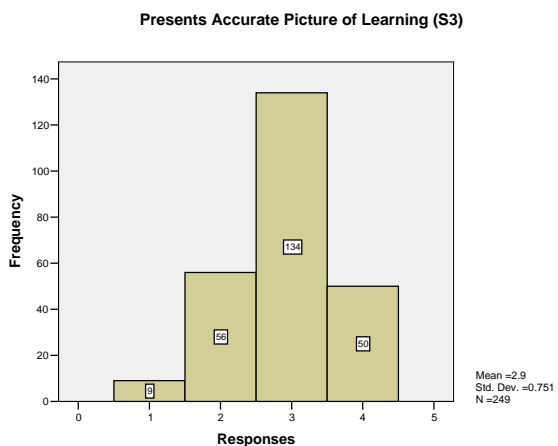
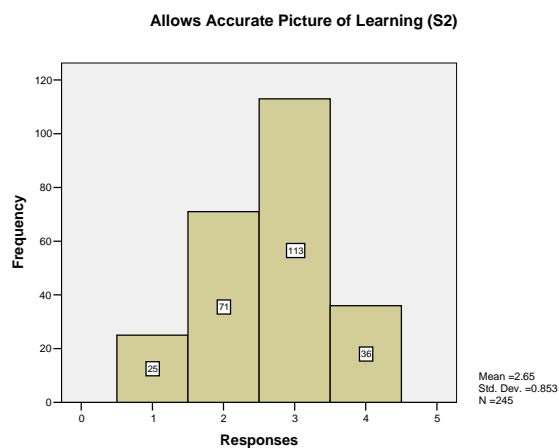
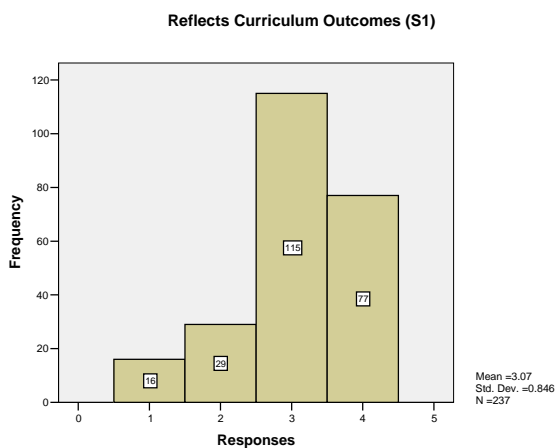
Required Technology Problem Free (S20)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	95	37.4	38.6	38.6
	Somewhat Disagree	86	33.9	35.0	73.6
	Somewhat Agree	53	20.9	21.5	95.1
	Strongly Agree	12	4.7	4.9	100.0
	Total	246	96.9	100.0	
Missing	No Response	1	.4		
	System	7	2.8		
	Total	8	3.1		
Total		254	100.0		

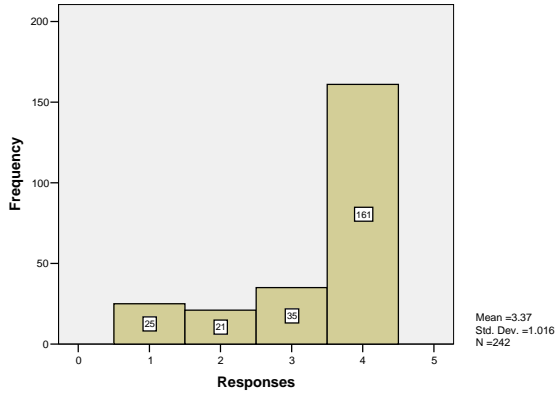
I Like the Provincial Report Card (S21)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	11.4	11.8	11.8
	Somewhat Disagree	50	19.7	20.3	32.1
	Somewhat Agree	131	51.6	53.3	85.4
	Strongly Agree	36	14.2	14.6	100.0
	Total	246	96.9	100.0	
Missing	No Response	1	.4		
	System	7	2.8		
	Total	8	3.1		
Total		254	100.0		

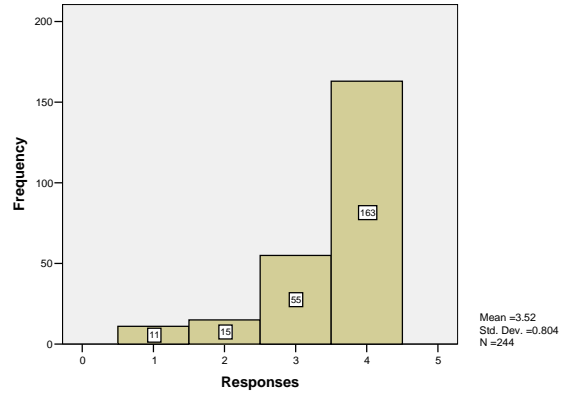
Histograms



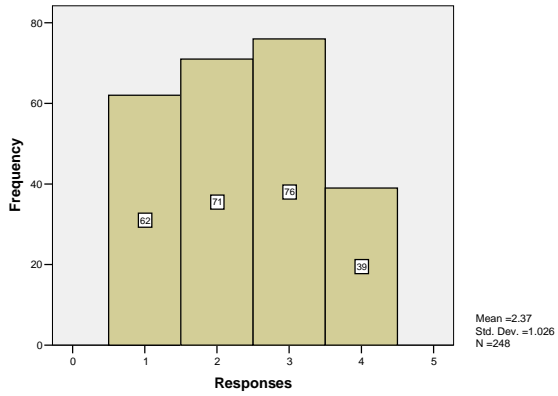
Divide Language Arts (S5)



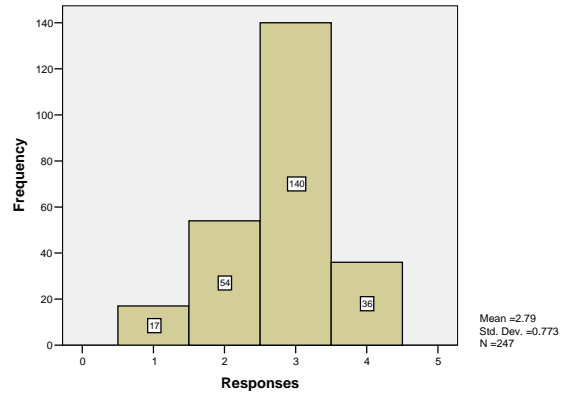
Attendance Effectively Reported (S6)



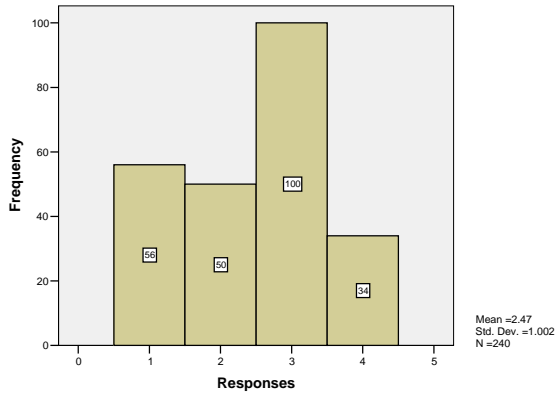
Behaviour Effectively Reported (S7)



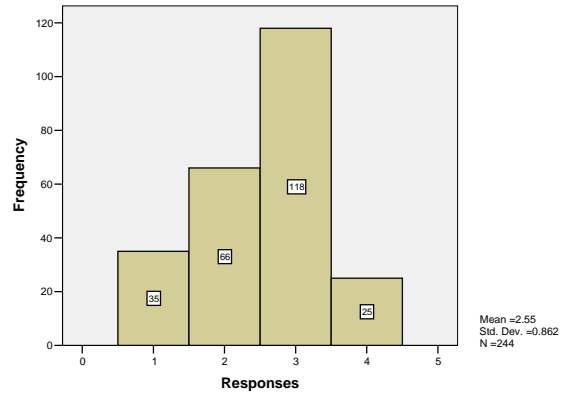
Provides Parents Clear Assessment (S8)



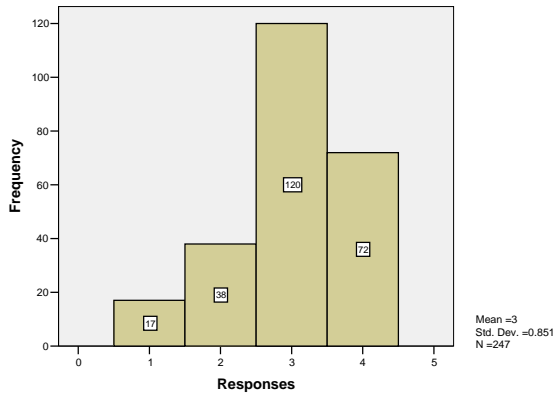
Assessment Categories Appropriate (S9)



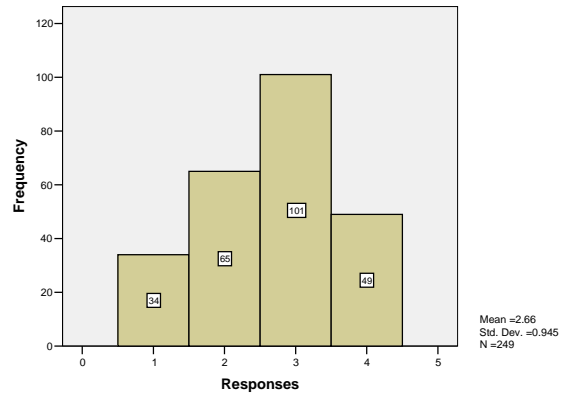
Parents can Understand Assessment Categories (S10)



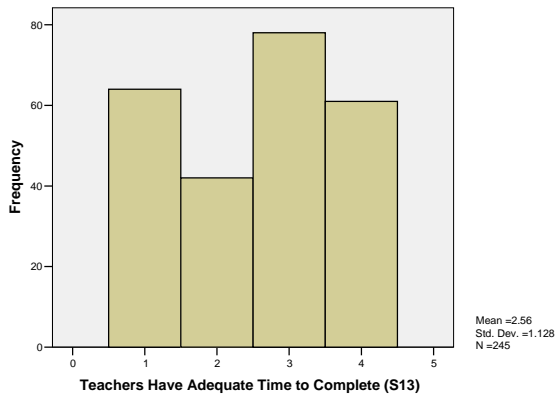
Report Card Good Length (S11)



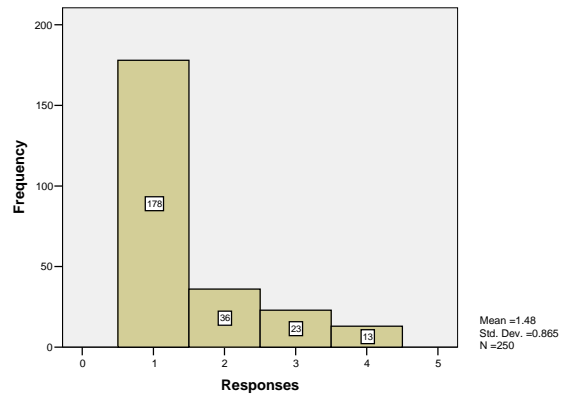
Format Allows Efficient Reporting (S12)



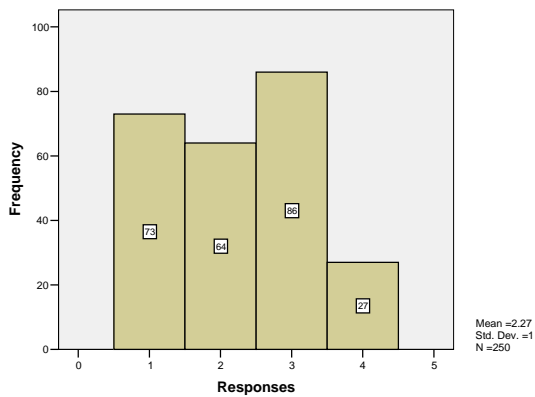
Teachers Have Adequate Time to Complete (S13)



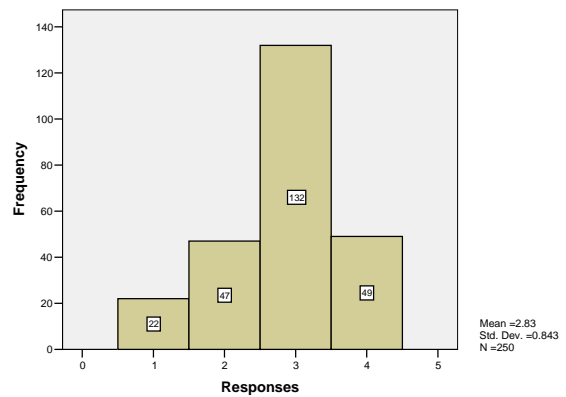
Can Complete During M&P Periods (S14)



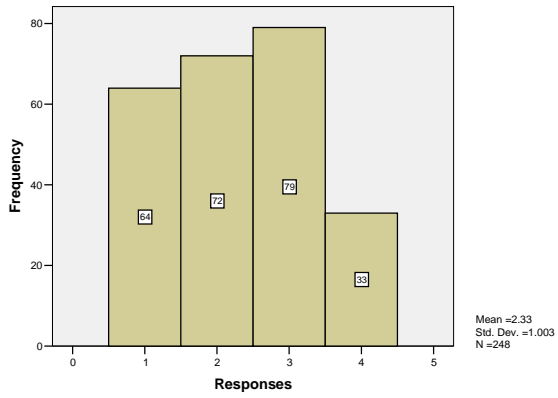
Adequate Notice of Implementation Changes (S15)



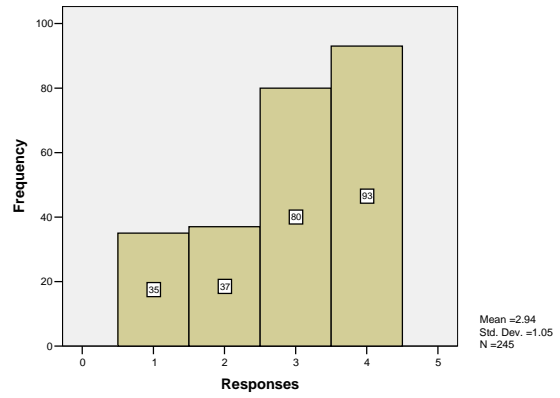
Convenient Way to Inform Parents (S16)



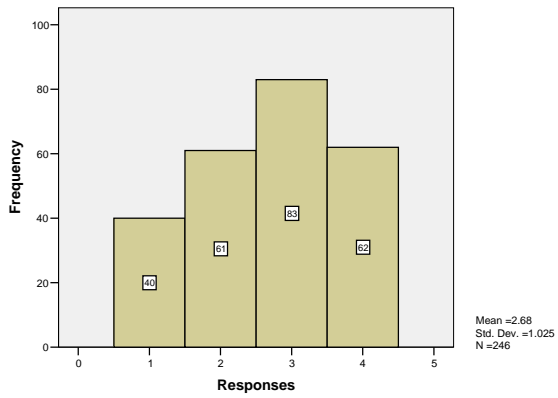
Adequate Professional Development Provided (S17)



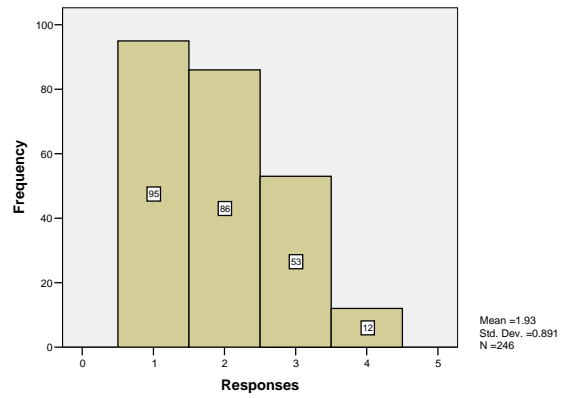
Can Complete at Home (S18)



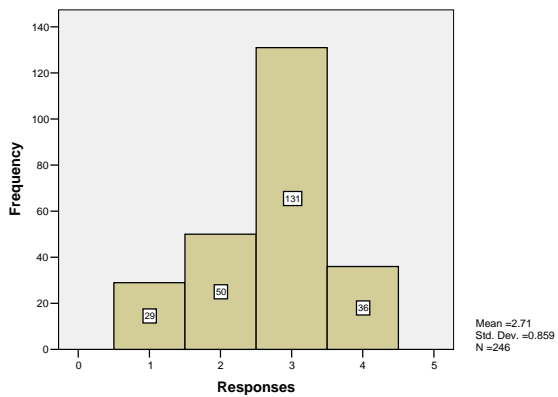
Required Technology Readily Available (S19)



Required Technology Problem Free (S20)



I Like the Provincial Report Card (S21)



Appendix E – Elementary Responses

Descriptive Statistics

Frequencies

		Categories Reflect Outcomes for Subject (S1)	Allows Teacher to Describe Student Accurately (S2)	Report Presents Accurate Picture (S3)	Covers Range of Attributes Needed (S4)	Divide Language Arts (S5)
N	Valid	282	290	298	294	288
	Missing	21	13	5	9	15
Mean		3.05	2.68	2.92	2.80	3.42
Median		3.00	3.00	3.00	3.00	4.00
Std. Deviation		.878	.876	.757	.822	.978
Variance		.770	.767	.573	.675	.956
Percentiles	25	3.00	2.00	3.00	2.00	3.00
	50	3.00	3.00	3.00	3.00	4.00
	75	4.00	3.00	3.00	3.00	4.00

Divide Language Arts (S5)	Attendance Effectively Communicated (S6)	Behaviour Effectively Communicated (S7)	Provides Clear Assessment for Parents (S8)	Assessment Categories Appropriate for Grade Level (S9)
288	289	297	296	287
15	14	6	7	16
3.42	3.52	2.45	2.80	2.45
4.00	4.00	2.00	3.00	3.00
.978	.804	1.036	.789	.984
.956	.646	1.072	.623	.969
3.00	3.00	2.00	2.00	2.00
4.00	4.00	2.00	3.00	3.00
4.00	4.00	3.00	3.00	3.00

Parents Easily Understand Assessment Categories (S10)	Report Card is Good Length (S11)	Format Good for Efficiently Recording Student Info (S12)	Teachers Have Adequate Time (S13)	Teachers Can Complete During M&P Periods (S14)
292	294	298	294	300
11	9	5	9	3
2.49	2.91	2.66	2.50	1.51
3.00	3.00	3.00	3.00	1.00
.864	.892	.941	1.101	.883
.746	.795	.885	1.213	.779
2.00	2.00	2.00	1.00	1.00
3.00	3.00	3.00	3.00	1.00
3.00	4.00	3.00	3.00	2.00

Adequate Advanced Notice for Changes Given (S15)	Convenient Information Vehicle to Inform Parents (S16)	Teachers Have Adequate PD (S17)	Can Complete Report Cards at Home (S18)	Required Technology is Readily Available (S19)	No Problems Presented by the Required Technology (S20)	I Like the Provincial Report Card (S21)
297	300	296	291	292	294	292
6	3	7	12	11	9	11
2.32	2.85	2.34	2.97	2.71	2.00	2.72
2.00	3.00	2.00	3.00	3.00	2.00	3.00
.973	.817	.978	1.030	1.009	.897	.838
.947	.667	.957	1.061	1.018	.805	.703
1.00	2.00	2.00	2.00	2.00	1.00	2.00
2.00	3.00	2.00	3.00	3.00	2.00	3.00
3.00	3.00	3.00	4.00	3.75	3.00	3.00

Frequency Table

Categories Reflect Outcomes for Subject (S1)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	22	7.3	7.8	7.8
Somewhat Disagree	36	11.9	12.8	20.6

	Somewhat Agree	131	43.2	46.5	67.0
	Strongly Agree	93	30.7	33.0	100.0
	Total	282	93.1	100.0	
Missing	No Response	1	.3		
	System	20	6.6		
	Total	21	6.9		
Total		303	100.0		

Allows Teacher to Describe Student Accurately (S2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	10.2	10.7	10.7
	Somewhat Disagree	80	26.4	27.6	38.3
	Somewhat Agree	131	43.2	45.2	83.4
	Strongly Agree	48	15.8	16.6	100.0
	Total	290	95.7	100.0	
Missing	System	13	4.3		
Total		303	100.0		

Report Presents Accurate Picture (S3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	4.3	4.4	4.4
	Somewhat Disagree	59	19.5	19.8	24.2
	Somewhat Agree	165	54.5	55.4	79.5
	Strongly Agree	61	20.1	20.5	100.0
	Total	298	98.3	100.0	
Missing	System	5	1.7		
Total		303	100.0		

Covers Range of Attributes Needed (S4)

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly Disagree	23	7.6	7.8	7.8
	Somewhat Disagree	66	21.8	22.4	30.3
	Somewhat Agree	153	50.5	52.0	82.3
	Strongly Agree	52	17.2	17.7	100.0
	Total	294	97.0	100.0	
Missing	No Response	1	.3		
	System	8	2.6		
	Total	9	3.0		
Total		303	100.0		

Divide Language Arts (S5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	8.9	9.4	9.4
	Somewhat Disagree	21	6.9	7.3	16.7
	Somewhat Agree	43	14.2	14.9	31.6
	Strongly Agree	197	65.0	68.4	100.0
	Total	288	95.0	100.0	
Missing	No Response	1	.3		
	System	14	4.6		
	Total	15	5.0		
Total		303	100.0		

Attendance Effectively Communicated (S6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	4.3	4.5	4.5
	Somewhat Disagree	18	5.9	6.2	10.7
	Somewhat Agree	64	21.1	22.1	32.9
	Strongly Agree	194	64.0	67.1	100.0
	Total	289	95.4	100.0	
Missing	System	14	4.6		
Total		303	100.0		

Behaviour Effectively Communicated (S7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	68	22.4	22.9	22.9
	Somewhat Disagree	82	27.1	27.6	50.5
	Somewhat Agree	93	30.7	31.3	81.8
	Strongly Agree	54	17.8	18.2	100.0
	Total	297	98.0	100.0	
Missing	System	6	2.0		
Total		303	100.0		

Provides Clear Assessment for Parents (S8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	20	6.6	6.8	6.8
	Somewhat Disagree	68	22.4	23.0	29.7
	Somewhat Agree	160	52.8	54.1	83.8
	Strongly Agree	48	15.8	16.2	100.0
	Total	296	97.7	100.0	
Missing	System	7	2.3		
Total		303	100.0		

Assessment Categories Appropriate for Grade Level (S9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	65	21.5	22.6	22.6
	Somewhat Disagree	66	21.8	23.0	45.6
	Somewhat Agree	118	38.9	41.1	86.8
	Strongly Agree	38	12.5	13.2	100.0
	Total	287	94.7	100.0	
Missing	No Response	1	.3		
	System	15	5.0		
	Total	16	5.3		
Total		303	100.0		

Parents Easily Understand Assessment Categories (S10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	43	14.2	14.7	14.7
	Somewhat Disagree	91	30.0	31.2	45.9
	Somewhat Agree	129	42.6	44.2	90.1
	Strongly Agree	29	9.6	9.9	100.0
	Total	292	96.4	100.0	
Missing	System	11	3.6		
Total		303	100.0		

Report Card is Good Length (S11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	8.9	9.2	9.2
	Somewhat Disagree	49	16.2	16.7	25.9
	Somewhat Agree	140	46.2	47.6	73.5
	Strongly Agree	78	25.7	26.5	100.0
	Total	294	97.0	100.0	
Missing	System	9	3.0		
Total		303	100.0		

Format Good for Efficiently Recording Student Info (S12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	41	13.5	13.8	13.8
	Somewhat Disagree	76	25.1	25.5	39.3
	Somewhat Agree	124	40.9	41.6	80.9
	Strongly Agree	57	18.8	19.1	100.0
	Total	298	98.3	100.0	
Missing	System	5	1.7		
Total		303	100.0		

Teachers Have Adequate Time (S13)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	77	25.4	26.2	26.2
	Somewhat Disagree	58	19.1	19.7	45.9
	Somewhat Agree	95	31.4	32.3	78.2
	Strongly Agree	64	21.1	21.8	100.0
	Total	294	97.0	100.0	
Missing	System	9	3.0		
Total		303	100.0		

Teachers Can Complete During M&P Periods (S14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	209	69.0	69.7	69.7
	Somewhat Disagree	46	15.2	15.3	85.0
	Somewhat Agree	28	9.2	9.3	94.3
	Strongly Agree	17	5.6	5.7	100.0
	Total	300	99.0	100.0	
Missing	System	3	1.0		
Total		303	100.0		

Adequate Advanced Notice for Changes Given (S15)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	79	26.1	26.6	26.6
	Somewhat Disagree	74	24.4	24.9	51.5
	Somewhat Agree	115	38.0	38.7	90.2
	Strongly Agree	29	9.6	9.8	100.0
	Total	297	98.0	100.0	
Missing	System	6	2.0		
Total		303	100.0		

Convenient Information Vehicle to Inform Parents (S16)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	23	7.6	7.7	7.7
	Somewhat Disagree	56	18.5	18.7	26.3
	Somewhat Agree	163	53.8	54.3	80.7
	Strongly Agree	58	19.1	19.3	100.0
	Total	300	99.0	100.0	
Missing	System	3	1.0		
Total		303	100.0		

Teachers Have Adequate PD (S17)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	71	23.4	24.0	24.0
	Somewhat Disagree	91	30.0	30.7	54.7
	Somewhat Agree	97	32.0	32.8	87.5
	Strongly Agree	37	12.2	12.5	100.0
	Total	296	97.7	100.0	
Missing	No Response	1	.3		
	System	6	2.0		
	Total	7	2.3		
Total		303	100.0		

Can Complete Report Cards at Home (S18)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	39	12.9	13.4	13.4
	Somewhat Disagree	42	13.9	14.4	27.8
	Somewhat Agree	100	33.0	34.4	62.2
	Strongly Agree	110	36.3	37.8	100.0
	Total	291	96.0	100.0	
Missing	No Response	1	.3		
	System	11	3.6		
	Total	12	4.0		
Total		303	100.0		

Required Technology is Readily Available (S19)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	14.9	15.4	15.4
	Somewhat Disagree	68	22.4	23.3	38.7
	Somewhat Agree	106	35.0	36.3	75.0
	Strongly Agree	73	24.1	25.0	100.0
	Total	292	96.4	100.0	
Missing	No Response	1	.3		
	System	10	3.3		
	Total	11	3.6		
Total		303	100.0		

No Problems Presented by the Required Technology (S20)

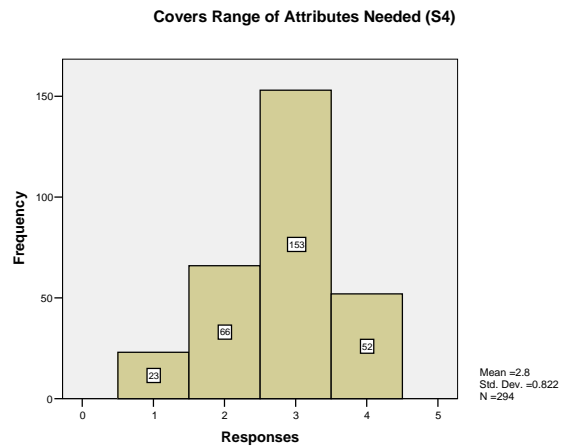
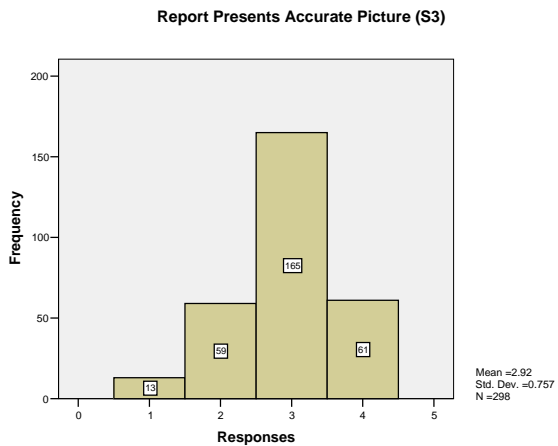
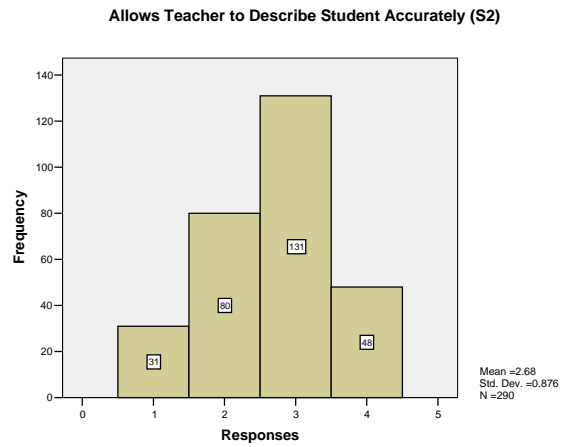
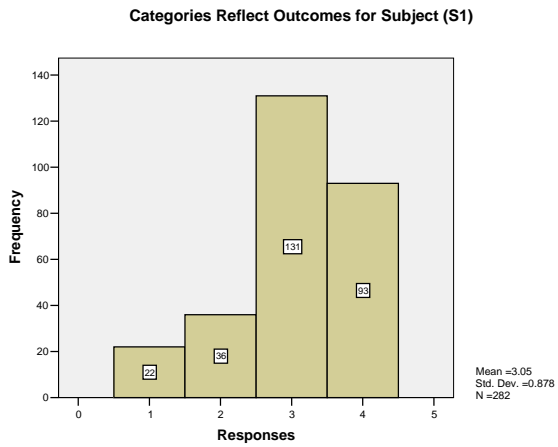
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	102	33.7	34.7	34.7
	Somewhat Disagree	106	35.0	36.1	70.7
	Somewhat Agree	70	23.1	23.8	94.6
	Strongly Agree	16	5.3	5.4	100.0
	Total	294	97.0	100.0	
Missing	No Response	1	.3		
	System	8	2.6		
	Total	9	3.0		
Total		303	100.0		

I Like the Provincial Report Card (S21)

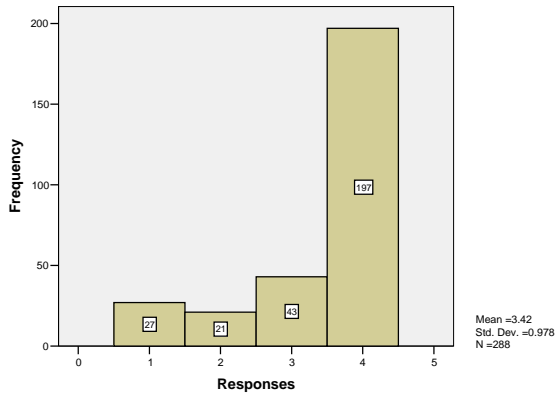
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	10.2	10.6	10.6
	Somewhat Disagree	61	20.1	20.9	31.5
	Somewhat Agree	158	52.1	54.1	85.6
	Strongly Agree	42	13.9	14.4	100.0
	Total	292	96.4	100.0	

Missing	No Response	1	.3	
	System	10	3.3	
	Total	11	3.6	
Total		303	100.0	

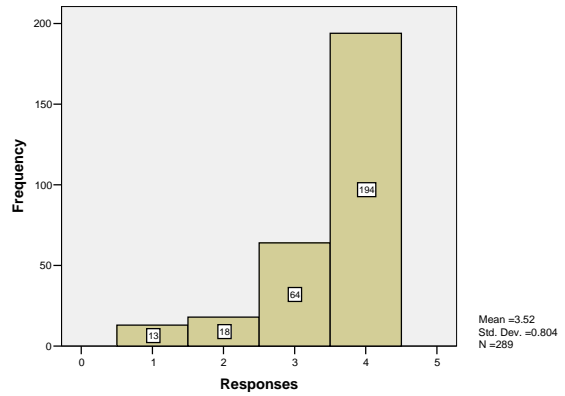
Histograms



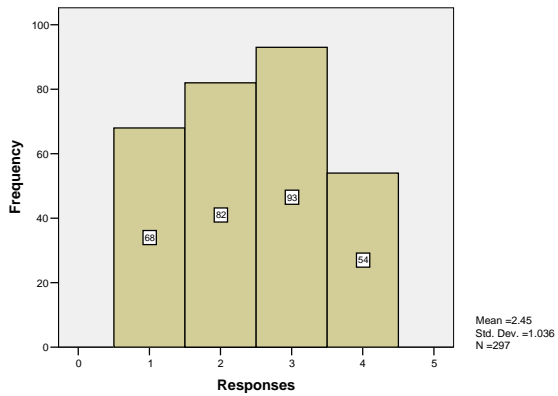
Divide Language Arts (S5)



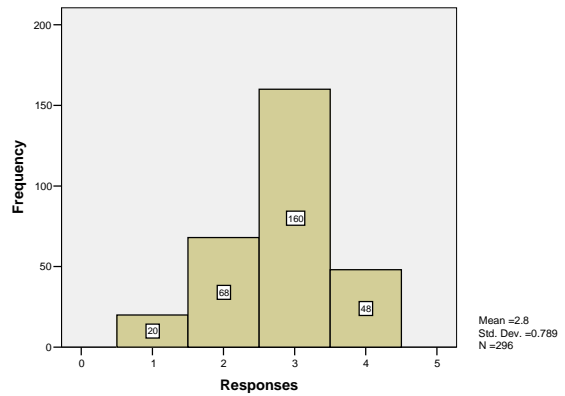
Attendance Effectively Communicated (S6)



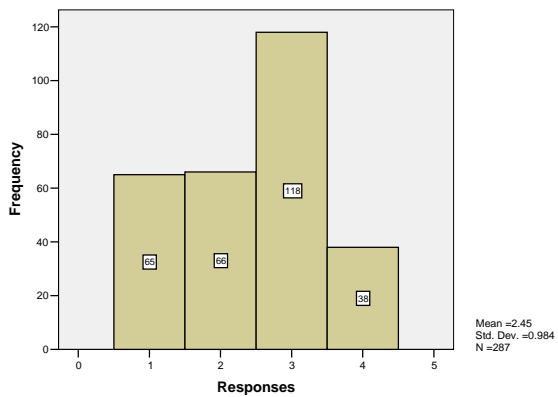
Behaviour Effectively Communicated (S7)



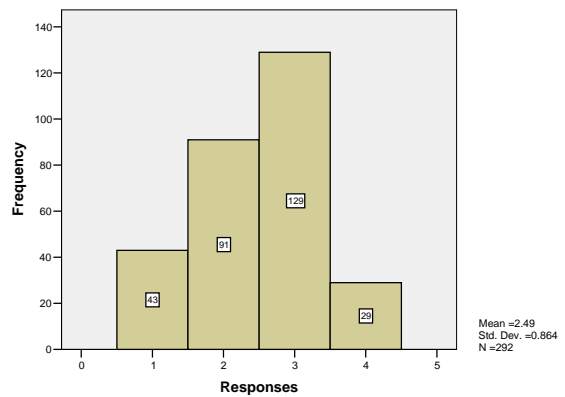
Provides Clear Assessment for Parents (S8)



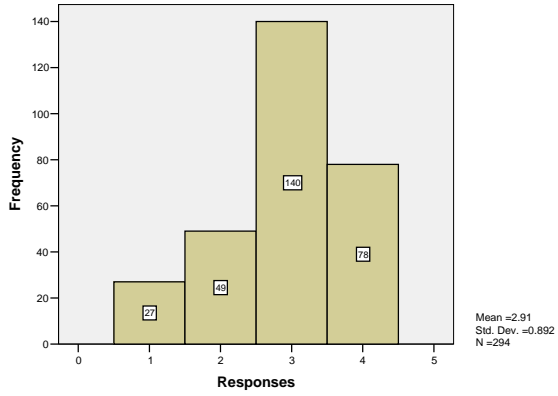
Assessment Categories Appropriate for Grade Level (S9)



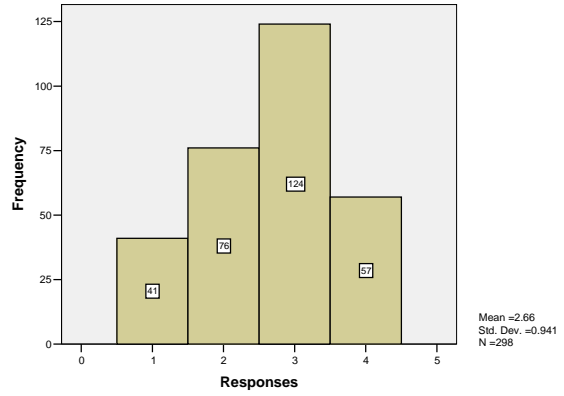
Parents Easily Understand Assessment Categories (S10)



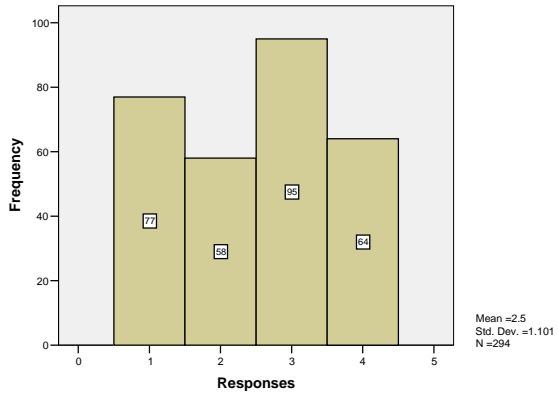
Report Card is Good Length (S11)



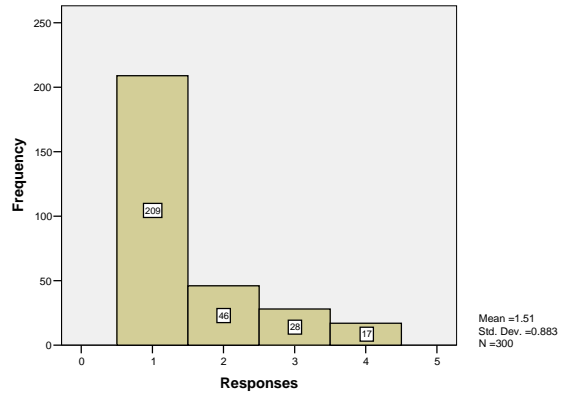
Format Good for Efficiently Recording Student Info (S12)



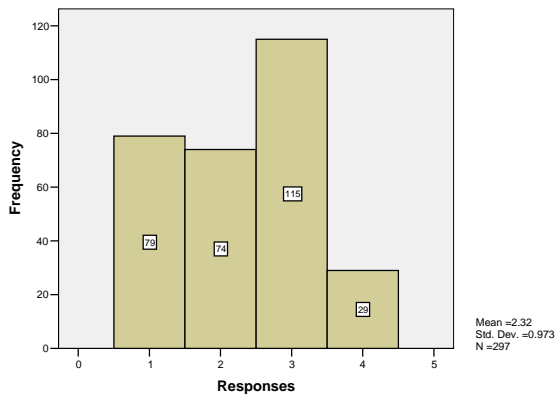
Teachers Have Adequate Time (S13)



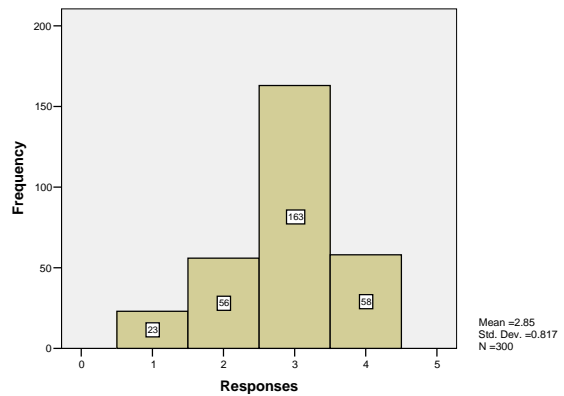
Teachers Can Complete During M&P Periods (S14)



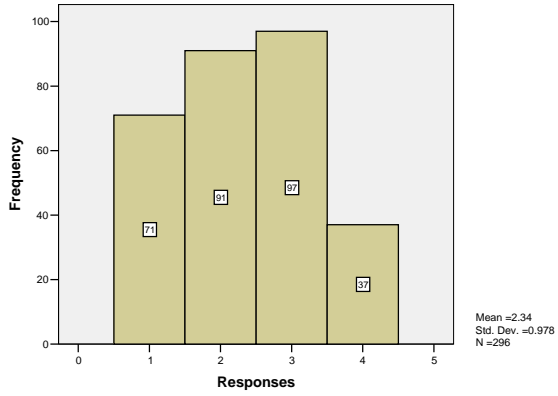
Adequate Advanced Notice for Changes Given (S15)



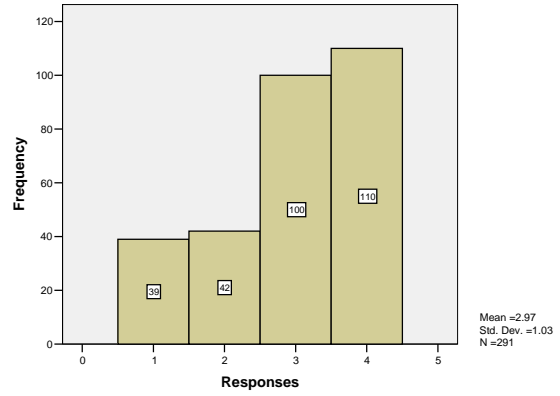
Convenient Information Vehicle to Inform Parents (S16)



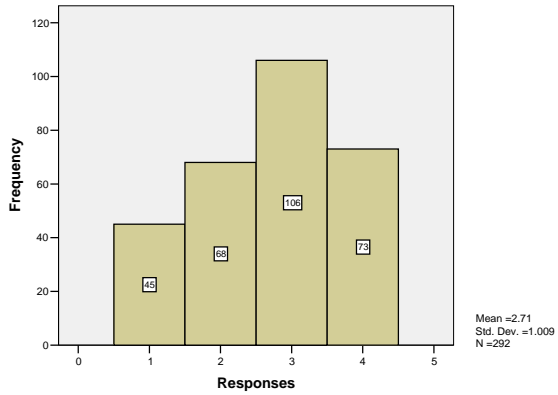
Teachers Have Adequate PD (S17)



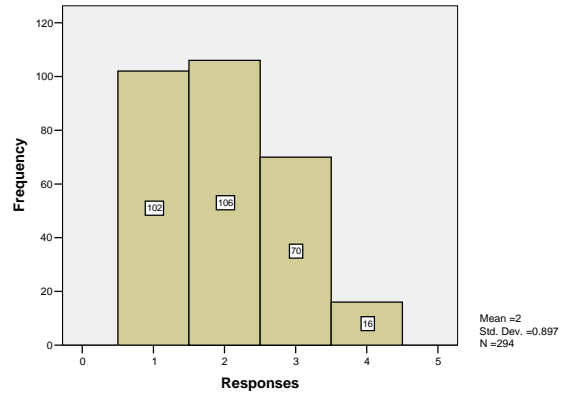
Can Complete Report Cards at Home (S18)



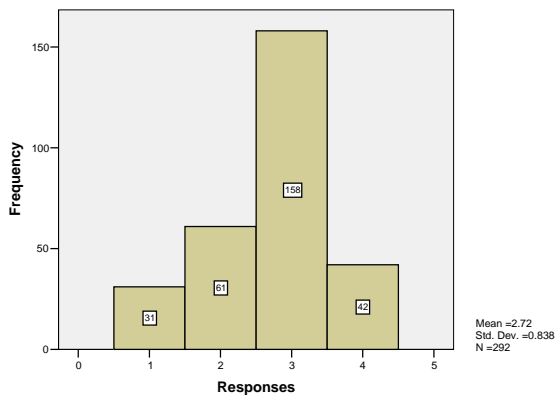
Required Technology is Readily Available (S19)



No Problems Presented by the Required Technology (S20)



I Like the Provincial Report Card (S21)



**Appendix F – Secondary Response
(Middle Level & High School)**

Frequencies

		Reflects Curriculum Outcomes (S1)	Allows Accurate Picture of Learning (S2)	Presents Accurate Picture of Learning (S3)	Covers Range of Attributes Needed (S4)	Divide Language Arts (S5)	Attendance Effectively Reported (S6)
N	Valid	33	33	33	33	31	30
	Missing	2	2	2	2	4	5
Mean		3.00	2.73	3.03	2.67	3.19	3.30
Std. Error of Mean		.144	.164	.134	.167	.204	.174
Median		3.00	3.00	3.00	3.00	4.00	4.00
Std. Deviation		.829	.944	.770	.957	1.138	.952
Variance		.688	.892	.593	.917	1.295	.907
Percentiles	25	3.00	2.00	3.00	2.00	2.00	3.00
	50	3.00	3.00	3.00	3.00	4.00	4.00
	75	4.00	3.00	4.00	3.00	4.00	4.00

Behaviour Effectively Reported (S7)	Provides Parents Clear Assessment (S8)	Assessment Categories Appropriate (S9)	Parents can Understand Assessment Categories (S10)	Report Card Good Length (S11)	Format Allows Efficient Reporting (S12)	Teachers Have Adequate Time to Complete (S13)	Can Complete During M&P Periods (S14)
32	33	33	31	33	33	34	34
3	2	2	4	2	2	1	1
2.66	2.64	2.88	2.55	2.67	2.70	2.56	1.79
.166	.143	.161	.153	.172	.147	.203	.173
3.00	3.00	3.00	3.00	3.00	3.00	3.00	1.00
.937	.822	.927	.850	.990	.847	1.186	1.008
.878	.676	.860	.723	.979	.718	1.406	1.017
2.00	2.00	2.50	2.00	2.00	2.00	1.00	1.00
3.00	3.00	3.00	3.00	3.00	3.00	3.00	1.00
3.00	3.00	3.50	3.00	3.00	3.00	4.00	3.00

Adequate Notice of Implementation Changes (S15)	Convenient Way to Inform Parents (S16)	Adequate Professional Development Provided (S17)	Can Complete at Home (S18)	Required Technology Readily Available (S19)	Required Technology Problem Free (S20)	I Like the Provincial Report Card (S21)
34	34	34	34	34	33	34
1	1	1	1	1	2	1
2.29	2.74	2.32	2.94	2.82	2.03	2.59
.191	.165	.178	.193	.171	.177	.175
2.00	3.00	2.50	3.00	3.00	2.00	3.00
1.115	.963	1.036	1.127	.999	1.015	1.019
1.244	.928	1.074	1.269	.998	1.030	1.037
1.00	2.00	1.00	2.00	2.00	1.00	2.00
2.00	3.00	2.50	3.00	3.00	2.00	3.00
3.00	3.00	3.00	4.00	4.00	3.00	3.00

Frequency Table

Reflects Curriculum Outcomes (S1)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.7	6.1	6.1
	Somewhat Disagree	5	14.3	15.2	21.2
	Somewhat Agree	17	48.6	51.5	72.7
	Strongly Agree	9	25.7	27.3	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Allows Accurate Picture of Learning (S2)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	15.2	15.2
	Somewhat Disagree	5	14.3	15.2	30.3
	Somewhat Agree	17	48.6	51.5	81.8

	Strongly Agree	6	17.1	18.2	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Presents Accurate Picture of Learning (S3)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	2.9	3.0	3.0
	Somewhat Disagree	6	17.1	18.2	21.2
	Somewhat Agree	17	48.6	51.5	72.7
	Strongly Agree	9	25.7	27.3	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Covers Range of Attributes Needed (S4)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	15.2	15.2
	Somewhat Disagree	7	20.0	21.2	36.4
	Somewhat Agree	15	42.9	45.5	81.8
	Strongly Agree	6	17.1	18.2	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Divide Language Arts (S5)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.4	12.9	12.9
	Somewhat Disagree	5	14.3	16.1	29.0
	Somewhat Agree	3	8.6	9.7	38.7

	Strongly Agree	19	54.3	61.3	100.0
	Total	31	88.6	100.0	
Missing	System	4	11.4		
Total		35	100.0		

Attendance Effectively Reported (S6)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	5.7	6.7	6.7
	Somewhat Disagree	4	11.4	13.3	20.0
	Somewhat Agree	7	20.0	23.3	43.3
	Strongly Agree	17	48.6	56.7	100.0
	Total	30	85.7	100.0	
Missing	System	5	14.3		
Total		35	100.0		

Behaviour Effectively Reported (S7)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	15.6	15.6
	Somewhat Disagree	6	17.1	18.8	34.4
	Somewhat Agree	16	45.7	50.0	84.4
	Strongly Agree	5	14.3	15.6	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Provides Parents Clear Assessment (S8)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	8.6	9.1	9.1
	Somewhat Disagree	10	28.6	30.3	39.4
	Somewhat Agree	16	45.7	48.5	87.9

	Strongly Agree	4	11.4	12.1	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Assessment Categories Appropriate (S9)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.4	12.1	12.1
	Somewhat Disagree	4	11.4	12.1	24.2
	Somewhat Agree	17	48.6	51.5	75.8
	Strongly Agree	8	22.9	24.2	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Parents can Understand Assessment Categories (S10)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	16.1	16.1
	Somewhat Disagree	6	17.1	19.4	35.5
	Somewhat Agree	18	51.4	58.1	93.5
	Strongly Agree	2	5.7	6.5	100.0
	Total	31	88.6	100.0	
Missing	System	4	11.4		
Total		35	100.0		

Report Card Good Length (S11)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	15.2	15.2
	Somewhat Disagree	8	22.9	24.2	39.4
	Somewhat Agree	13	37.1	39.4	78.8

	Strongly Agree	7	20.0	21.2	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Format Allows Efficient Reporting (S12)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.4	12.1	12.1
	Somewhat Disagree	6	17.1	18.2	30.3
	Somewhat Agree	19	54.3	57.6	87.9
	Strongly Agree	4	11.4	12.1	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

Teachers Have Adequate Time to Complete (S13)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	28.6	29.4	29.4
	Somewhat Disagree	4	11.4	11.8	41.2
	Somewhat Agree	11	31.4	32.4	73.5
	Strongly Agree	9	25.7	26.5	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Can Complete During M&P Periods (S14)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	19	54.3	55.9	55.9
	Somewhat Disagree	5	14.3	14.7	70.6
	Somewhat Agree	8	22.9	23.5	94.1

	Strongly Agree	2	5.7	5.9	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Adequate Notice of Implementation Changes (S15)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	31.4	32.4	32.4
	Somewhat Disagree	8	22.9	23.5	55.9
	Somewhat Agree	9	25.7	26.5	82.4
	Strongly Agree	6	17.1	17.6	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Convenient Way to Inform Parents (S16)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	14.7	14.7
	Somewhat Disagree	6	17.1	17.6	32.4
	Somewhat Agree	16	45.7	47.1	79.4
	Strongly Agree	7	20.0	20.6	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Adequate Professional Development Provided (S17)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	28.6	29.4	29.4
	Somewhat Disagree	7	20.0	20.6	50.0
	Somewhat Agree	13	37.1	38.2	88.2

	Strongly Agree	4	11.4	11.8	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Can Complete at Home (S18)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.3	14.7	14.7
	Somewhat Disagree	7	20.0	20.6	35.3
	Somewhat Agree	7	20.0	20.6	55.9
	Strongly Agree	15	42.9	44.1	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Required Technology Readily Available (S19)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.4	11.8	11.8
	Somewhat Disagree	8	22.9	23.5	35.3
	Somewhat Agree	12	34.3	35.3	70.6
	Strongly Agree	10	28.6	29.4	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Required Technology Problem Free (S20)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	37.1	39.4	39.4
	Somewhat Disagree	9	25.7	27.3	66.7
	Somewhat Agree	8	22.9	24.2	90.9

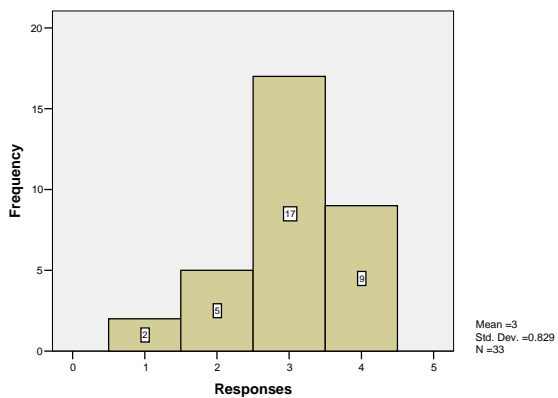
	Strongly Agree	3	8.6	9.1	100.0
	Total	33	94.3	100.0	
Missing	System	2	5.7		
Total		35	100.0		

I Like the Provincial Report Card (S21)

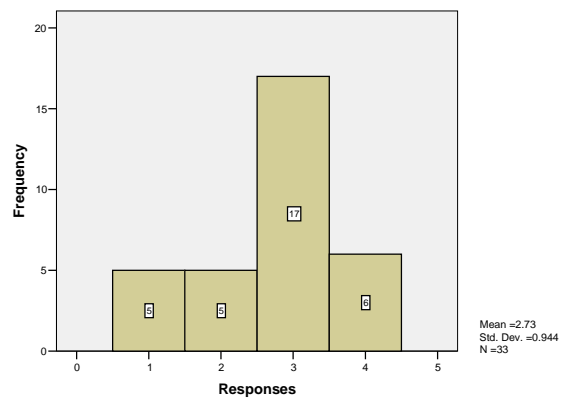
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	20.0	20.6	20.6
	Somewhat Disagree	6	17.1	17.6	38.2
	Somewhat Agree	15	42.9	44.1	82.4
	Strongly Agree	6	17.1	17.6	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Histogram

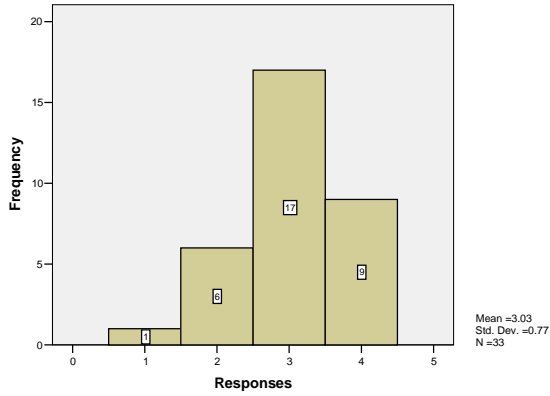
Reflects Curriculum Outcomes (S1)



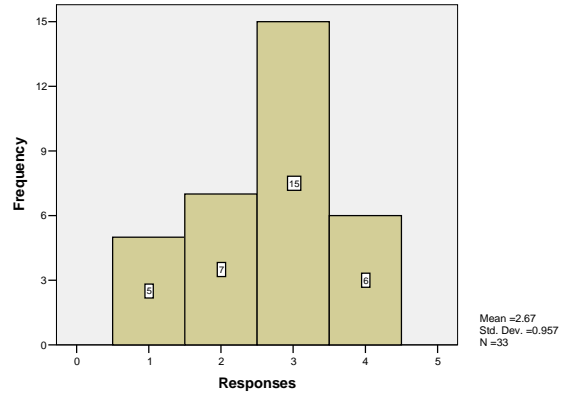
Allows Accurate Picture of Learning (S2)



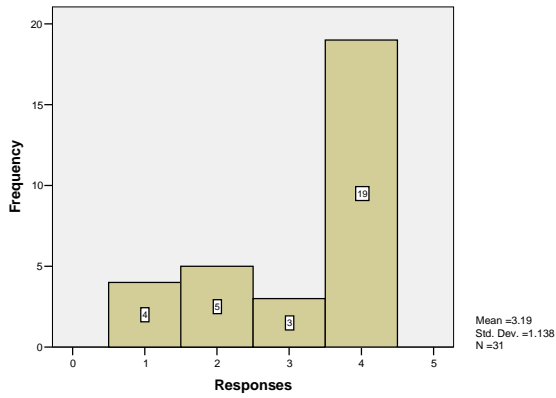
Presents Accurate Picture of Learning (S3)



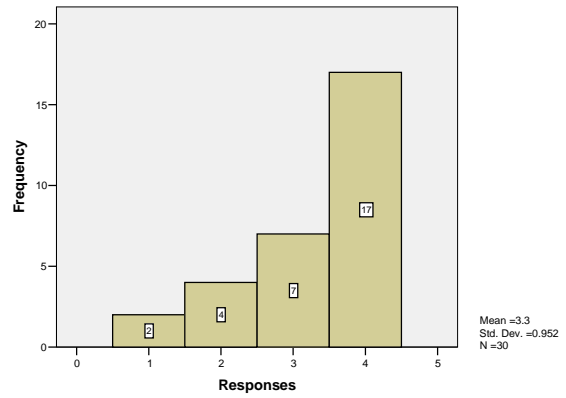
Covers Range of Attributes Needed (S4)



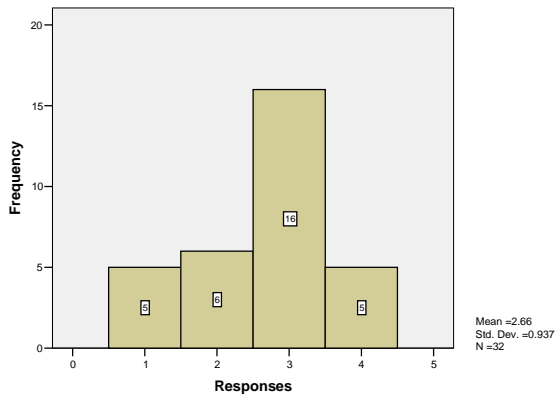
Divide Language Arts (S5)



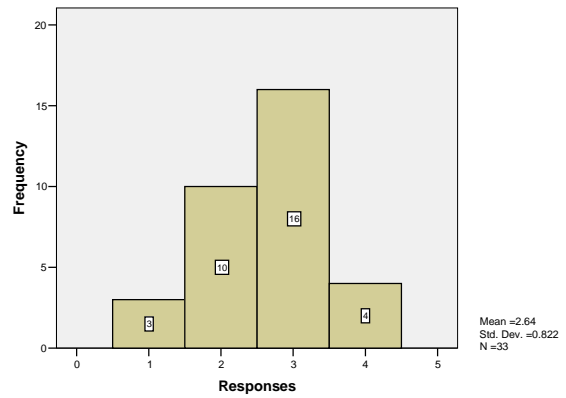
Attendance Effectively Reported (S6)



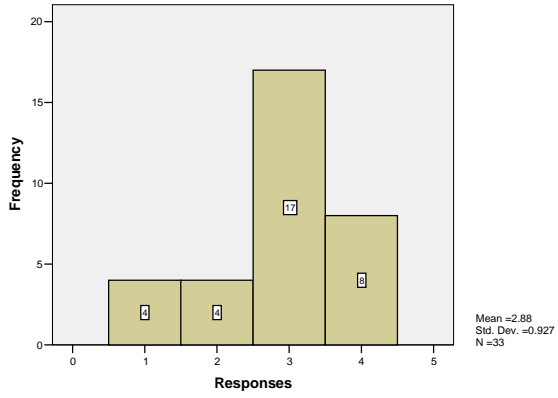
Behaviour Effectively Reported (S7)



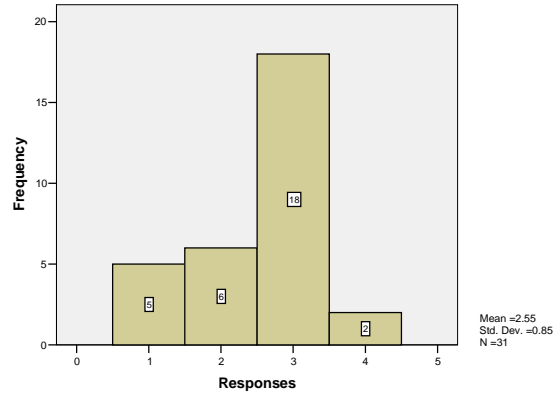
Provides Parents Clear Assessment (S8)



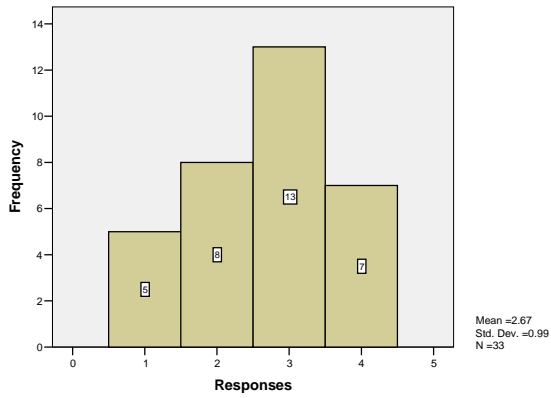
Assessment Categories Appropriate (S9)



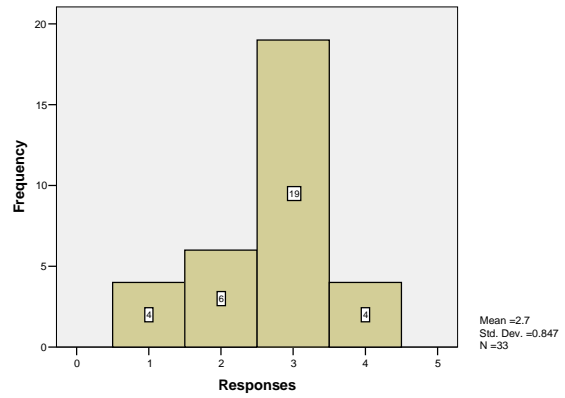
Parents can Understand Assessment Categories (S10)



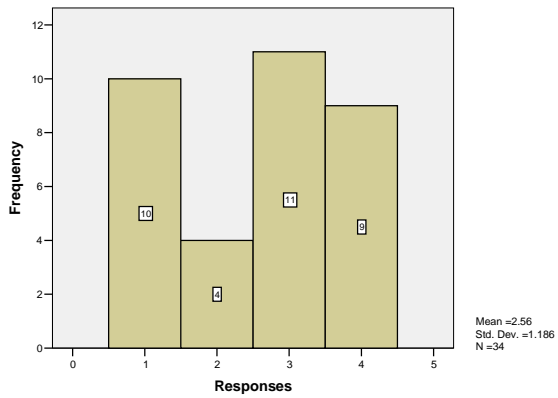
Report Card Good Length (S11)



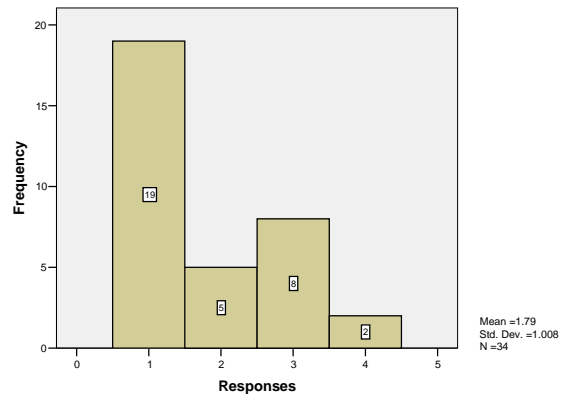
Format Allows Efficient Reporting (S12)



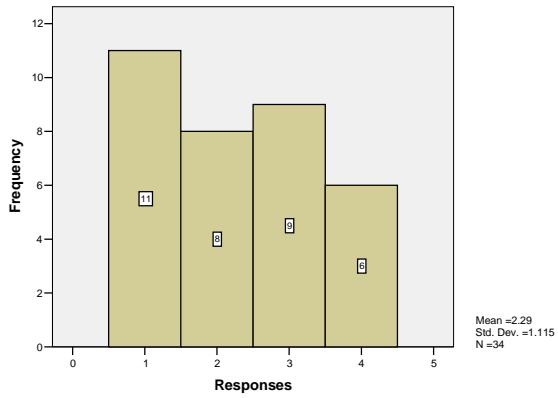
Teachers Have Adequate Time to Complete (S13)



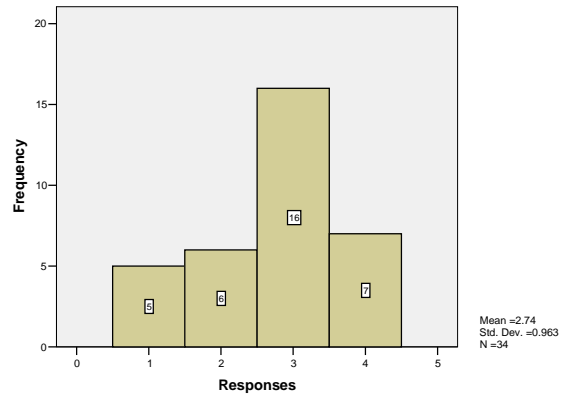
Can Complete During M&P Periods (S14)



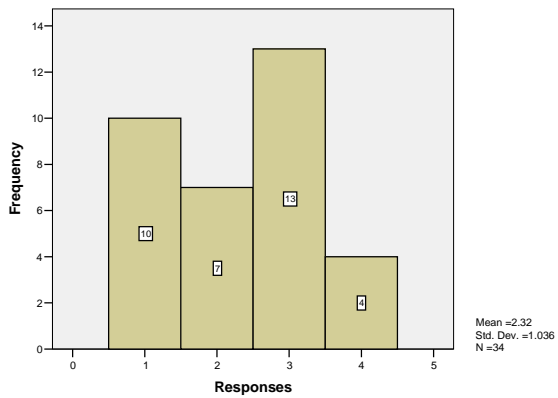
Adequate Notice of Implementation Changes (S15)



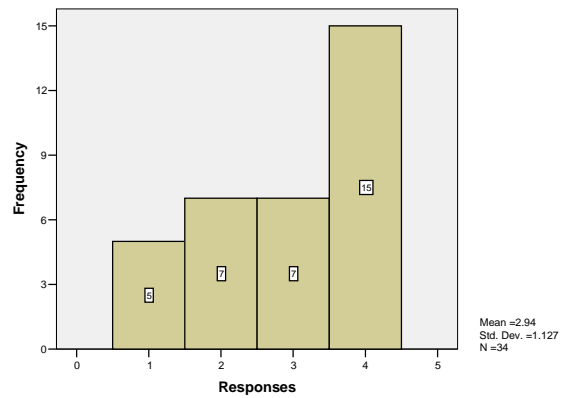
Convenient Way to Inform Parents (S16)



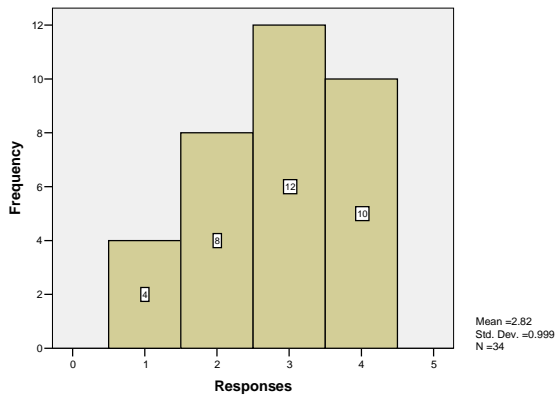
Adequate Professional Development Provided (S17)



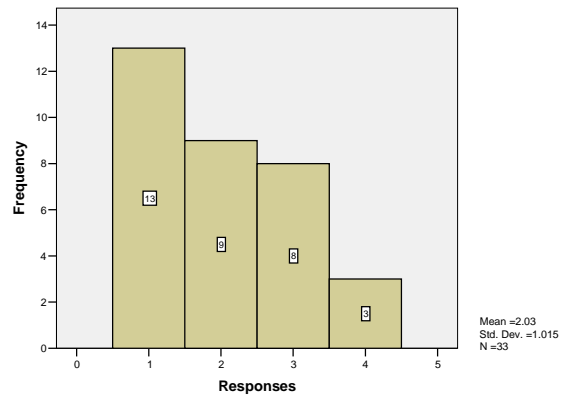
Can Complete at Home (S18)

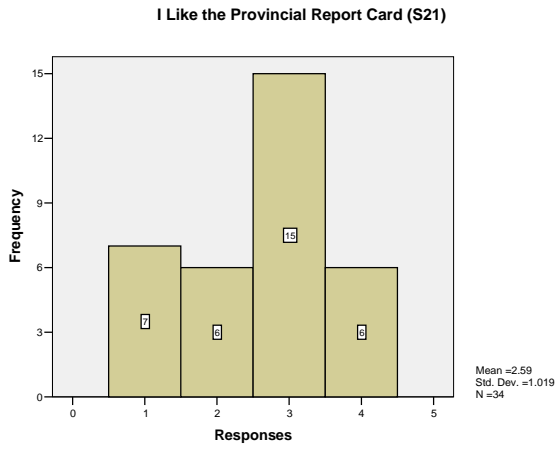


Required Technology Readily Available (S19)



Required Technology Problem Free (S20)





Appendix G – Teacher Comments

<p>We suggest a fifth rubric to include a category for excelling. There were some technical glitches. I'm surprised you didn't ask a survey question on the IPP Report Card which was not fielded and proved to be wasteful (too much paper caused by student information repeated for each IPP outcome (i.e. category). Extra time (sub time) was given for staff to work on report cards. Also Program Support days were also utilized by the resource teacher to collaborate with teachers. Staff generally positive about the experience.</p>
<p>All "bugs" or problems should have been ironed out before implementing the new report system. Too much wasted time was spent trying to get on line to do the reports. It was extremely frustrating on our assessment day when everyone was hoping to spend time doing them.</p>
<p>Language Arts and Math strands need to be sub-divided. Language - spelling/listening - reading - writing. Math - writing - CDEF. Timelines were too short: not enough PD allowed. Creating comments for the ABCD level takes a lot of time. It had to be done at home. If major changes are made (add a letter grade for instance) we have to start from scratch. Next year we have to go from 2 to 3 terms, creating more work to create comments. Any new system creates implementation issues. We need far more dialogue before the report cards, on what every letter grade means --- provide more PD!</p>
<p>Remove letter grades. Incorporate check lists. More personally written and according to personal growth of child rather than strictly outcome based. Standard comment bank for teachers use when referring to outcomes only.</p>
<p>I am very pleased with the new report card. It forces the teachers and parents to focus on the areas the students are having problems with. I like the marks as they are very cut and dry. I have also found that the marks have motivated the students and in many cases I have seen more effort in their work since the report cards went.</p>
<p>Letter grades too restrictive for Grade 1 - without allowing behaviour and effort progress of the child. This is a very developmental year and from my experience this year parents want A & B not C means trouble.</p>
<p>Some teachers found it difficult to assign a single letter grade for a subject area as students may have difficulty with some outcomes in a subject area and may excel in others. Assigning letter grades for specific outcomes may provide a more accurate picture of student achievement to parents.</p>
<p>It seems to me that, rather than be faced with shut-downs, lost information, other staff involved in producing final card, (i.e. secretary, specialists) that a template would have been just as efficient, possibly even more, with far less problems.</p>
<p>If the report is to be son "outcomes based" (and very impersonal)why not simply have an outcomes checklist (specific to each grade level) of what was actually covered that term and how the individual student is doing in that area: (Other provinces do) Like the learner profile. After each section checklist - provide a few lines for personal comments to indicate to parents why the problem exists (or not) and what the plan is to assist a student having difficulty. (I did like the learner profile through!)</p>
<p>I do not use the report card as I teach Reading Recovery and am the school Literacy Co-ordinator.</p>
<p>Assist teachers with Report Cards - Learning Centre Teacher. The IPP documents should be done 2 times a year with the report cards! It would save a lot of time and energy if they were done at the same time. Many Boards in Ontario have this implemented (e.g. Peel District School Board). So those students on IPPs or IEPs will be updated and commented on during reporting times. Right now it seems double the work.</p>
<p>Too much of my weekend time was needed to complete comments. We need a format with the outcomes or comments on already. Why are each of us reinventing the wheel?</p>
<p>I like aspects of the report card. I do not feel that letter grades are appropriate for children below Grade 3. The reports do take a good deal of time to complete - which usually tends to be evenings and especially weekends. In order to do them at home on weekends (when I don't have lessons to prepare) I have had to switch from dial-up service to high-speed internet (at my own expense). By not having an opening paragraph to talk generally about the child, these reports lose a personal touch (which I think parents miss).</p>
<p>The only group who benefited from this report card was Dadavan who probably made millions selling this poor product to the Board. The system crashed so many times (even once at 12:30 at night) that it was almost impossible to get to do the reports. I don't have high speed internet at home (I have dial-up) and it</p>

<p>would have taken 2 hours to download the Dadavan Program. I have never felt so "out of control" of my assessment as I did with these report cards but instead of refusing to use this program I swallowed my frustration and did them for 15 minutes at a time. I know the quality of my work suffered. Who benefited from this? Not the teachers whose stress levels were near the breaking point. Not the students who don't understand the jargon of the outcomes and only count how many A's they got. Not the parents who received more information about their child. When I was allowed to use my own words to talk about their child's academic, social and behavioural success. Lastly, the IPP section doesn't work</p>
<p>I like the report card in all aspects except the letter grade. I do not believe that letter grades should be given in the P-4 area.</p>
<p>Provide A+ A A- B+ B B- C+ C C- D+ D D- letter grades. For music; "participation" "skill" "performance" "creativity" Need room to be assessed.</p>
<p>More info for parents so they understand that ABCD is not the same now as when they went to school. We had technical problems with just a small % of the province participating this year - what about next year with that many teachers using the system at the same time? PD early in the year so we can start assessing the way we will be reporting. This will come with time, but it is very new for elementary teachers to be assigning grades.</p>
<p>They are due in the office sometimes on or before the marking day - need to plan those marking days carefully. I like the no-nonsense limit for each section but we are used to reporting strengths, weaknesses in anecdotal format with suggested activities for home. There is no space to do it. Language Arts should be broken in to strands. - averaging four buries their strong points and attacks self-esteem (can) Checking off if a meeting was requested didn't show up on report. They need a section for a written social/behaviour section so these problems can be addressed and documented.</p>
<p>I had used the previous Dadavan report card programs for years. They were easier than this one. This required too much time doing tedious tasks. If the kinks could be worked out and the Lang. & Math categories reflected a more accurate picture; it would eventually be easier to use. In general: I don't feel enough consideration was given to how much time it would take to do them. At the beginning the system couldn't handle the volume so we weren't able to use our 1 marking day because of this. It got better but I had to do everything at school since I don't have high speed at home.</p>
<p>I am a Music specialist. No categories in music. Not enough space to write. No place for behaviour. Comments are so outcome-based it's hard to give an overall picture. The site was always busy. Not enough access.</p>
<p>The report card is very time consuming and if we are expected to complete 3 reporting sessions in 2005-2006, we will need an Assessment Day in advance of Reports going home each term. This Assessment Day needs to be one where the site is actually available for use and not overwhelmed.</p>
<p>Any of the "strongly disagree - somewhat disagree" ratings are based on the L.A. & Math sections, for grade 2 present position. Many colleagues complained that "speaking, listening, reading, writing" should be split up into 4 categories. The same would apply to the math area - categorizing the outcomes separately for reporting. Letter grades for lower elementary ABCD are adequate from a 6-8 yr old's perspective; however, their parents see a letter grade of C/D as below grade level - regardless of descriptors listed on report cards. Further education of parents of these codes will be required if letters are used.</p>
<p>Knowledge of who does/does not have computer access at home is important to consider in ensuring at home access, also costs will be a concern for internet access & technology for some. Having a system that can support many users on the report assessment day is essential, OR have staggered assessment days to ensure reliability of system. Once it is know by the users and remains the same I think it will run more efficiently & effectively.</p>
<p>MS Word is a very common program on all computers, and of course, other word processors are also used by many (Word Perfect). With a report card template for the word processor, I see no reason not to encourage the use of such a template. MS Word is a better interface. It has a better spell-check and is very user friendly. Teacher comments can be easily copied and pasted onto the web based report card. By doing this, a considerable amount of on-line usage time can be avoided. Server crashes would be lessened and teachers would be more comfortable with having the reports on their computers.</p>
<p>The fear of losing everything you print is very stressful. Too much scrolling. Not user friendly. Not parent/student friendly. Cold, factual report card. Letter grades confusing and not necessary. Too much scrolling in comment bank. Report too long. Batch mode - should be printed on bottom of each subject comment box to reduce scrolling - should bounce back to student report I was starting. ADD COMMENT -</p>

<p>should be at top of comment selections to avoid scrolling all the way through comments to get to "add comment". Overwriting comments: When adding the sentence in middle of lang. arts section for instance, if you go over # of words allowed the last linen turns red & some of it disappears. It is lost & often I didn't remember what it said to replace it. Very annoying. Should turn red on sentence I'm inputting or adding to not the last sentence in the paragraph. Annoying - windows constant pop up window "secure & Non-secure" window. Worst report I've worked on in 33 yrs.!</p>
<p>This report card will be an efficient method of reporting on progress - however, it was implemented too quickly in our board. There are also inconsistencies between the way the card was intended for use (3 semesters/year) and the way it will be used again next year (2 semesters). There is not enough space to include all that should be included for a 5-month time span. Parents do not understand that the first page does not include marks; many were concerned and wanted to know what they could do at home to have their child move from "usually: to "consistently". There is no place to speak of the child, the person and this is very important at the early elementary level. The learner profile does not capture the personality of the child. I know it will never happen, but someone at HRSB (the person who decided to implement rather than pilot the report card) should have their knuckles rapped. Many teachers spent hours of time, and had many set-backs with the site. Where should this time come from? It didn't</p>
<p>Questions 5, 13, 15, 17, 20 are major areas of concern where teachers voices of concern have not been heard or responded to. Boards pilot the report card from \$\$ PD etc. using an unstable platform. No letter was included w r. card from our board who informed schools that the DOE should have explained issues to parents yet our board issues surveys on a regular basis. We do not need 3 terms!!! R. card platform must be clearly able to work. Staff told to work Jan at after school sessions about r. card. Board blames DOE a r. card. Why is there an online platform and not a template?</p>
<p>It is not bad. When the "bugs" are worked out and we get used to the format it will present a consistent method of reporting province-wide. I had few complaints from my parents. I did not mind using it.</p>
<p>IPP report card is way too long because of assessments for each outcome. Not a very personalized report.</p>
<p>I would prefer one card which shows/reflects progress for each term so that progress is easily noticed from first term, third term. Some parents feel that this report card does not motivate students to work harder. I find a number grade 80/100 shows parents/students how much of the work they have learned, whereas code a, b, maybe a mark from 50-100, doesn't show where the child needs to put more effort. I like the convenience, access to the report cards and that they are curriculum based but not the coding. It was very time consuming adding all the comments and changing them to suit my needs.</p>
<p>Specialist teachers should be able to print class reports and their comments</p>
<p>Using the letters A-D caused a lot of confusion among parents because they have a preconceived motion of what an A means (i.e. university) that doesn't match up with our definition. On that note receiving an alternate explanation of how to interpret the letter grade definitions was not appreciated & confusing. We were told at in-services that A's were to be reserved for exceptional performance and then received an email stating that simply doing what's expected is worthy of an A. I would also like the option of completing comments for each child all at once rather than by subject.</p>
<p>Providing a purchase plan for new personal computers is needed as most of the work on report cards takes place at home. Therefore, we need current technology to effectively to do this. A Comment section on the Learner Profile page (behaviour & work habits) would allow teachers to comment on improvements or effort related to categories.</p>
<p>Can we work off-line on the report cards? Teachers with slow internet connection at home have great difficulty working on reports (too slow) this means more hours need to be spent at school.</p>
<p>Letter grades for lower elementary difficult to quantitatively assess certain processes and shells that would result in appropriate letter grades. Letter grades causing students to compare and count A, B's etc. Parents are not always aware of appropriate categories for letters. Mixed "messages re; when to give A's / B's etc. too much controversy. Not able to report on effort and behaviour specifically in report card leaves room for misunderstanding/misinterpretation of facts. Effort and behaviour can directly affect learning and achievement. Would like to see a spot to comment in words on the student profile so there is a clear understanding or justification for why child received a particular rating. Parents also like reports to be personalized in some form. it is also good to comment on.</p>
<p>There was a global mark given for writing, another for reading, another for speaking. That is not sufficient for grade 1. We should be able to mark on each outcome. I had to use the comment box to do that, by</p>

using key phrase (example) x is excellent x is pretty good x is good x is on the way.
The limits in the fields are at times a problem in reporting the important or emphasized outcomes for the term.
Change the rubric for A especially. (it expects too much for a normal not gifted although excellent student to achieve an A. All teachers must be able to interpret the rubric the same. Comment banks should be provincial and of a reasonable length. Improve template so that when using comments from the bank and you are over the word limit the end does not get deleted allowing one to manipulate sentences to fit space.
Primary students shouldn't have letter grades; highly satisfactory, satisfactory and needs to improve are more appropriate for the primary level. For each term, general outcomes for each subject could be already written on the report card. This would ensure that all teachers be accountable for the outcomes that are supposed to be taught.
Letter grades in lower elementary should be removed. Most children at this age are still developing many learning skills. Parents also over react when their child does not get and "A". The new report card format makes it very difficult to write a report on a child in a manner that it "flows" together. Writing in a box and then pasting it on a report is very disjointed. Writing a report on the whole child (not pieces) in one block is much easier and for myself I become a more effective writer. Outcome based vs. personal vs. limited characters - almost impossible. You start a good report and get a good flow going then oops - out of characters. You write to outcomes you're told it's not personal. You write personal than you're told it's not outcome based. I do not know one teacher who likes this report card! these report cards took much more time to complete than any other report I have ever completed in my teaching career (over 30 years)
get rid of that grey box that pops up constantly
i do not agree with using letter grades. I would much rather see a mark out of 100%. Perhaps then you could use a letter grade appropriate to the corresponding number grade. This would be much more consistent within a school and across the board i.e. what I feel a student deserves may not be what another teacher feels that same students deserves
Letter grades are not appropriate for Phys. Ed. in Elementary school.
Total # of days absent should be shown. Consistently demonstrates is unnecessary. Those teachers who have computers and access to internet. Had problems with program. There should be an effort mark for each subject.
Report card is extremely time consuming. Technology was a problem. Sometimes even after saving reports, everything was lost. Sometimes, you could not scroll down. Sometimes you might like to say more and could not do so as the number of characters was limited. As a primary grade one, and P/1 combined class teacher I loath having to give letter grades to the grade 1 children - it is completely inappropriate at the primary & grade one levels! Also at the primary and grade one levels the anecdotal outcome focus should be in literacy and math. a checklist for science, social studies, health and art would be infinitely more appropriate. These 2 grades are quite different in nature from the other grades. In primary and grade one you're building the foundations in math, literacy and independent work/learning styles. Reporting as one might for grades 2 dos not realistically reflect the nature and development of the child at this stage of learning. Parents want to know - can my child read and write and do
1) Change the rubric - More hardworking students working at, or slightly above level, should be able to get an A. 2) B of E should pay for our internet if they want us to do these at home.
The provincial report cards should have the major outcomes listed and a check off system. Alberta's reporting system and "Chester", Nova Scotia's report card is far better than this. Teachers have to spend way too much time writing a report that the parents don't even understand. I spend all my parent teacher interviews explaining in "English" not outcome language how their child is doing. I feel these report cards are far TOO much work.
Report cards, in my opinion, have to be completed at home. There is no time at school- the assessment day was the day before I had to hand in my report cards. That's a joke!! And, if I hadn't already finished them at home, I wouldn't have been able to complete them on assessment day as the technology system was so overloaded that it was essentially useless. Overall, I like the format of the report - I wasn't stressed over the A/B/C/D as it didn't apply at primary but I certainly heard lots of conversation re this. My biggest complaint with the report card is that it didn't have a section devoted solely to behaviour and classroom management issues. I had to find a way to relate it to a specific curriculum topic and place it in that category. Only in exceptional cases did I use the "additional comments" page. There was a lack of

clarification re whether to include IPP's as a separate attachment.
Teachers were not informed about new reporting system well in advance - too many glitches in the system - the report is outcome based and does not reflect the child as a learner but outcomes he learns (these 2 are not the same). We are going back to reporting and teaching to outcomes and not looking at the diverse needs of children as learners. We do not report on the child, we report on outcomes. We are losing the humanities side of teaching.
In service. Behaviour Section. More attributes on front page (work habits, behaviour, attitude). Break down language arts. Make sure the system can support the teachers being on (prepared for marking days - key times - evening/weekends). Cut and past curriculum outcomes attached to report card pro. Learning Center & resource need their own page.
I am a Learning Resource Teacher. All of my parents with students on IPP liked the IPP format as I gave them a clear indication as to how their child was doing. It also made IPP review meetings very efficient as the report cards went home 3 weeks prior. TWO SUGGESTIONS: 1- Make the comment areas larger. It is sometimes difficult to keep it to a 400 character minimum. 2- Have the board wide parent-teacher interviews the week following the report cards being sent home. Not on April 7th when it is a little too late. Our school had one in February but it was on the teacher's time from 2:30 to 7:00 making it a very long day. (School dismissal is at 2:00 p.m.)
Change the rubric - the wording for A is not clear and is interpreted differently by some schools. Comments should be the same all across the province.
The system we are using Gr. 1-8 uses only 4 marks A, B, C, D - no numbers, no pluses or minuses. Parents of students of Middle School Do Not Like It at all.
Almost all done at home - lucky we had high-speed internet! Change the rubric A is not clear. Some schools gave out lots of A's and we gave fewer - interpretation should be across the board. Board of Ed. Could pay for high speed internet.
We don't have time to do it: and if you don't have a computer at home it's hard to make it in time. That kind of report card is not individualized for student. I don't think is good for the little grades. It takes too long to make the bank of documents. And we were told that we cannot use the same comment 2 times (2 days before the report cards were due)! There is no place for a general comment. I have the feeling that our school board didn't listen to us. That caused a lot of stress in our school!
Two reporting periods should be sufficient. Preparing these reports is very time consuming. Time spent on reports can detract from other school based activities such as Planning for Improvement. Thanks
I would be able to complete the report cards quicker if there was a more efficient means to bring up a child's report card out of alphabetical order.
1. It would be helpful to break down the Lang. Arts into its components - Reading & View, Writing & Rep Speaking & Listening - Math could be similarly separated but not in huge detail. 2. There is not enough room to write for some sections. 7. There is no space to write a blurb about behaviour, work habits & social dev. The Additional page could easily be increased from 1500 (or whatever) characters! 18 & 19. I have had to pay to have internet in my home and would have had to purchase or borrow a computer if I was not in a P3 school. Not all teachers are into having a computer at home! I will work more on Word and transfer it to the template next term. Overall this is a big improvement over the previous report!!!! P.S. Needed is a way to copy/paste from word and then do the gender changes: There is not way to change pronouns etc. unless you first to into the comment bank!!
The program overall is suitable; whenever, it needs some perfecting technology wise as it is frustrating to the working on them at home and have the systems overload. When the teacher competently knows the program and these types of situations happen, it wastes a lot of valuable time.
I would like to see an area for effort in each subject area. P-2 should not have letter grades or marks.
Experienced crashing on A&E day. Why? L/A category too broad - split it up = reading writing speaking. Not enough room to even add 1 or 2 words for LA and Math. Couldn't address all outcomes covered. Had to pick top ones. Lost Comments - Never found - where did they go?
I really like the learner profile. It could be more personal for students, especially in language arts - perhaps more characters in that section. We should have been prepared much earlier in the school year. Once I was on to it the process was quick but more impersonal that I'm used to. (NOS-Approx)
The cart before the horse. Internet accessibility! Try using dial-up! Too rushed - system wasn't ready for teacher to use. Too many problems in program - buttons disappearing - inability to sort comment banks makes them impossible to use - forces the use of batch mode. No PD for complete staff - just told

we have to use them. Very condescending e-mail from Mr. Cainen about "how easy it is/and when the whole system crashed on marking day, he said we could hand write them or make our own!
The letter grades are not appropriate for grade 1 and 2. Anecdotal comments without letter grades are more appropriate.
It would be more beneficial to the Union and the Department of Education if a teacher's assignment were known prior to sending a survey. As a Learning Centre teacher, I have not used the new report card as I only have to give the IPP, on disk, to the classroom teacher and it is transferred to the report. Therefore, I am returning this survey with only my Board and school grade levels as I feel that this survey is not applicable to me.
Elementary - There should be a checklist for grade level outcomes and an accompanying space for written comments (if necessary). Perhaps there could be a bank for grade level outcomes and teachers could retrieve the ones they've covered and use that list as a checklist. By having teachers write over & over, "Mary" has/has not achieved this specific outcome or that outcome, makes the report card very impersonal and rigid.
Replace letter grades with something less ingrained. To most people, a "B" is just OK. Even adding an A+ option would help.
The limited number of characters for each subject area does not allow room for all info required by school board i.e. if there is a problem we should state the problem then state the strategies we will employ to help the student succeed. This is a necessary step, however, the limited number of characters does not allow for both this and talking to the outcomes. This report card is not efficient.
The tech. Problems must be resolved. Server time was compromised. The four letter grades do not provide enough of a range to accurately place a student. There should be at least "7".
The technology is not really ready. The program can cut you out of the program without warning, and all work will be lost - saving each item as you go takes incredible time! If there are "allotted times: either per teacher, per school or related to the time of day, we need to know that. I lost 11 Lang. Arts comments because I had not saved, due to problems related to saving previously, because the program simply shut down saying "You have used up your allotted time" The behaviour check list would not ??? or save for quite some time. The reports took about one month - all "outside" school time. I was lucky to have Internet or would have had a 30 min. (one way) drive at night & on week ends to complete. Parents did not understand the letter grades & many calls had to be made after reports were sent home, ??? though I had sent an "explanation" letter home prior to issue. I could go on and on. Why are we always the guinea pigs?
I felt it was quite stressful when you were typing in a comment and you run out of characters, then have to stop and figure out what is not important and delete it. There should be room to write as much as you need to cover what you need to say to a parent on his/her child's progress.
I loved being able to access the cards from any location. I found them to be very user friendly.
The report card was great, except that reading/writing should be separate and letter grades are confusing for parents (i.e. focus on As). Technology: the report cards required a very new software version, which was not in many teachers' home computers. The times offered at resource centers were not convenient and we shouldn't be penalized for not having a home computer by having to work Sat & Sun.! After school I do work in my classroom, and was able to complete them at that time - but unfortunately did not get to use the "in service day" as the system was overloaded.
It needs to be re-worked to get out the bugs that made it the incredibly horrible experience it was. Separate the strands of LA. In-service all teachers. If they want an outcome based report card then just list the outcomes and have us say "can do, is working toward, unable to meet at this time". There is no space or availability to comment on effort, interest, behaviour, positive social interaction skills. It was an extremely unfriendly and unforgiving program.
There seems to be a lack of a personal touch. The comment bank although easier just makes the students appear like items and the reasons for meeting or not meeting outcomes are vague at best. Attendance problems are not being dealt with, and there are no consequences for students who miss 30-40 days per year and still meet the outcomes. Where are we heading with this?
The amount of space given in Language Arts & Math sections was not adequate. I was unable to fit all comments as I would have liked. The letter definition for A should be clearer. Would have liked to be able to address behaviour more specifically.
1) Report cards are very time consuming. Adding technology to it, creates a whole new set of problems.

<p>Not all teachers have internet at home, or a computer that can handle it. 2) I'd like to see teachers getting a good lap-top for use (even if they have a computer at home.) I have 4 children (grades 4, 5, 7 and 9) who need to use our home computer for their social studies. Other places of employment (banks etc) have lap tops provided by employers. 3) There should be some easy way to claim on income tax: computers, ink for home printers etc. I have spent hundreds out of my own pocket every year. You multiply that by 24 years of service - there's a trip I could have had for my family. 4) We need to be given time to do report cards. I cannot tell you how many hours I spend doing school work. (In August I spend 2 full weeks from 8-4 getting ready for school). I know this has nothing to do with report cards, however the new report card technology adds to what we already do. PS - I am comfortable using</p>
<p>NOS Approx. The general feeling of staff is that the report cards are too impersonal. Teachers would like space - perhaps a block under the attributes - to make some personal comments about the student's interactions, progress etc. Generally user friendly, but people with dial-up had major issues. As many teachers are rural, this is a definite problem. NO way! could these first time reports be completed during prep/assignment time, and I doubt if most teachers will be able to complete 2nd term solely during "school" time.</p>
<p>1) There are too many inefficiencies in the report card program as it currently exists. 2) The "Batch mode" capability works better for Junior and senior high than it does for elementary teachers. 3) While I like the possibility of working from home on the report card, not all teachers have the internet or the computer capabilities to do so at home. 4) Classroom computer stations are set up for students and not for teachers many of whom do not have laptops provided as the p-3 schools do. 5) It took me almost 60 hours to do my reports. I know some teachers who took more than that. We were already use to the old Datavan program but that didn't help because of the inefficiencies, unsuitability and implementation issues with the current provincial program.</p>
<p>The new format seems to lack a feeling of personalization at the primary level, very similar to comments parents of Jr. and Sr. High students have had to put up with for some time. I typed my comments in small paragraphs when reporting, especially in the language arts section, and was frustrated to see the "program" changed that format when printed.</p>
<p>Parents and students do not like the A B C D marking scheme. They would like to see distinctions between plus and minuses as well. The requirements for an "A" are too high for the elementary level.</p>
<p>Learning Centre teachers were not given access to the website to place IPP information on-line. Classroom teachers need assistance with setting up this information and learning centre teachers could not go on-line to assist. There was not adequate direction for resource teachers. First we were told there was to be no mention that a child was receiving resource support, then we were told it was ok. We received written direction on how resource teachers could assist, after the report cards were due. There is too much restriction on the number of characters that can be used in the comment sections.</p>
<p>There is no spot under behaviour for personal comments re: a child's behaviour, just something for "mostly" etc. Might help for explaining good/not so good behaviours. Marking code - the wording of A, B is very unclear. A=Meets, sometimes exceeds and B=Meets, most of the time. So where does a student go who is meeting curriculum and doing a good job? Too objective. Some teachers gave A for this and some gave B. Basically was left up to our discretion. Not good. Should be consistent. Parents seem to be fixated that B is bad. Maybe numbers would be better. Would like comments available for Social Studies, Science, Health, Visual Arts. There are none! Thanks for listening.</p>
<p>Being a mother of 4, aged 15, 14, 13 and 11, I have seen a lot of report cards. The comments always mean far more to me than the marks. As my children have gotten older, the comments have gotten less personal. That I understand as they no longer have one teacher all day. However, when I look back at their elementary report cards, I can see by the comments whether or not each teacher knew my child. When I write my report cards, I try to give the same courtesy to them. I feel it is my job to know the whole child and report in that manner. My fear is that the impersonal nature of this report card takes us away from the child and just lists knows/doesn't know! Let us be personal! Let us say "They are a pleasure to teach!" Let us say they show leadership.</p>
<p>There needs to be more thought given to the specialist section of the report card. Further to this, there must be a way to print out one specialists reports without going into each students individual record. This does not currently exist, and it is a very time consuming - yet necessary task. In order to have a copy, I currently have to print out over 400 pgs for 200 student records. Thank you for conducting this survey.</p>
<p>There was some confusion with regards to the marks (A,B,C) "A". If students were meeting all expectations of the outcomes and exceeding sometimes - then an e-mail was sent saying that an "A" was</p>

for those students meeting the expected outcomes - what was originally thought of as an A student seemed to change somewhat. More clarification so that all teachers are in agreement.
I, as a middle school teacher, feel that one student profile for teacher is adequate; presently I am doing three for three subjects I teach each student; PDR, English, Social Studies.
Since I spent a total of 42 hours (other than school time) to complete my report cards I feel there needs to be a laptop or other technology appropriate for teachers to work with during after school hours. I also spent 6 hours preparing and putting my own comments into the program and when they were added to student report cards they were lost (saved ok when I checked them at the time of putting into the system but not retrievable the next day) Also at peak times there will be over load of system when all schools in province come on-line All schools report at approx. the same times during the year at Elementary level! Needs to be further simplified. Not a comment for each and all areas of the curriculum. Many comments are repeated over and over. Especially for high school students.)
5) Either splitting the language arts or allowing more space would be helpful. 12) In special circumstances, behaviour, special needs, IPP or adapted program the space is not enough to reflect the student effectively or give parents suggestions for improvement. 13/14) Teachers definitely do not have time to complete reports when it takes 1/2 hour to 1 hour per report to write them and we are provided with one marking day. It has become something we do on our own time apart from the teaching day. Most do it at home. 20) I had no difficulty accessing the server as I did it fairly early, but had many teachers complain of having difficulties. The marking day was not effective for reports as the server could not handle the volume required. 21)I enjoyed the format and accessibility but it needs to be refined with regards to handling the # of teachers.
I do not like doing report cards "on-line" Some problems occurred - too many "on" at the same time. Ability to move from comment bank back to records and forth had some problems. A "back" key or "home" key available throughout would help. Teachers do not all have access from home to this technology. Language Arts needs to be in 2 sections. Reading and writing. Speaking could be included with reading.
Not enough space, therefore comments sound very generic and cold. The move to this new system was not well prepared for. It was rushed and caused numerous problems. The Learning Profile is not accurate for all grades and perhaps should be reflective of different grade appropriate expectations. Grades for lower elementary should be eliminated as it causes upset for children to be seen as a "C" when C is not really bad, but try to explain this to a child - commenting on what they can do and need to work on is enough without assigning grades. I personally had a lot of problems. Not able to work at all on our assignment day due to a system failure. A complete set of lost Health comments. It is very frustrating to have to take time away from our jobs to keep learning a new reporting system. In my 6 years of teaching, this is the 3rd kind of report card.
There needs to be a place to address behaviour issues, positive or negative, as they do affect a child's learning. Also, it should be recorded that the child has a positive attitude (or negative). We were told that the report card was to only address outcomes and that the report card should not convey positive reports of behaviour or a pleasant personality.
The format of the report card could be streamlined for ease of use. Entering comments individually is very time consuming as is the attendance. The IPP also needs work. The printed results look very unprofessional and require fine-tuning. This being said, I thought this to be a good reporting platform. With a little fine-tuning, it will become even better.
There still seems to be a great debate of what the marks mean. What is in "A"? Etc.
I found doing each subject area at once left the whole child's progress in pieces. It was hard to see the child as a whole.
The biggest concern for me was not enough space needed to explain where my students are in Language Arts.
As a learning center teacher I did not complete many portions of the report card so I did not feel I should answer the above questions. However, as a learning center teacher I was not prepared to answer teachers' questions regarding the IPP section. Teachers did not know how to complete this portion and had many questions. I received no in-servicing on the report card. I've had to contact board personnel on many occasions to clarify issues.
Why is it on-line? This causes major problems in families with one computer and a daughter needing to go on-line for hours every night, or flunk her third year in pharmacy (not to mention families with NO

<p>computer and/or NO high speed internet). Will the Dept. reimburse teachers for the cost of internet connections, routers, etc? I've already put money into this endeavour that was unnecessary under the previous systems. If Dadavan is to be used, why can't it be used native to each computer, & not on-line? Doing reports at school is not an option for many teachers. Doing reports in often as much an art as a science, and having to move from the confines of one's home to a school or a lab for a few hours on an afternoon is a major shock to one' system and not conducive to the best reporting possible.</p>
<p>Basically I do like the report card. I think grades are a good way to be more specific when reporting student progress. Of course, the anecdotal aspect is important to clarify areas of strength and weakness. Areas I see that need improvement are: 1 - Language Arts definitely needs to be divided into strands. (speaking/writing/reading). 2 - Language Arts and Math could have about 100 more words. 3 - A grade or area to comment on student effort should be included for each subject. Some students work their tails off yet are not always successful in achieving outcomes, while others don't put any effort in. That would allow parents to see what their children's work habits in the classroom are. 4 - Many teachers would like to see (+, -) with grades.</p>
<p>1 - Parents don't want to read comments. They want clear precise sentences i.e. checklist style - specifics. Most parents only cared about letter grades. Therefore, as a teacher I feel all time spent on comments was a waste. 2 - Specialists can't "print-out" comments. Teachers at my school were confused about personalizing comments. First told not to be personalized then later told to be personalized about comments. Help! 4 - As a parent as well I felt it extremely long. Parents want precise and short facts - not regurgitations of the outcomes. Please respect your parents. Who is this report card for?</p>
<p>Many of my answers were tainted because everything crashed on our 1 day to work on reports. This was a serious issue. If everything is done on computer and 1 day is given then any teacher without a computer should be given one. One letter grade for language arts is not a good indicator of student success. I would like to see a few lines provided on the Student Profile Sheet in case there is a real behaviour concern affecting student progress.</p>
<p>I feel that the report card overall is good. I would have liked to have been able to give a "B+" rather than an "A" or "B"</p>
<p>There does not seem to be a suitable space for me to say how much I like the child! The report card looks very similar to the one we used at my elementary school in 1979! All my life's a circle!</p>
<p>Limited by the number of characters one can type in the comment. (Huge problem for me!)</p>
<p>Frequency - should not be done any more than twice a year - is a very time consuming process. IPP reports - not efficient.</p>
<p>More space required for Lang. Arts & Math - i.e. those two subjects on one page; the others sharing space on another page.</p>
<p>The A, B, C, D grades caused a lot of confusion with students and parents. These letters, perhaps, could be changed ex: Consistently, Satisfactorily, etc. or A+, A, A-, B+, B, B-, C, D. Math and L.A. should be broken into strands. Attendance should not be broken into months. A bigger picture (i.e. term) gives a better picture. I liked the fact that the subjects were broken into separate boxes. Overall, I found it to be an easier system. For specialists, perhaps, because we have 2 or more schools make the comment bank interchangeable.</p>
<p>I spent a lot of time on the outcomes (choice and wording) and although I spoke to my students many times about the importance of the comments and not the letter grade, that was their focus. Too many parents and students counted letters rather than what the comments meant. Perhaps for the lower grades (elementary) letter grades should not be given. In our school alone there was confusion about what the letter grades meant. Even after many meetings, letter grades were not given accurately. This also happened throughout the board. Many parents compare their children's grades &, whether it's right or wrong, it happens. How are they going to make sure the letters actually match the descriptors provided across the province, if it was not done across the board?</p>
<p>The mathematics section should be divided into separate reporting categories for the 5 strands in the curriculum.</p>
<p>Math - Problem solving - should be included in the math section as it is an important part of each skill area - numeration - shape/space - measurement - data/probability. C mark should stress extra help/adaptations.</p>
<p>More in-servicing so we are comfortable completing. What are we doing on April 29? More in-class time</p>

<p>to complete as phone lines & slow computers at home make it difficult to complete at home. The one day we had all computers were down - so it was really a waste of a day. Letter grades for - science/soc. studies health/art from P-2 doesn't make sense.</p>
<p>I guess I sort of did that with my comments. I like it but it was "tres" frustrating on my "big work night" I couldn't get on the site. The Dadavan people were more than obliging when I phoned them.. They said it was Aliant.</p>
<p>I do not feel that doing the report card on-line added anything. I use computers extensively at school but do not have internet at home. This caused a disadvantage which regular software (or a program) would have allowed me to do in both places. There were a number of glitches that could have been eased if the teacher support staff at the school were more technologically literate and better informed. (E.g. team teaching - our classes should have been available to us without having to log into another teacher's page using their password). Only after I skipped over the school tech person did this get addressed properly. The range of grades is too limiting. There was confusion about what an "A" is (above or at grade level) & also "C" is far too broad. Perhaps add "+" & "-"? Learner profile is on the right track but the descriptors at the top are somewhat unclear - e.g. rarely demonstrate/needs attention should be separated. (either of the last 2 columns needs attention!).. The space provided for some</p>
<p>The marking day was awful - the system was "down" all day. Not enough space for "science" at the grade 3 level.</p>
<p>There needs to be staggered PD days (for assessment) to ensure that the system doesn't "crash" again due to over-use.</p>
<p>1 - Unless you plan to move into this school or you have a very small class, it is impossible to do these reports at school. The only solution for one teacher was to pay to get internet at home which she really didn't want to do. You can't work when you have the time: late afternoon was often a problem laden time with slow retrieval or saving trouble, but that's when many have time. You can only work when the system is cooperating.. I could only work on the reports at school because they are on line: dial up is absolutely too slow and I am not willing to foot the bill for high speed. I am also unwilling to add to my dial up bill by going over the monthly hours set up for the family. It is a family computer bought for the kids to their homework on and they are first priority on the home computer. Unnecessary stress upon teachers due to system unreliability. The system crash on Jan 28th, our supposed Assessment Day. 2. Lack of training for the teachers who used them. 3. Ambiguous terms i.e. Learner</p>
<p>I believe the provincial report card is a good system overall. I feel the report card is well set up and communicates that information which is of most importance. The report card should prove effective so long as the tech support needed is available.</p>
<p>There needs to be a section where we can write about behaviour and work habits.</p>
<p>The pilot SHOULD have been technically tested before being implemented. Teacher frustration was unnecessarily high due to this lack of foresight & testing.</p>
<p>The report card with it! System of checks for behaviours & work habits is insufficient to describe elementary children in detail. The letter grades are inadequate in elementary in view of progress to the individual. Our prep periods are not enough time to get our class work organized so it is impossible to complete report cards during this time. The one day allotted for a marking day was a fiasco when the system for all intense purposes crashed. For an elementary reporting class 2 weekends and 1 week of evenings is what I require and most other teachers. As for having to use a computer at all, it is not provided to us for home use and I have no room in the class for one, so using a computer is not always doable. At home there is a lot of juggling when report cards need to be written and your own children are working on projects. Really if you want teachers to use computers for this purpose supply us with a lap top and give more marking days per reporting session. Also make sure the system will not go do</p>
<p>My only caution re: #9 is that in Grade 1 we have a wide range of reading and writing levels. According to our Atlantic ELA Curriculum Guide, we should be using the categories "emergent", "early", "transitional", fluent:. I spent some time reviewing these categories at my curriculum evening, for parents, and have consistently referred to these definitions of reading "stages" in communicating student learning to parents. Therefore, it was difficult to assign the obligatory letter grade descriptors on the report card, in Lang Arts. For example, if a student has been identified as an "emergent" reader/writer, and is making steady progress along the reading continuum, is it fair assessment practice to the assign a C or D to that student? This was a universal concern of the many Grade 1 teachers I talked to.</p>
<p>We were not provided technology; it was all done by hand. Parents did not like the new report cards; they</p>

<p>did not agree that an A means that their child surpassed the outcomes and B means they met all requirements. An information sheet clearly explaining the grades to them would be helpful since parent-teacher night was spent explaining over and over why they got a B instead of an A. Also, it would be nice to have all teachers on the same page about what an A, B, C, etc. means because there was a lot of confusion when it came time to grade students.</p>
<p>These reports consume a great deal of paper per child. (rather length) 2. Letter grades are not appropriate for young children. They can have a devastating effect on a small child. (Should be eliminated) 3. These reports are very cold and impersonal because they are outcome based which I understand they have to be, however, I felt I had to use the additional page because I wanted to convey other things that I think are important to small children and parents. (we had been told just to write to the outcomes) 4. I found scrolling down the page to find particular names was very time consuming. I realize the quirks have to be worked out and I think once they are it could be much less frustrating. (With the previous Dadavan system the rolodex was very convenient) %. I have had parents comment on - the use of paper - that the format is much like a PD file filled out on adults in certain office jobs - then there are those who liked it. 6. These reports are very time consuming and you must allow yours</p>
<p>I am a circuit teacher. As a P-6 Music specialist, I have found it extremely difficult to give an accurate letter grade to the younger grade levels - 1, 2, 3's (the Primaries don't require letter grades, of course) as my student numbers are in the 100's and I only see them 2 thirty minute classes in a 6 day cycle. The possibility of a 6 or 7 year old child being given a "C" or "D" in a subject as music, where self identity roods early is irresponsible in my mind (K know that this has happened). On the other hand, having the opportunity to have space to communicate to the parents anecdotally what is taking place in the music room for their child is great, however, small that space is (375 characters?) Thanks.</p>
<p>The report card should be in a WORD format. Also, you should be able to view the report you are working on.</p>
<p>The Students' Learner Profiles needs to be condensed so there is available space to comment on this section. Letter grades for elementary students seem inappropriate and should be eliminated from the present form.</p>
<p>Learning Centre. IPP reports too long (many pieces of paper) - not enough space to write comments. - lacking areas to comment on classroom attitude, behaviours. - Lots of blank or not relevant pages. - resource/learning centre teacher can't access classroom teachers cards to add or insert comments. - need an area to note if a student is currently receiving extra support-resource and in what areas. - no place to note - with adaptations. - too formal, checklist ideas don't fit with how we know students learn, learning style is not evident just can or can't do the objective. - confusion over what or what was not appropriate comments. Told no personal at all then reports were sent back to teacher because they weren't personalized.</p>
<p>For the French immersion program, there was not much space available for the English language arts comments - just 350 characters. There should be more room for the English language arts.</p>
<p>The section on Language Arts should be separated into the 4 strands. Rethink the use of letter grades. Application of the letters took a great deal of time and discussion. Many parents not pleased with use of letters. Language Profile should have a section to make comments. Attitude & behaviour are major components to learning. They cannot be addressed when teachers are writing about outcomes. Parents & students have a tendency to look at the letters only and not pay as much attention to the comments. Letter grading creates a great deal of comparisons between parents & students.</p>
<p>The letters A, B, C, and D are not effective. The children and the parents see "A" as the mark they want and are upset when their child gets anything less. They compare their child's reports with those in other classes and Schools! This is not telling the parents what they need to know. Anecdotal report cards without all this decoration, were an effective way for us to communicate. By the time I finished my first term reports, I knew the children very well. This report card seems "piece meal". They all sounded much the same and the pride I used to feel in my reporting process was missing</p>
<p>The Language Arts needs to be broken into 4 separate strands as areas in which to comment. Letter marks at this early, developing stage are not appropriate. If we are to write outcomes based report cards then we should have checklists of the outcomes for each subject area. That should inform parents much more clearly than the language we are using now. We are writing reports for us, not our audience.</p>
<p>For lower elementary (P-2) there should be no letter grades. It seems to me that we are spending so much time quoting the outcomes and saying whether they have achieved them or not - why not have a checklist of the outcomes that you check if they have achieved them or not or somewhat. It would be the</p>

<p>same thing, only save lots of time. Also, it would make teachers accountable for covering all of the outcomes.</p>
<p>1. I'm not waiting to get rid of it because I think parents look towards it for clarity of where their child is. 2. The letter grade definition is the only major criticism I have. 3. I feel that if a student is consistently meeting grade level outcomes then an "A" should be given. An A+ should be available for those students they may go beyond grade level expectations. (We all try to extend our programming but it is not always realistic. How can we expect children to ????? on their own - they may feel that it isn't appropriate). Parents still do not understand them "working towards" even when explained. I also have parents in grade 3 asking me to talk to their children re: what they have to do to get and "A". Often if a young student is a "B" they will probably remain a "B" unless they are a "high B"?? This is very difficult to explain to parents ex. I have a child with C's and a parent wanted to know how they could get an "A".</p>
<p>We need a report card that lists all the outcomes where we can check met/did not meet x outcome. This is a clear way to report student learning. Leaving it up to individual teachers to decide what to write introduces variability. Not all teachers have the same idea of what is an A and what is a B. In my opinion a standard report card should be standard and not vary from teacher to teacher. This report card is better than the last one but it is a long way from a standardized report card.</p>
<p>The assessment categories should be numerical with 5 levels. Five pages is far too long and a waste of paper, when we are expected to cut back on paper required in our own daily routine. CUU files will very quickly fill up with such an amount of paper.</p>
<p>It would be beneficial to have the comment bank broken down into shorter comments. The comments are very wordy and not all grade levels were covered for every subject.</p>
<p>If you are not a classroom teacher you do not have access to a place on the report to make comments.</p>
<p>Needs to be a consistent bank of comments for each subject area and grade level. The resource teacher should have access to classroom reports like specialists do, (music, gym) We need time to do this.</p>
<p>The teacher who was trained and responsible for assisting her peers had little or no time to work on her own due to teaching/assisting others, fielding questions and problems. This was very unfair to her. If something new is to be implemented, like any other "business" it is only reasonable for training (adequate/time) to be conducted during regular business hours. Specialists have almost no space to comment on student progress, beyond dealing with only one or two outcomes. No space for behaviour concerns, cooperation. The format of the report card is great. We just require more physical space so comment bank can be utilized.</p>
<p>How will previously written reports be destroyed/saved? Very disappointed with amount of preparation/in servicing relating to new report.</p>
<p>I enjoyed the new format and found it very "user friendly."</p>
<p>We had problems with the IPP document but I feel these will be worked out by the next reporting period. The rest of the report card I really can't comment on.</p>
<p>The individual spaces for student comments was very small... and extremely hard on the eyes. Letter grades are of for reading, writing & math - but in Science, Social Studies, Health, & Art - letter grades are not really appropriate for grade primary to three.</p>
<p>I'm a principal. Nous avons enfreint toutes les regles de base quand t'a l'élaboration d'un format de bulletin et sa conception sur la plan technologique. Il faut se doter d'une politique plus precise sur l'evaluation qui est en ligne avec le cadre theouque des nouveaux programmes.</p>
<p>1) I feel A,B,C,D is inappropriate for elem. School and prefer excellent, very good, satisfactory and needs improvement. The description of A,B,C,D could still be used. 2) System failed and some information I was forced to retype. 3) Study subjects and art should not be graded, especially since many curriculum documents are not out in Social Studies and science.</p>
<p>I'd like a social component section for comments. At least a spot for a few sentences in addition to checklist. Are letter grades necessary for grade 1 and 2?</p>
<p>I would prefer that letter grades not be used from p-2. An accompanying skills level checklist would inform parents better along with an anecdotal component.</p>
<p>Social development is an important aspect of the p-2 years. There should be an opportunity to comment on this in the report cards. There should be a place to report on profile statements. There should be more in the servicing than was provided to effectively implement the report cards. I still do not have a good understanding of how to navigate through the system.</p>
<p>There should be a section on the report card to write comments on the student's attitude and behaviour,</p>

perhaps beneath the learner profile. Teachers who write report cards (for certain subjects only) for students who aren't in their homeroom class should be authorized to view those students' report cards in their entirety. On a separate note, it is disturbing that this school board (CSAP), which covers the entire province of Nova Scotia, was not listed on this survey.
The report cards for IPP students should be re-evaluated. It is far too lengthy and redundant. (The IPP is copied into a report card format) Most parents are overwhelmed by the document. I also do not think it is appropriate to letter grade some of these special students. I really think we have to revisit what type of reporting system we can use with these students. (Especially the severely impaired)
I do not understand why the DOE had to spend money developing an on-line report card. I did all my reports at home, had to print them at home and only had time to do them at home. Many problems occurred due to the on-line usage and I don't understand the benefit. The program was by far the worst word processing program I have ever worked with - erroneous spell check, cumbersome to use and very "old" in its style. Money spent on better, newer classroom computers with a standards format/template used could better serve students and teachers and tax payers. IPP students require very complicated report cards to be written. Teachers need "time off" to prepare these report cards since learning centre teachers do not have time to write them. We need time to collaborate with LC teachers. If we are using this report card in its present format then all teachers need newer, more adequate computers in their classrooms with their own printers. I am a lower elementary teacher and I have one very old
French Immersion report cards should have a larger space for English Language arts.
MAJOR problems occurred on marking day when system crashed all day. Teachers who do not have computers at home or do not have the Internet (or high-speed) are inconvenienced. Perhaps they could be compensated for 1 month of high speed internet. Given the huge # of hours required to write these reports it is not practical to suggest they can be done completely at school.
There were some questions which I was unable to answer. Being an art and core French teacher. I was unable to access parts of the report cards that did not deal with my subject matter. I have left three questions blank; therefore I apologize for any lack of input in those areas.
High speed is much easier than dial up because it is less frustrating to wait, therefore, we should be able to use it as a tax deduction because we need it for our job. The physical education section should be divided into separate reporting for sportsmanship, participation and preparedness.
IPP report needs to have more characters available in comment space provided - 144 characters is not enough!
Re #5. The language arts section does not allow teachers to report on and thus support, students strengths in different areas of language arts. I have students every year who get a different letter grade in one of the 4 arts. The present format does a serious disservice to these students. Re: Comment banks: teachers need to be able to categorize their comments by subjects or themes for easier access. Scrolling through 100s of comments to look for 1 is too time consuming.
The IPP report needs to be changed. Sending home a 15 or 17 page document which is basically rewriting the initial IPP - is ridiculous!. Behaviours are not really addressed. Neither homework/extra work/late assignments other than a checkmark. Nothing personal about child - should be space for that.
As with all report cards, I put in at least 1.5-2 hrs per student to do report cards. This amounts to at least 40-60 hrs (usually many more) to complete reports. (Along with teaching and day-to-day preparation and marking). These reports are too involved to do 3 times per year. Student learning suffers during reporting time!. Student behaviour and attitudes are not being addressed properly in reports. I do not feel these issues should only be addressed in P/T verbal communication. I feel they should be on paper. They do affect a student's learning outcomes and a paper trail should be kept so trends can be noted and addressed (year to year). Lang Arts should be subdivided. Possibly math, as well. I would like to be able to add + and - (i.e. A-, B+, etc). Internet fees should be paid so teachers can do reports at home. There are problems with the assigned day when many teachers used the Internet at the same time. This was very frustrating! Reports are very impersonal.
The bugs & glitches with the system could have been worked out, without stressing every elementary teacher in our board. A number of pilot schools would have been sufficient. Not all teachers have computers at home, those that do, may not have high-speed. There were days when I couldn't find a free computer in the school to use. My time is valuable. I spent 11 hours playing with the program without having done a single report (Mostly due to error windows which seemed to pop up randomly for no reason.)

<p>You shouldn't have "marks" for elementary students. If you must have "marks" you should not have to average the LA mark for the various strands. An excellent reader can be an average writer, etc. The space provided is insufficient. We were told NOT to use the extra page as there were glitches! Evidence of Dadavan problems/errors, etc. were extremely frustrating and professionally unacceptable. Parents cannot get their minds around the fact that a C is a good mark based on the descriptor code. A "C" to them tells them that their child is not doing well. It means what it meant to them when they went to school (60%). I had several parents who were shocked - they were going to take away privileges, make them do extra work, etc. Even when they came to realize that yes in fact a "C" is a good mark "I'm going to push him/her to get a "B". It's all about the mark, not the text of the report card or what you tell them about their child. This, to me, displays the inadequacy of the report and the problem with</p>
<p>The letter grades are inappropriate for lower grades and are very poorly worded. A - always exceeds (not sometimes exceeds) B - meets outcomes (not most) C - meets most.</p>
<p>Why revert to traditional A, B, C, D, etc. when trying to implement a modern, progressive method of evaluation: These terms ("A", "B") have entrenched connotations which I would think progressive-minded educators would like to move away from. The Primary Curriculum is set-up in the same way as other Elementary Grades. Why separate it from other grades by excluding letter grades? As a back-up, why not suggest to teachers that they save information in a "word" document? Why not have staggered evaluation days to avoid over-loading the system? While the space provided for comments is somewhat limited, it forces teachers to be more succinct (hopefully) ... this is positive.</p>
<p>Would like to see subject specific comment banks so that teachers do not have to scroll through unneeded comments. Would like a provincial comment bank for grade level consistency across the province.</p>
<p>Each elementary teacher should be given a brand new computer similar to Grade 5 classroom computers. HRSB should pay for Internet at Teachers' homes from now on if this is "future" way of recording/reporting to parents/guardians.</p>
<p>When the system shuts down or freezes it can cause a lot of headaches while working on them! However, all in all, good report card and good system. Thank you</p>
<p>Corporate companies subsidize computers for employees working at home. Many teachers still do not have one. A few quirks to the software which are fixable - can't see the whole thing on the screen at one. - only admin. Can run off a class set. - takes too much "back and forth" to enter comments and attendance. No place for warm fuzzy opening & positive reinforcing ending. (See form for sketch) Thank you for doing this!</p>
<p>We have been using anecdotal Report Cards in the HRM for quite a few years. They were very time consuming and not really very meaningful to parents. I was really looking forward to the new Provincial report card. I expected it to be easier to complete and more meaningful to parents. It was certainly not an efficient way to do report cards. I'm not convinced that letter grades are appropriate at the grade 1 and 2 level, especially in areas other than Language Arts and Math. I was in school every Saturday for several hours during January as I don't have Internet at home. It was an exhausting and stressful experience!</p>
<p>Speed of work on dial up connections at home is a concern.</p>
<p>I feel that the letter grades should be changed. At present time these are categorized as A, B, C or d. Parents are very confused by this and we have had numerous complaints from parents. Parents are told to read the code and outcome statements but still relate the A-D ranking to report cards from their childhood A=90-100, B=80-90, etc. Language Arts should definitely be divided into different components as students may do well in one component, such as reading but not do well in writing. One Language Arts section does not adequately reflect student abilities.</p>
<p>I am truly insulted to have been asked to complete a survey that does not even include the name of the school board for which I work.</p>
<p>I do not agree that there is "NO" mention of a child receiving resource support or other support on the current report card system. Stating that a child is meeting the program expectations without stating explicitly on the report card the means of support (e.g. adaptations) does not paint an accurate picture of the child's abilities and needs.</p>
<p>Why not have the report card with letters for each strand of language arts or math. This would give a better view for parents. Also better for child because they would see there they were good or need work. Visual arts difficult for letter grades. In lower elementary much of the social sciences are integrated with</p>

Language Arts & Math - difficult to present a mark to children. This area of study is quite different than the Math & Language.
I am a Learning Centre teacher and therefore only write IPP report cards. Please not the following: 1- I found it time wasting and frustrating not to be able to log-in under my own name. LC teachers are the area of expertise where some students are concerned and it would be more effective for the LC teacher to have direct access to the IPPs, and take the responsibility for writing the pertinent areas of the report cards. 2- There should be separate areas for the specific outcomes; commenting only on the annual outcome results in a vague and ineffective report card. Although they are ultimately contributing to an annual outcome, specific outcomes can be diverse. A student may be extremely successful with one specific outcome, but experience difficulties with another. Four hundred characters did not allow for discussion of these differences. 3- It was extremely frustrating not to be able to spell check as IPPs were being written.
The new report card checklist does not consider French Immersion outcomes. Many teachers spent more time counting characters and reducing words and phrases than they did working on the report card. Not all teachers have the internet at home or in their classrooms. The comments for the subjects should be provided; as other school boards have done. The report card is very impersonal especially for grade Primary students.
How are they going to handle all teachers in the province of NS to access and complete reports on-line at the same time of year? Number of times/year the reports need to be completed. Have parents been offered a chance to provide their feedback? Jr. High reports very vague compared to elementary & appear to involve less work. Unfair distribution of workload to teachers. Parents need to know as much if not more details once kids reach Jr. High level.
Some discussion should take place for specialist, phys-ed, music, etc. What would the expectations be for the comment section. If you are teaching 500+ students and seeing them once or twice a cycle, surely a personal comment for each would not be expected. What goes in the comment section, general, specific, personal was not made clear.
Using computer to do reports is a good idea. More efficient. The problems were with doing it on line. Too many glitches in the system not worked out before we had to use it. Software & hardware available are issues. As usual, only elementary was expected to implement and go through the torture of piloting. Give us a break, start at Jr. High or Sr. High next time. Math category too broad. Needs to be broken into strands. The computer is the way to go. I love the comment bank, but this piece of software is not user friendly. It's finicky. Why on line? That's where most of our problems were.
I would like to have more space to write about each subject area, especially Language Arts. I found it very frustrating to have to delete phrases like "is able to" and substitute "can" just to get a few more characters. I had to change around my wording several times, and delete important sentences. My responses sounded impersonal because I was not able to mention special titles of stories or projects they did well on because I would use too many characters. I couldn't even use the child's name because it took more characters than "he" or "she". I felt disappointed with my paragraphs because I was forced to write in a manner that was not pleasing to the ear of the audience for which it was intended. I'm sure we can find a way to address the outcomes of each part of the curriculum without sacrificing the quality of the report. I'm in agreement with the use of a letter mark, but please let the teacher write what needs to be said, in the way she would like to way it, with as much space as necessary.
Dadavan has been problematic with iMac users! Primary should have section, esp., 1st term, for "adapting to new setting" information. Not enough room to describe the outcomes the student are, or are not achieving. How are parents informed of these outcomes? Too many shut-downs.
This report card is not a parent-friendly document (I am speaking for the Gr. 2 level). The differences /explanations for A-B-C etc. were ambiguous and not satisfactory to report student learning. Using + or - would have helped considerably. For example, there is a wide spread between C and A. A B- or B+ would let parents know more precisely where there child is. I feel letter grades are not appropriate at Gr. 2. It is too competitive, too "categorizing" for small children. An "A" becomes too important, and those who get a C or B feel stigmatized and inferior. There is not the same pressure & stigma attached to Good, Very good & Excellent. I really feel letter grades are too harsh for Gr. 2. I can't tell you how many parents asked me "But how can my child get an A?" So much for noticing my comments & celebrating the child's success. For some kids, C is success & that's as good as it'll get. Parents want A's too much. As well, there was not enough opportunity on the report card to comment on student.
The changes recently made to the technology (no pop u, everyone in HRSB logged on at 3:00 today) are

<p>greatly appreciated. It is difficult for administrators to read and edit reports. We have to print twice. The language arts section needs to be separated into strands. The letter grades have to be clarified for parents - where their children are at in their learning. "No more reading between the lines". Teachers are not ready to report on visual arts (no PD for teaching this curriculum yet) on social studies or science in alignment with curriculum outcomes.</p>
<p>I feel that the report cards are written for other teachers, more so than parents. In my experience, parents have been very receptive of the letter grades, as have the students. The comments, which are written to the outcomes, are sometimes difficult for some parents to understand. My overall experience with the report cards has been favourable. I much prefer the new system to the older Dadavan system we used. I like that they are laid out in a manner which makes it easy to locate a particular subject area.</p>
<p>As a resource teacher, there was little room available for my comments to be incorporated. Since I don't present a "grade" mark, I didn't have my own space available to state absenteeism, behaviour, etc. You are on the right track; it needs to be broken down into specific parts for language arts and sciences (incl. math) for parents to clearly understand what students have done and will be doing throughout the school year. Since I'm not a classroom teacher, I was not given any professional development for report cards - I will probably create my own again, but loosely based upon this report card. Resource Teachers need a portion set up the them.</p>
<p>Some parents have found it long and difficult to interpret.</p>
<p>Due to the fact that a student may perform well in one area of the mathematics program and not so well in another, I feel that each math strand should be given a separate score. This would give each parent more specific details about his/her child's strengths and weaknesses. Given the number of outcomes being covered, I feel that a one letter score for the entire program simply doesn't cut it. The letter scores are too broad; too much of a span between, let's say a "B" & a "C". We need to be more specific. What wrong with A+, A , A- etc? The comment bank needs to use language that parents can understand. You'd have to be a Philadelphia lawyer in order to understand what some are saying.</p>
<p>While majority of students are "B" students, there is little to distinguish B+ from B- students, other than teacher comments. A wide range of abilities fall under "B" mark with little to distinguish stronger/weaker abilities within this range.</p>
<p>Specialist teachers are very limited with what can be reported on, - perhaps a province-wide comment bank using all of the appropriate language for each letter grade (suggested comments of course). Don't have all schools in a board with the same assessment day (The system will crash adding to the frustrations of already stressed teachers)</p>
<p>As a parent I enjoyed seeing the letters come back into play. However, as a teacher, there is a fine line between each letter!</p>
<p>More space is needed. The French & English language sections should be the same length. More details should be provided on the social development i.e. behaviour, attitude, etc. on the report card - it does not present an adequate picture of their overall learning (i.e. it's more than academic). More in-services are needed for all staff on the technology + report card process. More time should be given to staff to complete report cards. Overall it is clean but is lacks details i.e. space for the teacher to convey the larger picture/details of the student's learning. It can be complicated & somewhat overwhelming for staff unfamiliar with the technology/process. It is somewhat impersonal.</p>
<p>Re #13 & 14: Assessment & Evaluation Day on January 28 was a complete & utter waste of time due to system crashing. Is this day going to be "staggered" in the future so that everyone is not trying to use it at the same time? Next year there will be 3 reporting periods - will teachers be given 3 Assessment & Evaluation days to complete report cards?</p>
<p>The amount of time that teachers spent on these report cards was incredible!!! Many of my colleagues clerked 40-50 hours- most of which were spent on weekends. It added a tremendous amount of stress especially to teachers who do not possess the necessary computer skills. Two report cards of this nature should be the limit per year. I personally cannot imagine doing 3 of these reports next year.</p>
<p>1) Divide language arts into separate categories for reading, writing, speaking. 2) area to comment on punctuality? 3) much easier to complete report through web-based program at home rather than using discs with Dadavan program - better access, less problems - didn't have to load anything onto computer. 4) Liked doing one subject at a time for all students - report card writing seemed to flow better and was less time consuming this way. 5) area to comment on behaviour issues? 6) i really prefer this provincial report card!</p>

<p>1) Threads of literacy and numeracy need to be graded; lumping all components of language arts into one comment and letter grade, (as with math), is ludicrous. This does not reflect the outcomes. 2) A letter grade for effort should be attached to each subject grade. Since when is effort separate from achievement? what about the child who puts forward an excellent effort which is not reflected in overall achievement? effort needs to be acknowledge. 3) Literacy /Language Arts should be divided into reading, written expression and speaking with an achievement and effort grade for each. A similar breakdown should be developed for Math. 4) What is the purpose of attaching letter grades to I.P.P. outcomes? Most students on I.P.P.'s would not need individualized goals if they were achieving at grade level; outcomes which have recently been introduced to them are not always going to be readily and quickly learned. Therefore, that child is confronted with a C or D for an outcome which is relatively new.</p>
<p>We need more detailed information on the report card to explain all the learning outcomes that have been mastered by students during a trimester, especially in gr. 4-6. I have seen much nicer format of report card at the P-3 levels. Why not the same at higher grade level? Also, we should have more space available to write comments. 250 words to describe 5 months of work in math or French are not enough! I feel parents are cheated information that way. They need to read more about the progress of their child. Thank you</p>
<p>There are problems with the "specialist" parts. It would be good to see a "total overview" of all of the comments given. The former report did it but the new Datavan report does not.</p>
<p>I like check marks. Yes has attained learning outcome - No or needs more development or time to grasp concept / learning outcome. Impartiality is important.</p>
<p>Grade Primary and One Curriculum has always been a language-based integrated program in which Science, Health, & Social Studies were part of the whole language program. This Report card separates the subjects. These Report Cards are very impersonal. Little room is left to comment on the child as a person in the classroom.</p>
<p>In Primary, Social skills and behaviour are important elements to be communicated to the parents. I believe this is best done anecdotally. This new report card format does not allow for this. I also believe making positive, personal and professional comments about each individual child is also important and am disappointed this new report card does not allow for this either. It is also frustrating, at times, to have a set limit to the number of characters we can use, particularly in Language Arts. In my opinion, it would be better to be able to complete the last line or go to the end of the page. The Language Arts section seems to have some wasted space on that page and is ended abruptly. I prefer the paragraphs of each subject heading to flow smoothly, than have them contained in boxes. The secure/non-secure blurb that continues to pop up, be removed. Thank you.</p>
<p>The report card doesn't reflect the effort the student is making , nor his attitude towards school learning. The format we are required to use, and the Outcomes only ruling, results in a very impersonal report, which may be quantitative but is certainly not qualitative, and does not reflect accurately the students ability and achievement.</p>
<p>This report card is too long and takes too long to complete. Please don't change this report card in any way that is going to cause more work for elementary teachers, I spent 3 weekends and many school evenings completing them. There must be an easier report card that can be implemented.</p>
<p>I have concerns about teachers who do not have HIGH SPEED INTERNET at home and can only work their reports at school. We should be able to incorporate behaviours that influence subject marks within each subject's comment block.</p>
<p>Effort and progress made should be considered as valuable indicators to parents.</p>
<p>It is near impossible to do a report at school; therefore the onus is on the teacher to have the appropriate technology at home. There is no consideration given by the Union or the Board to either supply the technology to all teachers, or to compensate in some way the purchase of hardware and software. There should be some form of compensation, i.e. tax write-off, or elimination of the HST, on technology purchased by teachers for Board mandated endeavours. Of all the survey categories the one detailing behaviour is probably the most lacking in perspective. There is no way that you can express a child's social development or lack of by checking off points. Room for comments is necessary.</p>
<p>The report time is very confusing.</p>
<p>Method of recording attendance is time consuming as it presently needs to be recorded separately and independently</p>
<p>Get rid of the letter grades.</p>

<p>Staff at all schools where the new report card is being implemented should be required to take mandatory PD on the use of the new computer (Dadavan) program outside of the school environment as adequate hands on Dadavan in servicing is not always guaranteed within one's school environment. Computer assistance has, at times, come from some unlikely sources.</p>
<p>#3 There should be a comment box under the learner profile to expand on checklists above. This section looks at students and their learning responsibilities etc. I don't think there should be grades from p-3 at least. #13 Teachers have always used time outside of school to do reports. In that way it is adequate. In elementary there is little time during the school day to complete these. I would like to see the assessment and evaluation days be available to elementary teachers to use for writing reports rather than always being subject to High School schedules.</p>
<p>1) If the Department of Ed wants us to report on outcomes then they should provide a checklist format and rubric like they use in other provinces. 2) We need financial assistance to pay for computers at home and/or have access to high speed internet to work at home. No time during the day. Too tired.</p>
<p>1) There should be room on the provincial report card to talk about progress not just achievement. I have several students who made great gains but are still not reaching outcomes. 2) I DO NOT believe letter grades should be used in Grade one. It is still very much like Grade primary, where many students are developmentally just getting ready for literacy and math learning. 3) The evaluation and assessment day was a complete waste of time this year. As of now, we do not have the technology</p>
<p>1. A letter can represent too wide a range of ability. 2. Not enough consideration is given to represent a student's attitude or work habits. 3. More space should be allowed to record a student's behaviour (class/playground)</p>
<p>1. We should be able to change our passwords 2. I was given 1 hour training at lunch hour the week before Christmas. Inappropriate timing 3. Directions given were not all given at same time. Emails were sent while doing report cards. 4. Acrobat Reader 5.2 is needed; but, not installed on all school computers. 5. It took me 75 hours to complete report cards; whereas, I completed Report cards in 2-4 hours before with the same comments. Replace is not included on this Davadan version. 6. We should be able to save to disks & should be able to save to paper our comments & reports ourselves. 7. We shouldn't have to enter attendance for each month. This should be done by secretary. 8. There are too many movements with the mouse. I felt i was going to get carpal tunnel or tennis elbow. 9. Work habits & behaviour section includes too many categories. 10. Student's names were lost causing much stress. 11. a test version was given April 19, but, was only to take 15 minutes. i worked 1/2 hour only getting 1/5</p>
<p>Many hours were spent on this report card at home. The computer I have at school is too old & slow. Even if I had an updated computer in the class, there is no time to work on reports at school. The Dadavan system needs some work done to it in regards to the Bank of Comments section. A lot of time was spent setting this up and transferring information from the old Dadavan system. Still not very efficient.</p>
<p>I am an itinerant teacher - not a classroom teacher. In total i have 450 students - although only one school piloted the new report card.. If our school hadn't taken a marking day it would have been very difficult to complete the report cards. I didn't find the letter grade a true representation of a student's Phys. Ed. ability. When students only receive one P.E. period per week it is very difficult to assess according to curriculum outcomes. Cost of internet time when using home computers is a concern. These take hours to complete when doing 100's of students. Bank of comments, regarding behaviour could be improved.</p>
<p>The Strands for L.A. and Math should be printed in a horizontal frame across the tops of their sections. This would allow for sufficient room for L.A. comments without going o the extra page. Space was wasted here, 2 strands of math were left off. Listening needs to be included along with reading/viewing, speaking and writing a lot of listening is done in P-1 when they are not yet reading e.g. Read Aloud (followed by discussion, etc.) These strands should be listed alphabetically as that is easier to access and number sequentially. Did not like the spell check. When writing too much in a section, the comments and paste accordingly without losing the last comments at the end. Attendance doesn't need to be shown for each month. A single block-near top right of front page would be sufficient. This would allow the letter grade descriptors to be printed on the lower front page and give that additional space on the second page for comments so you wouldn't need an extra page. A lot of trees were cut down a</p>
<p>I have a concern in providing 3 reports/year. I am unable to work on report cards during my preps, due to day-to-day work needing to be completed (i.e. photocopying, marking, planning, etc.) As a result, i spend at least 3 week-ends working on report cards. With three report cards next year, that means i loose a</p>

<p>week-ends. This is a significant amount of time. i would prefer to see an interim report, rather than a full report. I think the math section should be divided into the different strands (as was the suggestion for Language Arts)</p>
<p>Doing the reports of the internet is an unreasonable expectation. It cost me \$70.00 in January as I went 40 hours over my monthly internet time allowance. I know some teachers who had to get the internet to do reports. Teachers spend a lot of money on their classes and I don't think we should be forced to pay internet fees to do our reports. They are very time consuming and it isn't reasonable to expect that they be done at school. I also feel there should be a place on the report for Resource and ESL. What the students do in these situations are often very different than what's being done in the classroom. I had a lot of difficulty with the save feature on the program. I would often press save, come to a "page unavailable" and when I went back the work was gone. Also, when it did save, it didn't go back to where I was.</p>
<p>#5. I would also add a section on listening. I would like a section where I could record a personal comment concerning each student. I really like the behaviour/work habits page.</p>
<p>The number of hours it takes to complete these report cards is 40+ (a week's work). It is not reasonable to expect that to be done over and above an already heavy workload. The information is usually repeated again during parent/teacher/child conferences and I wonder why I spend all those hours! I like the checklist for work habits. I would like to see something similar for the outcomes so I don't have to write an essay on each student.</p>
<p>Overall, I believe that a move towards province wide report cards is a positive one. Although I am strongly in favour of a provincial report card I recognize several problem areas. I do not feel that adequate professional development has been provided to effectively implement the new assessments. Formal discussions regarding the various assessment categories should be conducted to ensure that all assessors are on the same page. I feel that the letter grades are too broad. A+, B+, etc would provide a clearer picture, particularly in upper elementary. June presents adequate marking and preparation periods for completing these assessments as we have our marking days, however, this is not so for November and March reporting periods. A marking day in November and March would be beneficial. I do not feel that it is realistic to expect teachers to complete report cards during prep periods. These periods are often interrupted, lost or used to cover other teachers.</p>
<p>Not enough space to report on each child's strengths and weaknesses as they relate to specific subject areas. The "boxes" do not allow enough space to say what needs to be said.</p>
<p>The main problem at our school is with the letter grades. Another problem is the time needed to build a comment bank and then complete the report. With three reports next year our first bank will be useless. - The first one made this year. We will be doing reports all the time. Could we have a briefer report to add to the other two main reports?</p>
<p>There were several procedures which were cumbersome and inconvenient. Our parent calls involved letter grades. Parents have preconceived notions about what letter grade they wished their child to be. We had a lot of meetings to clarify this. These had to be done in our own time because no P/T interview time was given. I would like to see the following improvements: 1- be able to insert a comment where we place the cursor and not just at the end of the section. Teachers sharing a class get frustrated. 2- provide a button to get to the bottom of the comment bank page and in each subject rather than continually scrolling (the old Dadavan had a rolodex system). 3- and easier way to take a comment from a profile and drop it in the comment bank for another student. 4- EDIT UNDO! PLEASE one false tap on the keys erases a whole box too often! Highlighting 1 word to replace often erased 1100 words!! 5- We need to be able to organize comments by subject/outcome we choose.</p>
<p>Commenting on behaviour is not encouraged. This issue is always brought up at report card meetings. Behaviour directly impacts on whether a student meets the outcomes or not. Parents want to know more than whether their child meets the outcomes. The Dreaded Red. I've had to remove valuable parts of my comments so I could have the right amount of characters. Too much semantics not enough content!</p>
<p>I am an Art specialist. Once all the small frustrating "glitches" are worked out of the program it will be fine. I like doing my reports this way but I feel that there should be some rubric scale for the fine arts section. As of now visual arts is a small space on the report. There is only a place for an overall letter grade & comments. I would like to see this area expanded. I also find it frustrating that I only have access to the specialist section of the report. Sometimes it's nice to be able to see how the student is doing in other subjects areas as well.</p>
<p>3 terms? When will be assessment and evaluation days be held? Should be 2 terms with an interim</p>

report in November and April. IPP reporting - very poor - limited room for comments etc. Needs to improve.

When you have written too much for a comment you should be able to add & remove parts of sentences without losing the end of your paragraph.

In primary, where anecdotal report cards have been the norms, the format of the report card was acceptable. I found the categories and character numbers limiting to accurately report. I am more concerned about the negative impact that the letter grades may have on student self-concepts in grades that must use a letter grade. A number scale of "needs improvement, satisfactory, good, very good" does not carry the psychologically negative impact that the letter grades have. It is very difficult for parents to continually refer back to the code, especially for IPP students as to what those letter grades mean. It took me quite a while before I no longer had to check the key to understand what I was reporting.

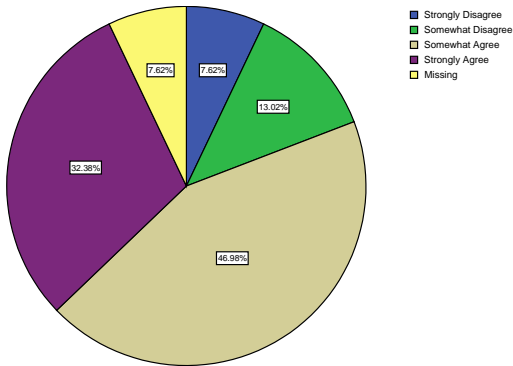
The bank of comments is useful as an example, but, as a staff, we preferred to make our own comments and would encourage others to do the same. It would be nice if the report card could have all 3 terms on it rather than having 3 separate cards. As a parent & as a teacher I would prefer this. Perhaps condensing the front page and using the "additional comment" page for subject comments might accomplish this.

Appendix H – Response Pie Charts

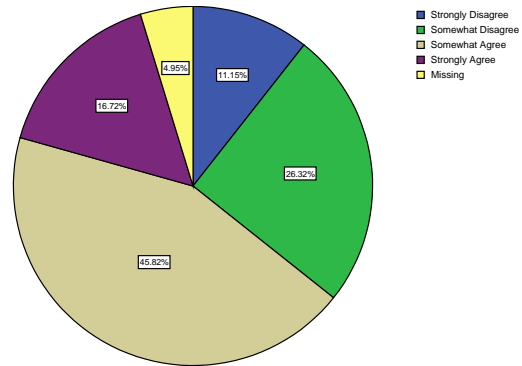
Below are pie charts showing the percent of each response for each statement for aggregate data, elementary data and secondary data.

Aggregate Responses

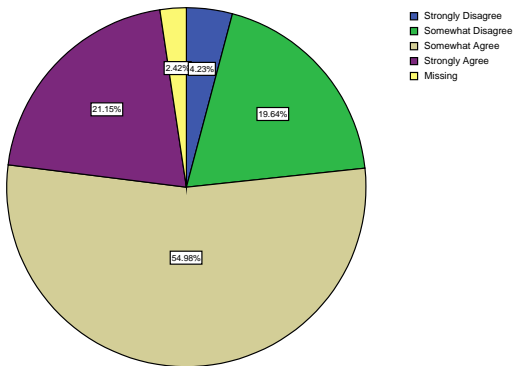
Reflects Curriculum Outcomes (S1)



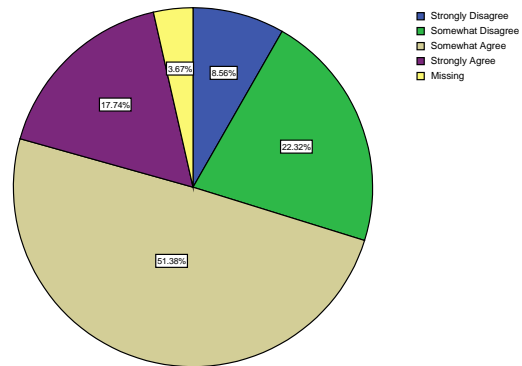
Allows Accurate Picture of Learning (S2)



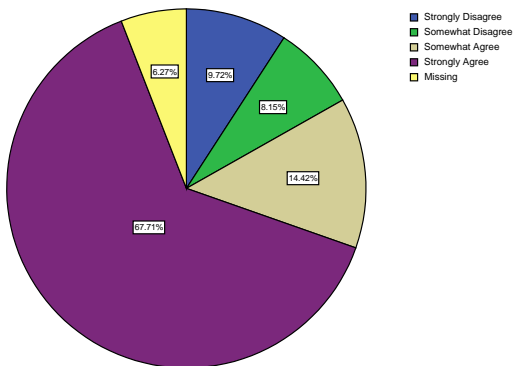
Presents Accurate Picture of Learning (S3)



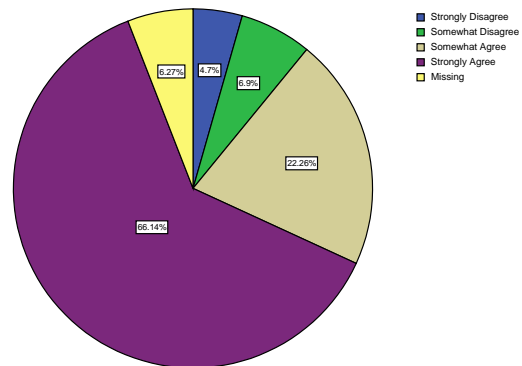
Covers Range of Attributes Needed (S4)



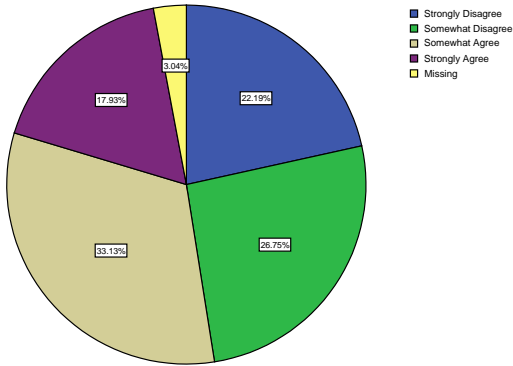
Divide Language Arts (S5)



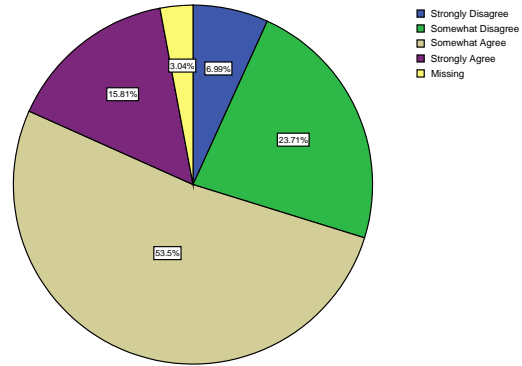
Attendance Effectively Reported (S6)



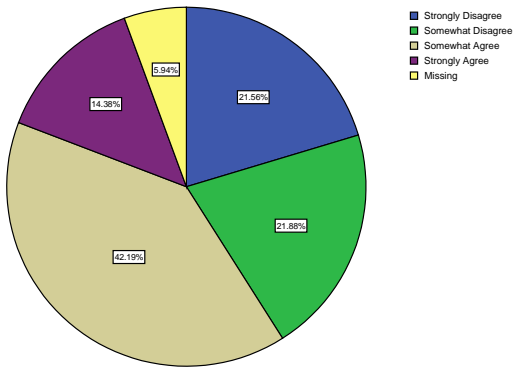
Behaviour Effectively Reported (S7)



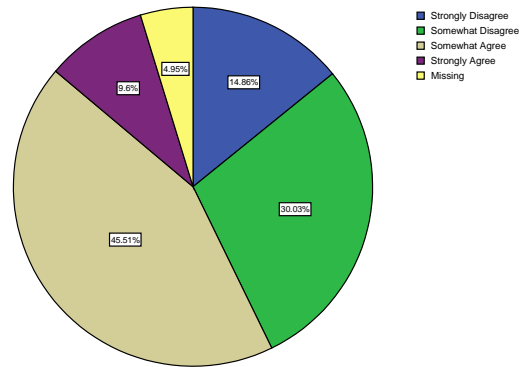
Provides Parents Clear Assessment (S8)



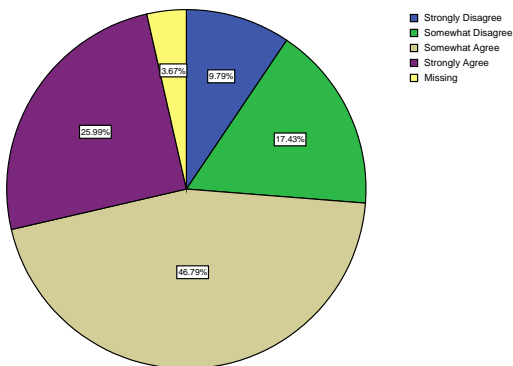
Assessment Categories Appropriate (S9)



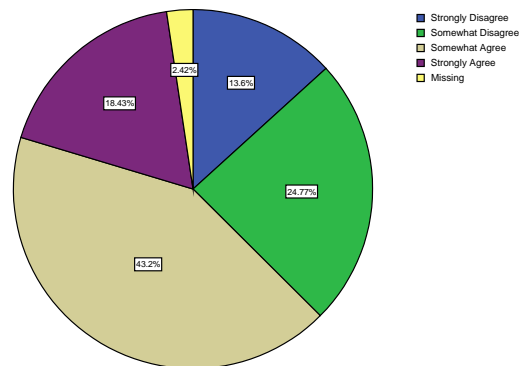
Parents can Understand Assessment Categories (S10)



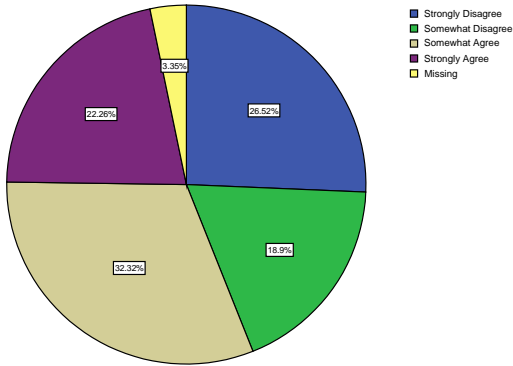
Report Card Good Length (S11)



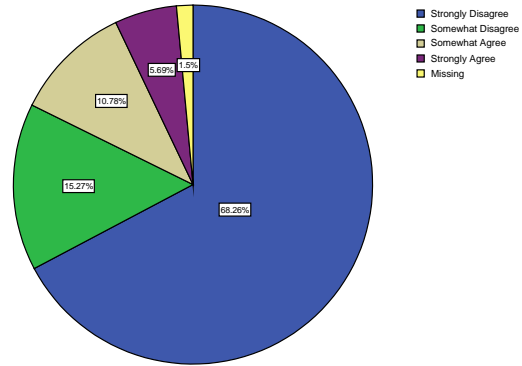
Format Allows Efficient Reporting (S12)



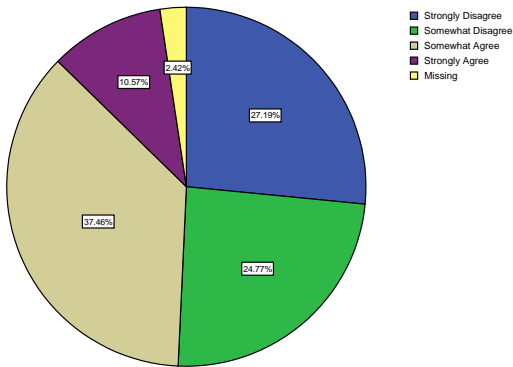
Teachers Have Adequate Time to Complete (S13)



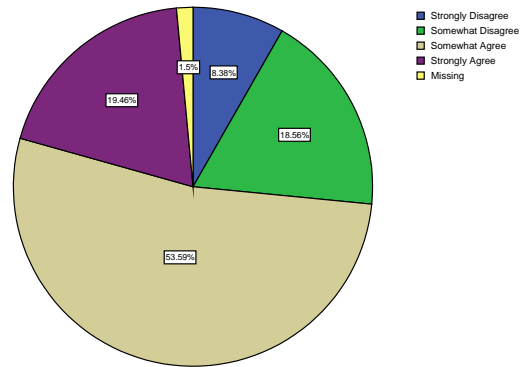
Can Complete During M&P Periods (S14)



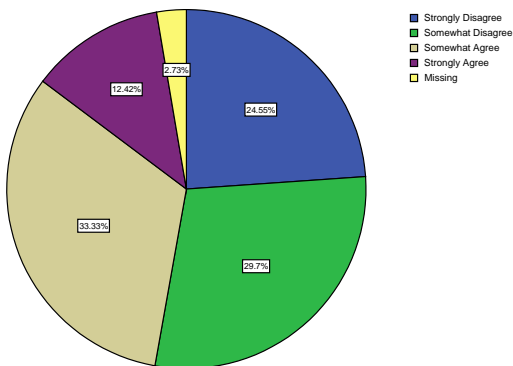
Adequate Notice of Implementation Changes (S15)



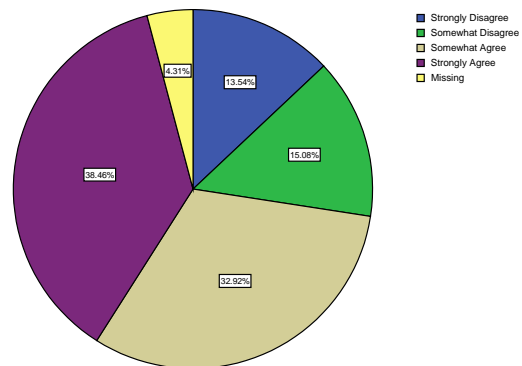
Convenient Way to Inform Parents (S16)



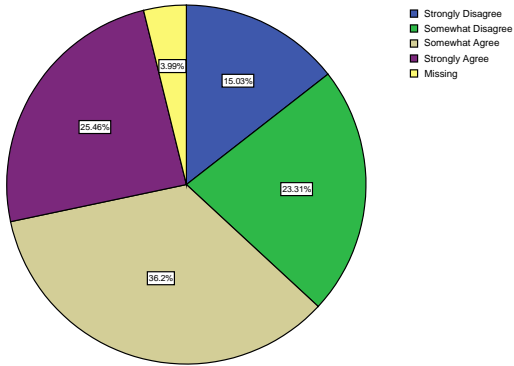
Adequate Professional Development Provided (S17)



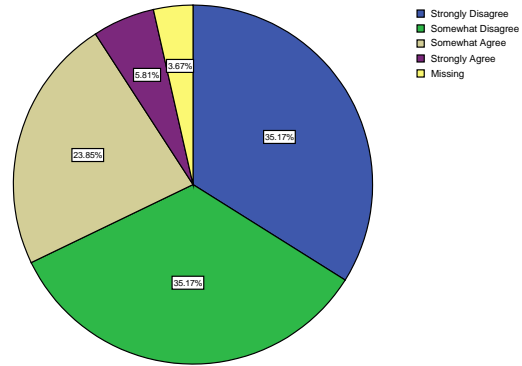
Can Complete at Home (S18)



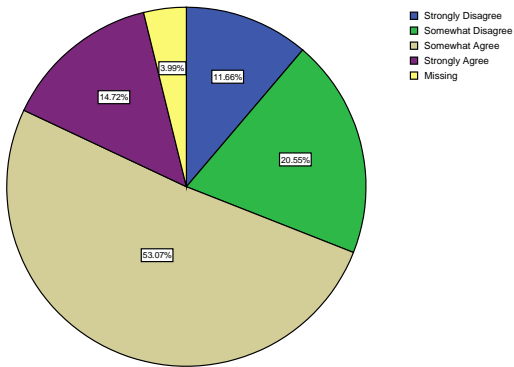
Required Technology Readily Available (S19)



Required Technology Problem Free (S20)

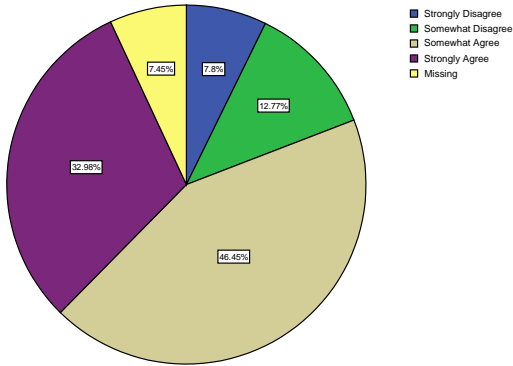


I Like the Provincial Report Card (S21)

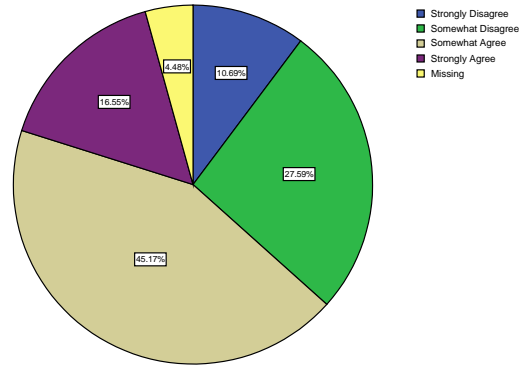


Elementary Responses

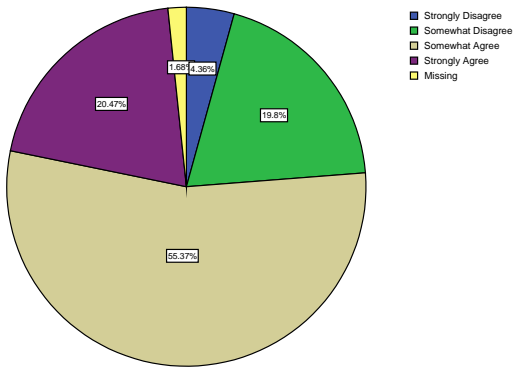
Categories Reflect Outcomes for Subject (S1)



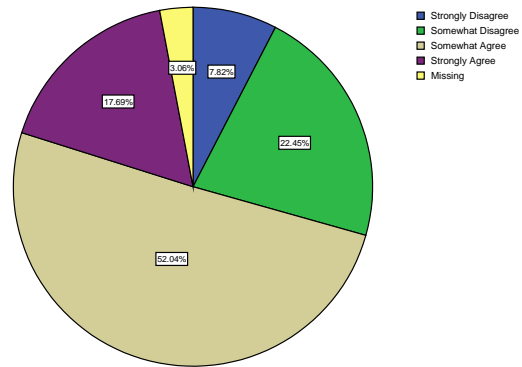
Allows Teacher to Describe Student Accurately (S2)



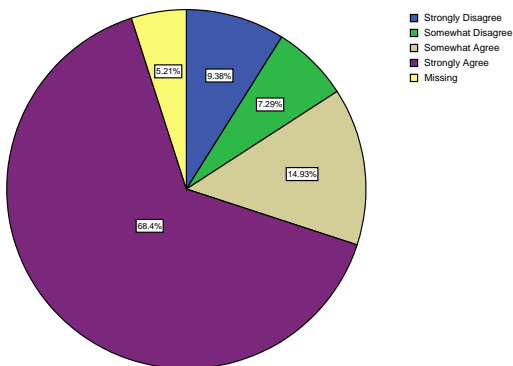
Report Presents Accurate Picture (S3)



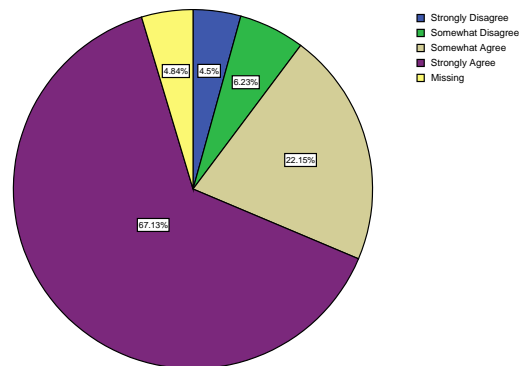
Covers Range of Attributes Needed (S4)

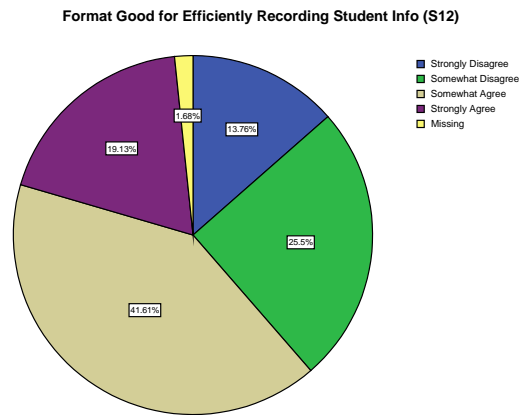
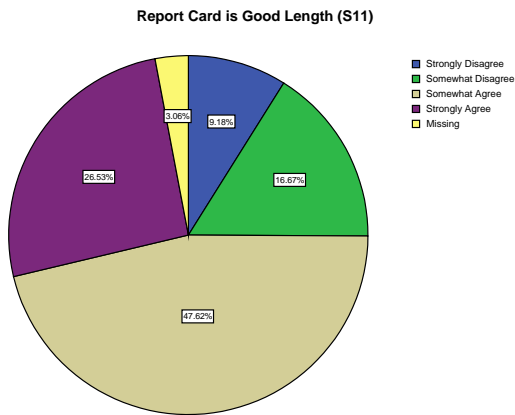
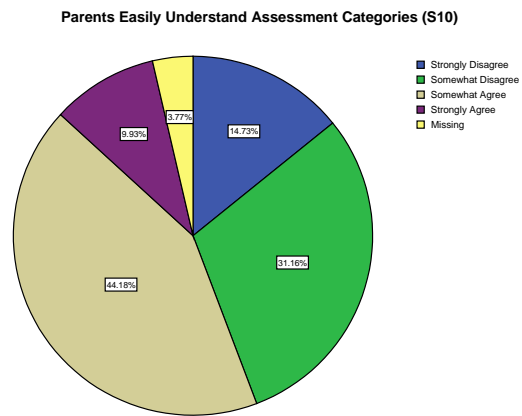
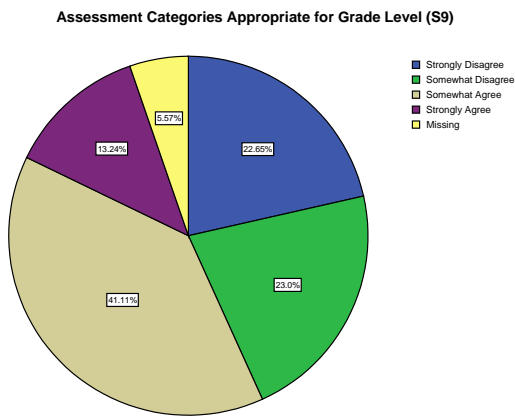
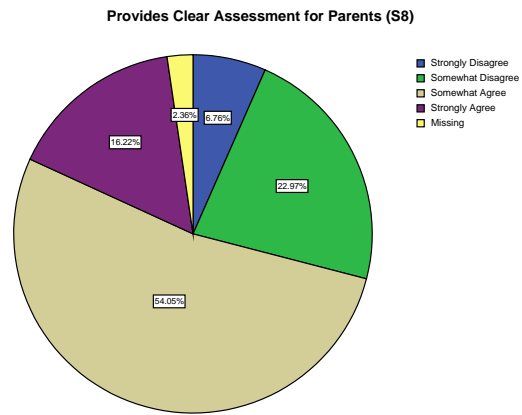
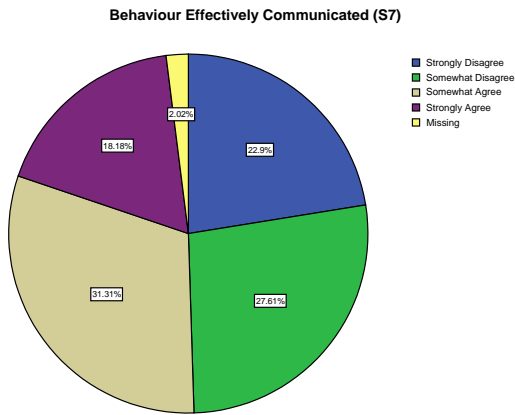


Divide Language Arts (S5)

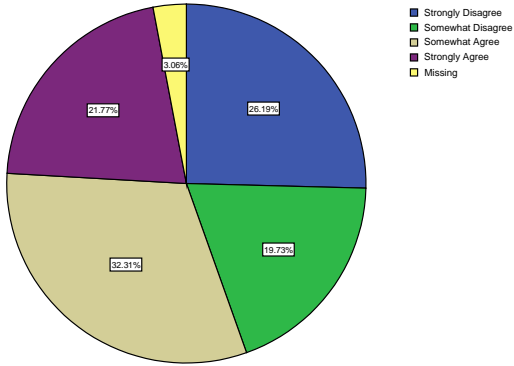


Attendance Effectively Communicated (S6)

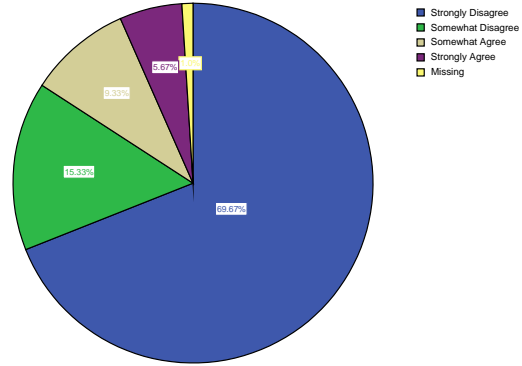




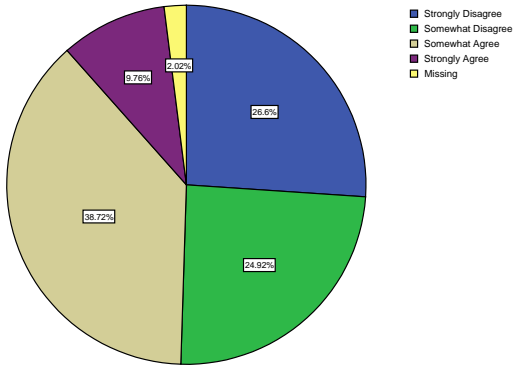
Teachers Have Adequate Time (S13)



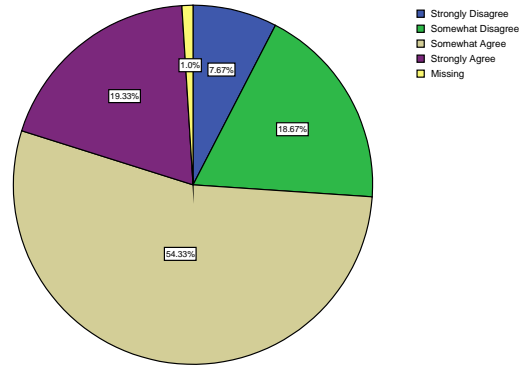
Teachers Can Complete During M&P Periods (S14)



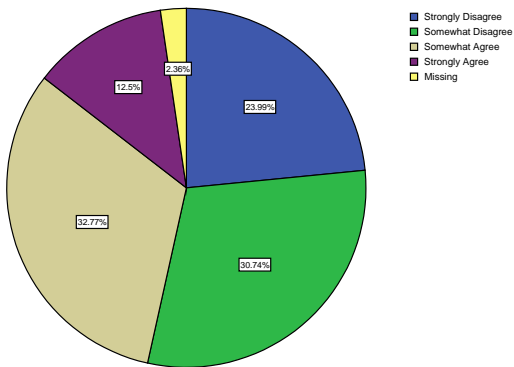
Adequate Advanced Notice for Changes Given (S15)



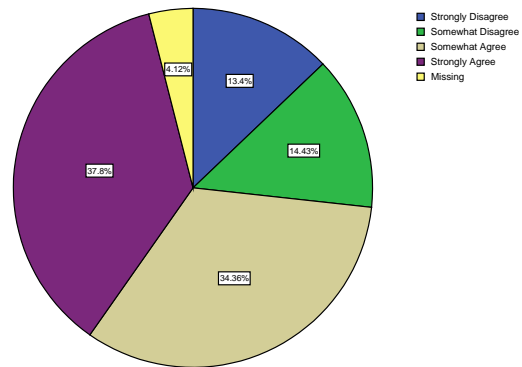
Convenient Information Vehicle to Inform Parents (S16)



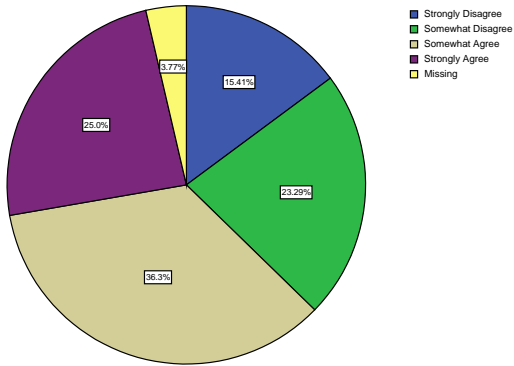
Teachers Have Adequate PD (S17)



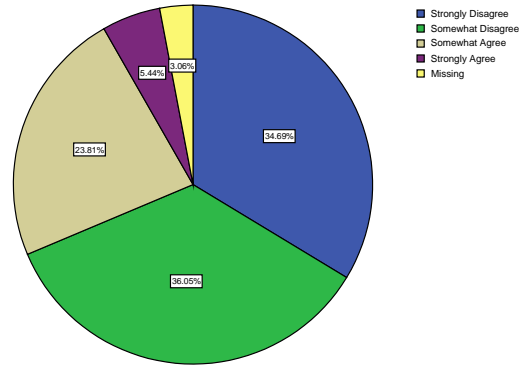
Can Complete Report Cards at Home (S18)



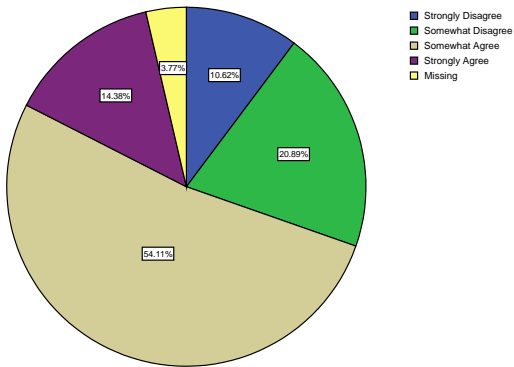
Required Technology is Readily Available (S19)



No Problems Presented by the Required Technology (S20)

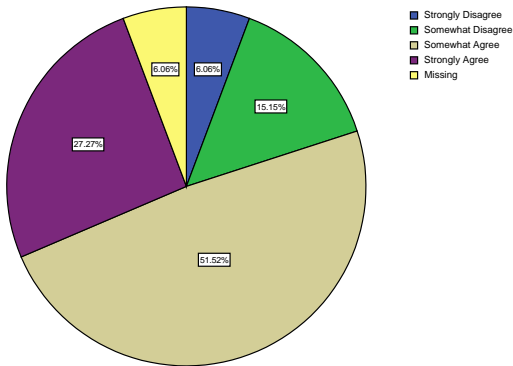


I Like the Provincial Report Card (S21)

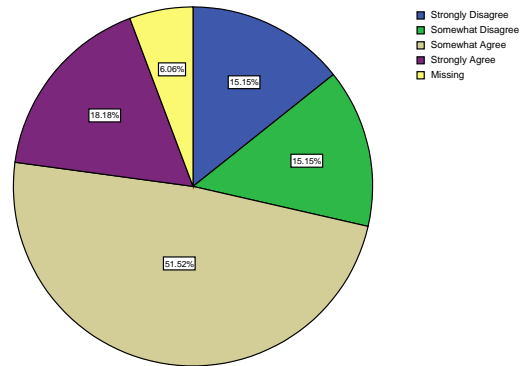


Secondary School Responses

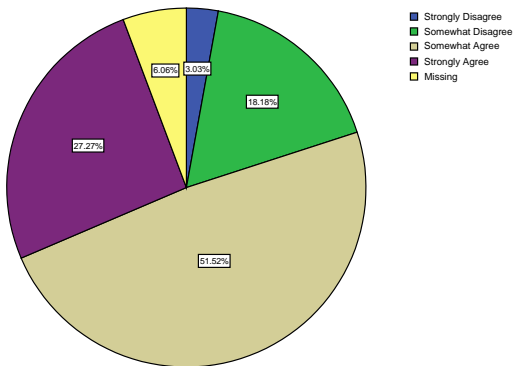
Reflects Curriculum Outcomes (S1)



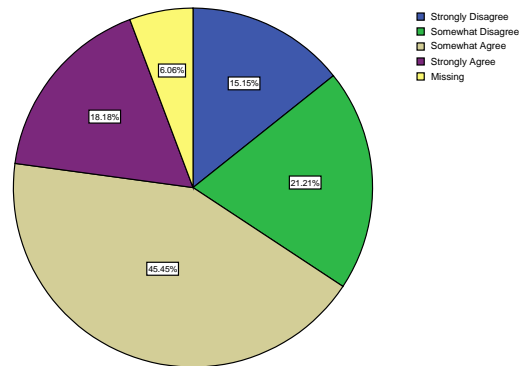
Allows Accurate Picture of Learning (S2)



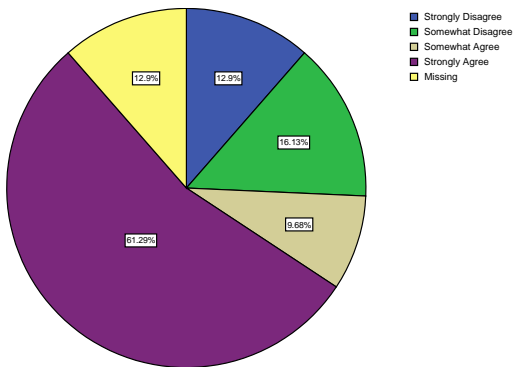
Presents Accurate Picture of Learning (S3)



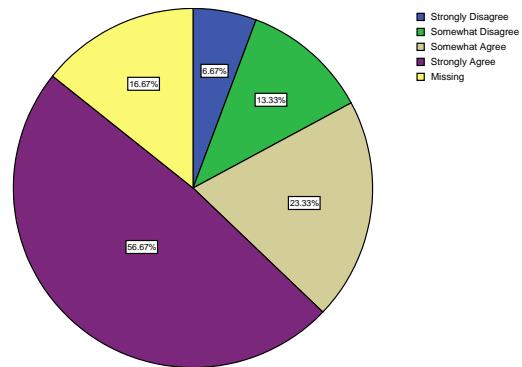
Covers Range of Attributes Needed (S4)



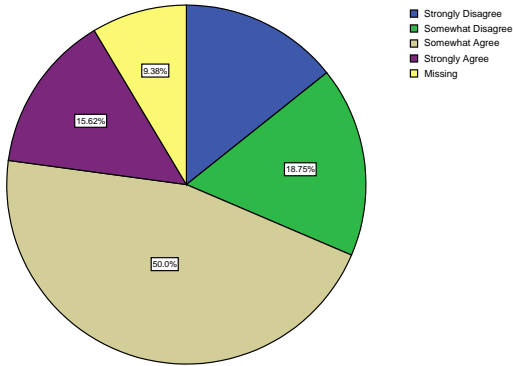
Divide Language Arts (S5)



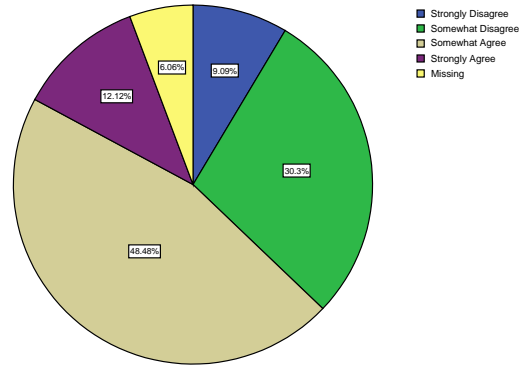
Attendance Effectively Reported (S6)



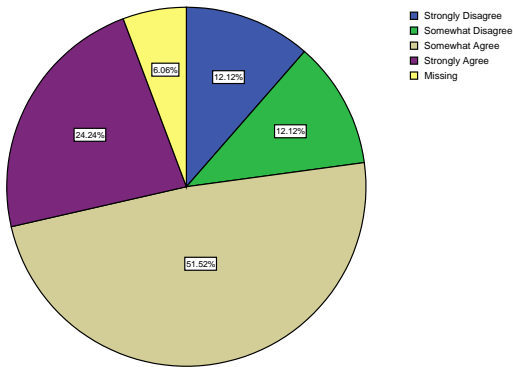
Behaviour Effectively Reported (S7)



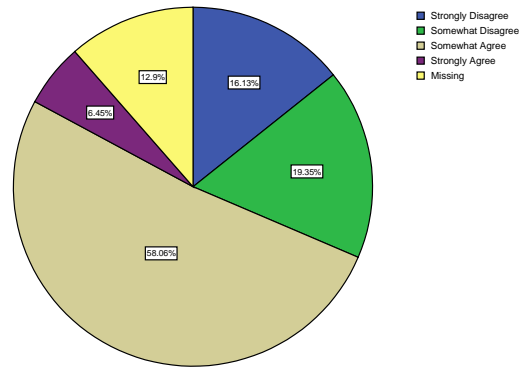
Provides Parents Clear Assessment (S8)



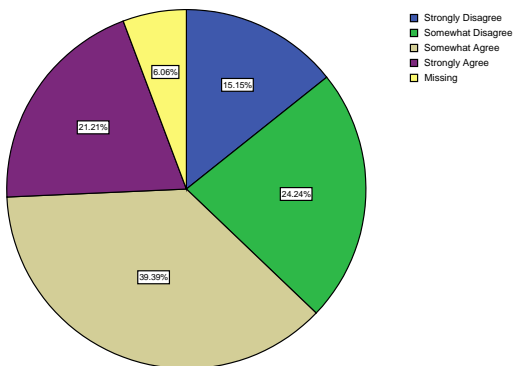
Assessment Categories Appropriate (S9)



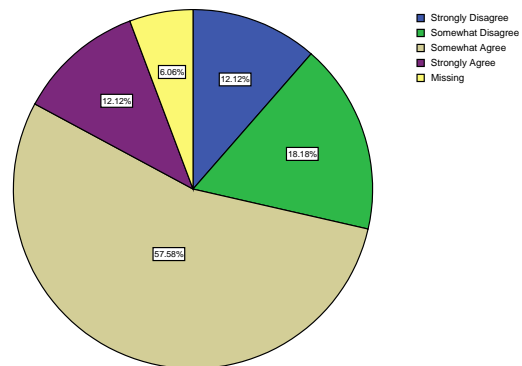
Parents can Understand Assessment Categories (S10)



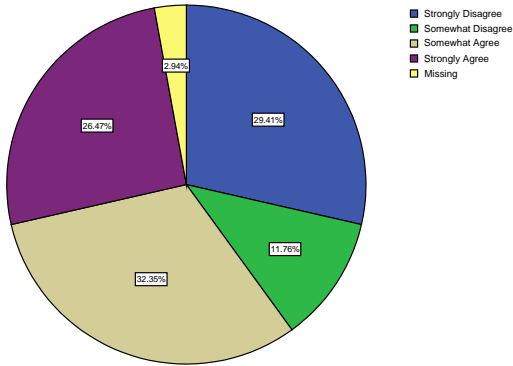
Report Card Good Length (S11)



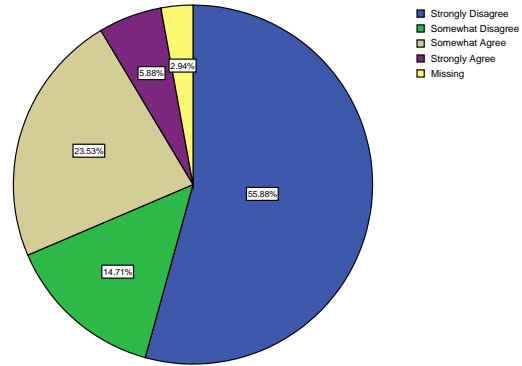
Format Allows Efficient Reporting (S12)



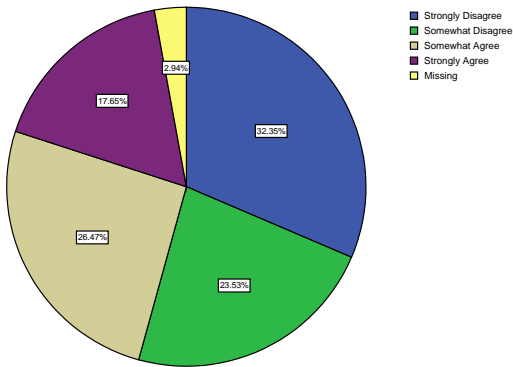
Teachers Have Adequate Time to Complete (S13)



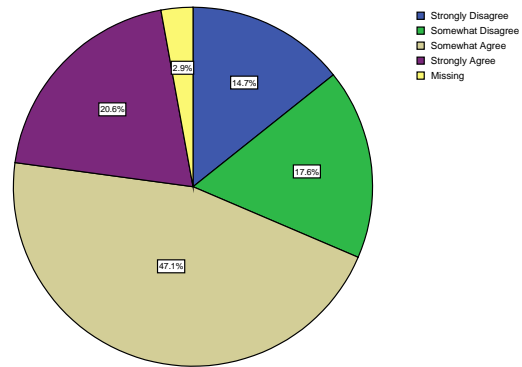
Can Complete During M&P Periods (S14)



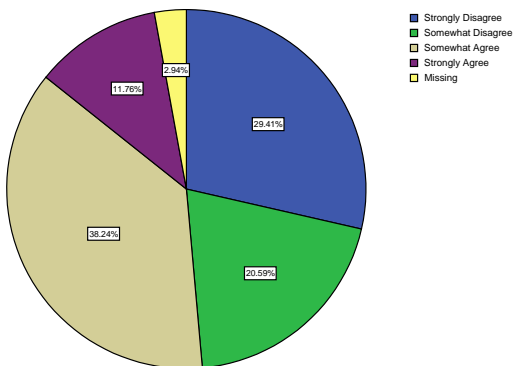
Adequate Notice of Implementation Changes (S15)



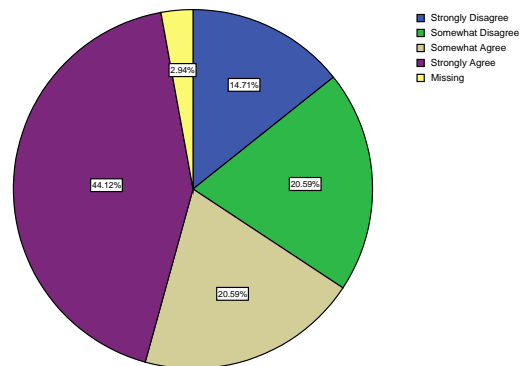
Convenient Way to Inform Parents (S16)



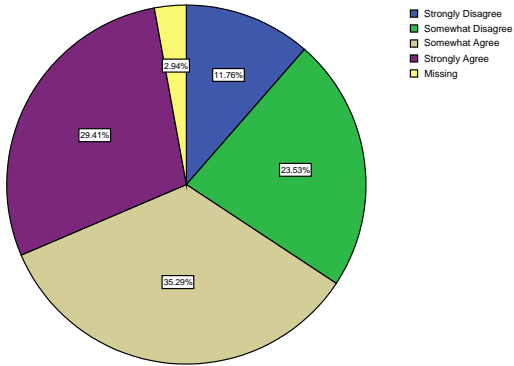
Adequate Professional Development Provided (S17)



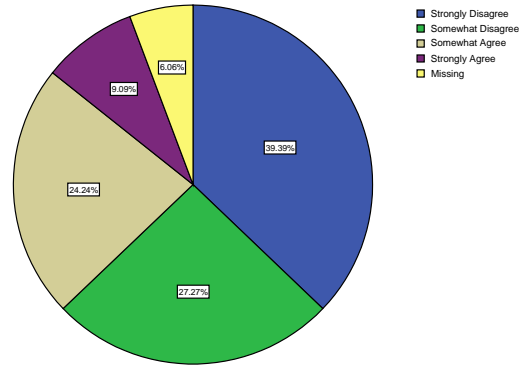
Can Complete at Home (S18)



Required Technology Readily Available (S19)



Required Technology Problem Free (S20)



I Like the Provincial Report Card (S21)

