

# All About Report Cards: A Comprehensive Guide for Success

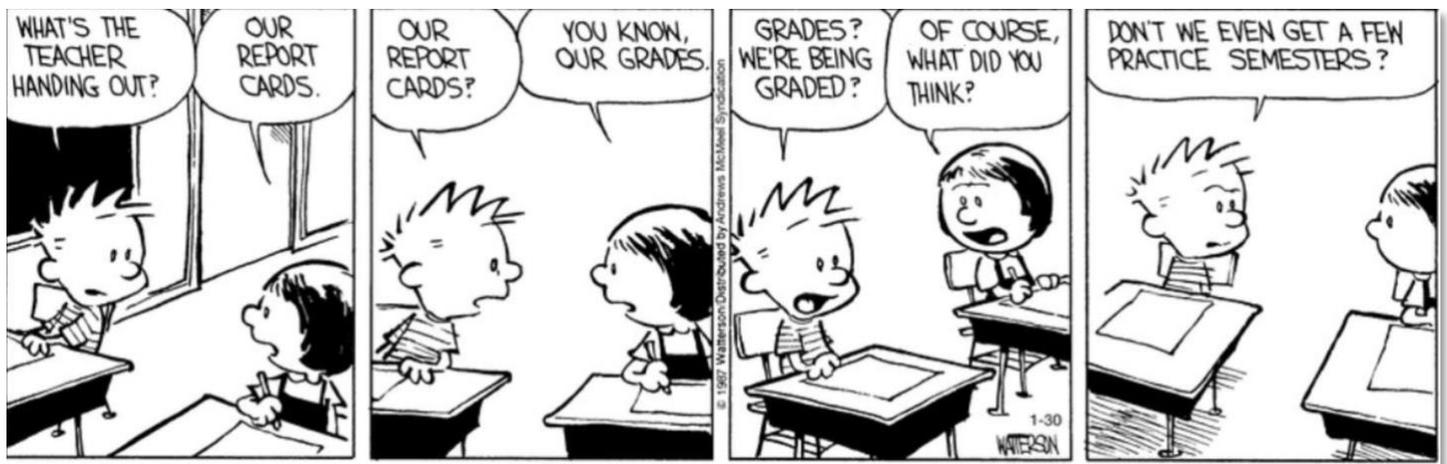
Updated October, 2022

This reporting guideline is meant to act as a summary of any previous report card documents provided since the release of *Growing Success* (2010), *The Kindergarten Addendum* to *Growing Success* and the use of Edsby Report Cards in the GECDsB (2021). This document has been created to help clarify and support all board educators and administration with one streamlined place to consult when preparing, writing and reflecting on report cards in both elementary and secondary, as well as the Kindergarten Communication of Learning.

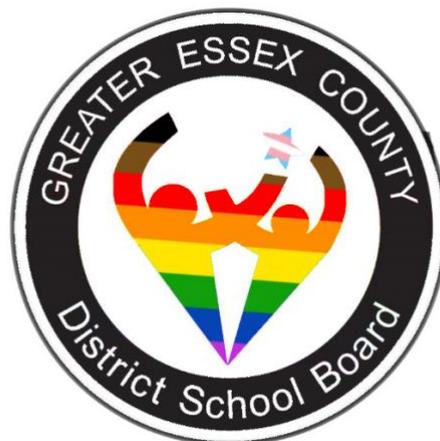
Further training can be found via [Brightspace](https://www.brightspace.com).



Please note that in the digital version of this document navigation can occur using links. This allows anyone using it to move quickly to the information required.



Watterson, Bill. "Calvin and Hobbes by Bill Watterson for February 02, 1987." *GoComics*, 2 Feb. 1987, <https://www.gocomics.com/calvinandhobbes/1987/02/02>.



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## **Guiding Beliefs of GECSDB**

The Greater Essex County District School Board believes the primary purpose of assessment and evaluation is to improve student learning. The Board is committed to the Ministry of Education's seven fundamental principles, which provide the foundation for rich and challenging practice in a culturally sensitive manner. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who identify as are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement and;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning



*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010, p.6)

The Board is committed to ongoing monitoring and evaluation of assessment and evaluation practices. Consistent use of practices and procedures, that reflect the seven fundamental principles, is supported through collaboration and ongoing professional learning.

Please note: All the information in the next sections (Overview of Yearly Reporting, Report Card Requirements, Reporting on Learning Skills and Work Habits, Students with Special Education Needs in Elementary, Students with Special Education Needs in Secondary and English Language Learners) is taken from the *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010) document pages 47-67.

**Please  
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## **Overview of Yearly Reporting**



Elementary schools will use the Elementary Progress Report Card between October 20 and November 20 of the school year.

Although there is no formal template for progress reports in Secondary, Secondary schools will also send home a progress report for all students in Grades 9-12. Students in STEPS programs do not receive a progress report, it is the expectation that there is frequent ongoing communication with parents/guardians.

Elementary schools will use the Elementary Provincial Report Card twice a year. The first provincial report card will be sent home between January 20 and February 20 of the school year, and the second will be sent home towards the end of June.

Secondary semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians **two times a semester**. Non-semestered schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents/guardians **three times a year**. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses. For secondary students in a STEPS program, they will receive formal written alternative report cards that must be accompanied by a copy of the provincial report card.

## **Report Card Requirements**

### **Progress Reports (1-12)**

The Progress Report Card is designed to show a student's development of the learning skills and work habits during the fall of the school year, as well as a student's general progress in working towards the achievement of the curriculum expectations in all subjects.

Teachers will check one of the following to indicate progress:

- ✓Progressing With Difficulty (PWD)
- ✓Progressing Well (PW)
- ✓Progressing Very Well (PVW)

**Please Note....**

**There is no formal template for progress reports for secondary educators. However, the indicators to the left are still used to indicate progress in most cases.**

## Elementary Progress Reports Minimum Expectations for Completion

### *Learning Skills and Work Habits*

The learning skills and work habits are demonstrated by students across all subjects. Teachers use the following letter symbols to report on students' development of the six learning skills and work habits:

- E- Excellent
- G- Good
- S- Satisfactory
- N- Needs Improvement

Comments are required for at least 3 of the 6 learning skills and work habits. A comment must be included wherever a teacher has indicated that the development of a learning skill/work habit needs improvement.

When writing comments, teachers will include Strengths and Next Steps for improvement.

### *Subject Areas*

For Grades 1-8, teachers will use the Progress Report to communicate to parents/guardians about the progress students are making toward achievement of the curriculum expectations and/or the IEP goals for each subject/strand that have been taught.



All areas of the curriculum that have received instruction will be reported on by including a check mark indicating progress (PWD, PW, or PVW).

How do I know if a student is Progressing or Progressing with Difficulty?

- A student may show some, but not sufficient progress.
- If choosing a PWD, educators can include a comment that it is based on limited evidence.
- Focusing on core curriculum skills can help get a better understanding of a student's learning progress (e.g. inquiry skills, etc.

In addition to using an educator's professional judgement and knowledge of the child to make a final determination, the chart below helps to explain the meaning and criteria for each indicator:

<b>Progressing Very Well (Levels 3 and above)</b>	<b>Progressing Well (Levels 2-3)</b>	<b>Progressing with Difficulty (Levels 1-2 and R designations)</b>
The student consistently demonstrates significant progress in their learning of the curriculum expectations and is expected to achieve the learning goals of the term.	The student is demonstrating sufficient progress in their learning of the curriculum expectations and is likely to achieve the learning goals of the term	The student is demonstrating some progress in the learning of the curriculum expectations and shows that they need further support to achieve the learning goals of the term.
<i>Next steps will explain what we (teacher/parent/student) will do to deepen/support continued learning. We will use clear and specific feedback based on the success criteria that students are familiar with from class.</i>		<i>Next steps will clearly state what support the teacher will offer, how parents can specifically support their child to achieve the goals and, or what steps students need to take to meet the subject specific learning/IEP goals</i>

Kawartha Pine Ridge District School Board, (2021). *Elementary Reporting Grade K-8: Overview and Support*, p.7.

On the Progress Report, homeroom/RISE educators are asked to write comments for:

- 1) Language and;
- 2) Mathematics.

If Progressing with Difficulty is checked, a comment must be included with Strengths and Next Steps for improvement.

On the Alternative report, GAINS educators are asked to comment on each of the 5 domains as well as the integrated subject area if applicable.

**Please  
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In addition, Grades 1-8 French as a Second Language educators in a French Immersion program will indicate student progress and include comments for:

- 1) French as a Secondary Language and;
- 2) Mathematics.

The choice to include comments for subject areas other than Language and Mathematics is left to the professional judgement of the teacher.

**What if a subject or strand has not been taught?**

Check the NA box (elementary only, as secondary educators do not have a formal progress report template).

<b>When to Use “N/A”</b>	
<ul style="list-style-type: none"> <li>❖ All subjects that do not have an N/A option are intended to have received instruction by the time of the Progress Report</li> <li>❖ By Progress reporting time, instruction is intended in most subject areas. The subjects which have “N/A” available are:</li> </ul>	
Subject	Reasons to Use
Language	Grade 1 students in French Immersion who have not begun instruction in English.
French	Students may not have begun receiving second language instruction yet. In rare cases, students are exempted from second language instruction.
Dance, Drama, Visual Arts & Music	It is expected that at instruction in at least 1 area will have begun by progress reporting time. All subjects receiving instruction will receive a progress designation Any subject not yet instructed will receive an “N/A”
<p><b>Please note: Science and Social Studies are expected to have received instruction by progress reports (no “N/A” available. Grade 7 &amp; 8 educators may focus on History or Geography and indicate “N/A” for the opposite.</b></p>	

Kawartha Pine Ridge District School Board, (2021). *Elementary Reporting Grade K-8: Overview and Support*, p.8.

### Please Note....

An IEP statement is **NOT** required on a Progress Report, but the IEP check box must be checked for those students receiving a modified program. For students receiving accommodations only, the IEP box is not checked.

## Provincial Report Cards (1-12)

For Grades 1 to 6, achievement of the curriculum expectations in each subject/strand is reported on the Elementary Provincial Report Card as a letter grade, with a plus or minus sign as appropriate.

For Grades 1 to 6, teachers may use the codes “R” and “I” on the report card to inform parents/guardians of students’ achievement.

For Grades 7 to 12, achievement of the curriculum expectations for each subject (or strand) or course is reported on the provincial report cards as percentage marks.

## Minimum Expectations of Reporting: Grades 1-8 Subjects and Strands

- ❖ Provincial Report I reflects achievement and learning skills and work habits from September to February
- ❖ Provincial Report II reflects achievement and learning skills and work habits from February to June

Kawartha Pine Ridge District School Board, (2021). *Elementary Reporting Grade K-8: Overview and Support*, p.9.

	Report Card I	Report Card II	Notes
Language	X	X	
French	X	X	<i>Achievement in each of the 4 strands must be reported on at least once in the school year, on either Report I or Report II.</i>  <i>If a particular strand is not part of the student's program during that reporting period, indicate this in the comments and leave the grade/mark column blank.</i>
Native Language	X	X	<i>If there is not a Native Language program offered at a school site this box will be auto-filled by secretaries during set up</i>
Math	X	X	<i>Achievement will be reported on as one overall grade/mark, with supporting comments</i>
Science	X	X	
Social Studies	X	X	
History	X or	X	<i>Report I or II</i>
Geography	X or	X	<i>Report I or II</i>
Health	X	X	
Physical Education	X	X	<i>Students exempted from Human Development and Sexual Health will not be penalized (i.e. the expectations are not assessed, evaluated, or reported on)</i>
The Arts	X	X	<i>3 out of the 4 Arts must be reported on Report I &amp; II.</i> <i>Achievement in each of the 4 Arts must be reported on at least once in the school year, in either Report 1 or Report 2.</i>
Learning Skills & Work Habits	X	X	<i>"In the space provided for anecdotal comments, the teacher will elaborate on the student's demonstration of the skills and comment on "strengths" and "next steps for improvement" (p. 55 Growing Success)</i>

#### When do I check the N/A Box?

**Language**→ if the student is enrolled in an immersion French program and is not receiving any language instruction in English

**French**→ If a student does not receive instruction in French

**Native Language**→ if the student does not receive any instruction in a Native Language (see note in the table above)

**History/Geography**→ If either subject is not part of a student's program for Report I or II.

**Arts**→ When achievement in a strand is not reported for Report I or II

#### For the Arts, French History and Geography subjects not being reported on in the current reporting period will require a statement in the comments:

-instruction was not provided for that subject

## Codes “R” and “I”

When Is Code “R” Used?	When Is Code “I” Used?
<ul style="list-style-type: none"> <li>❖ represents achievement that falls below level 1 and is used in the evaluation and reporting of student achievement in Grades 1 to 8.</li> <li>❖ For achievement below level 1 in Grades 9 to 12, percentage marks below 50 per cent are assigned. Both “R” and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations. “R” and percentage marks below 50 per cent indicate the need for the development of strategies to address the student’s specific learning needs in order to support his or her success in learning.</li> <li>❖ When appropriate, parents/guardians will be consulted in this process. In Grades 1 to 8, students with an Individual Education Plan [IEP] who require modified or alternative expectations and beginning English language learners with modified expectations would rarely receive an “R”.</li> </ul>	<ul style="list-style-type: none"> <li>❖ For Grades 1 to 10, the code “I” may be used in a mark book and/or on a student’s report card, including the final report card, to indicate that insufficient evidence is available to determine a letter grade or percentage mark. For the report card, teachers will use their professional judgement to determine when the use of “I” is appropriate and in the best interests of the student. For example, teachers may find it appropriate to use “I” when evidence of a student’s achievement is insufficient because the student has enrolled in the school very recently or because there were issues or extenuating circumstances beyond the student’s control, such as protracted illness, that affected his or her attendance and/or ability to provide sufficient evidence of achievement of the overall expectations.</li> <li>❖ In Grades 9 and 10, a student who receives an “I” on the final report card to indicate insufficient evidence will not receive a credit for the course. However, there may be instances where students in Grades 9 and 10 who receive an “I” on their final report card may be considered for credit recovery. These are cases where, in the professional judgement of the teacher, evidence of achievement is available for at least a few overall expectations, on the basis of which it is possible to identify the remaining expectations that must be addressed and to design a credit recovery program.</li> </ul> <p><b>For students in the regular classroom on alternative programs:</b></p> <ul style="list-style-type: none"> <li>❖ Check the IEP box for the subject (or strand if available).</li> <li>❖ Insert an “I” in the mark box.</li> <li>❖ The statement in the comment box will start with: <i>“The comments are based on the achievement of alternative learning expectations in the IEP, which are not based on the Ontario Curriculum”</i>.</li> </ul>

## Reporting on Learning Skills and Work Habits

The Elementary Progress Report Card and the elementary and secondary provincial report cards provide a record of the learning skills and work habits are demonstrated by students across all subjects in the following six categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Teachers use the following letter symbols to report on students' development of the six learning skills and work habits:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

Teachers indicate progress for all of the learning skills and work habits using the letter symbols E, G, S, or N.

For Grades 1 to 8, in most cases, the homeroom/RISE teacher will complete the learning skills and work habits section. For the Elementary Progress Report Card, comments are required for at least 3 of the 6 learning skills and work habits. A comment must be included wherever a teacher has indicated that the development of a learning skill/work habit needs improvement. When writing comments, teachers will include Strengths and Next Steps for Improvement.

For Grades 9 to 12, individual teachers will report on the student's development of learning skills and work habits for each course, for each reporting period. Teachers may also include comments about the student's learning skills and work habits in the "Comments" section of the report card provided for each course.

## Students with Special Education Needs in Elementary

<p><b><i>IEP with Modified Curriculum Expectations</i></b></p>	<p>If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the “IEP” box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card.</p> <p>On the provincial report card, teachers must also include the following statement in the section “Strengths/Next Steps for Improvement”:</p> <p><i>“This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.”</i></p>
<p><b><i>IEP with Alternative Learning Expectations</i></b></p>	<p>In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student’s achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned in a subject and/or strand and recorded on the elementary provincial report card. In those cases, teachers must check the “IEP” box for the subject and/or strand and must include the following statement in the section “Strengths/Next Steps for Improvement”:</p> <p><i>“This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum.”</i></p> <p>In a very few instances, where the student’s program is not based on expectations from the Ontario curriculum for Grades 1 to 8, an alternative format may be used to report the student’s progress/ achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers should indicate the student’s progress/achievement relative to the expectations identified in the IEP, and should comment on the student’s strengths and next steps for improvement. When an alternative format is used, it should accompany the Elementary Progress Report Card and the Elementary Provincial Report Card at the regular reporting times.</p>
<p><b><i>IEP with Accommodations Only</i></b></p>	<p>If the student’s IEP requires only accommodations to support learning in a subject and/or strand, teachers will not check the “IEP” box. The letter grade or percentage mark is based on the regular grade expectations.</p>

## Students with Special Education Needs in Secondary

<p><b><i>IEP with Alternative Learning Expectations</i></b></p>	<p>In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student’s achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers must check the “IEP” box for that course and must include the following statement:</p> <p><i>“This percentage mark is based on achievement of alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum.”</i></p> <p>In a very few instances, where none of the student’s learning expectations are derived from the curriculum expectations in the Ontario curriculum for Grades 9 to 12, an alternative format may be used to report the student’s achievement (e.g., the evaluation section of the IEP). When using an alternative format, teachers should indicate the student’s achievement relative to the expectations set out in the IEP, and should comment on the student’s strengths and next steps for improvement. When an alternative format is used, it should accompany the Provincial Report Card, Grades 9–12, at the regular reporting times.</p>
<p><b><i>IEP with Accommodations Only</i></b></p>	<p>If the student’s IEP requires only accommodations to support learning in a course, teachers will not check the “IEP” box. The percentage mark is based on the regular course expectations.</p>

## English Language Learners

For Grades 1 to 8, when a student’s achievement is based on expectations modified from the grade level curriculum expectations to support English language learning needs, teachers will indicate this by checking the “ESL/ELD” boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).

For Grades 9 to 12, when a student’s achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the “ESL/ELD” box on the provincial report card for the appropriate course. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.

Please note that for an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the “ESL/ELD” box and the “IEP” box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

## **Kindergarten Communication of Learning Report**

Three formal written reports will be provided during the school year.

**The Kindergarten Communication of Learning: Initial Observations** will be issued at the end of the first reporting period, between October 20 and November 20.



The Kindergarten Communication of Learning: Initial Observations is intended to provide parents/guardians with an overview of initial observations of their child's learning and early evidence of growth in learning in relation to the overall expectations in The Kindergarten Program (2016) and with information about appropriate next steps to further the child's learning.

**The Kindergarten Communication of Learning** will be issued at two points in the school year:

- at the end of the second reporting period, between January 20 and February 20, reflecting the child's growth in learning since September; and
- at the end of the third reporting period, towards the end of June, reflecting the child's growth in learning since January/February.

At the end of each reporting period, educators will use the appropriate template to communicate information about the child's learning in three categories: Key Learning, Growth in Learning, and Next Steps in Learning. These terms are defined as follows:

*Key Learning* refers to the most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, in relation to the overall expectations. It is appropriate for educators to include their perceptions about the child's interests and learning preferences in their descriptions of key learning. *Growth in Learning* refers to positive developments in learning that the child has demonstrated over the reporting period, in relation to the overall expectations. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing growth in learning.

*Next Steps in Learning* refers to ways in which the child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when determining next steps in learning.

### **Initial Observations Report**

For the Initial Observations report, educators will provide an overview of the child's key learning and growth in learning during the fall of the school year, along with information about next steps in learning. This overview will serve as the basis for discussion with parents/guardians and as a support for parents/guardians' ongoing participation in their child's learning.

## Kindergarten Communication of Learning Report

In the Kindergarten Communication of Learning reports, issued at the end of the second and third reporting periods, educators will provide clear descriptions, including anecdotal comments, about the child’s learning and growth in relation to the overall expectations in each of the four frames. Again, parents/guardians’ participation in their child’s next steps in learning should be encouraged and supported.

### Students with Special Education Needs in Kindergarten

It would be rare that a student would be on an IEP in Kindergarten. It is the belief that all student needs can be met while assessing using the four frames.

IEP with Accommodations Only	IEP with Modified Expectations	IEP with Alternative Learning Expectations
<p>If the child’s IEP requires only accommodations to support learning, educators will not check the “IEP” box. Key learning, growth in learning, and next steps in learning are based on the expectations in The Kindergarten Program (2016).</p>	<p>If the expectations in the IEP are based on but vary from the expectations of the regular program, educators must check the “IEP” box for the frame and include the following statement:</p> <p><i>“Program expectations have been modified to meet the needs of the child.”</i></p>	<p>Where a child’s IEP identifies alternative learning expectations, the educator must check the “IEP” box for the frame and must include the following statement:</p> <p><i>“Key learning, growth in learning, and next steps in learning are based on alternative learning expectations in the IEP.”</i></p>

### English Language Learners in Kindergarten

When a child’s learning and growth in learning are based on expectations modified from the expectations in The Kindergarten Program (2016) to support English language learning needs, educators will check the “ESL” box for the frame.

Educators will not check the “ESL” box to indicate only:

- that the child is an English language learner; or
- that accommodations have been provided to support learning.

### Writing Comments in Kindergarten

When writing anecdotal comments, educators should focus on what children have learned, describe significant strengths, recognize children’s growth, and identify possible next steps for learning. Educators should use language that parents/guardians will understand. In Kindergarten, it is very appropriate to use examples of learning from pedagogical documentation to provide evidence of the child’s learning in a play environment. These rich examples can be the starting point for discussion with parents/guardians about the child’s learning as it relates to the Kindergarten program expectations.

## Communication with Parents/Guardians in Kindergarten

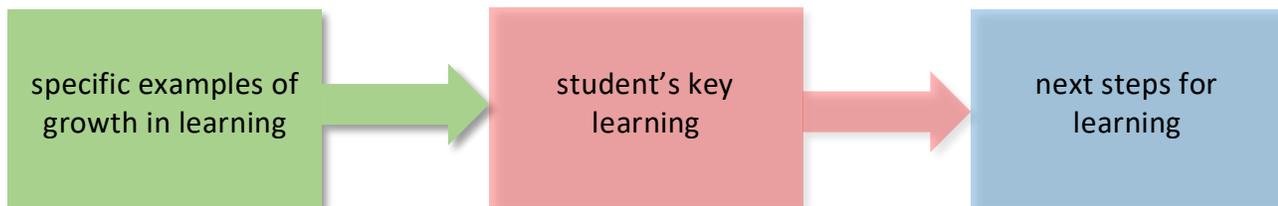
The Kindergarten Communication of Learning is intended to provide parents/guardians with descriptions, written in plain language and including anecdotal comments, about their child's strengths and growth in relation to the overall expectations within each frame of The Kindergarten Program. Educators should discuss next steps in the child's learning with the parents/guardians to inform them of their plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home. It is important to the child's development to engage parents/guardians in the child's learning early in the school year and to support them throughout the year in helping their child with next steps in learning. It is expected that teachers and early childhood educators will collaborate in observing, monitoring, and assessing the development of the children in Kindergarten and in communicating with families, and that the teacher will ensure that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed.

## Kindergarten vs. Homeroom Classes in Edsby

As a Kindergarten educator, two classes will appear in Edsby with the following names: Kindergarten and Homeroom. Please note that the Homeroom class is for attendance purposes only. Educators must go into the report card sheet in this class and click "submit to office" prior to any reporting period. This will be the attendance submission for the term.

The Kindergarten class is for the recording of the Evidence of Learning data, posting, as well as report card completion.

## Considering Comments



When writing comments, remember that they should be personalized comments for each student, with **specific examples of growth in learning** connected to the intended **student's key learning** and **next steps for learning**. It is critical that these frameworks are reviewed with the understanding that these should be used as a guide only. They are not meant to replace personalized comments for your students. These frameworks are meant to document what the students can do (not what they cannot do) and highlight their most critical next steps in parent-friendly language.

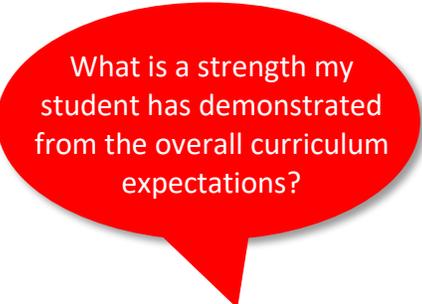
As you are writing your comments, you may consider the following reflection questions to help you craft them:

- Does the learning described in the comment reflect an asset-based view of the student's learning and development, focusing on the student's strengths (e.g., what they know and can do)?
- Does the comment clearly describe the student as a learner, how they learn and what they learn? The use of qualifiers (e.g., beginning to, simple, complex, limited, with assistance/with

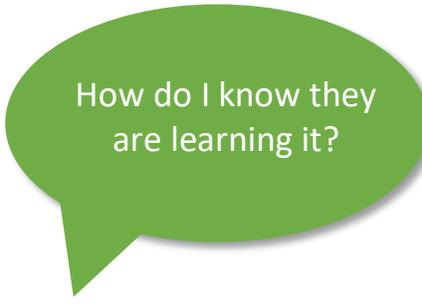
support/with prompting) should be avoided as they may inhibit the clarity of communicating what the student can do.

- Does the comment include specifics (i.e., exact words of the student) that indicates a real sense of knowing that student and their learning?
- Is there a connection to the overall expectations without simply restating the overall expectation?
- Is the comment meaningful to the student and their parents/guardians?
- Is the language parent-friendly?
- Is the comment reflective and inclusive of the diversity and identity of the learner?
- Do Next Steps clearly refer to ways in which the student can move forward in developing knowledge and skills, in relation to the overall expectations?
- In subjects with multiple strands, does the comment clearly reflect in overall terms what students know and can do based on the strands that are being reported?

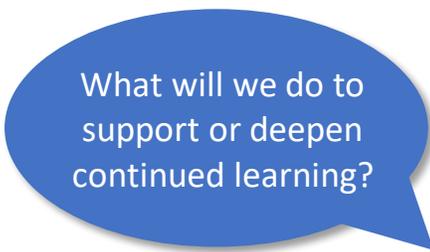
### Sample Comment Frameworks for Kindergarten



What is a strength my student has demonstrated from the overall curriculum expectations?



How do I know they are learning it?



What will we do to support or deepen continued learning?

### *Belonging and Contributing*

Name recognizes that there are things that make him/her/them special and unique. One day he shared a picture he/she/they had drawn stating, "I drew me playing hockey because that's what makes me different". Name shows empathy and understanding that people are not as privileged as him/her/them sharing, "People are not as lucky as us because they don't have food and they'll be hungry all the time and it'll be hard to learn". Name willingly shares his/her/their ideas with his/her/their peers such as when he/she/they was/were investigating water beads. He/She/They observed that he/she/they saw they were growing when the water was added and made a prediction that if we kept adding water, they would keep growing and growing. We will encourage Name to continue to capture and share his/her/their thinking and creations in Edsby, adding to the examples of how he/she/they contributes to our class learning.

### *Demonstrating Literacy and Mathematics Behaviours*

Name knows that there are many ways to communicate his/her/their thinking, and changes how he/she/they represents his/her/their learning based on the audience. After we have read a book, he/she/they tries out some of the text features in his/her/their own writing. For example, he/she/they said, "Look, I made these letters big so it shows the guy is yelling danger". When he/she/they works in a group, he/she/they sometimes asks others what letters are in a word or shares his/her/their suggestions about what a character in a book might be thinking. These literacy behaviours demonstrate Name's ability to use what he/she/they knows about reading in his/her/their writing.

Name shows his/her/their understanding of math concepts (e.g., spatial reasoning, number grouping, his/her/their sense of quantity) when he/she/they builds construction sites: He/She/They count(s) the number of scoops of sand he/she/they takes, figures out the number of objects he/she/they can fit in a small space, and keeps track of cars going in and out of the parking lot. He/She/They sort(s) and organize(s) blocks and other materials into groups. This skill is a building block for an understanding of the relationship between numbers and, eventually, addition and subtraction. He/She/They also applies/apply that thinking to help him/her/their make decisions about how he/she/they manipulates and sorts materials (e.g., “They aren’t the same, I’m moving some over here”).

(In the sample above, the educator has chosen to use the Communication of Learning report to comment on both literacy and mathematics behaviours. However, they could also have chosen to include only one of the two on the report, while communicating information about the other in different ways. If you choose to focus on only math or literacy in this box, how might you reflect the learning that you did not comment on in an alternative frame)

### Sample Comment Framework for Elementary Language

#### *Grade 5 Sample B Framework*

Name demonstrates the ability to analyse a variety of text forms and explain how his/her/their particular characteristics help communicate meaning. For example, when analysing an anthology of short first-person narratives written by authors in his/her/their peer group, Name was able to explain how the characters and plot communicated a common theme of friendships gained and lost. When writing, Name is beginning to establish a distinct voice and incorporates some vivid and figurative language to communicate his/her/their message and engage the reader. When drafting his/her/their poem *When Shy Walk In*, Name personified the abstract noun by describing how it looks, sounds, and moves. When preparing for an oral presentation, Name is encouraged to plan and apply both verbal and non-verbal cues to engage his/her/their audience. Name should annotate his/her/their text to indicate where vocal effects such as changes in tone, volume and pitch would be impactful. Name should also consider the intentional use of non-verbal gestures such as eye contact and facial expressions.

### Sample Comment Framework for Elementary Math

#### *Grade 2 Sample D Framework*

Name can use concrete and visual tools to represent some whole numbers. Name can use counters and linking cubes to represent quantities up to 20. Name was able to count the cubes and write the number using an anchor chart for reference. Name collected data through a questionnaire. He/she used tallies to keep track of the quantity for each category with some accuracy. Name looked at a picture that contained different varieties of fruit and created a line plot by marking an X for each item in its appropriate category. Name is encouraged to use concrete materials to judge his/her reasonableness when estimating and determining quantities and measures up to 50. Continued practice counting by 1s, 2s and 5s will assist Name when reasoning through problems involving the addition and subtraction of whole numbers.

\*Used for gender-fluid students whose preferred pronouns are “they” and “their”

Please note that more sample comment frameworks from a variety of subject areas and grades in Elementary can be found in the [Sample Comment Frameworks for Elementary Brightspace course](#)

### *Grade 6 Sample Framework for an IEP'd Student in a Regular Classroom*

The letter grade is based on achievement of expectations in the IEP that vary from the Grade 6 expectations and are a decrease in the number and complexity of curriculum expectations. Jennifer has continued to make gains in reading ability this term and is now able to decode CV, CVC, and CVVC words independently. Jennifer is generally able to identify the main idea of a text and is beginning to make text connections. Jennifer was proficient in mastering all of the Dolch List sight words at the Grade 3 level. In Writing, Jennifer is successful writing a daily journal comprising five sentences when using the Expanding Expression Tool (EET). She is successful with beginning grammar structure, starting sentences with capitols and ending with periods. She is conscientious of asking for assistance with words she is unfamiliar with. Jennifer was able to construct a short paragraph about trains, a step-by-step description to make smoothies and wrote a letter to a Youtuber. During our media literacy unit, Jennifer explored supermarket advertisements and was able to construct a collage comparing healthy and unhealthy foods. Jennifer also designed packaging for a new brand of candy bar. Jennifer is encouraged to write about topics of interest to her and use speech to text software to assist with challenging words.

### **Sample Comment Framework for Secondary Civics**

Robbie understands and explains how decisions of individual citizens and organizations impact global affairs. On the International Issues assignment, he was able to clearly analyze and evaluate the civic actions of “Doctors without Borders” in the aftermath of the Haiti earthquake. When researching, Robbie should challenge himself to look beyond the perspective presented by the Canadian media.

(*The Comment Framework*, 2011, p. 24)

### **Sample Comment Framework for GAINS**

#### *Domain*

Communication/Language Development

#### *Annual Program Goal*

By June 2021, during small activities, Curt will respond to verbal prompts by looking at the computer when his name is called and then follow a second directive to look at his learning tasks. He will also respond non-verbally, using his core board, or Go Talk 9 to the verbal and pictorial prompts “Do you want a turn?” and “Do you want more?” in small group and large group activities. In term 2, Curt will follow familiar one-step verbal directions to independently complete simple hands-on tasks during motivating small group activities. Given verbal cues and increased wait time, Curt will use his core board or Go Talk 9 three times daily to communicate any of the following language functions: requesting, protesting, commenting or asking questions.

*Learning Expectation*

By the end of term 1, during small group activities, Curt will look at the computer when his name is called followed by a verbal prompt to look, in three consecutive trials.

By the end of term 1, during small group activities, Curt will respond using his core board (e.g., me, turn) or non-verbally (e.g., smile, eye gaze, body movements) to the verbal and pictorial prompt “Do you want a turn?” in 4/5 opportunities.

By the end of term 1, during small group activities, Curt will follow familiar one-step verbal directions to complete simple hands-on tasks with physical prompts from caregivers, in 4/5 opportunities.

By the end of term 1, given verbal cues and increased wait time, Curt will use his core board or Go Talk 9 twice daily for any of the following language functions: requesting, protesting, commenting, or asking questions.

*Report Card Comment*

Curt’s communication and language goals have been achieved. Through daily participation in virtual learning activities, he occasionally demonstrates interest and attention by looking at the computer screen. When distracted by something in his environment or unmotivated by the activity, calling his name followed by a verbal and gestural prompt to “look” often helps regain his focus for short periods of time. Curt’s preferred learning activities involve music, movement, and one-on-one work. This is demonstrated by an increased willingness to look at the screen and complete simple hands-on tasks. Curt also participates by responding to questions throughout a variety of activities using body language and his core board to communicate. When asked the prompt “Do you want a turn?” Curt regularly responds non-verbally through smile, eye gaze, body movements or by picking up the core word “turn” when it is placed within his reach. With adult support, Curt is beginning to use his core board effectively during most learning activities. He sometimes touches or pulls core words off and with adult support holds them up to the screen for educators and peers to see. Curt primarily uses his core board for making requests to participate in learning activities and commenting on his work or the work of others. When our class made S’mores during a cooking activity, Curt held up the word “like” from his core board, with support from a caregiver, to appropriately communicate his opinion of the snack. He also participates in a variety of activities that encourage him to follow simple verbal directions. Curt routinely completes familiar hands-on tasks with visual and verbal prompting. During a recent hands-on preposition activity based on the story “The Mitten,” Curt listened to instructions and followed the directive in sequential order to complete the assignment. When asked to look at two characters, find the bear and put it in the mitten, Curt did so with minimal support from a caregiver at home. In order to continue to expand on this skill, he is encouraged to play games that involve following simple, familiar one-step directions at home (e.g., “put in tasks”).

**Sample Comment Framework for STEPS***Domain*

KMM Numbers/Numeracy

*Annual Program Goal*

By the end of the semester, given audio instruction and three visual prompts, John will identify numbers to 50 by moving a digital marker over the correct response. With support from a number line, he will also demonstrate understanding of number sequence to 50 by rearranging five numerals so they are in the correct order from smallest to biggest. During digital interactive tasks, he will match Canadian coins to their

corresponding values. John will also read, identify, and match benchmark times to the hour, half hour and quarter hour using digital and hands on materials.

#### *Learning Expectation*



By the end of the semester, with verbal prompts, John will represent numbers to 20 using digital manipulatives, in 4/5 trials.

John will determine which numerals are missing in a sequence of four numerals up to 100 using a number line, in 4/5 trials.

With verbal prompts, John will match images of a penny, nickel and dime and to their corresponding values, in 4/5 trials.

When given a verbal prompt, John will demonstrate understanding of telling time to the hour and half hour by moving the hour and minute hands on a clock to indicate the correct time, in 4/5 opportunities.

#### *Report Card Comment*



John completed his numeracy goals for this term. When provided with four visual choices, he generally determines which three numbers are missing from a given sequence of four numerals and arranges them in proper order. John also uses digital manipulatives to identify and represent numbers to 20. John understands time to the hour and half hour. He usually identifies, matches, and creates various times using digital and physical clock manipulatives. During coin identification activities, Damian is beginning to match Canadian coins to their corresponding values. To continue to enhance this skill, John is encouraged to complete the file folder activities provided to him focusing on Canadian coins daily.

## **Style Guide for Writing Report Card Comments**

### **Appropriate Language**

According to the Purdue Online Writing Lab (2022), “When writing, it is very important to use language that fits your audience and matches purpose. Inappropriate language uses can damage your credibility, undermine your argument, or alienate your audience.” In a report card comment, using language that is formal, professional, and jargon-free is critical.

### *Jargon-Free Language Guidelines*

The term "jargon" refers to any in-group or specialized language used by small groups of like-minded individuals (Purdue Online Writing Lab, 2022). For example, individuals who study linguistics will use words like *quantifier*, *diglossia*, *intensifier*, and *metonymy*. To non-linguists, these words have different meanings or no meanings at all (2022).

Before beginning to write, educators must first consider the audience being addressed. When writing report card comments, you should refrain from using any language that parents/guardians will not understand (such as using language directly from the curriculum document). Doing so will help in opening the lines of communication between the educator and the parent/guardian, the student, and the educator, as well as the parent/guardian and their own children. This gives everyone a basis of understanding from which the student can grow.

Instead of Using:	Use:
<p><b>Curriculum expectations verbatim</b>—e.g., <i>“demonstrates an understanding of the properties and use of fluids”</i></p> <p>or</p> <p><i>“apply a variety of tactical solutions to increase their chances of success as they participate in physical activities”</i></p>	<p><b>Everyday language</b>—e.g., <i>“demonstrates an understanding of what fluids are, as well as when and where they are used”</i></p> <p>The wordings used for the learning goals—e.g., <i>“tries out different strategies to improve results when playing games and doing other physical activities”</i></p>
<p><b>Terms used in the curriculum that may not be “parent-friendly”</b> e.g., <i>creative process, inferring, schema</i></p>	<p>Even learning goals have examples of this kind of language, because we want students using strong and accurate vocabulary. <b>In report cards we can either rephrase or explain this kind of language</b>—e.g., <i>“Carl has been reflecting on his use of the creative process (the steps involved in creating music or learning to play an instrument)”</i></p>
<p><b>Achievement Chart criteria verbatim</b>—e.g., <i>“use of planning skills (generated ideas)”</i></p>	<p><b>The wordings used for the success criteria</b>—e.g., <i>“uses a number of ways to identify a topic for writing, such as participating in discussions, using different types of questions, and completing an organizer”</i></p>

Kawartha Pine Ridge District School Board, (2021). *Elementary Reporting Grade K-8: Overview and Support*, p.15.

Furthermore, establishing credibility in writing is paramount. To do so, avoid using slang (words like *cool*) or idiomatic expressions (*“spill the beans”*) (2022). These words make writing sound informal. In addition, some families who do not have English as their first language will have a more difficult time understanding informal language (2022).

### Conciseness

The goal of concise writing is to use the most effective words. Concise writing does not always have the fewest words, but it always uses the strongest ones. Writers often fill sentences with weak or unnecessary words that can be deleted or replaced. When only the most effective words remain, writing will be far more concise and readable.

One way to do this is by replacing vague words with more powerful and specific ones. Often, writers use several small and ambiguous words to express a concept, wasting energy expressing ideas better relayed through fewer specific words. Usually, more specific words lead to more concise writing. Brainstorming or searching a thesaurus can lead to the word best suited for a specific instance. Notice that the example below actually conveys more as it drops in word count:

Wordy	Concise
<p>The politician talked about several of the merits of after-school programs in his speech (14 words)</p>	<p>The politician touted after-school programs in his speech (8 words)</p>

Another way to do this is to interrogate every word in a sentence. Check every word to make sure that it is providing something important and unique to a sentence. If words are dead weight, they can be deleted or replaced:

Wordy	Concise
The teacher demonstrated some of the various ways and methods for cutting words from my essay that I had written for class (22 words)	The teacher demonstrated methods for cutting words from my essay (10 words)

One last way to make a sentence more concise is to combine sentences. Some information does not require a full sentence and can easily be inserted into another sentence without losing any of its value:

Wordy	Concise
Ludwig's castles are an astounding marriage of beauty and madness. By his death, he had commissioned three castles (18 words)	Ludwig's three castles are an astounding marriage of beauty and madness (11 words)

Purdue Online Writing Lab, (2022). Retrieved from [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/index.html)

### Sentence Clarity

Consider the use of transitional words to help improve clarity in writing. There are many words in English that cue our readers to relationships between sentences and join sentences together. Transition words include words such as *however*, *therefore*, *in addition*, *also*, *but*, *moreover*, etc. See more examples of transitional words and when to use them [here](#)

Purdue Online Writing Lab, (2022). Retrieved from [https://owl.purdue.edu/owl/general\\_writing/mechanics/sentence\\_clarity.html](https://owl.purdue.edu/owl/general_writing/mechanics/sentence_clarity.html)

### Verb Tenses

Report card comments should be written in present tense. Present tense is used to state facts, to refer to perpetual or habitual actions, and to discuss a person's own ideas or those expressed by an author in a particular work.

Purdue Online Writing Lab, (2022). Retrieved from [https://owl.purdue.edu/owl/general\\_writing/grammar/verb\\_tenses/verb\\_tense\\_consistency.html](https://owl.purdue.edu/owl/general_writing/grammar/verb_tenses/verb_tense_consistency.html)

## Strong Verbs to Describe Learning

List	Record	Underline	Explain	Describe	Report	Plan	Establish
State	Define	Arrange	Translate	Express	Summarize	Build	Integrate
Name	Relate	Describe	Identify	Classify	Discuss	Create	Modify
Tell	Recall	Memorize	Restate	Locate	Compare	Design	Compose
Repeat	Recognize	Discuss	Review	Illustrate	Organize	Collect	Label
Select	Reproduce	Critique	Estimate	Investigate	Construct	Apply	Sketch
Perform	Reference	Interpret	Reiterate	Dramatize	Prepare	Use	Solve
Respond	Analyze	Inspect	Test	Revise	Devise	Practice	Construct
Role-play	Distinguish	Categorize	Critique	Formulate	Manage	Demonstrate	Conduct
Execute	Differentiate	Catalogue	Diagnose	Propose	Interpret	Clarify	Infer

Kawartha Pine Ridge District School Board, (2021). *Elementary Reporting Grade K-8: Overview and Support*, p.16.

## Proofreading

### Before Proofreading

- **Make sure plenty of time is left** after the paper is finished to walk away for a day or two, a week, or even 20 minutes. This will allow for proofreading to be viewed with fresh eyes.
- **Print out a hard copy.** Reading from a computer screen is not the most effective way to proofread. Having a hardcopy of the paper and a pen will help.
- **Have a list of what to look for.** This will help manage time and eliminate the feeling of being overwhelmed by proofreading. For example, having a list of common errors people make can be helpful when reviewing work.

### While Proofreading

- **Don't rush.** Many mistakes in writing occur because people rush. Read slowly and carefully to give eyes enough time to spot errors.
- **Read aloud.** Reading aloud helps people to notice run-on sentences, awkward transitions, and other grammatical and organization issues that they may not notice when reading silently. There are three ways a person can read aloud:
  1. Read aloud to yourself. Reading a paper aloud encourages a person to read each word and can help them notice small mistakes.
  2. Read aloud to a friend and have the friend give oral feedback.
  3. Have a friend read the paper aloud while the other person listens.
  4. Use the *search in document* function of the computer to look for common errors.
  5. Read from the end. Read individual sentences one at a time starting from the end of the paper rather than the beginning. This forces a person to pay attention to the sentence itself rather than to the ideas of the paper as a whole.

### When Finished Proofreading

- Have a friend look at the comments after you have made all the corrections you identified. A new reader will be able to help to catch mistakes that may have been overlooked.

Purdue Online Writing Lab, 2022. Retrieved from [https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/proofreading/index.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/proofreading/index.html).

### **The Use of Qualifiers**

While writing with the use of qualifiers is still commonplace, in a true asset-based comment, using a qualifier is not necessary. By focusing on what the student **can** do, there is no need to qualify that statement. Beginning the comment by saying something like, “Name can...” educators are discussing a strength relative to that student. In the Next Steps part of the comment is where educators can speak to what a student can improve upon, and how parents/guardians can support their children at home.

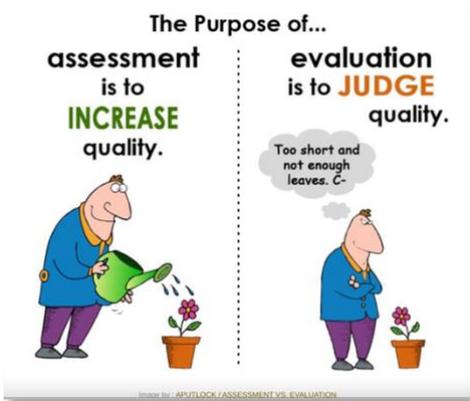
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### ***Notes***



## Gradebook



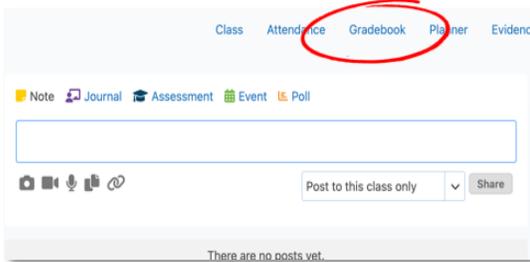
Please note: Educators do NOT need to use Edsby Gradebook to complete the report cards. **Using Edsby Gradebook is optional.**



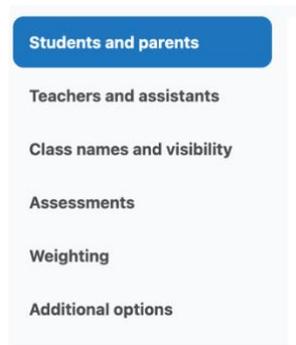
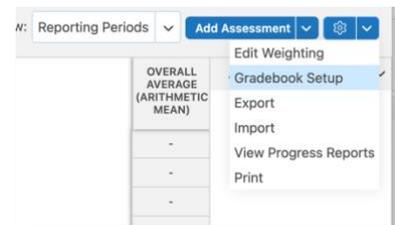
The following section outlines how to set up and use the Gradebook so that it is working for effectively, is aligned with *Growing Success* and the curriculum, and how, by doing this, it becomes an easy transition to Edsby Report Cards.

## Gradebook Setup

To access the gradebook, educators can enter a class where they would like to enter data or create an assignment. Once in, click “Gradebook” from the top menu.



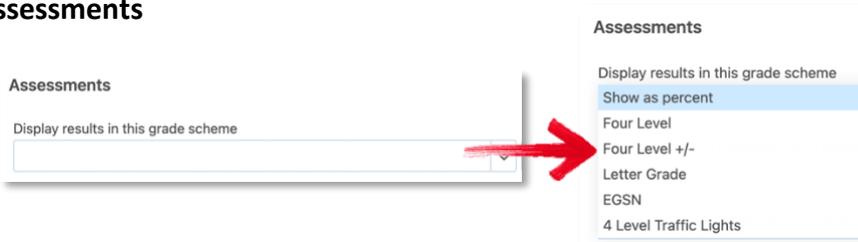
Once in the Gradebook, click the gear in the top right corner to access the Gradebook setup.



The only sections that directly pertain to the Gradebook is “Assessments” and “Weighting”. Educators can find information on the other sections in the links below:

- [Students and parents/guardians](#)
- [Teachers and assistants](#)
- [Class names and visibility](#)

## Assessments



Educators can have their marks displayed in a variety of grade schemes

Create new assessments with this grade scheme



- Create new assessments with this grade scheme
- None
  - KTCA Out Of
  - EGSN
  - Out of
  - Percentage
  - Letter Grade
  - Strands
  - Strands Lettergrade
  - Learning Skills
  - Yes/No
  - Four Level
  - Four Level +/-
  - Rubric
  - KTCA Four Level
  - KTCA Four Level +/-
  - Stranded Four Level

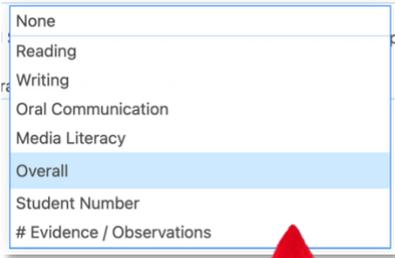
Any new assessments that are created will default to this grade scheme

Show evidence button for this class on the classes panel

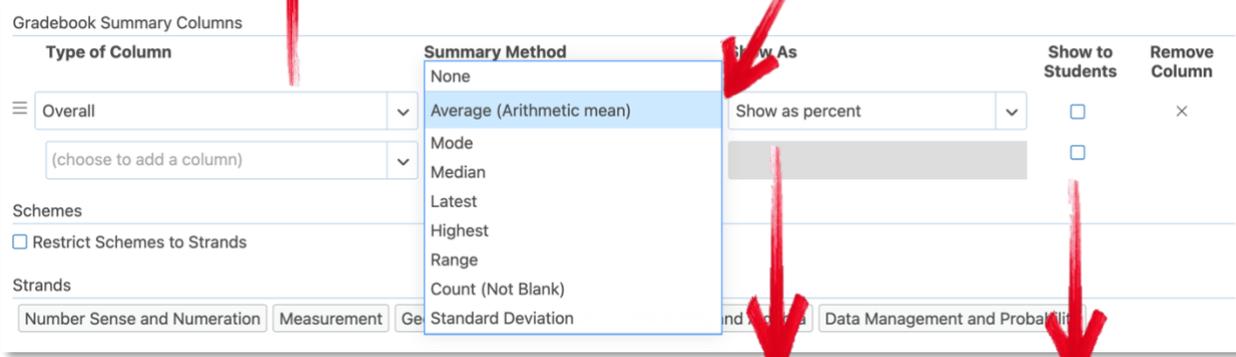
By selecting, or deselecting this checkbox, educators can remove the "New Evidence" from their classes panel.

**Mathematics**  
*Mathematics\_GR3\_G/Mr. L. Bates*

[New Evidence](#)



Educators can create any kind of summary column they wish. For example, they could have a summary column for a particular strand or unit. Educators can also choose what the method of calculation they wish the Gradebook to perform.



**Please Note....**

Educators can remove the columns at any point without altering their gradebook.

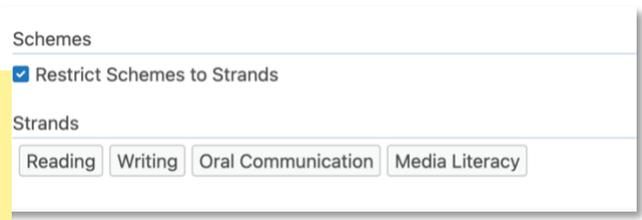
Educators can also choose how they want that mark to be shown in their Gradebook (e.g., as a percent, level or letter grade)

By selecting “Show to Students” they will see the summary columns that you’ve shared with them.

**Restrict Schemes to Strand (elementary only)**

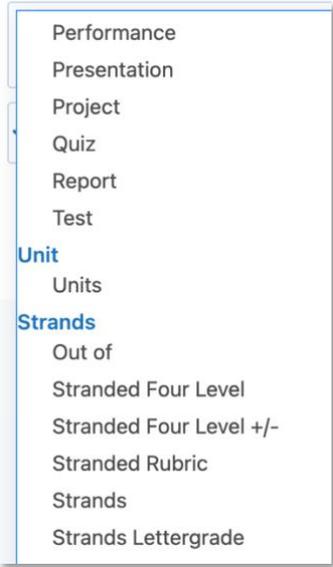
Educators who teach French or Language Arts whereby they have to report on different strands and wish to have marks auto populate their report card strands, this box has to be checked at the beginning of the term. However, if educators choose this method, they will no longer be able to use rubrics as a method of assessment.

**Please Note....**



**Weighting**

Weighting allows educators to group assessments into a “bucket” and assign a weight to that bucket. Depending on the subject or grade, creating weighting buckets is optional. Educators can create buckets based on assessments, units or strands just to list a few options.



Once educators choose what to put in each bucket, they can assign a percent of the of the overall grade to that bucket.

**How should weightings be set?**

There is no “correct” way to set weightings.

Educators may want to:

1. Set everything to a weight of 1 (or any number an educator chooses as they will all be equal) so every task and assessment is weighted the same.
2. Weight assessments heavier where more time was spent, and/or a larger performance task was completed (for example, a quiz is weighted a 1 and a unit test is weighted a 5).

These are just suggestions. Educators have the professional judgement to set up their weighting buckets as they choose.

**Subjective Performance Indicator**

The Subjective Performance Indicator enables teachers to convey student progress independent of calculated averages. Initially the SPI is blank, but whenever the indicator is changed, the information is immediately shared with the students and parents/guardians unless educators have their [Gradebook setup](#) to NOT share with parents/guardians.

- E = Excellent
- G = Good
- S = Satisfactory
- N = Needs Improvement

	Knowled... /10	Thinking
N	-	10
D	PROGRESSING WITH DIFFICULTY	7
W	NOT ENOUGH INFORMATION	6
V	PROGRESSING WELL	5
-	PROGRESSING VERY WELL	4
Herrera, Victoria	10	10

**Please Note....**

The SPIs will transfer to the report card for educator information only. It will not appear when printed.

Retrieved from: [Gradebook Overview](#)

## Using the Grader

The Grader provides a framework for viewing submitted files and online tests. In addition, the Grader also enables an educator to give feedback by adding annotations to a student's PDF document or image file.

### Accessing the Grader

The Grader is accessed within the Gradebook by any one of the following 3 methods:

1. Double clicking the submission icon in the gradebook cell, or
2. Choosing Grader from the Status menu, or
3. Clicking the file name from the Gradebook's Assessment inbox.

The screenshot shows two parts of the interface. On the left is a gradebook table for 'Career Exploration' with columns for 'A.2.1 /10', 'A.2.2 /10', and 'Total'. A submission icon (a small document with a checkmark) is circled in red with a '1'. A status menu is open over the row, with 'Grader (new)' highlighted in blue and circled in red with a '2'. On the right is the 'Assessment Inbox' for 'Career Exploration'. A submission by 'Sophia Butler' is highlighted in blue, with the file name 'Career Exploration.pdf' circled in red with a '3'. A list of other students' submissions is visible on the right side of the inbox.

From the Class conversation and activity feed, the Grader can be accessed from the chevron.

The screenshot shows a post from 'Mx. Julie Breton' about an 'Assignment: Chemistry Unit Test - Sunday, February 13, 2022'. A chevron menu is open over the post, showing options: 'Add To Library', 'Edit', 'Grader' (highlighted in blue with a hand cursor), 'Report Inappropriate', and 'Delete'.

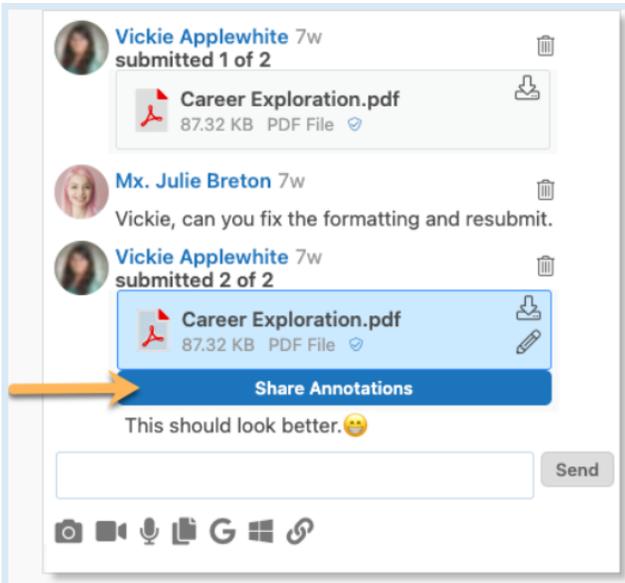
### Adding Annotations and Comments

The Grader lists all students' submissions starting with the first submission. Clicking on the file name will display the submission. Educators can use the rectangle, pen, and highlighter tools to annotate and comment on the student's submission. Comments can be changed or deleted by clicking on the comment field.

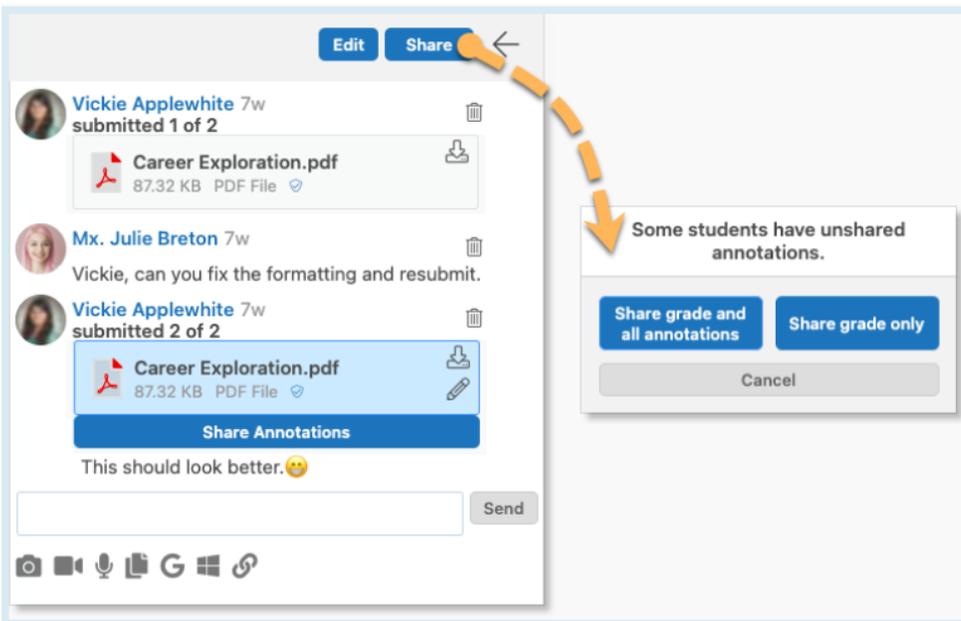
To maximize screen space for the Grader, collapse the student list by clicking the chevron arrow to the left of the student's name.

### Sharing Annotations

If the educator wishes to share the annotations, they can be shared student by student or all at once. To share an annotation with a selected student, click Share Annotations below the file name.



To privately share all annotations for each student in the Class at once, click the Share button at the top right of the Grader. The educator can choose to share both the annotations and grade or just the grade. Students will only see their own annotations and grade.



Once the annotation is shared, any changes or deletions made to the markup or comments are immediately viewable by the student.

### *Student List*

When in the Grader, the student list provides the educator with an overview of submissions, questions, discussions, and shared annotations. Hovering over the icon will display the help text.

Applewhite, Vickie	✓	You're all done - it's graded
Berg, Ditte	↩	hia You've replied
Butler, Sophia	💬	Student has made a comment and you've not seen it
Carroll, Grace	➡	You've shared your annotations
Clark, Lyla	📄	Student has made a submission
Dean, Madison	✗	Student has not made a submission yet

### Navigating to Other Assessments within the Grader

To navigate to other assessments within the Grader use the drop-down arrow at the top left of the Grader. Clicking on the arrow lists the assessments in the Gradebook organized by unit.

The screenshot shows the Grader interface for a student named Vickie Applewhite. At the top, it displays the date 'FEB 25' and the assignment 'Assignment: Career Exploration' with a dropdown arrow. Below this, the unit is identified as 'Unit: Term Work'. A dropdown menu is open, listing four assessments: 'Career Exploration', 'Bohr-Rutherford /10', 'Balancing Chemical Equations /10', and 'Chemical Bonding Worksheet'. The 'Balancing Chemical Equations /10' option is highlighted, and a mouse cursor is pointing at it. Below the dropdown, there are icons for 'Select', 'Rectangle', 'Pen', and 'Hi'.

### Student View of Annotated Assessments

Students will receive a notification that assessment results, annotations or discussion notes have been shared with them.

The screenshot shows the student's notification center. On the left, a 'Classes' sidebar shows 'English' with a notification for '4 new results, 6 new annotations, 7 private notes'. The main notification area lists three items from 'Mr. Martinez' to 'Mikkel Bang': 'published new grades for Literary Devices Quiz in English', 'updated grade for Analyzing Camera Angles in English', and 'published new annotations for Rough Draft: Comparison Essay in English'. Each notification has a close button (X) on the right.

Clicking on the button under the class name or the notification will open the My Work Report where the new items are highlighted.

**Rough Draft: Comparison Essay** Feb 24, 2022

Application	Level 4
Communication	Level 4
Thinking	Level 3
Knowledge	Level 4

Resubmit [View Rubric](#)

4 1

**Mr. Martinez** made a submission 1 day ago

Tessel\_Balvert\_Rough.pdf 66.17 KB PDF File

**Mr. Martinez** Great work! Please see the annotated feedback I've provided. 1 day ago

**Mr. Martinez** published their annotations 1 day ago

**Mr. Martinez** added a grade 1 day ago

Application	Level 4
Communication	Level 4
Thinking	Level 3
Knowledge	Level 4

have a question about...

Students view annotations by clicking on the file name. Students can also view and reply to messages from this window.

**FEB 24** Assignment: Rough Draft: Comparison Essay Received on time  
Unit: Writing

Scale: Fit

Tessel Balvert  
Mr. Martinez  
ENG3U1-F  
17 December 2021

Necessities of Life

A Comparison Essay of *The Book Thief* & *Hunger Games*

Leon Trotsky, Soviet politician and theorist, once stated, "You may not be interested in war, but war is interested in you." Trotsky describes war as a Vortex that upheaves the lives of communities and individuals who consider themselves non-combatant by instigating devastating events. You may think this idea is prevalent through the novel *The Book Thief*, written by Steven Galloway and the animated film *Hunger Games*, directed by Iano Takahata. *Hunger Games* follows Setia and his little sister, Setsuko, as they struggle to survive on their own in Japan circa 1945. *The Cellist of Sarajevo* shows the everyday lives of our four protagonists, the cellist, Arrow, Kenan and Dragan, while they live through the Siege of Sarajevo. Both the movie and the novel take place in the midst of wartime and take a strong anti-war stance throughout. The devastating nature of war is depicted through the characters and the different settings, their

**Mr. Martinez** 1 day ago  
Please make title more concise.

**Mr. Martinez** 1 day ago  
Please revise spelling.

**Mr. Martinez** 1 day ago  
made a submission

Tessel\_Balvert\_R... 66.17 KB PDF File

[View Annotations](#)

**Mr. Martinez** 1 day ago  
Great work! Please see the annotated feedback I've provided.

**Mr. Martinez** 1 day ago  
published their annotations

**Mr. Martinez** 1 day ago  
added a grade

Application	Level 4
Communication	Level 4
Thinking	Level 3
Knowledge	Level 4

[Send](#)

Retrieved from: [Edsby Gradebook](#)

## Comment Library

You can filter your comments by these areas.

To create a new comment, click "Add New".

**Create Comment**

Write your comment...

e.g. <<name>> is a very hard working <<boy/girl/student>>.

The following replacements are available:  
 <<name>> - Student's first name  
 <<last>> - Student's last name  
 <<male/female/other>> - text left of the first "I" will be used for male students, between the first and the second "I" for female students and after the last "I" for other/undeclared gender students.  
 e.g. <<name>> is a very hard working <<boy/girl/student>>.

Your comment library can be filtered using the following categories.

Tags (Optional)

Type to search existing or create new tags

Phrase Type (Optional)

none

Grade(s) (Optional)

Subject(s) (Optional)

Course Code(s) (Optional)

e.g. MAT09

Cancel Save

**A** This is where educators enter in the comment they wish to create.

### Please Note....

For Edsby to automatically replace the name, educators must write in their comment as <<name>>. If educators wish to make their pronouns automatic, the must write is as <<he/she/they>> or <<him/her/they>>.

**B** **Tags-** Edsby does not use a folder system, instead it uses tags to keep comments organized and searchable. A tag is a word(s) that identifies something about the comment.

For instance, "Name evaluates the main ideas by making connections to her own experiences, the outside world or information from another text, when reading a variety of stories."

A tag that could be used here might be "connections" or "main idea".

Phrase Type	Course Code	Subject	Grade	Comment	Tags	
Learned	ON.3.English	Language Arts	3	Using personal information and prior knowledge <<name>> was able to write a paragraph on why we should wear a helmet while riding a bike.	helmet,paragraph	🗑️
Learned	ON.3.English	Language Arts	3	<<name>> used his favourite magazine, Sports Illustrated for Kids, to describe how he could understand that not all students would like this magazine.	media,term 2	🗑️
Next Steps	ON.3.English	Language Arts	3	Next steps will be for <<his/her>> to explain why all the advertising in <<his/her>> favourite magazine is similar.	advertising,media	🗑️
Next Steps	ON.3.English	Language Arts	3	I encourage <<Name>> to continue to read higher level reading materials to further enhance <<his/her>> vocabulary. When working in a group <<name>> should make a greater effort to listen to other group member's opinions.	collaboration	🗑️
Next Steps	ON.3.English	Language Arts	3	The next steps for <<name>> will be to attempt to use greater word choice in <<his/her>> writing.	word choice	🗑️

**C** **Phrase Type-** educators *can* (not necessary) add a Phrase Type to their comment.

Learned- describes what the student has learned during the term/semester.

Strengths- what are the student's strength that term/semester

Next Steps- How can parents/guardians help support their children at home

IEP- Educators can add the following IEP statement as a comment and add it as this phrase type:

"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade 6 expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

ESL- As per *Growing Success*, there is no formal ESL statement that needs to be entered into the report card. This is available as a phrase type "Tag" if educators do have specialized comments that they are using for their English Language Learners.

**D** **Grade(s)-** educators can select multiple grade levels

**E** **Subject Areas-** educators can add in the subject area.

**F** **Course Codes-** educators can add in their course codes

**Please Note....**

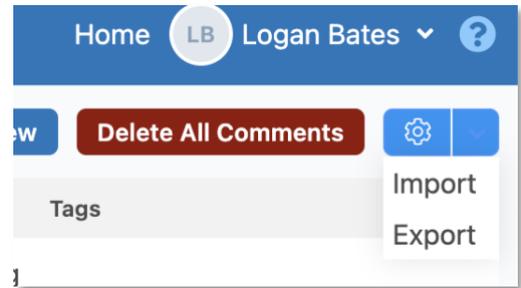
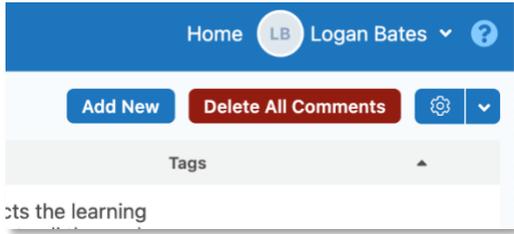
*English is for  
Secondary, and  
Language is for  
Elementary*

As educators create comments, they will see them populate in their main comments screen. Educators can filter them by using the filter tool on the left or they can click on the column headers.

If educators wish to edit them, they can click anywhere on the horizontal plane the comment is on and it will bring up the create comment dialogue box.

For more information on how to create comments see the [Entering Comments](#) section.

Educators can delete comments individually by click the trash can at the end of the line. If they want to delete their entire comment bank they can use the “Delete All Comments” feature. **BE AWARE THAT IF THIS IS DONE ALL COMMENTS WILL BE DELETED AND UNRECOVERABLE!**



Educators can also Import and Export comment banks. This allows them to share their comments with other educators. The comment bank will export as a .csv file.

### Accessing the Report Card

There are 3 ways to access the report cards:

#### Through the Zoom

The easiest and best way to keep report cards organized is through the report card zoom. The zoom can be found on the bottom right side of the main Edsby screen. This will bring educators to a page that shows the status of all their report cards.



Here educators can see what is overdue, completed, returned, or not yet started. If they click anywhere on a subject line, it will bring them into the report card.

Filters Reset Showing 11 of 11 report sheets. Sheet View

Search

2021-2022 Elementary Oct 22 - Jan 21, 2022

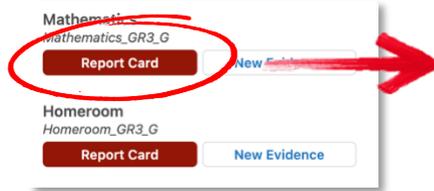
Sheet Name	Class / Group Name	Grade	Teacher(s)	Template	Student Status	Sheet Status	Mean	Median
Dance	Dance_GR3_G	3	Logan Bates	Ontario Grade 1-6 Drama, Dance, Music, or Visual Art	15	Approved by Mr. Scott Beasley Mar 11	75%	75%
Drama	Drama_GR3_G	3	Logan Bates	Ontario Grade 1-6 Drama, Dance, Music, or Visual Art	15	Submitted for review by Logan Bates Feb 24		
Health	Health_GR3_G	3	Logan Bates	Ontario Grade 1-6 Health or Physical Education	15	Overdue (0% complete)	-	-

Filters:

- Status: All, Approved, Overdue, Submitted For Review
- Template: All, Ontario Grade 1-6 Drama, Dance, Music, Or Visual Art, Ontario Grade 1-6 Health Or Physical Education

### From the Classes Panel

Once report card window has opened for the system, a blue report card button will appear. Educators can simply click this button and it will bring them right into the report card.



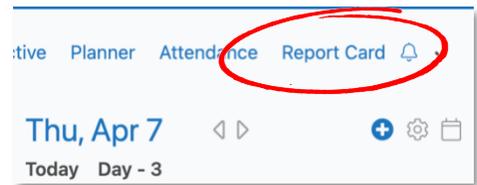
When the button is red, it means that the report cards are overdue. However, educators can still work on them and submit.

**6/7 & SK/1 Split Classes**

Viewing report cards this way is particularly useful for educators if they teach a 6/7 split or an SK/1 split. Because Grades 6 and 7 and SK and 1 work off a different report card template, as per Ministry direction, educators cannot access them the same way they would on the other report cards. If educators try to, it will show that they have all of the students on one class list on one template. See more about this in the [Add/Remove Students](#) section.

### In the Subject Area

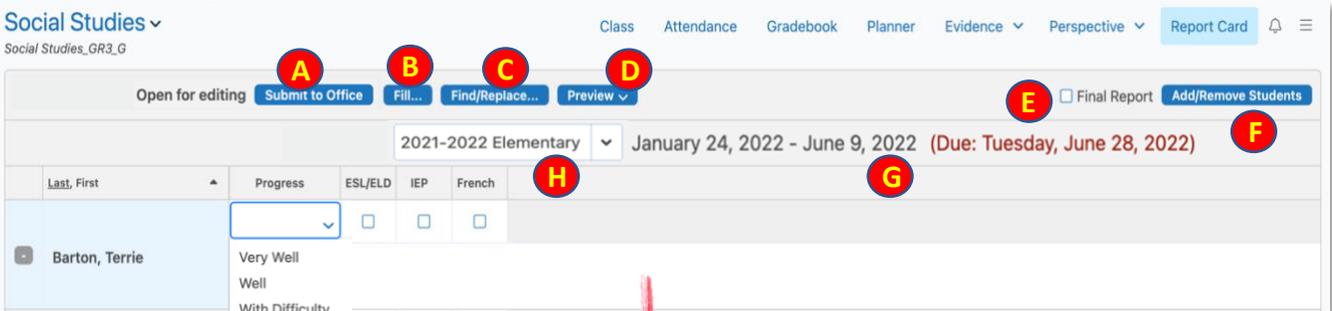
Going into a subject area and selecting “Report Card” in the top right.



### Report Card Overview

When completing the report cards, it is done one class at a time. When educators enter the report card, they will see this screen:

#### Elementary Progress Report Template



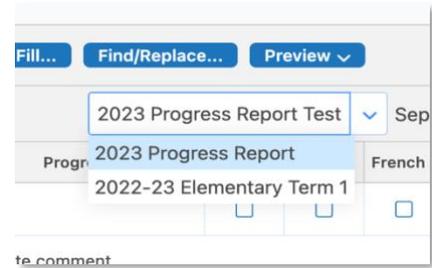
## Elementary Provincial Report Card Template

## Secondary Provincial Report Card Template

Educators can find detailed information in the [Using Report Card Tools](#) section.

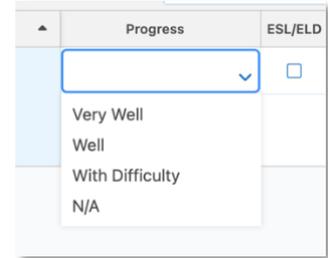
- A Submit to Office-** when the report cards are completed, click Submit to Office. Once submitted, that subject will have a yellow circle in the report card zoom indicating it has been submitted for review. School administration will either approve it (this will turn green in the zoom) or return it for corrections (this will appear red in the zoom).
- B Fill-** educators can use this tool to fill multiple areas of the report card at once. There is more about the Fill tool in the “Using the Fill Tool” section.
- C Find/Replace-** educators can use this tool to find and replace words or phrases in the report card. Educators can learn more about this tool in the “Using Find/Replace” section.
- D Preview-** here educators can preview what they have done so far on the report card/progress report. However, they can only preview the subject area they are working in. **Educators will not be able to preview the entire report card at one time!**
- E Final Report-** educators do not have to check this box. The reason it is there is for continuous intake (PASS) to grant credits even the class is still scheduled.
- F Add/Remove Students-** if a student is not on a report card file, educators can add them in here. See the “Add/Remove Students” section for more detail.
- G Term Date-** This is the official start and end date of the term. This may not coincide with the date educators were given by their administrator for report card submission.

**H Report Card Drop-Down-** When educators select the drop-down, they will have access to any previous report cards in that class or course code they completed in that school year.



### Filling Progress Indicators

Progress Report “marks” do not automatically go into Edsby report cards, they have to be done manually. To do this, click the dropdown under the “Progress” heading and select the indicator for that student. Educators can do this more quickly by [using the Fill](#) option.



The only difference between the progress report card template and the provincial report card template in Edsby is the drop-down menu for the progress report is only going to have choices for the performance indicators, and the drop-down for the provincial report card is either a letter grade (1-6) or a percentage mark (7-12).

### Completing the Learning Skills and Work Habits

Absences and lates are automatically pulled from Edsby attendance so educators do not need to fill in this information.

To fill in the Learning Skills, click the drop-down to select the indicator. Alternatively, educators can use the [Fill tool](#) to put an indicator through multiple students at once.

Last, First	L	A	Responsibility	Org
Phillips, Elizabeth	0	0	G	
	Write comment...			
Phillips, Karl	0	0	G	
	Write comment...			

	L	A	Responsibility	Organization	Inde	W
abeth	0	0	G	E		
	Write coi					
	Excellent					
	Good					
	Satisfactory					
	Needs					
	Improvement					
	Write coi					

## Completing the Subject Areas

In a subject area, educators will see that marks have been pre-populated (if they have been using the Gradebook). They will appear grey, indicating this is a temporary mark. If they wish this to be the mark on the report card, click into the box and hit the spacebar. The mark in the box will now turn black, indicating it is now the mark that will be on the report card.

If educators have not been using the Gradebook, the marks will appear in grey as "R (0%)". They can click into the mark cell and enter the mark they wish to appear on the report card.

Educators can enter either letter grades or a percentage and Edsby will automatically convert it to the grade scheme that coincides with that class.

If they have been using the Gradebook and wish to override a mark from the Gradebook, click into the cell and enter the mark they wish to be on the report card. If the mark differs from the one in the Gradebook, they will be notified by an arrow and/or an exclamation mark.

	Reading	ESL	IEP	Writing
s, Elizabeth	B- (70%)	<input type="checkbox"/>	<input type="checkbox"/>	R (0%)
	Write comment...			
s, Karl	D- (50%)	<input type="checkbox"/>	<input type="checkbox"/>	R (0%)
	Write comment...			

### Please Note....

Educators will always see the percent in brackets next to the mark they have entered. Edsby does this for Edsby Analytics.

Reading	ESL
↑ A- (80%)	<input type="checkbox"/>
↓ C- (60%)	<input type="checkbox"/>

A green arrow pointing up indicates they have increased the mark by 5% or more from the mark in the Gradebook. A red arrow pointing down indicates they have decreased the mark by 5% or more from the mark in the Gradebook. An exclamation mark at

any point indicates they have increased/decreased the mark by 10% or more from the recommendation in the Gradebook.

### Please Note....

These indicators are simply an alert for the educator and does NOT appear on the report card.

## Character Counts

### *Elementary Progress Reports:*

Please be aware the comment boxes will hold **3150 characters** for Grades 1-6 templates and **2900 characters** for Grades 7-8 templates. Therefore, we have allocated the following character counts by Learning Skills and subject areas:

	Characters
Homeroom/Learning Skills	2000

Subject Areas	Characters
Math	650
Language	650
French	650
All other areas	250 each

*Elementary Provincial Report Cards:*

Subject Areas	Grade	Characters
Kindergarten	K	1550 characters/frame
Homeroom— Learning Skills	1-8	3100
Language	1-6	1500
Language	7-8	1300
French	1-6	1500
French	7-8	1300
Mathematics	1-6	1700
Mathematics	7-8	1500
Science & Technology	1-6	1600
Science & Technology	7-8	1600
Social Studies	1-6	1200
History	7-8	800
Geography	7-8	800
The Arts (Visual Arts, Music, Drama or Dance)	1-8	450 each (assuming 3 of 4 are reported on, as per Minimum Expectations). Reporting on all 4 will not fit the limit.
Health & Physical Education	1-6	500 characters each
Health & Physical Education	7-8	400 characters each
<b>GAINS</b>	<p>Each Subject Domains can hold <b>1500 characters</b> mirroring the number of characters on the Provincial Report Card.</p> <p>The partnership between home and school comment space is <b>2000 characters</b> in length.</p>	

*Secondary Provincial Report Cards:*

The character count for all subjects in Edsby is 450 characters.

*Secondary Alternative Provincial Report Cards:*

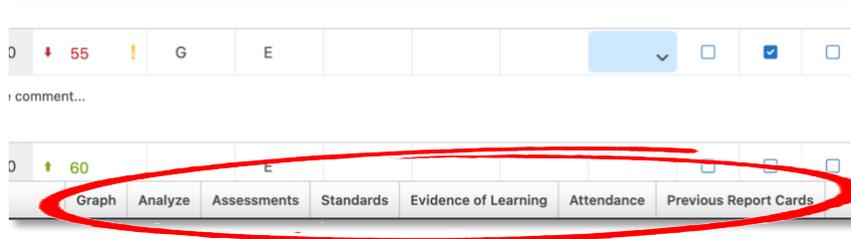
The character counts for the Alternative Report card in all subjects is 450 characters. In addition, the provincial report card for students in self-contained classrooms is pre-populated with the statement to “refer to the Alternative Report Card”.

If you teach Drama & Dance, only comment on 1 of them. If you didn't teach one of those, please include “[Subject] will be reported on next term” in the same comment box as the rest of your comment.

For example, “Jeremy can apply the creative process to dramatic play. In his role as the Cowardly Lion in the *Wizard of Oz*, he was able to show what is most important to the character he was playing. In future, Jeremy is encouraged to listen and respond in role to other characters in role. Dance will be reported on next term.”

## Using the Perspective

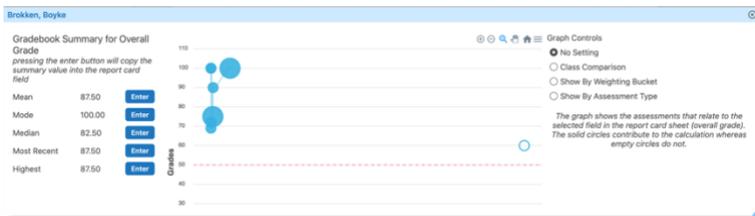
The Perspective provides the educator with an overview of academic achievement, personal observations, and attendance. The information is provided at a class and student level. The Perspective takes the data in the gradebook and presents them in a way that enables educators to identify students at risk and discover learning and behaviour trends.



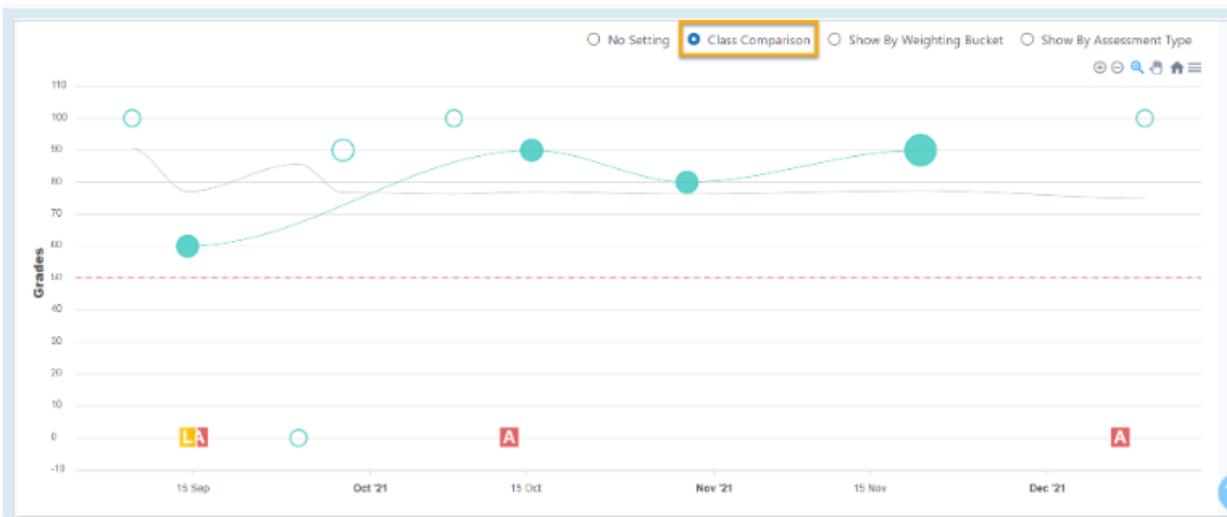
Retrieved from: [Edsby Perspective](#)

## Graphs

Educators can focus on a student by choosing the name from the list of students. The selection lists can be used to change the focus of the graph. Educators have additional options that enable them to compare the student to the class or view the assessments by weighting buckets or assessment types.



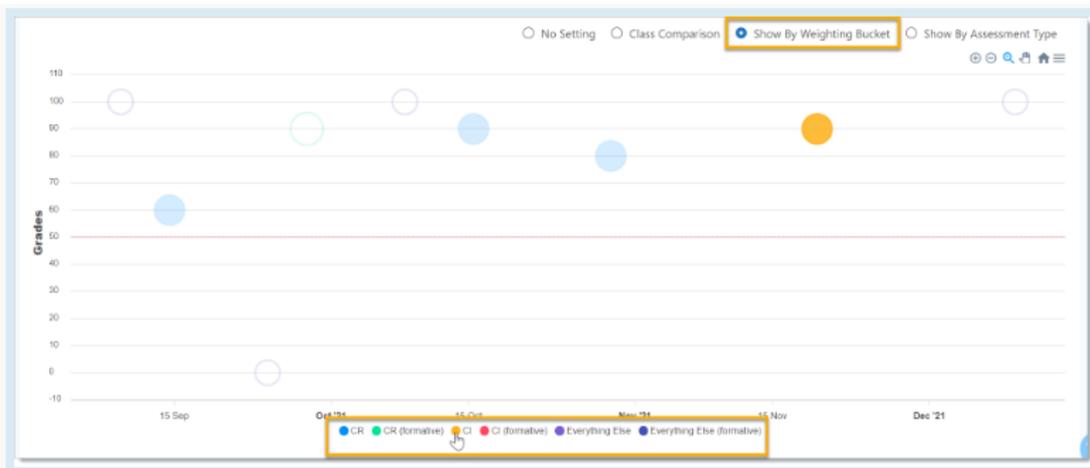
Click Class Comparison to add the average of all other students to the graph.



Clicking Show by Assessment Type will display a line for every assessment type. Hover over an item in the legend, and the associated data will be highlighted.



Click Show by Weighting Bucket, to view each bucket graphed separately. Hover over the legend to focus on one bucket.



Retrieved from: [Edsby Perspective](#)

## Perspective Analyze

The Perspective Analyze page takes data from Evidence and Gradebook and enables educators to see the results of both types of assessments in one place. Analyze empowers educators to look at the assessment data in multiple ways to spot trends or areas of concern and act on the information. An educator can choose to analyze the data by strands, standards, evidence tags, assessment types, units, weeks, or months. The results can be summarized in a variety of methods and the educator can choose what to include in the data.



Clicking on the cell displays all the assessments and evidence items that are contributing to the grade. In addition, the standard/expectation/outcome description is also included.

**Lisa Lee**

**ARA10.1**  
Establish and apply criteria to evaluate own and others' work

May 4, 2022

**"Lisa is able to recap key parts of the book that are crucial to the plot."**

Book Section	Pages	Notes
Introduction	pgs 1-20	- Introduction to the story and the characters - Lisa's appearance
Inciting Incident	pg 20	- Lisa's first experience
Rising Action	pg 20-415	- Lisa's character development - Lisa's struggles with the world - Lisa's relationship with her brother & girl caught
Climax	415-476	- Lisa's emotional journey - Lisa's relationship with her brother & girl
Falling Action	477-485	- Lisa's relationship with her brother & girl - Lisa's relationship with her brother & girl
Resolution	486-493	- Lisa's relationship with her brother & girl - Lisa's relationship with her brother & girl

**Homework: Types of Narration Ho...**  
Jul 19, 2021  
Access & Reflect 9/10  
ARA10.1

**Assignment: Novel Study Rough E...**  
Jul 14, 2021  
**Received Late**  
A+  
ARA10.1

The below shows a class that is focused on knowledge, thinking, communication and application. The assignments in the Gradebook used the KCTA grading schemes. If the assessments included expectations, the educator will also be able to see how students are progressing at the expectations level by changing the Analyze by field to General Standards or General Expectations.

Analyze by	Color scheme				Summarize using	Scheme
KTCA	Color scale				Mean	Percentage
	K	T	C	A	Other	
Benitez, Karen	60.1%	84%	61.6%	57.2%		
Brown, Charles	92.7%	96%	92.2%	80.9%		
Day, Patrick	72.7%	80%	62.3%	76.1%		
Faulkner, Aidan	91.2%		63.6%	56.1%		
Fletcher, Peter	66.5%		76.2%	58.6%		
Gardner, Aimee	72%		67.5%	71%		

**KB Karen Benitez**

**Test: Inquiry Test**  
Apr 18, 2022

Knowledge	8/10
Communication	6/10

**Report: Career Exploration**  
Apr 18, 2022

Incomplete

Knowledge	6/10
Communication	1.5/5
Application	1.5/5

The example below is from a Kindergarten class where the educator uses learning evidence exclusively and wants to know how many observations have been tagged as potential report card comments. The educator has set the colour scheme to gray scale.

8 students		Analyze by	ng
		Evidence Tag	
	RC comme...	Categories	Social
Ahrens, Angel	1	3	1
Bean, Henry	0	2	0
Ceballos, Mary	3	3	0
Miller, Portia	3	0	0
Olivo, Charles	2	7	0
Overton, Joseph	1	0	0
Tone, Shawn	1	1	0
Weinmann, Sonia	0	1	0

**Mary Ceballos**

Apr 13, 2022

**Mary demonstrates a sense of identity and a positive self-image**



BC.25.1  
RC comments

Retrieved from: [Edsby Perspective Analyze](#)

## Assessments

The Assessment section of the Perspective lists incomplete assessments, upcoming assessments, graded assessments (including the weight the assessment is contributing to the calculated average) and ungraded assessments.

Brokken, Boyke

**87.5%** Overall

**0** Incomplete

**0** Upcoming

**8** Ungraded

**0** Graded

**test** K/20 Sep 16, 2022

Overall (-) 12/20

Knowledge 12/20

1 **Excused** Not Shared

**Trig Test** 1/10 Sep 1, 2022

Thinking (25%) 10/10

0 Not Shared

Below each assessment, educators can view a student's submissions, discussions, and any Grader annotations for that assessment. Educators can also view the student's grade when the educator has graded the assessment.

Ray Diagrams

Grade Comment: Well done!  
Follow the steps in the mirrors and reflections lesson and practice drawing ray diagrams.

Dec 6, 2021 3641777410

3/10

Lisa Lee 7th made a submission

Parallel line  
Object  
Principal axis  
Center of curvature  
Focal point  
Image

Ms. Beth Archer 1st published their annotations

Ms. Beth Archer 1st  
Lisa, I have shared some corrections, please review them.

Lisa Lee 7th  
Thank you, Ms. Archer!

Ms. Beth Archer 1st added a grade, published their annotations and added a comment

3/10 Well done!

Reply

The selection lists can be used to filter the assessments list.

Lee, Lisa, J

All Units

All Assessment Types

Retrieved from: [Edsby Perspective](#)

## Standards

The Standards section of the Perspective lists all of the standards, expectations, or outcomes relevant to the course as well as the student's performance on each one, if they have been assessed by the educator.

Brokken, Boyke	
▼ A.1	Investigating the Basic Properties of Quadratic Relations
A.1.1	collect data that can be represented as a quadratic relation, from experiments using appropriate equipment and technology (e.g., concrete materials)
A.1.2	determine, through investigation with and without the use of technology, that a quadratic relation of the form $y = ax^2 + bx + c$ ( $a \neq 0$ ) can be graphed
A.1.3	identify the key features of a graph of a parabola (i.e., the equation of the axis of symmetry, the coordinates of the vertex, the y-intercept, the zeros)
A.1.4	compare, through investigation using technology, the features of the graph of $y = x^2$ and the graph of $y = 2x^2$ , and determine the meaning of a transformation
▼ A.2	Relating the Graph of $y = x^2$ Transformations
▶ A.2.1	identify, through investigation using technology, the effect on the graph of $y = x^2$ of transformations (i.e., translations, reflections in the x-axis, vertical stretches)
A.2.2	explain the roles of a, h, and k in $y = a(x - h)^2 + k$ , using the appropriate terminology to describe the transformations, and identify the vertex of a parabola

Teachers can assess the student's performance on each expectation directly from this screen by hovering over an expectation and selecting a performance level.

▼ A.1	Scientific Investigation Skills
▶ A.1.1	formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research
▶ A.1.2	select appropriate instruments (e.g., sampling instruments, laboratory glassware, magnifying lenses, an electrocscope) and materials (e.g., ebonite rods, star charts, a ball and spring apparatus, pH paper) for an inquiry
▶ A.1.3	identify and locate print, electronic, and human sources that are relevant to research questions
▶ A.1.4	apply knowledge and understanding of safe practices and procedures when planning investigations (e.g., appropriate techniques for handling, storing, and disposing of laboratory materials following the safety protocol)
▶ A.1.5	conduct inquiries, controlling some variables, adapting or extending procedures as inquired, and using standard equipment and materials safely, accurately, and effectively, to collect observations and data
▶ A.1.6	gather data from laboratory and other sources, and organize and record the data using appropriate formats, including tables, flow charts, graphs, and/or diagrams
▶ A.1.7	select, organize, and record relevant information on research topics from various sources, including electronic, print, and/or human sources (e.g., Statistics Canada publications, NASA or EberlyGuide websites)
▶ A.1.8	analyse and interpret qualitative and/or quantitative data to determine whether the evidence supports or refutes the initial prediction or hypothesis, identifying possible sources of error, bias, or uncertainty
▶ A.1.9	analyse the information gathered from research sources for reliability and bias

Educators can look at the overall expectations assessed in a class by selecting All Students from the drop-down list.

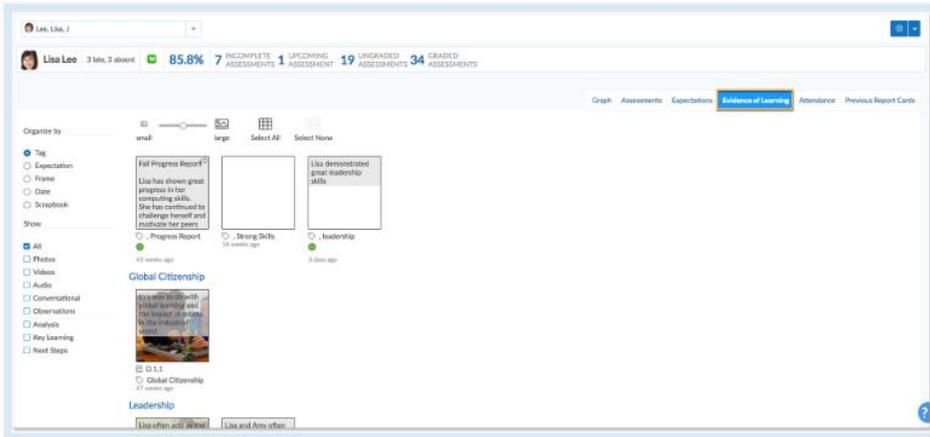
All Students	
20 students	
<div style="text-align: right;"> <a href="#">Graph</a> <a href="#">Expectations</a> <a href="#">Attendance</a> </div>	
<div style="text-align: right;"> <a href="#">Students Assessed</a> </div>	
▼ A.1	Scientific Investigation Skills
A.1.1	formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research
A.1.2	select appropriate instruments (e.g., sampling instruments, laboratory glassware, magnifying lenses, an electrocscope) and materials (e.g., ebonite rods, star charts, a ball and spring apparatus, pH paper) for an inquiry
A.1.3	identify and locate print, electronic, and human sources that are relevant to research questions
A.1.4	apply knowledge and understanding of safe practices and procedures when planning investigations (e.g., appropriate techniques for handling, storing, and disposing of laboratory materials following the safety protocol)

Each expectation will show how many students have been assessed on it, how many assessments have been linked to the specific expectation, as well as any lesson plans that have been linked. Educators can assess all students on a particular expectation quickly by clicking on an expectation and selecting a performance indicator as well as typing an optional observation for each student.

Retrieved from: [Edsby Perspective](#)

## Evidence of Learning

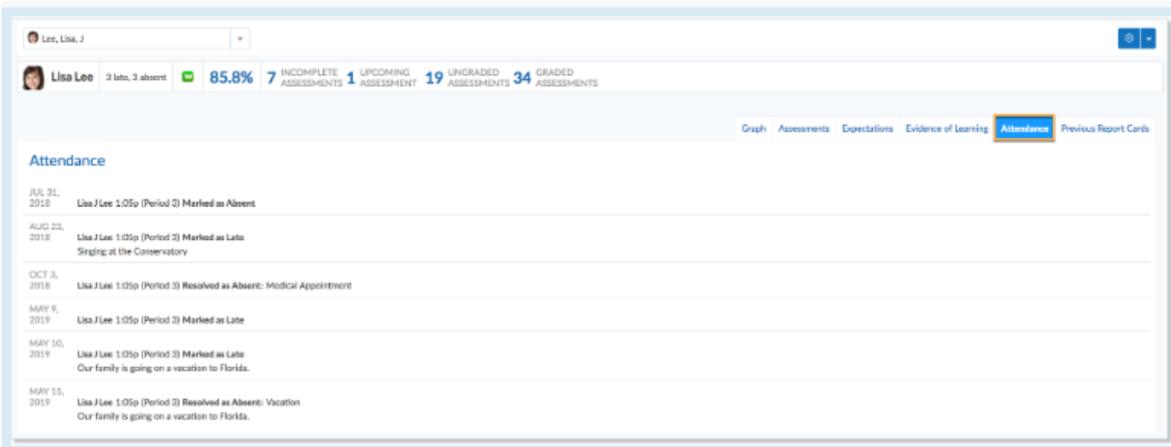
Educators can use any learning evidence they have collected for each student by clicking the Evidence of Learning tab within the Perspective.



Retrieved from: [Edsby Perspective](#)

## Attendance

The Attendance section lists the days the student was marked late or absent. Educators can look at the overview of the lates and absences for all students in their class by selecting All Students from the drop-down list.



Retrieved from: [Edsby Perspective](#)

## Previous Report Cards

The Previous Report Cards section lists completed, in progress, and upcoming report card periods. Each student's Perspective is available when educators are preparing report cards for submission.

Retrieved from: [Edsby Perspective](#)

## Gathering Evidence and Preparing to Report

Inputting evidence within Edsby can help to make the reporting process for educators more efficient and streamlined. If an educator collects and uses the evidence tools throughout the semester/term, they will notice a faster process when writing the report card, and also a potentially more accurate report card grade for their students.

### Collecting Evidence of Learning

The Edsby Evidence system provides educators with a powerful tool to capture pedagogical evidence regarding the learning of each of their students. There are a variety of ways to collect evidence. One way is by clicking the “New Evidence” button that is on the classes panel.

#### Please Note....

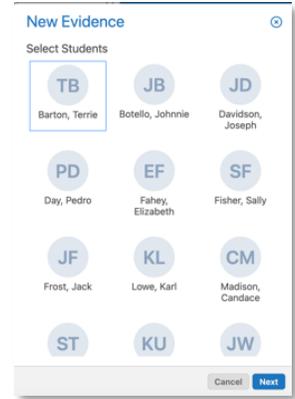
**Evidence is collected on a class-by-class basis.**

Educators can also find the evidence option by going into a class and accessing it from the top menu.

From here educators have a few options. A red circle with a number in it is there to show that there is new evidence and how many pieces of new evidence there are. Organise allows educators to go into all your evidence and sort it however they wish. Please see the [Organising Evidence](#) for more information.

By selecting the “Learning Story” it will bring educators to that student's Learning Story (more information on that is in the [Learning Story](#) section). In addition, educators can also add new evidence from here.

When educators select “New Evidence” it will bring up their class roster and prompt them to choose the students that they are providing evidence for. Educators can select one or multiple students from this screen. Once they have selected the students, they can click the “Next” button.



### New Evidence

TB Terrie Barton

JB Johnnie Botello

Change

**Write an Observation**

What did you observe?

**Add Media**

To provide an artifact, choose one of the icons

**Student Voice**

What did they say?

To record a student's reflection on their learning.

**Date Collected**

Today

To link the evidence to expectations or standards, click Frames & Expectations.

**Tag Evidence**

Your chosen tags will appear here

Search existing or create new tags

To record an educator's observation of learning, click Write an Observation.

Use tags to organize evidence into easy search terms

**Expectations**

Type the name or code of a standard

**Score Performance**

Level 1 Level 2 Level 3 Level 4 X

Occasionally, educators may want to score evidence items on a quantitative scale. In Edsby, a simple 4-level option is available when gathering new Evidence or editing previously documented Evidence. The 4-level scoring scheme is found under Performance in the New Evidence form.

The scale features circles of different colours indicating the level of performance – Level 1 being the red circle and Level 4 being the blue circle. Click the X to remove the selected level if the Evidence does not require quantitative scoring.

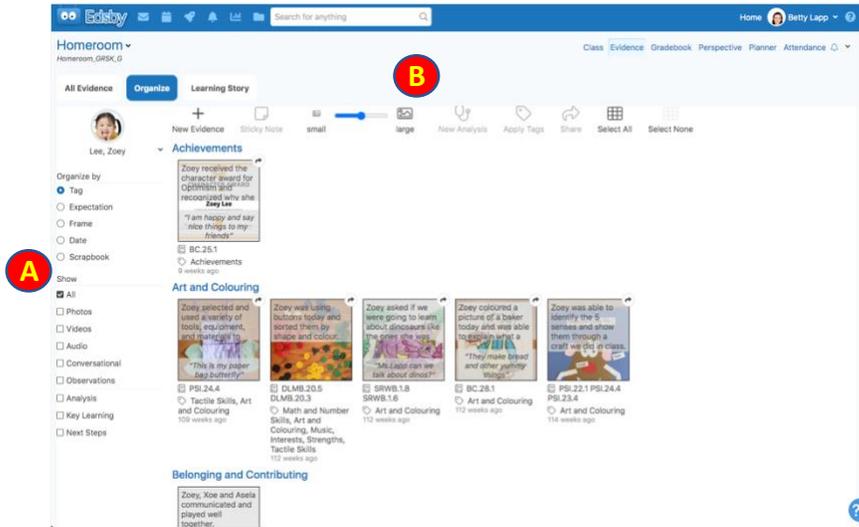
Share to Learning Story

Please Note...

To share the evidence with the student and their parents or guardians, click Share with Student and Parents. Students and parents/guardians are able to view this shared evidence by navigating to the student's Learning Story. To learn more about Learning Story, see the section below on Learning Story. Please be aware that anything put in evidence will be shared with the student and parent if this option is checked.

## Organising Evidence

Over time educators may have gathered many items for evidence. The evidence includes the educator's observations and most items have been linked to Expectations. A few of the items include conversational evidence from the student and some items have teacher-generated tags. The more information provided when collecting evidence, the easier it is to organize the evidence at a later date.



- A** Educators have the option to sort their evidence in multiple different ways. They can sort by tag, expectation, date or scrapbook. Scrapbook allows educators to move around the evidence in a manner that may make more sense for them.
- B** Educators also have multiple options for displaying the evidence, including changing the size of the tiles and shortcuts to creating tags and sharing the evidence. Here they also have access to two other features. Sticky Notes allows educators to create and place sticky notes on the evidence. However, this only works when they are viewing evidence in scrapbook mode.

Here educators will also find the analysis option. Select one or more items then click “New Analysis”. Analysis Notes within the Evidence system can include other Analysis Notes as well as Evidence items by selecting 2 or more pieces of evidence. The form will be prefilled with existing Frames & Expectations tags. To add additional expectations, click Frames & Expectations. To add additional tags, click tags. In the Analysis box, add the analysis of the evidence. Consider a range of possible meanings and perspectives and making connections to the overall expectations. Edsby enables educators with an option to score an Analysis Note with a performance indicator in the same way they can score individual Evidence items. As with Evidence items, the scoring is optional.

## Learning Story

The Learning Story section provides the educator(s) of the class a feed of which evidence items have been shared with the student and parents/guardians of the student.

Once shared with the student and parent/guardian, educators can engage in a dialogue around the student learning.

If educators tag multiple students when creating evidence and select “Share to Learning Story”, it will be posted to each individual students’ Learning Story.



## Utilizing QR Codes and the Edsby Capture



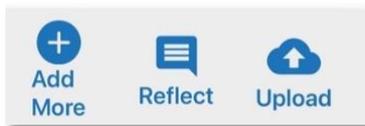
Using QR codes and Edsby Capture gives educators a quick and easy way to collect evidence on their student learning. In order to link learning evidence to the right student, unique QR codes are issued to each student in a class and scanned when using Edsby Capture.

Educators can download the Edsby Capture app from the [App Store](#) or from [Google Play](#).

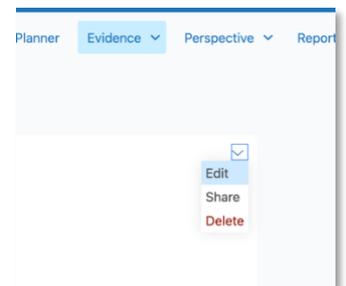
QR codes can be printed from both the Evidence system and from the Student Panel in a class. To print QR codes for the students in a class, navigate to the Evidence system in the class. In the “All Evidence” view, click the button that says “Print QR Codes for Students”.

Educators can also print QR codes from the student panel of a class. Click to view all students in the class. Click “QR Codes”, then click “Print”.

To use the QR codes, open the Edsby Capture app. Then, scan a student’s QR code. Once it identifies the student’s account, a new camera screen will appear. At this time, a picture or video can be taken for any evidence that an educator wants uploaded. Before it is uploaded, educators have 3 additional options: “Add More” evidence by taking another picture or video, “Reflect” allow the student (if they are uploading the evidence themselves) to reflect on the work in question, and “Upload” will upload that evidence into the student’s account.



Documentation uploaded via the QR codes can be found under the subject area and in the “All Evidence” as it has not been organised yet. Click in the top right and select “Edit”. It will then open up the “New Evidence” dialogue box as discussed in the [Collecting Evidence](#) section. Fill in the missing cells and the evidence is now ready.



According to Hattie, Fisher, and Frey (2017), metacognition is the ability to think about our thinking, and it is vital to the learning process. They also say the promotion of metacognitive processes is vital to help boost student achievement. It has been described as the “engine” that drives thinking. Garofalo and Lester (1985) went so far as to suggest that mathematics instruction without metacognitive instruction is inadequate. Students need guidance in how to become more meta- cognitively aware. To develop their metacognitive skills, Hattie, Fisher & Frey (2017) state that students need to learn:

Self-Reflection- helps students understand where they were and where they are now.

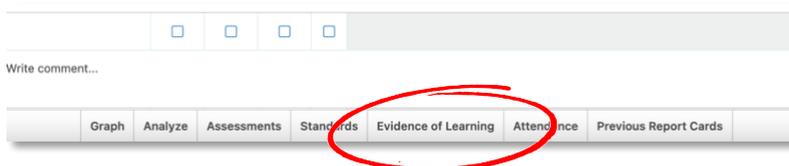
Self-Questioning- a metacognitive strategy that allows us to track our understanding and catch ourselves when we are off target.

This is why the regular use of the Reflect tool in Edsby Evidence is so powerful. Students have the ability to use their metacognitive skills to improve their own learning over time.

Educators are very creative in how they take advantage of the QR codes to get students involved in their learning. It is worth the time to teach students how to use the QR codes, take good pictures and recognize what work would be appropriate for evidence.

### Transferring Evidence to the Report Card

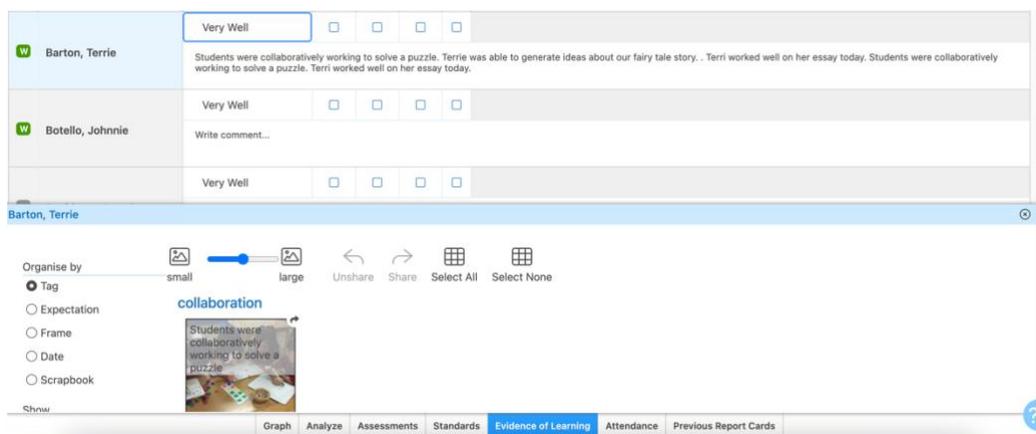
To add Evidence items into report cards, navigate to a class. Click Report Card in the top right corner of the screen. Navigate to the [Perspective](#) at the bottom of the screen and select Evidence of Learning.



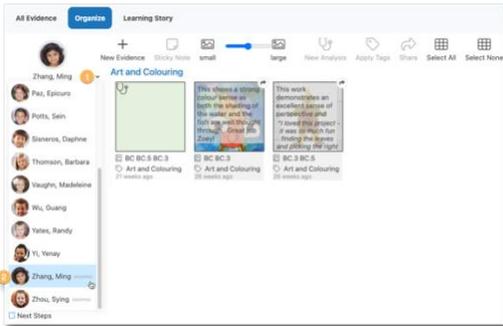
#### Please Note....

In order to access the evidence, educators need to click on a student in the report card

The organise evidence screen will appear. Then, educators can navigate to the evidence that they want added and drag it into the report card comment box for that student.



## Viewing Evidence for Dropped or Transferred Students

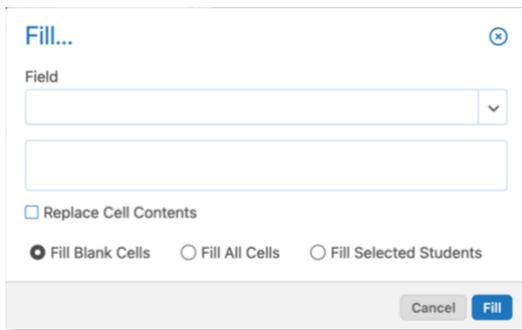


Educators can review the Evidence of students that were previously in their Class and have been dropped or transferred. Dropped students are found at the bottom of the student picker list with the label Dropped. Click the student's name to view any previously collected Evidence.

## Using the Report Card Tools

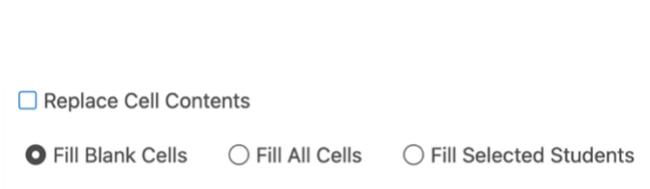
### Fill

The Fill tool can be very helpful when educators have to fill multiple areas of the report card at once.

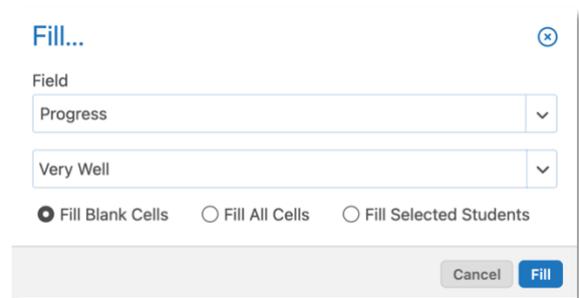


If educators have not selected a cell (a field where you enter data) in the report card, nothing will appear when they open the fill tool.

If educators are in an active cell in the report card and open the fill tool, it will open the field they are in and if they have any content in that field, it will open that also.



Educators have some options when they open the fill tool to what cells they would like to fill.



as

**Replace Cell Contents** will erase the content that exists in the cell and will replace it with the new content.

**Fill Blank Cells** will put content into blank cells only.

**Fill All Cells** will put content into every cell. If educators have content in the comment cell already, it will add to the content that is there.

**Fill Selected Students** will allow educators to choose the students that will receive a comment or learning skills. When they choose this option, they will be able to see at a glance the marks that their students have, and they can filter quickly by the Level filter at the top.

Fill Blank Cells
  Fill All Cells
  Fill Selected Students

Select students at: Level 1 Level 2 Level 3 Level 4 Clear Selection

BB 75 Brokken, Boyke	EB 75 Brothers, Emily	GB 55 Brown, Glenna	JB 60 Bryant, Jake	GB 70 Burk, Gary	MB 100 Burns, Maya	CB 69 Burrows, Charles	LB 69 Buter, Luck
CB 87 Byfield, Cody	AC 82 Cadman, Amber	SC 79 Cain, Susan	MC 66 Carlson, Marcia	RC 76 Castella, Ryan	HC 68 Castillo, Helen	PC 73 Causey, Paul	SC 72 Cavazos, Samuel
AC 79 Chandler, Andrew	RC 80 Chavez, Roosevelt						

Cancel Fill

## Find and Replace

Find/Replace...

Find this text...

Ignore Case
  Match Whole Word Only

...and replace it with this text

Cancel Replace All

To replace a word, or a series of words, enter the word(s) to be replaced in the top box and what word(s) desired to replace it with in the bottom box.

## Preview

Preview will let educators view the report card and only the subject area they are working in. They will not be able to view the report card in its entirety. The report card can also be printed from the preview.

## Entering Comments

When educators are ready to write comments on the report card, enter the report card in that subject area through any of the methods discussed in the [Accessing the Report Card](#) section. Educators should click in the comment cell of the student they wish to write a comment for.

Then, they can choose to write a brand-new comment by just typing it in. If educators want to save that comment to their comment library for future use, they can click "Add to comment library..."

Hancock, Evan

0 0 50%

search comment library for comments and tags

450 left

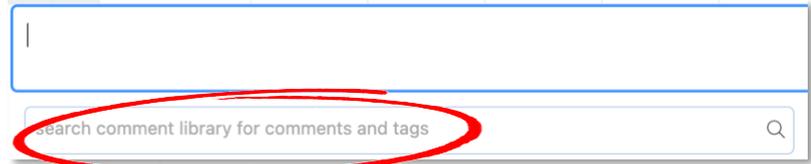
search comment library for comments and tags

Add to comment library...

The benefits of entering in comments this way is that the student's name will be replaced with the <<name>> token, as well as the <<he/she/they>> token when educators want to use these comments for other students. See the [Using the Report Card Tools](#) section for more detailed information.

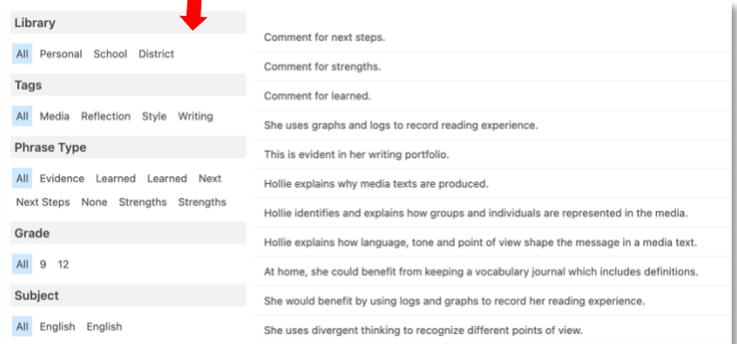
A comment will not be fully added until the educator completes the “Create Comment” dialogue box as discussed in the [Comment Library](#) section.

The other option for entering comments is to click “Search comment library for comments and tags”

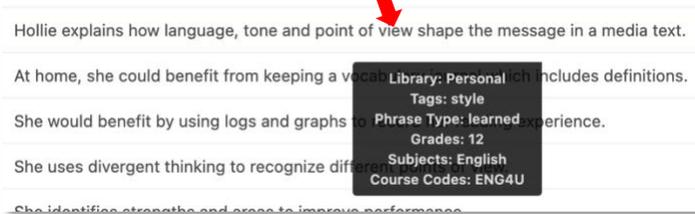


This will bring up an educator’s comment library complete with all the filtering options.

From here, an educator can filter to only show the comments pertaining to that course/student.



By hovering over any of the comments, an educator can see the detailed information that would have been entered in the “Create Comment” dialogue box.



To enter any of the comments from here, an educator can click on the comment, and it will go into the comment box for that student. If an educator wishes to add to that comment, they can continue to click on comments in the comment library and those comments will be appended to what is already in the comment box. Alternatively, they could also continue typing in the comment box to edit as they see fit.

An educator can take advantage of any of the [Report Card Tools](#) available to them to help speed up the process of entering in comments.

**BE AWARE!**

**Please be sure to tab out of any cells to ensure that your comments are saved!**

**BE AWARE!**

## Submitting to Office

Once educators complete the report card, click “Submit to Office”. Educators cannot submit the report card if there are errors in it (ex., comments too long, not all cells filled in).

The screenshot shows the top navigation bar with buttons for 'Open for editing', 'Submit to Office' (highlighted in orange), 'Fill...', 'Find/Replace...', 'Preview', 'Show Assessments', 'Add/Remove Students', and 'Final Report'. Below this is a dropdown menu for 'Final Report Card' and a date range 'February 1, 2019 - June 28, 2019 (Due: Friday, June 21, 2019)'. The main table has columns for 'Last-First', 'L', 'A', 'Grade', 'Responsibility', 'Organization', 'Independent Work', 'Collaboration', 'Initiative', 'Self-Regulation', 'ESL/ELD', 'IEP', 'French', and 'SHSM'. A row for 'Alli, Emma' shows a grade of 85 and a comment: 'Emma is an excellent student. She consistently sets attainable goals for academic success and reflects on them once she has reached them. She is encouraging of her peers and always willing to lend a helping hand. Emma consistently takes initiative for her learning and always asks questions when she needs clarification. Emma is very well prepared for grade 10 academic science next year.'

Until the due date, educators can make changes to the report card by clicking “Unlock for Editing”.

The screenshot shows the top navigation bar with buttons for 'Open for editing', 'Unlock for Editing' (highlighted in orange), 'Preview', 'Show Assessments', and 'Final Report'. Below this is a dropdown menu for 'Final Report Card' and a date range 'February 1, 2019 - June 28, 2019 (Due: Friday, June 21, 2019)'.

Once educators have completed their changes, click “Resubmit to Office”. Submitting to office does not share report card information with students or parents/guardians. The report card information goes through the school’s existing vetting, printing, and mailing processes.

The screenshot shows the top navigation bar with buttons for 'Open for editing', 'Resubmit to Office' (highlighted in orange), 'Fill...', 'Find/Replace...', 'Preview', 'Show Assessments', 'Add/Remove Students', and 'Final Report'. Below this is a dropdown menu for 'Final Report Card' and a date range 'February 1, 2019 - June 28, 2019 (Due: Friday, June 21, 2019)'.

Once a report card is submitted, educators will see a yellow circle next to that subject area in the [report card zoom](#). This means that the report cards have been successfully submitted and are awaiting review by the

The screenshot shows a row in a report card zoom for 'Homeroom'. The subject area is 'Homeroom\_GR6\_A' with a grade of 6 and teacher 'Charles Birch'. The subject area is highlighted with a yellow background and a yellow circle containing the number 15. The status is 'Submitted for review by Charles Birch' on Sep 20, with 0 errors and 0 warnings.

administrator. The administrator will have received a message that an educator has submitted their report card. If the administrator has approved the report cards, the report card zoom will now have a green circle next to that subject area.

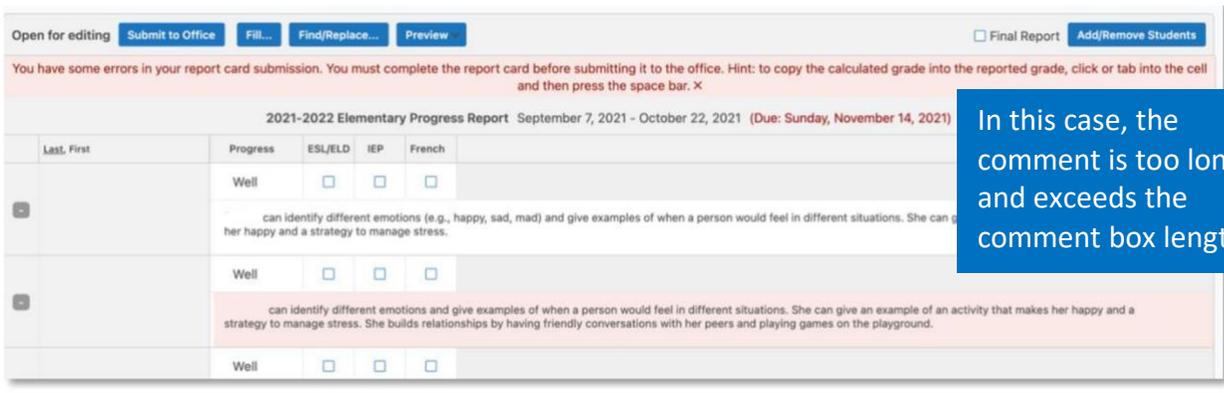
The screenshot shows a row in a report card zoom for 'Homeroom'. The subject area is 'Homeroom\_GR6\_B' with a grade of 6 and teacher 'Luke Woods'. The subject area is highlighted with a green background and a green circle containing the number 15. The status is 'Approved by Mr. Scott Beasley' on Sep 20, with 0 errors and 0 warnings.

## Submission Errors

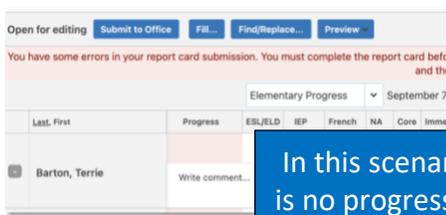
If educators see the following message when they try to submit to office, this means there is something in the report card sheet that is preventing them from submitting it to the office.

**“You have some errors in your report card submission. You must complete the report card before submitting it to the office.”**

To find where the error is, scroll down the sheet and the error will be highlighted in red.



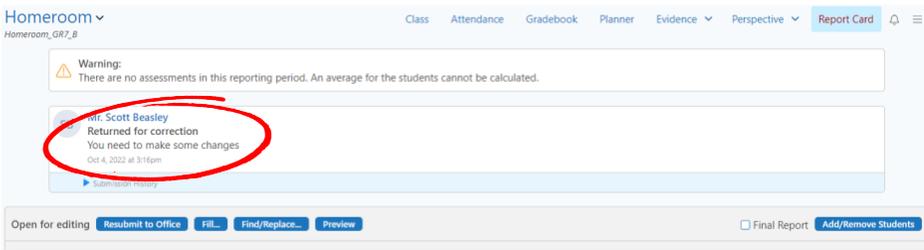
In this case, the comment is too long and exceeds the comment box length



In this scenario, there is no progressing indicator.

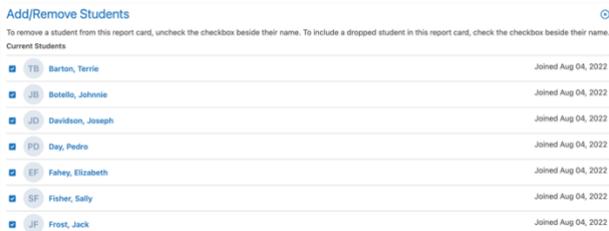
### Returned for Corrections

If the administrator has returned the report card to an educator for corrections,

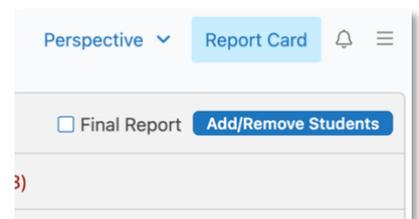


### Add/Remove Students (elementary only)

In some cases, educators will need to add or remove students from their class list at report card time. This is because students may leave or join the school throughout the term. Depending on the date they leave/join,



educators may, or may not, be responsible for reporting on them. By selecting “Add/Remove Students”, it will bring up the class list with checkboxes that will allow educators to remove a student from their report card. If they scroll to the bottom of this list, they will find the students that have left their class during the term, complete with the date they left. From here, they can be



added back to the report card by checking the box next to their name.

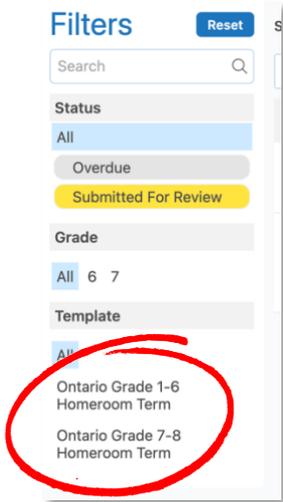
[Return to Table of Contents](#)

## 6/7 and K/1 Split Homeroom Classes

Ontario provincial report cards have different print templates. Kindergarten, Grades 1-6, Grade 7-8, and Secondary are the different templates. If educators are teaching a Grade 6/7 or an SK/1, they will be working in two different templates. The class list will need to be organized into the correct templates, e.g., Grade 6s on the Grade 6 template and the Grade 7s on the Grade 7 template.

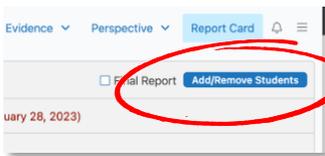
To do this, follow the steps below:

**Please Note....**  
 This process has to be done **BEFORE** starting the report cards in the homeroom class only!

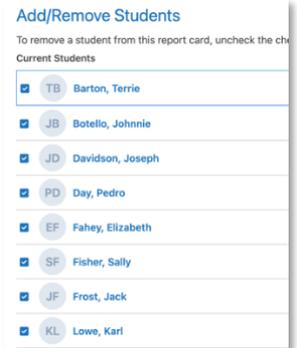


Navigate to the Report Card Zoom as discussed in the [Accessing the Report Card](#) section. Once there, filter the subject area by Homeroom. Only 2 reports should be visible at this point.

Sheet Name	Class / Group Name	Grade	Teacher(s)	Template	Student Status	Sheet Status
Homeroom 6/7	Homeroom_GR67_A	6, 7	Charles Birch	Ontario Grade 7-8 Homeroom Term	30	Overdue (0% complete)
Homeroom 6/7	Homeroom_GR67_A	6, 7	Charles Birch	Ontario Grade 1-6 Homeroom Term	15	Submitted for review by Gillian J Thomas Oct 4



Once an educator enters one of the homerooms, for example the Grade 6 class, they click the “Add/Remove Students” box in the top right. Then, educators need to go through the class list and uncheck all of their Grade 7 students so the only students visible on the report card are their Grade 6 students.



Educators then repeat this process once again with the Grade 7 class, only unchecking all of their Grade 6 students.

## Provincial Report Card that Accompanies the Alternative Report Cards

### Elementary GAINS Courses

Educators who teach GAINS have provincial report cards that are slightly different from the ones described in the above sections.

Educators with these classes will see multiple classes in the Classes panel on the left-hand side of the Edsby page. They will need to go into each of these classes and enter the following comment:



**“Please see the Alternative Report Card for information regarding assessment”**

Open for editing [Submit to Office](#) [Fill...](#) [Find/Replace...](#) [Preview](#)

2021-2022 Elementary Progress Report September 7, 2021 - October 22,

Last, First	Progress	ESL/ELD	IEP	French
He		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please see alternative report card for information regarding assessment.

Educators can leave this blank, it will default to N/A when

Use the Fill option to quickly put this comment into every box. Click here to learn how to use the [Fill](#) option.

Put this comment in the comment box.

In the provincial report card template in the subject areas, Learning Skills and Work Habits, progress indicators and/or grades cells can be left blank, because by default they will be set to N/A.

Each class where this comment is entered for each student will then need to be submitted to the office.

Following this step, elementary educators will need to return to their Edsby homepage and access the GAINS class from the classes panel. Attached to this class they will see the alternative report card under the "Report Card" button.

French  
FRE-106-GAIN 4 Students

[New Evidence](#) [Report Card](#)

French  
FRE-108-GAIN 2 Students

[New Evidence](#) [Report Card](#)

Gains  
GAINS-GAIN 7 Students

[New Evidence](#) [Report Card](#)

st	ESL/ELD	French
	<input type="checkbox"/>	<input type="checkbox"/>

Cognitive Development – Literacy

Cognitive Development – Numeracy

Physical Development

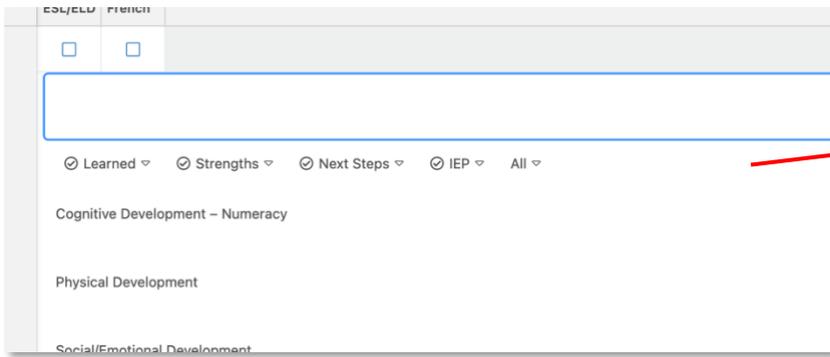
Social/Emotional Development

This term, Luke has had a smooth transition into the GAINS classroom.

Self Help Development

Integrated Subjects

This will bring you into your alternative report card with the domains.



Click in any of the domains to enter comments.

[See Brightspace course for more information.](#)

### *Secondary STEPS Courses*

Secondary educators will see all their “K” courses listed in their classes panel with the appropriate report card attached to each one.

[See Brightspace course for more information.](#)

## FAQ

### **Do I have to type <<name>> every time I want to add a name?**

No immediate plans to fix. However, there is a much easier way to do this within the actual report card when putting in a comment. It is better to build your comments from here. This will be shown in the appropriate help videos we are going to create.

### **Do I have to use the mark from my Gradebook?**

No you don't. You can accept this mark as is if you wish (see above) or you can manually change it according to your professional judgement by typing in whatever grade you wish in the box.

### **Can we have a drop-down to select grades?**

The drop-down list would be long, and teachers found it just as easy to type in the letter grade.

### **Do all teachers in that class have access to that report card?**

Anyone who is added as a teacher to your class has access to everything you have access to (gradebook, report card, etc.). With the report card, admin does not have access until the report card is overdue, whereby they can access from within the administrative dashboard.

### **How far back does the Previous Report Card view go?**

Only since Edsby report cards were implemented (Fall, 2021) will show up and we will build it out from there.

### **Can Gradebook be separated from other teachers of that class? (ie admin)**

No, any teacher or support staff of that class will have access to the Gradebook. Principals never have access to the gradebook unless they've been specifically added as a co-teacher.

### **Is IEP info populated from Aspen?**

No. Teachers will have to check the IEP box on the report card if they have modified a student's program.

### **Do I have to check off the SHSM and/or French box?**

No, this will be done centrally.

### **Do I have to check off the IEP and/or ESL box?**

Yes, but only when the curriculum has been modified or the student is working on an alternative program as indicated on the IEP.

### Can I fill checkboxes for the IEP or ESL box for multiple students at a time?

Yes, using the Fill box you can select any of these options and apply to any or all students at one time. Make sure you check the checkbox in the Fill space to do this.

### Is there a spell check available?

To spell check a word, you will need to underline, right-click and use the browser's spell check. There is no way to scan the whole report card and highlight as you go through.

### How does Edsby save the report cards?

Edsby report cards autosaves so you do not manually need to save. However, when you are finished typing your comments, please be aware that **you must click outside of the blue comment cell, or the comment will NOT autosave**. If the blue comment cell is still highlighted and you click out of the page, it will not save.

### If I import comments, will it overwrite what I already have saved?

No, when you import a comment bank it will add to what you already have. It will also duplicate comments if you import the same file more than once.

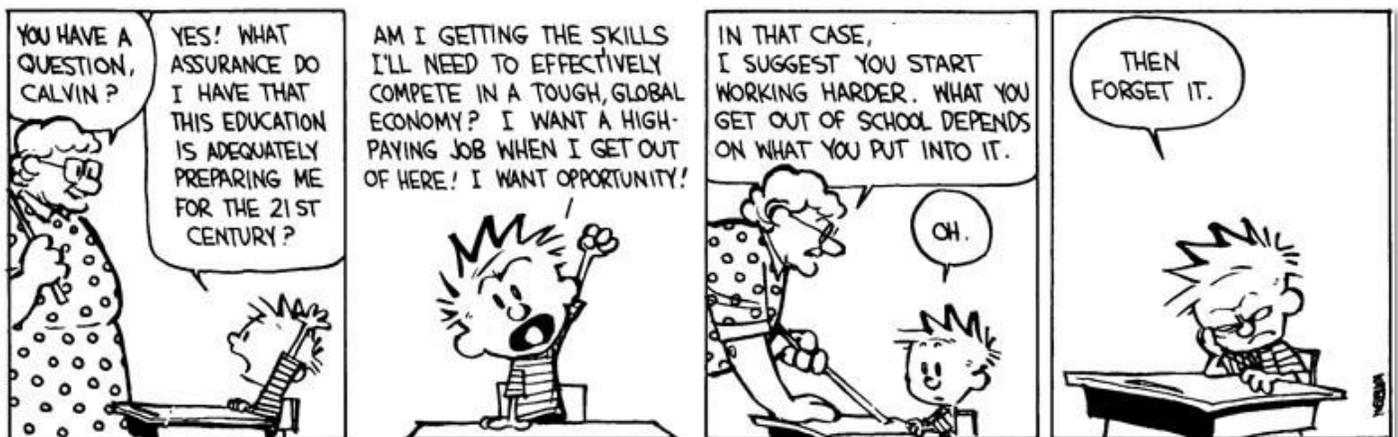
### The due date on the report is different from the due date that our administrator told us?

That may be the case. A date had to be set in Edsby but each school may choose to have a different date. If your report card button goes red, you will still be able to do report cards

### Why do I have the subject titles bolded on my report card if I am not reporting on it.



You inadvertently entered a space in the comment box registering it as a character and Edsby thinks you are going to comment on it.



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