



## PTCNET SURVEY RESULTS - 2018

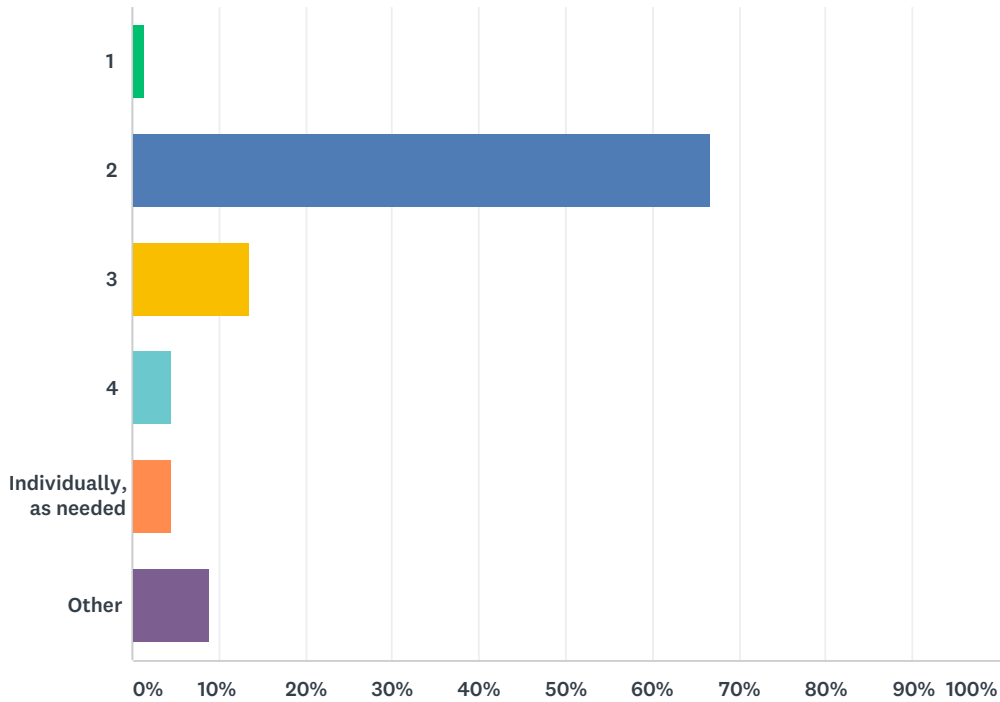
<b>Topic:</b> Commenting Report Cards	<b>Date conducted:</b> 3-15-18
<b>Number of responses:</b> 66	<b>Submitted by:</b> Peter Burnside

Please see attached summary below.

Report Card Comments

# Q1 How many times per year do teachers write long (paragraph) narrative report card comments?

Answered: 66 Skipped: 0



ANSWER CHOICES	RESPONSES	
1	1.52%	1
2	66.67%	44
3	13.64%	9
4	4.55%	3
Individually, as needed	4.55%	3
Other	9.09%	6
<b>TOTAL</b>		<b>66</b>

#	OTHER	DATE
1	We do not write subject comments. Once a year (at the end) we write a mentor comment that summarizes and highlights the successes of the child's involvement across all elements of our learning programme.	3/15/2018 7:28 PM
2	HR comments each Quarter- or if a student gets a 1-2 in an ATL or a 3-4 teacher's choice. One full report at the end of the year	3/15/2018 3:54 PM
3	At the end of each unit of inquiry the class teachers write a report. This includes language, maths, social emotional aspects. The single subject teachers write a report if there is a strong collaboration with their subject.	3/15/2018 2:19 PM
4	Twice per year, but the comments are about 3 sentences long per subject.	3/15/2018 1:55 PM
5	none	3/15/2018 12:06 PM

## Report Card Comments

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6

Two short comments a year.

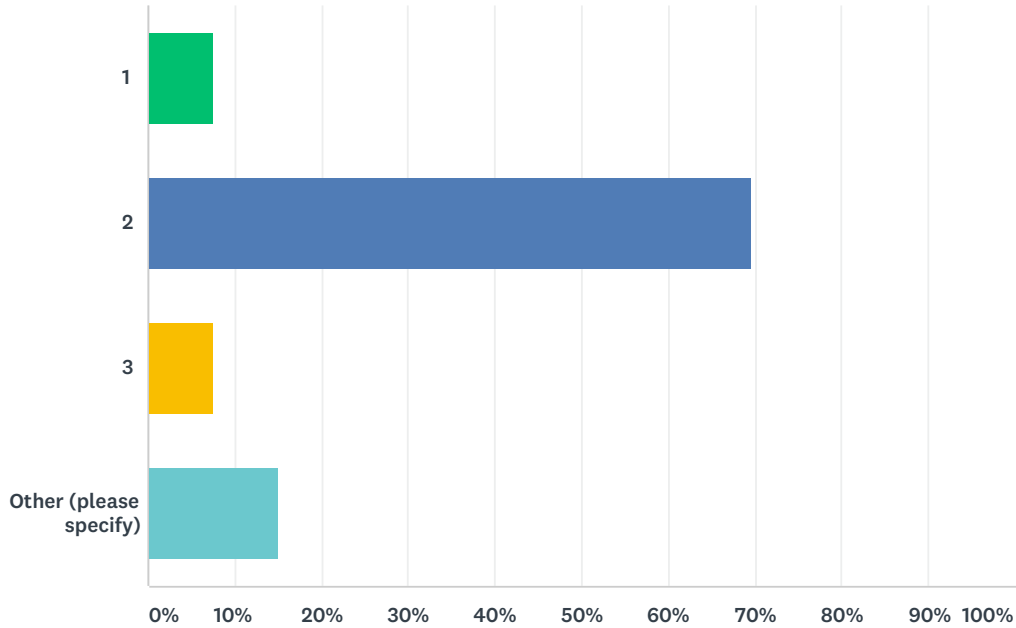
3/15/2018 11:56 AM

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Report Card Comments

## Q2 How many times per year do you have parent-teacher conferences?

Answered: 66 Skipped: 0



ANSWER CHOICES	RESPONSES
1	7.58% 5
2	69.70% 46
3	7.58% 5
Other (please specify)	15.15% 10
<b>TOTAL</b>	<b>66</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	We have them once for anyone who wants to attend, and once by invitation for students of concern.	3/15/2018 11:19 PM
2	goals conf, student led conf, parent conf,	3/15/2018 8:58 PM
3	1 PTC and 1 Student Led Conference	3/15/2018 8:39 PM
4	We have 3-way conferences twice a year. Difference being that the conference is lead by the student and guided/coached by the teacher. The parent listens in on the conversation. At the end, sometime parents have questions. They are 7 min conversations.	3/15/2018 7:28 PM
5	3 times but the 3rd is student led without the teacher.	3/15/2018 5:45 PM
6	One parent teacher conference and one student led conference	3/15/2018 5:16 PM
7	one whole family orientation; parent as student in September; one goal setting in Jan- and one whole school portfolio celebration in May	3/15/2018 3:54 PM
8	2 in LS and MS; 1 in HS	3/15/2018 2:35 PM
9	twice in MS/HS and four times in ES (there's also a check-in with advisors on student goal setting in MS, but it's not called a parent conference.	3/15/2018 12:22 PM
10	2 full school ones, plus an additional for Grade 12 parents in March, post Mock exams	3/15/2018 11:22 AM

## Report Card Comments

### Q3 Do you have any comments or advice on moving toward more real-time (online) feedback and away from report cards and summative narrative comments?

Answered: 59    Skipped: 7

#	RESPONSES	DATE
1	Harvard Family Research Project provides helpful guidelines on how to implement 'data sharing programmes' effectively. We encountered some significant reservations among our longer-term teachers. A carefully designed pilot project slowly made people more aware of the potential impact of continuous online feedback on reporting.	3/20/2018 3:34 AM
2	Clear communication is needed to both teachers and parents.	3/16/2018 3:23 PM
3	No	3/16/2018 10:53 AM
4	We do Online report and two 3 way conference in a year.	3/15/2018 11:04 PM
5	We're having this discussion now. I was part of a move this way at previous school which did not work as the reporting platform was unreliable, the comments were not always useful and it was difficult to monitor that it was being done regularly. There was also a feeling that the comments were for parents and so not that useful in terms of student learning and that teachers were duplicating the comments already shared with students directly.	3/15/2018 10:38 PM
6	We should simply tell the students (and parents) what to improve and how to do it. All the long and winding comments are just a waste of everybody's time. The report writing time can be used to reinforce the areas that the student/s need to work on instead of making commentaries to the parent, who do not understand sometimes what we write, and/or how to help.	3/15/2018 9:56 PM
7	At ISKL, our high school is grappling with the same issue. I believe we'll be moving to a system next year (SY2018-19) where standards-based progress reports will be compiled mid-semester, about one week before parent conferences. Teachers will compile "performance-to-date" scores in reporting domains, but will NOT write narrative comments, which, as you know are extraordinarily time-consuming. Instead, we are proposing that teachers give students in every class at least one period (or equivalent) for reflection on their growth and learning and ask the STUDENTS to write the comments that will be used as the starting point for conversation at the parent-teacher-student conferences. Not only will this free up time for the teachers, it will give students more ownership over their growth and learning. That's the hope, anyway. Just waiting for final confirmation from our Department Heads. Would love to see your compiled results, if you're willing to share. Best, Patricia Podorsek MS/HS Teaching and Learning Coordinator, ISKL	3/15/2018 9:13 PM
8	Lots of communication, lots, over communicate, on the real-time system and how to access, lots of videos, in-person lessons, on adjusting notifications on apps, must have a mobile app, what they should be looking for, etc. Some parents will not like it because it's not how they did it. Lots of education necessary here. Also, may not negate the need for regular reporting.	3/15/2018 8:58 PM
9	Please share with me what you learn. We are questioning the same thing. To be successful your teachers really have to honor timely and effective feedback practices.	3/15/2018 8:39 PM
10	Highly recommend the 3 way conference over written reports. So much more can be said in 7 min that can be written. And the reflection usually comes directly from the student in the conversation. We are currently exploring online record books, so I would be interested in hearing about what others say. I'd be happy to answer any questions too. Cheers, Ted Cowan tco@uwcsea.edu.sg	3/15/2018 7:28 PM
11	It doesn't have to be one or the other. Need clear guidelines for teachers as to when they update their online gradebook, number assessments etc or can result in lots of parent meeting	3/15/2018 7:05 PM
12	No, but I'd love to hear what you hear from others as I'm interested in this myself.	3/15/2018 5:45 PM

## Report Card Comments

13	Report card comments take a ridiculously long time to write and I know instruction suffers around report card time. That being said, I feel the comment is really the most important part of the report. Parents often say the numbering or lettering system as 'grades' in ES don't mean much to them. They want to read the comment. I am all in favor of getting rid of long comments but I'd like ideas of what to do in place of that. Preparing for parent teacher conferences also takes a lot of time. It's hard to find the balance of what is the least impact on the teachers but the most beneficial for the parents to get feedback on their child's learning.	3/15/2018 5:35 PM
14	We also use Powerschool for real time reporting and access to grades and comments (teachers must enter a comment for any grades that score a 3 or below (1-7 grading scale) I am interested in you sharing your findings with me.	3/15/2018 5:16 PM
15	Be careful of continuous publication of grades, it can foster a grade culture over a learning culture. However, in highly academic high achieving environments it can be effective. How you report will impact extremely powerfully on your learning culture. It is also vital there are procedures to ensure grade data is valid and reliable.	3/15/2018 4:20 PM
16	I find value in the formative (we run quarterly progress reports) and summative (Q4) narrative comments. In stating that, I also believe that this value is based more on communication about progress within the school and to potential downstream schools (admissions). I'm interested in this issue as I find that the report card comments, done quarterly, do not drive student learning to the extent that we would like.	3/15/2018 3:58 PM
17	We use Seesaw in elem and it's awesome- we have cut down our school wide comments because of this and parents love it- just finished a big survey wit a 40% return rate and got great feedback- we call our model Active Reporting so we report in the now and what goals students have set, reports for a cumulative but with less comments and then a full final year report in June	3/15/2018 3:54 PM
18	The personal interaction of the parent conferences and the comments from a teacher on a narrative report are really valuable for parents. It is clear that this is a time consuming task. We try to work into the calendar what some would call "records day." No students--just teachers in school working on their comments. It has helped but it has not solved the same concerns you are asking about.	3/15/2018 3:14 PM
19	We are deep into this discussion and would appreciate seeing the results of this survey, particularly those schools who have gone toward more real time feedback. Thank you.	3/15/2018 2:41 PM
20	Real-time feedback is directed at students and is ongoing; report card comments are meant to elaborate on progress, especially for parents since students receive regular feedback and generally know how they are doing.	3/15/2018 2:35 PM
21	Teachers complete 'formative' narrative comments mid-semester, so students/parents can respond before the end of the semester. Teachers do not complete narrative comments at the end of the semester. We no longer provide 24-7 access to the gradebook as this creates a culture of grade and point obsession.	3/15/2018 2:32 PM
22	No	3/15/2018 2:19 PM
23	It makes sense, killing multiple birds with one stone: it keeps feedback on track and timely; it shares this with parents; it avoids work congestion in reporting periods. That said, how will you produce the sort of reports required by other schools as part of an admissions process?	3/15/2018 2:16 PM
24	No but we are also seriously thinking of going for a totally ongoing feedback situation but we dont have a concept yet. rachel-hovington@is-hr.de.	3/15/2018 2:16 PM
25	We are actually struggle unfortunately with these same questions!	3/15/2018 2:00 PM
26	Report cards are usually given on the last day of term, so it makes for very ineffective feedback. There is no guarantee that all parents and students read them thoroughly. Additionally, the quality of reporting varies from teacher to teacher. We give guidelines as to what we expect to see in reports, but some teachers will write the bare minimum whilst others will write a novel. I like the idea of regular feedback, which makes the whole process a lot more worthwhile and meaningful.	3/15/2018 1:56 PM
27	I would love to also see our school move away from mid-year comments. Although our teachers' comments are not very extensive, I doubt the value of them as I don't think parents read them very carefully. We are a middle school with an open gradebook, therefore I feel it would be a good move to let go of the mid-year comments, keep going with two parent-teacher conferences per year, and have comments for the final report card.	3/15/2018 1:55 PM
28	There is little purpose to long narratives if you have parent conferences. We have discussed using portfolios in Elementary School that can be viewed on line.	3/15/2018 1:33 PM

## Report Card Comments

29	No but we are asking ourselves exactly this question	3/15/2018 1:11 PM
30	We use ManageBac and feel that we are providing real-time online feedback on a task by task basis. Our comments for MYP are really only 4-5 sentences long and represent trends and patterns in a content-area. We still feel it's valuable for those students who are transitioning to another school and for those parents who are less likely to access, read and internalize online comments on a continual basis.	3/15/2018 1:02 PM
31	I am in the midst of the exact same thing! i would love to Skype or talk over the phone! I am trying to "start with why" as in "why do we report"? I want the focus more on feedback, less on grades. Would love to talk...	3/15/2018 12:55 PM
32	We continue to discuss the timing of the narrative comments in the school year and better ways to provide on going feedback to parents. In the next 1-2 years we anticipate a major structural change in our reporting protocols.	3/15/2018 12:49 PM
33	Like most secondary schools, we have an open, online gradebook, so parents and students always have access to students' achievement data. Our report card comments aren't actually that long and our teachers, for the most part, believe we have a manageable system.	3/15/2018 12:39 PM
34	That is the direction we want to go....	3/15/2018 12:35 PM
35	We have reduced from 4 long-form set of reports to 2, with the mid-semester reports being focused on progress within the course. We use real-time online feedback consistently and have found our parent body are on board with this system.	3/15/2018 12:34 PM
36	i feel it is important to consider the purpose of the comments and the respective timing of conferences. If the feedback (written or verbal) is for the purpose of improving (formative) it should be given before final reports. On the other hand, written comments on report cards are useful for some users including future schools. I regularly review report card comments of student applicants to look for certain learning or behavior patterns.	3/15/2018 12:26 PM
37	We have live grade books in addition to report cards and comments. We continue with summative reports because these are valuable for transitory students (and almost all of our students are international and other schools require these reports). Additionally, parents want to hear how their child is doing holistically, not simply assessments. We have also found that most live grading programs do not make it easy for parents or students to read teacher comments on assessments. If you find one that does, please do let us know.	3/15/2018 12:22 PM
38	We do communicate through Managebac, where we enter not only grades but also a written feedback.	3/15/2018 12:18 PM
39	Our board values extended narrative comments and considers it something our school is known for. We are about to transition to using ManageBac for our reporting in Lower School and can make assessment information available realtime to parents if we choose (Upper school already use it in an ongoing assessment tool). I know that teachers find it difficult to generate enough to speak about when it comes to narrative report writing and they would probably prefer to be giving short feedback on a more regular basis. As a Principal and PYP Coordinator who is juggling too many jobs, my one concern, however, would be that it would be difficult to monitor the quality of assessment feedback if it were happening on a regular basis. With our current reporting system we are able to give targeted feedback on teachers' style of reporting, content and tone, and give a detailed snapshot of each child to parents at key points of the year. If moving towards shorter reports and more regular feedback, I feel it would be important to establish a clear idea of what we are reporting and why, and to make sure that guidelines are drawn up about the kind of feedback you would expect teachers to give on an ongoing basis. At the end of the day, it is feedback to the students that is most important for their growth.	3/15/2018 12:13 PM
40	We are hoping (in Secondary) to move to longer comments on formative and summative tasks, recorded using Managebac, and then progress checks which are grade only over the year (either quarterly or each semester). Parents can access the ongoing feedback vis managebac but also receive 'snapshot' grades over the year.	3/15/2018 12:11 PM
41	We send End of Unit Packets home with summative assessments and feedback. The report card is a legal document so I would be interested to see how you reduce it and still make it meaningful as I do find the long comments arduous for all involved - time writing, time editing, etc.	3/15/2018 11:57 AM
42	Will be moving toward standards based reporting in HS with moving away from the A-F scale to a 4 point scale. Standards based will have 4 to 5 indicators for each subject. Also thinking about how to ramp up the value and buy in of ATLS.	3/15/2018 11:56 AM

## Report Card Comments

43	I would suggest moving away from long subject based comments, as many parents don't read them, and for many teachers, its a cut and paste. A longer summative comment at the end of the report can be more useful.	3/15/2018 11:50 AM
44	We are actively looking to shift from narrative-based report cards to a continuous, real-time feedback solution. We need this form of feedback as an additional tool for supporting students and families when help/encouragement is needed (i.e., not summative). We feel an LMS solution would be best.	3/15/2018 11:43 AM
45	We find portfolios and we hope to move towards benchmarks on report cards next year with fewer comments.	3/15/2018 11:39 AM
46	At KIST we now differentiate between subjects depending on the number of times they meet a week (and therefore the number of comments that teachers would be expected to write). So we only provide comments for Math, Sciences, I and S, English and Japanese (2nd language). Our Art, Music, PE, Design, IT teachers are not expected to write comments as they need to write well over 100 or even 200. Next year we are also planning to bring in a second PTS Conference Day as a priority. Our gradebook is not open to parents so we would not consider on-line comments at the moment.	3/15/2018 11:34 AM
47	Go for it!	3/15/2018 11:32 AM
48	We are also moving this way for next school year. We plan to require substantive specific comments for every summative task be written in Managebac. This will replace our quarter reports.	3/15/2018 11:26 AM
49	Narrative comments by teachers are staggered so that they don't happen at once and provide actionable guidance (formative in nature), shared with the students and parents well in advance of the end of semester. No report is written at end of semester.	3/15/2018 11:25 AM
50	We are having the same discussion in our school and would love to see your data.	3/15/2018 11:22 AM
51	No but love to hear of other options!	3/15/2018 11:19 AM
52	I believe that providing timely and relevant feedback to students (and to a lesser extent parents) is the most important component in the assessment and reporting world. I do not think that a summative narrative written twice a year provides as much value as timely, relevant feedback.	3/15/2018 11:19 AM
53	We use powerschool as our parent platform and this has eliminated report cards at the end of Term 1 and 3. We only do final reports at end of semester and have one box for the curriculum coordinator and one for the pastoral care teacher. Individual subject comments are on Powerschool and should be complete and useful for parents,	3/15/2018 11:18 AM
54	Have realized over time that long reports have little impact on student learning. They can confuse parents and take teacher time and energy away from meaningful feedback.	3/15/2018 11:14 AM
55	We do both, so I'll be interested to learn what you find out.	3/15/2018 11:13 AM
56	Only works if parents are actively engaged in the online platform. If you can get that, this feedback has a bigger impact on learning and more learning happening (as report writing takes away from effective learning time)	3/15/2018 11:11 AM
57	This is our last year of writing narrative comments! We use ManageBac gradebook for continuous feedback and will no longer write narrative reports, except for a few cases (EE, PP, CP, Homeroom). For the moment this only applies to Secondary.	3/15/2018 11:09 AM
58	I support the move and we have made some progress via the use of an open gradebook in PowerSchool. Of course, that has its own challenges!	3/15/2018 11:08 AM
59	Do this in a phased manner: this enables both parents and teacher to get used to online feedback being the norm. Parents find receiving individual assignment feedback useful, but struggle to see a bigger picture without the report cards/comments. Time is essential for transition - in my experience this took up to four years for the culture change to be effective.	3/15/2018 11:07 AM