



# Principals' Training Center

## PTCnet Survey Summary

<b>TOPIC:</b>	Report Card Proofreading Practices
<b>QUERY:</b>	Thank you to those who responding to this survey about proofing report cards in Elementary Schools. The results are most interesting.
<b>QUERY SUBMITTED AND COLLATED BY:</b>	Brian Webb
<b>TOTAL NUMBER OF RESPONSES:</b>	49
<b>Date conducted</b>	8-16-17

### Responses:

See below.

<b>Elementary admin: How many times per year do you send home a report card to parents?</b>	<b>Elementary admin: Do you proofread your teachers' report cards before sending home?</b>	<b>Your Elementary School's current practice/philosophy to ensure all information (comments, grading, etc) on reports is correct before going home?</b>	<b>Any admin: additional thoughts about proofreading teachers' reports?</b>
2 Yes	Yes	The principal, associate principal or counselor reads every report card.	
2 Yes	Yes	We team up our teachers and they proofread each other's reports. There is an assigned time when they do this so it is scheduled and completed.	It was essential to assign the specific work time when this took place.
2 Yes	Yes	yes	it's extremely time consuming...we are considering another layer of proofreading, maybe by teaching partners before the admin read them.
2 Yes	Yes	We view reports as a form of public relations. Reports must be proofread and comments need to be aligned with the students' grades.  We generally have teachers proofread each other's	



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		reports before sending them to the principal for proofreading.	
2	Yes	Developed and revised essential agreements for report writing are revisited before each report writing process begins.	We share out grade levels and specialists through the PS leadership team.
3	Informal cross check system that is hit or miss; refining it this year. On system that works well is that EAL/LS/Counselors closely review the report cards on their case load and provide feedback.	We give homeroom teachers a draft of each report to proofread and edit before we close the term.	This would be very time consuming for one principal and a vice principal; we can empower teachers via a more systematic system. That's the plan for this year. Stay tuned :)
3	Yes	The Principal and Assistant Principal proofread every one (315). Grade-level team then "moderate" (i.e., they look at their grade-level reports together to ensure understanding of grade level descriptors	I do not practice having colleagues proofread report cards; however, they do moderate
	Yes	yes, I'm in charge of doing that	-
2	No	Teacher comments are shared and proof read with teaching partner. Once all comments are entered into our system (Managebac), I assign proof reading buddies and we all sit in a room together and spend 1 afternoon reading through reports. Reports are returned, corrections made, then I will skim through them on our MB system.	I use to read all reports for 3 years and found it very overwhelming and not good use of my time. I now skim through all reports ensuring boxes are checked, names are correct etc. I only read some of the new teacher's comments (checking for quality) and a few of my teacher's that have a history of making mistakes. This has cut down the hours of proofing tremendously. I expect quality comments and entrust that teachers will be professional. It has been working thus far.
2	Yes	Buddy reading system, then Principal final reading	Share the load! Make it equal. Be purposeful about what the buddy readers are looking for (content and spelling/grammar)
We send home 2 Full Semester Reports and 2 Mid-	Yes	The Lower School Principal reads all student reports to ensure consistency in language, and reporting practices. Teachers work in teams to edit as well.	



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Semester Reports (Narrative Comments Only)			
2		Team proofreading captures almost all of the errors and builds consistency with the comments across the grade level.	
3 Yes		The Elementary Office's current philosophy and practice is to proofread all student report cards to ensure that parents receive a truly professional, pertinent, accurate, insightful and courteous product.	Believe it very important to proofread teacher's report cards to identify possible grading discrepancies, spelling errors, and typos resulting from copy and pasting that may suggest to parents a lack of professionalism or sloppiness on the part of the teacher. Proofreading also provides the administrator with additional insights on the students and their respective academic progress.
2 Yes		All reports are proofread collaboratively and by an administrator to ensure they are correct, correspond to our assessment policy and represent our core values. We also ask teachers to draft comment templates so that the feedback is consistent across subjects and grade levels.	Use proofreading teams to facilitate the process. This creates valuable dialogue and increases professionalism in this area. It helps the leadership team immensely because a vast majority of the reports are correct by the time they get to us.
2 Yes		Reports are read by a colleague first and then an admin.	We have a new system this year so that Admin can make changes directly and have simplified our reports, reducing them to 2 times a year and making them easier to read and understand.
3 Yes		We do report card moderation before report cards go home. Before all the report cards are written we share what they should look like and teachers submit one report for one student and they peer edit.	
3 Yes		Teacher writing Buddy/partner reading/editing Teacher corrections Admin read-thru  All teachers follow a strict template that does not exceed 5 sentences for narrative comments. Every report card must be personalized and specific to the child. No copying and pasting permitted. No reference to what is being taught in the classroom.	



2	mixed, for those who have asked us to. But the rest, it is a quick check for quality.	We suggest a colleague or spouse read over all comments	The primary responsibility if of the teacher.
2	Yes	<p>Buddy proofreading (teacher peers) before coming to the Elementary Admin team streamlines the process.</p> <p>All edits done in google docs before entering into our system (Veracross)</p> <p>Elementary Admin team split the classes up evenly.</p>	Not sure there's an easy answer! It's arduous and important. :)
3	Yes	<p>Leadership team reads the comments on google doc before the teachers add them to the system.</p> <p>Later, the same leadership team reads the whole report cards from the system to ensure that there are no mistakes.</p>	<p>- we are establishing buddy reading of which does not take the responsibility away from the leadership team, but hopefully, reduces smaller mistakes.</p> <p>- we are moving to 2 report cards a year model</p> <p>- we are also reducing the amount of writing in each comment box to a couple of strengths and a couple of next steps.</p> <p>- Report cards seem to have a minimal impact on learning, so we are considering adding more conferences with both students and teachers.</p>
4	Yes	<p>we peer proofread, then Principal/Coordinators final check before going home.</p> <p>Expectations that they are written well originally.</p>	<p>Stress the importance of writing them carefully in the first place, makes proofreading easier, which makes process go more smoothly.</p> <p>May require talking to some staff who are not being careful, passing buck of own proofreading to others</p>
2	Yes	We have a buddy system in place for all report cards. A colleague who is a first language English speaker reads for accuracy; colleagues often read for "tone", etc. I (Primary School Principal) read all reports before they are sent to parents.	Our process is not ideal, but we haven't come up with a better one yet. We have streamlined the way comments about various subjects are made (overall "blurbs" written and checked ahead of, checklists of some "common" errors, report writing guidelines, etc.). If buddies do a good job of editing the final reading is fairly easy, although it's still really time-consuming. I would be interested in knowing if any



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			other schools are considering (or already have in place) an ongoing "open gradebook" system in place and eliminating/changing the traditional 2x or 3x per year report card.
2	Yes	Philosophy discussed in faculty meeting prior to report writing; reports proofread by principal and PYP coordinator prior to being sent.	
2	Yes, We also have student-led conferences, parent teacher conferences and individual conferencing during the year that should give parents a clearer idea in a broader context of where their child is in her/his learning journey.	We encourage teachers to proof read collaboratively then the four admin in the Lower School proof read, as well as the office staff that help in errors of format.	This is a lengthy process as our report cards are mostly narrative and can run to 14 pages for each student in a school primary school of 630+ students. This way of doing things helps guarantee that all report cards are read, not just to proof read but to get a sense of how each teacher reports on students' work and that there is similar quality and attention across grade levels and throughout the Lower School. Collaborating on the writing of report cards amongst teachers gives more than one perspective and should support more focused teaching and learning.
2	Yes	As much as possible within the time frame.	We do expect both self-proofing and peer proofing prior to submission.
2	Yes	Peer editing by teachers Overview checking by programme coordinator	
4	Yes	Connect with students learning have a personal example and next steps.	Align for content and style.
3	Yes	Comments are submitted on a Google Doc one week in advance of report card publication. Teachers are notified when proofing is complete. Teachers copy and paste on report card.	It's the bane of my existence.
4	Yes	Teachers buddy up with someone to read each other's comments, then I read all comments and grades as a last proofreading.	
3	Yes	Yes. I review comments and look at grading trends for students.	
3	Yes	Teachers need to have a partner sign-off that they proofread and edited their comments before handing in to	



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		the Principal. But the Principal still reads over all the comments (we are a small school PS-12 total enrolment is under 150)	
2	Yes	At least 2 pairs of eyes! We have quite a few teachers who are not native speakers and so the proofing has taken some time. We are considering changing the comment so that it is addressed to the students rather than the parents which will probably also help with the language requirements of 'report-speak'.	
		There should be no surprises on a report card. They are considered part of an ongoing learning conversation. The entire report card including judgements made by teachers are checked for consistency before going home.	yes - it takes a huge amount of time and resources however as this are such an important means of communication it is felt that this investment is worthwhile and needed.
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2	Yes	There should be no surprises on a report card. They are considered part of an ongoing learning conversation. The entire report card including judgements made by teachers are checked for consistency before going home.	yes - it takes a huge amount of time and resources however as this are such an important means of communication it is felt that this investment is worthwhile and needed.
3	Assistant Principals do at times.	PowerSchool Administrator checks for completion.	We promote objectivity, referencing data, evidence of growth and areas of need (academic and social). Leave out the opinion and/or judgemental statements.
6	Grades yes and random checks of the anecdotal comments.	Teachers proofread the grades on the report card against their gradebooks with a partner and sign the electronic grading system report to indicate that the grades are correct. Teachers also proofread the comments with a partner from their grade level team. Admin. reads through all grades and does random checks of comments.	
2, plus 2 progress reports which are not official documents	Yes, along with area coordinators/lead teachers. We proofread comments	Comments only. Also, for students who have any support, specialists proofread report cards.	It is very time consuming. It would be great to have other ideas.



	only. Comments are mandatory.		
		<p>We pair up our teachers and have them read each other's reports.</p> <p>Our attendance secretary does random checks to check the information is being pulled accurately from our system.</p> <p>Our Office team checks the layout and printing - in our system sometimes teachers can write too much and then the box on the page isn't large enough to see the whole comment.</p> <p>The admin team and a few additional staff - e.g. we have one part-timer who is a quick proofreader, checks students who are a concern to ensure the wording is appropriate; our assistant heads do random checks of teachers in terms of using our processes correctly too (i.e. is there consistency across the grade or subject).</p> <p>We have a set of guidelines that we give out to help people use our different ratings and criteria and frequently talk about this in staff meetings.</p>	
2	We proofread some - especially new hires. Our staff help peer review too.		It's time-consuming and within a short window usually. But you need to put a system in place to make it manageable!
4	Yes	Check comments with marks on report card to ensure they reflect each other.	It takes forever
2	Yes	Teachers should have a someone proofread their reports before sharing with me.	We are developing in-house guidelines for report writing to ensure more consistency. What are others doing about this?
4	Yes	admin reads each comment- first teachers are given guidelines as to what is appropriate as a comment	time consuming but can save a lot of headache and embarrassment f
4	Yes	<p>We revise our agreements with teacher leaders to include what will inform our report cards (assessments used, observations, photos). We used an aligned approach for all grade levels.</p> <p>Our Progress Reports include one to three photos that</p>	



		<p>talk to the child's learning along with a narrative written to the child with specific feedback.</p> <p>Teacher Leaders help to proof read and principal and AP's read report cards which contributes to our understanding of the child's strengths and overall development.</p>	
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	3 Yes	<p>For official reports, we use American English, although in classrooms, teachers may use a variety of forms (British/Commonwealth)</p> <p>We have a style guide as well</p>	<p>It is a huge time taker!</p> <p>We hold workshops on writing, identifying strengths and areas of growth as writers, and don't do "cookie cutter" comments. It takes more time to build practice but in 2-5 years, teachers write better comments!</p> <p>Our huge push this year is to "look forward" not back; so while we have reports at terms, we developed Active Reporting: All students have online portfolios parents can see ongoing discourse between teacher and student, goal setting and student led conferences that look at work and look ahead towards growth and challenges rather than "what Johnny did...", and community celebrations of learning. Parent/teacher conferences are optionally called by parent or teacher after a report comes out.</p> <p>This has had a HUGE impact on what we write and</p>





			how much we write in our reports. There is considerably more time spent authentically communicating with families towards achievement and celebration and less on writing comments and proofreading. Everyone seems to really love it, most of all the students! No data on how it impacts student learning yet- or on teacher morale, but that is coming!
3	Yes	Teachers enter their grades and comments. Admin set aside time on their calendars to read the report cards. As admin read and review, the send an email to teachers with any feedback and with acknowledgement of the teachers efforts.	It's time consuming, but it provides insights about both teachers and students. We also read the cards with the lens of looking at scores to identify if there are students in need of intervention or enrichment that aren't yet receiving those services.
2	Yes	Teams proof read each others reports first and edits are completed before they come to admin for a final read. Admin reading them is not only for proof-reading but also gives us a great overview of students but also teacher writing styles.	It is good report writing pd for teachers to read each others reports. You have to have a set of common agreements first eg what do you note? (spelling errors, incorrect names, capital letters and full stops) What do you not note ? (personal style/preference/phrasing) Also use of tentative language. This should be done in a supportive/collaborative manner
2	Yes	We have specific reporting guidelines handbook that outlines process and procedure. Teachers buddy read. Middle and Senior leadership divide and read all comments and overviews. The office assistant does a final check before the reports go live.	
2, Portfolios mid-year with 3-way/SLCs	Yes	Principal/Asst Principal use one week to proof all specialists' comments/grading and then the full homeroom reports (approx. 420 students); we ask teachers to buddy up for proofreading; we share final pdf copies of the ManageBac report (since teachers can't create one) for review before sending home.	It feels tedious (420 reports divided by two in one week) but also reassuring to help staff as a safety net; we also gain deeper insight into the dynamics of a class, its students and what the parents are receiving.