

# ELEMENTARY SCHOOL – REPORT CARD MANUAL

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Last Updated: August 2011

## INTRODUCTION

CIMS standard report card allows for topics, marks, comment codes, and narrative.

The Elementary Report Card in comparison to our CIMS standard report carding process allows for additional features, namely:

- a) Within any course/subject a school can define and include marks for additional sub-groups or learning outcomes within that course. For example – instead of just having a mark for English – in GRE.205 schools can have within English the overall mark PLUS

|         |    |
|---------|----|
| ENGLISH | A  |
| Reading | B+ |
| Writing | B+ |
| Oral    | A  |

- b) Schools can determine what subjects/courses will appear per report card and in what order
- c) Marks can be shown in either in numeric/letter format or in scale for a visual indication
- d) In addition to topics (per course/section) and comments, schools can also define additional factors (Student working at different grade level than regular, Adaptations provided) that teachers can select per student/subject when applicable.

The office is responsible for all setup so that when teachers go to input into the report card all of the appropriate kids, subjects, columns, and selections appear. Any missing setup means that the teacher should be contacting the office.

History or all marks and comments will be available from within CIMS. As soon as teachers hit <Save> for their work – that information is immediately in CIMS and available year and year for review and analysis.

## INITIAL SETUP

Grading setup and definitions are usually one-time definitions and in some cases are setup at the district level for consistency across the district. There are occasions where additional definitions need to be added or need to be changed.

### ***GRADE TITLES (GRD.201)***

Grade titles are codes that you can use to identify grades or grading terms during the school year. Up to 24 grade titles can be defined to cover different types of grades for different reporting periods, i.e. T1M (Term 1 mark), T2M (Term2 mark), FIN (Final Mark).

This option is setup by board office.

Schools can modify the column heading titles that display on the report card.

8/16/10 FY 05 TAKE TWO INC. 13:25:23 QPADEV000D  
 SGS Grade Titles Ref: GRD.201.11

District 444 School 014 SHERWOOD Year 05

DO NOT change order of grade titles IF GRADES have been entered  
 NO DUPLICATE grade title names or you will have problems  
 DO NOT adjust titles for new year until September

| Report | Title | Card | Cols | Description | Final | Compute | Teach | Connect | Upload |
|--------|-------|------|------|-------------|-------|---------|-------|---------|--------|
| 1      | FIN   | FINL | MARK | FINAL MARK  | Y     | -       | -     | -       | -      |
| 2      | T1M   | T1   | MARK | TERM1 MARK  | -     | -       | -     | -       | -      |
| 3      | T2M   | T2   | MARK | TERM2 MARK  | -     | -       | -     | -       | -      |
| 4      |       |      |      |             | -     | -       | -     | -       | -      |
| 5      |       |      |      |             | -     | -       | -     | -       | -      |
| 6      |       |      |      |             | -     | -       | -     | -       | -      |
| 7      |       |      |      |             | -     | -       | -     | -       | -      |
| 8      |       |      |      |             | -     | -       | -     | -       | -      |
| 9      |       |      |      |             | -     | -       | -     | -       | -      |
| 10     |       |      |      |             | -     | -       | -     | -       | -      |
| 11     |       |      |      |             | -     | -       | -     | -       | -      |
| 12     |       |      |      |             | -     | -       | -     | -       | -      |

ONLY FINAL grades will be posted to the transcript file.  
 Mode: Change F3=Exit F4=Index F5=Reset F12=Cancel

MA a 09/019  
 I902 - Session successfully started HP Color LaserJet 2500 PCL 6 on DOT4\_001

- NOTES:
1. The order of the grade titles should NOT (cannot) be changed once the school year has started and grades have been entered.
  2. The first grade title must be for your final grade title.

**COMMENT TITLES (GRD.203)**

Comment titles are codes that you can use to identify comment holding buckets. Up to 24 comment titles can be defined to cover different reporting periods, i.e. C11 (Term 1 comment 1), C12 (Term 1 comment 2), C21 (Term 2 comment 1), etc. There should be a bucket to house each of the different comments from each report card. Re-using a bucket means losing the last report card data. If it is just narrative that will mean requiring only one comment bucket per reporting period. The only reason to have multiple comment buckets per reporting period is to accommodate selecting comment codes.

8/16/10 FY 05 TAKE TWO INC. 13:43:56 QPADEV000D  
 SGS Comment Titles Ref: GRD.203.11

District 444 School 014 SHERWOOD Year 05

| Title | Description   | Title | Description |
|-------|---------------|-------|-------------|
| 1 C11 | REP1 COMMENT1 | 13    |             |
| 2 C12 | REP1 COMMENT2 | 14    |             |
| 3 C21 | REP2 COMMENT1 | 15    |             |
| 4 C22 | REP2 COMMENT2 | 16    |             |
| 5     |               | 17    |             |
| 6     |               | 18    |             |
| 7     |               | 19    |             |
| 8     |               | 20    |             |
| 9     |               | 21    |             |
| 10    |               | 22    |             |
| 11    |               | 23    |             |
| 12    |               | 24    |             |

Mode: Change F3=Exit F4=Index F5=Reset F12=Cancel

MA a 07/010  
 I902 - Session successfully started HP Color LaserJet 2500 PCL 6 on DOT4\_001

## GRADE SYMBOLS (GRD.250)

Grade symbols define the different marks/grades that are allowable for entry for your school, their numeric equivalency AND GPA value, if they are included in GPA calculations and if credits are earned.

NOTE: In most districts grade symbols are defined/maintained at the district level for consistency across the district so schools can only view/lookup the grade symbols defined for their school using GRD.250L.

The screenshot shows a terminal window titled "Session A - [24 x 80]". The menu bar includes File, Edit, View, Communication, Actions, Window, and Help. The main display area shows the following configuration for a grade symbol:

```
8/16/10  FY 05          TAKE TWO INC.          13:45:01 QPADEV000D
SGS              Grade Symbols          Ref: GRD.250 .11
District 444     School 014  SHERWOOD
Grade  B        Alternate symbol █
Include in GPA?  Y
Credit Given?   Y
Honor Roll?     Y
Right Justify?  N
                Grade      Numeric
                Points     Equivalent
Regular         3.0000
```

At the bottom of the screen, the following mode and function key settings are displayed:

```
Mode: Change      F3=Exit  F4=Index  F5=Reset  F12=Cancel
```

The status bar at the bottom shows "MFA a" on the left, "05/044" in the center, and "HP Color LaserJet 2500 PCL 6 on DOT4\_001" on the right. A small message in the bottom left corner reads "1902 - Session successfully started".

All numeric grade symbols (1-100) should be marked as RIGHT JUSTIFY = Y and all letter symbols (A, B, F) should be marked as RIGHT JUSTIFY = N.

This setup is fundamental to GPA and averages calculation. If your honor roll calculations appear off - it will probably be because the grade symbol has not been setup appropriately.

All grades AND all work habit responses (Consistently, Usually, Sometimes, Rarely) must be defined in GRD.250 else teachers will not be able to record the mark (system will indicate mark invalid).

## SPECIAL GRADE SYMBOLS

NM - this will imply NO MARK indicated at report card print time. If NM is used then the Subject will print but nothing will print in the mark area and for K-3 no scale will print.

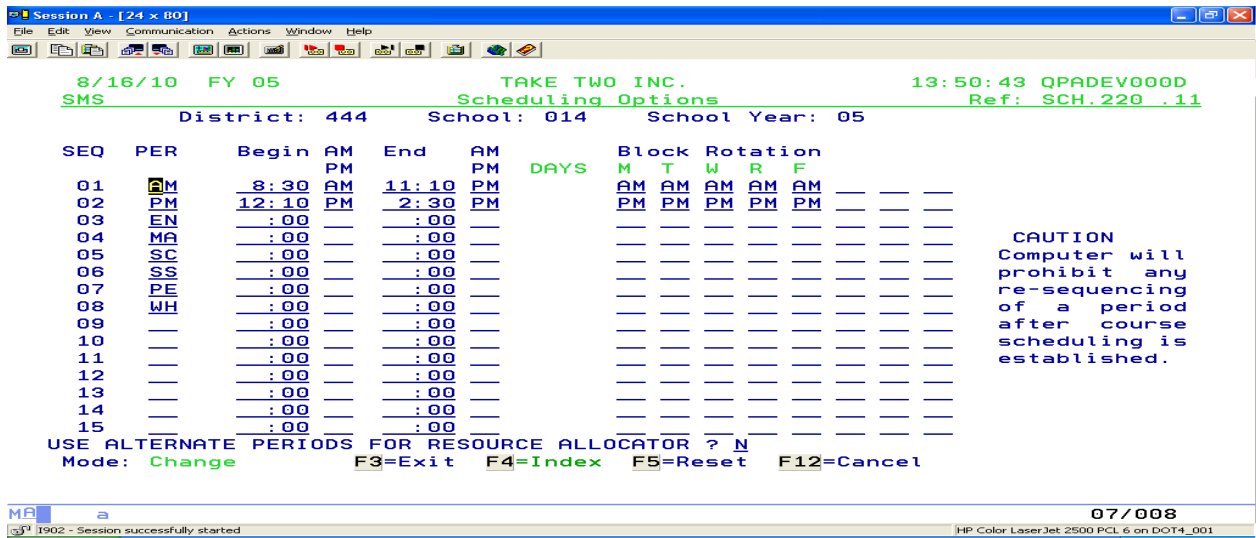
NR - this implies Not reporting this reporting period and this actual text will appear printed on the report card rather than just value NR. In scale format the scale will print but blank.

PR – this will produce a message ‘Overall, your child is progressing as expected for a child within a similar age range’. Scale will not print

NP – this will produce a message ‘Overall, your child is not progressing as expected for a child within a similar age range’.

**SCHEDULING DEFINITIONS (SCH.101)**

In order to be able to define subjects (commonly referred to in CIMS as courses) the scheduling definition periods must be enhanced to accommodate placing the course/sections in either real periods of your day or fake ones.



In the example above, this school has decided to create fake periods (one per subject) rather than to map out exactly what periods the teachers may be teaching their subjects and creating real periods of a day. EN – place all English subjects in period EN.

**COURSE DEFINITIONS (SCH.310)**

A Course = subject. Courses must be defined per grade level and subject one time. Definitions will transfer from year to year.

Many of the fields are not necessary (pertain to high school environment).

Session A - [24 x 80]

File Edit View Communication Actions Window Help

8/16/10 FY 05 TAKE TWO INC. 13:58:18 QPADEV000D  
 SMS Courses Ref: SCH.310 .11

Course EN1 Title ENGLISH GR1 District 444 School 014

**ACTIVE**

Minimum Students required to offer this course: 5 Clear these 2 fields to  
 Usual number of students per section: 25 inactivate course

Mark for EXAM Term  
 Automatically generate requests for selected students? N

Include in Conflict Matrix? N  
 Maintain Course Long Description ? Y

Grade Level: 1.00 \*\* KN = 50

Mode: **Change** F3=Exit F4=Index F5=Reset F12=Cancel

MA a 04/027

1902 - Session successfully started HP Color LaserJet 2500 PCL 6 on DOT4\_001

**Course Code:** Simple and consistent code which will be used as the key identifier when working with a student. EN (English) 1 Grade 1

**Grade Level:** Indicate what grade level of course this subject is for

Session A - [24 x 80]  
 File Edit View Communication Actions Window Help

8/16/10 FY 05 TAKE TWO INC. 14:00:54 QPADEV000D  
 SMS Courses Ref: SCH.310 .12

Course EN1 Title ENGLISH GR1 District 444 School 014

Transcript credit on completion: █ \_\_\_\_\_  
 Credit for current period GPA: \_\_\_\_\_  
 Weighting factor (reports only): \_\_\_\_\_

Grades are: S Include in:  
 S = Symbol Honor Roll? Y  
 N = Not Used GPA? Y  
 ALT GRD.591? Y

Level: 1  
 1 - Regular

District Grouping MANDATORY EN Update course reqs with SCH.905  
 Satisfies Graduation Requirement in \_\_\_\_\_

Mode: Change F3=Exit F4=Index F5=Reset F12=Cancel

MA a 06/036  
 I902 - Session successfully started HP Color LaserJet 2500 PCL 6 on DOT4\_001

**Credit/Weighting:** Leave this blank. There are no credit values for courses K-9.

**District Grouping:** Identify the appropriate district group which should match the subject definition. Use F4 for selection.

Session A - [24 x 80]  
 File Edit View Communication Actions Window Help

8/16/10 FY 05 TAKE TWO INC. 14:04:14 QPADEV000D  
 SMS Course Catalog Description Ref: SCH.311 .11

District: 444 School: 014

Course EN1 ENGLISH GR1 Credit  
 Offered during term 1

23 CHAR CUTOFF FOR GRD.511  
 | LAST CHARACTER PRINTED IS THIS ONE

FULL COURSE TITLE : English Language Arts  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\*Word wrap text  
 from field to  
 field. WEB will  
 adjust as needed

BC Subject Code :  
 BCeSIS Course Code: MEN--01

F4=Index Cancel? N

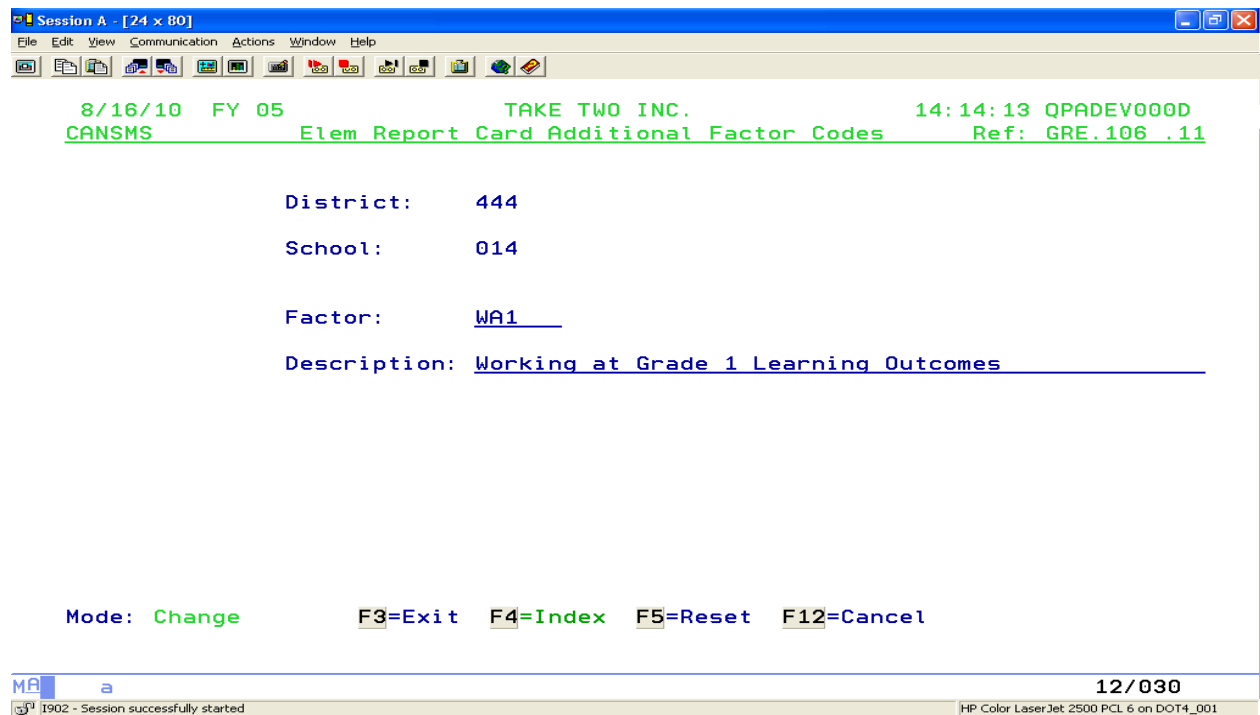
MA a 18/021  
 I902 - Session successfully started HP Color LaserJet 2500 PCL 6 on DOT4\_001

**Full Course Title:** Identify the text that will appear on the report card as Subject title

**BCeSIS Course Code:** Mandatory in BC

### **ADDITIONAL FACTOR CODES (GRE.106)**

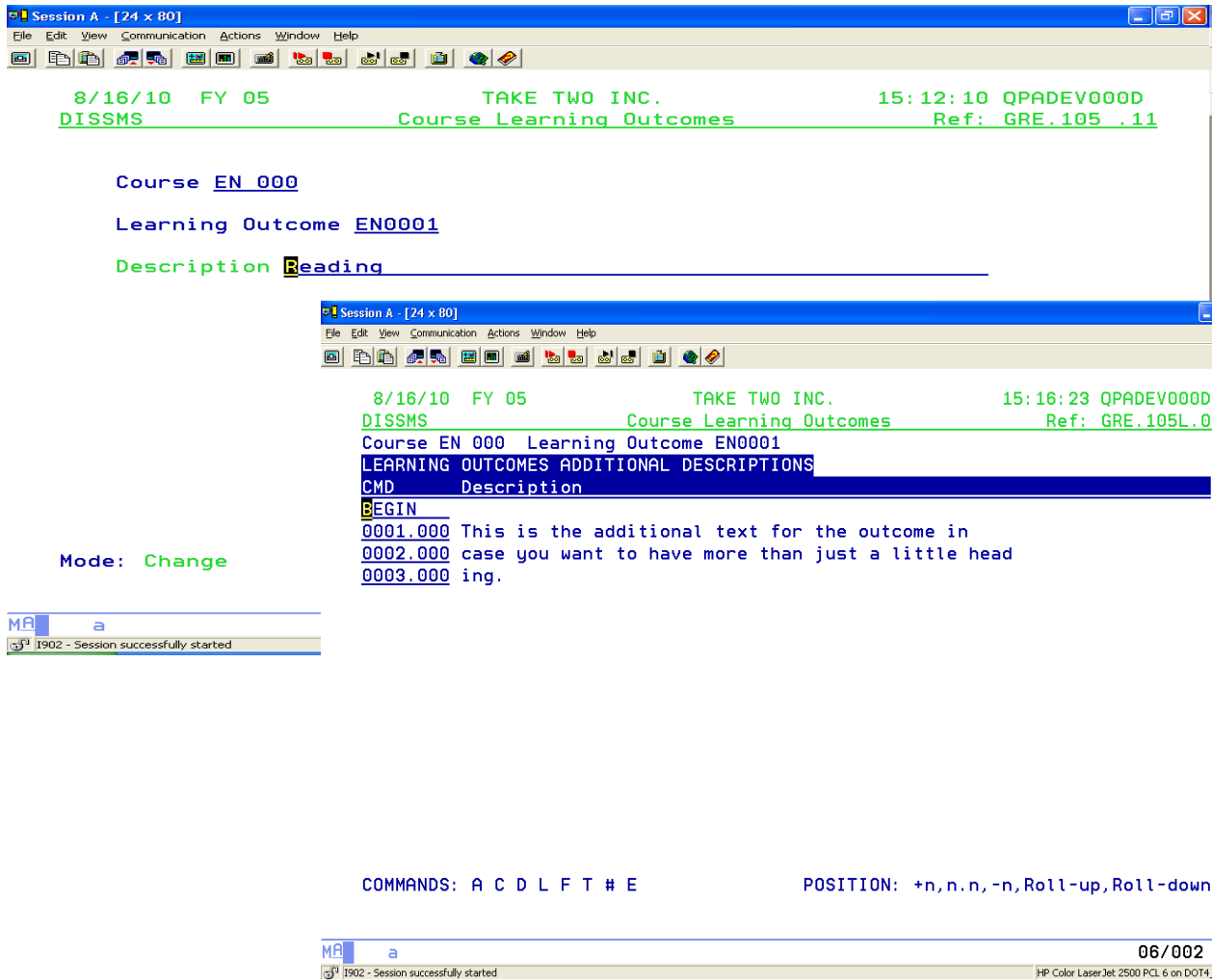
Use these codes per student and subject to be able to highlight outside of comments additional considerations. Some schools use this to indicate that student is not working at the same grade level as the regular grade level for this particular subject. Other uses would be to indicate that adaptations are being made. Schools can define their own factors and teachers will have this available to them as they are working with each student and subject.



### **LEARNING OUTCOMES (GRE.105) \*DISTRICT OFFICE**

A district can setup their own learning outcomes or additional sub-groupings for subjects using GRE.105. If schools wish to mark say PhysEd and then provide additional marks/notification for 'Daily requirements met' then an outcome definition is needed. If you want to mark English and then also subgroups of Oral, Reading, Writing without setting up separate course/subjects than this can be accomplished using GRE.105

This is also where (in the future) the BCeSIS outcome database information could be merged into.



## SCHOOL SETUP

Each school must setup teachers, subjects, and master schedule. They must assign subjects to students (SCH.410) in order for the appropriate students to appear to teachers when they go to complete a report card. It is not good enough just to have assigned a student to a homeroom:

- a) Define master schedule SCH.320
- b) Assign students to subjects (SCH.410, SCH.310/SCH.606/SCH.610, SCH.650 (class oriented) OR SCH.415/SCH.650 (grade oriented)

Dealing strictly with the report card, each school can control and customize their own report card for each reporting period and grade level.



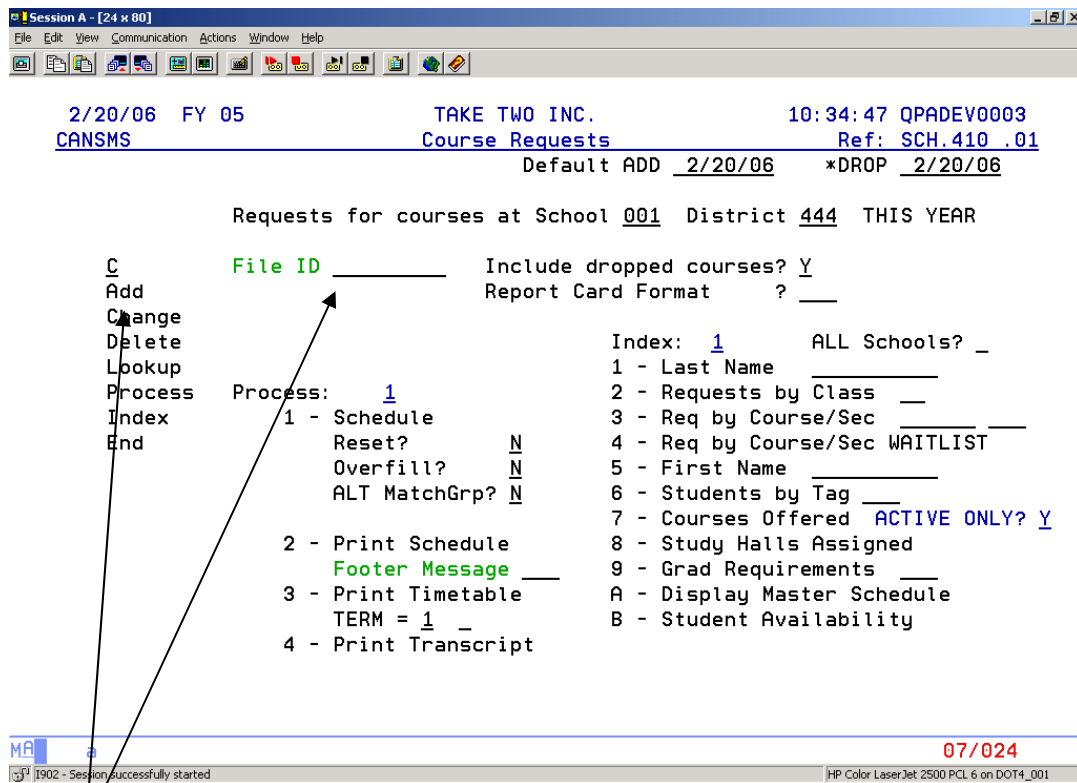
**Limit to Class:** (Optional) Important if you want CIMS to automatically assign all kids to appropriate sections and you have segregated your classes (1A, 1B, 1C) then input which homeroom of students will get this section.

**Period:** Identify the real period of day that the course is being taught OR if you have setup your scheduling options with fake periods – indicate the course acronym. Use F4 to list.

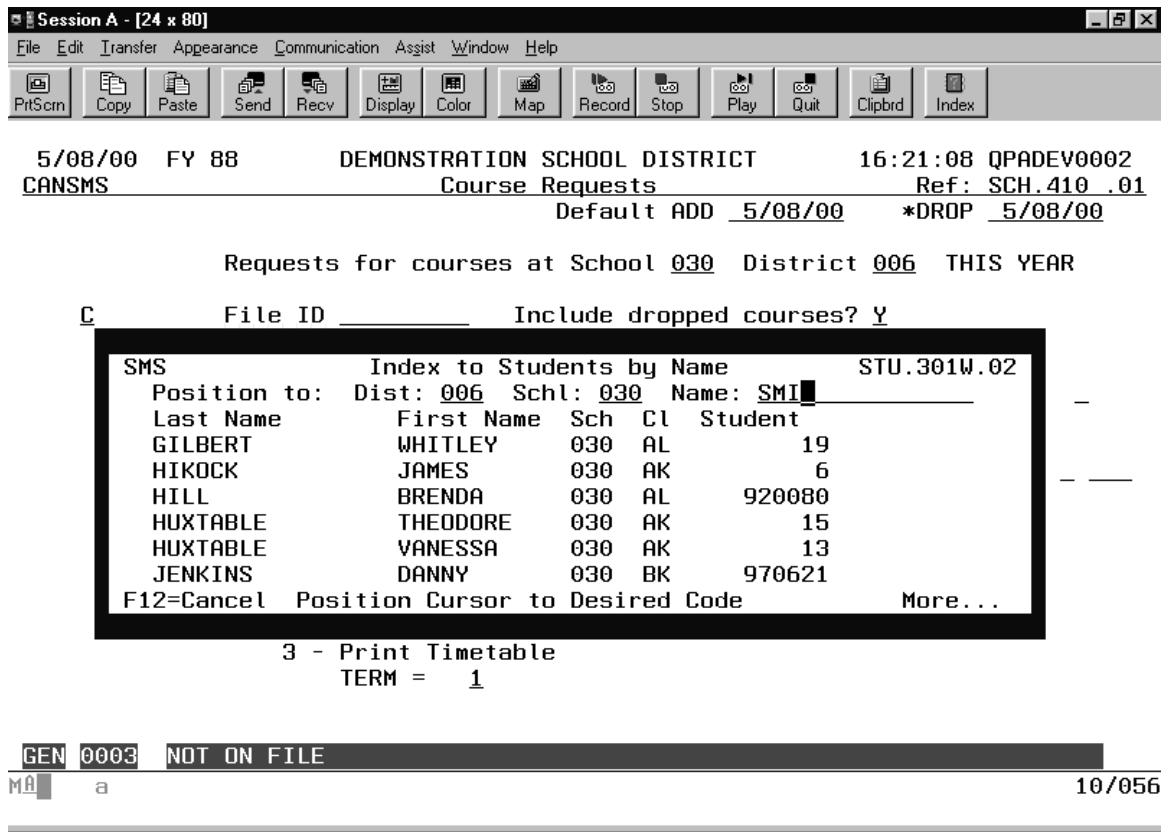
**Attendance Taken:** Indicate attendance taken, ATT.904 as N if you are taking AM/PM attendance.

**Assign students to subjects (SCH.410)**

SCH.410 (Course Requests) will provide 95% of the function necessary for you to review and maintain student information.

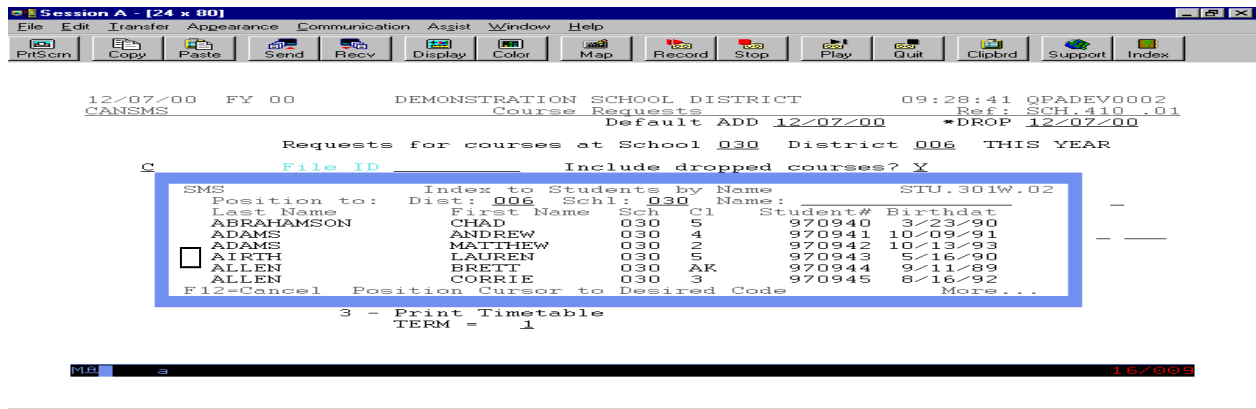


In order to access a student record, select to either 'L'ookup (look only) or 'C'hange. If you will not be editing information **ALWAYS** use 'L'ookup. If you **DO NOT** know the student number that you wish to edit, with your cursor positioned beside File ID press "F4" to list all students alpha in your school. 'C' F4



A "pop up" window will appear. Use <tab> to position your cursor at the Name Field. Input the first portion of the last name you desire, press ENTER.

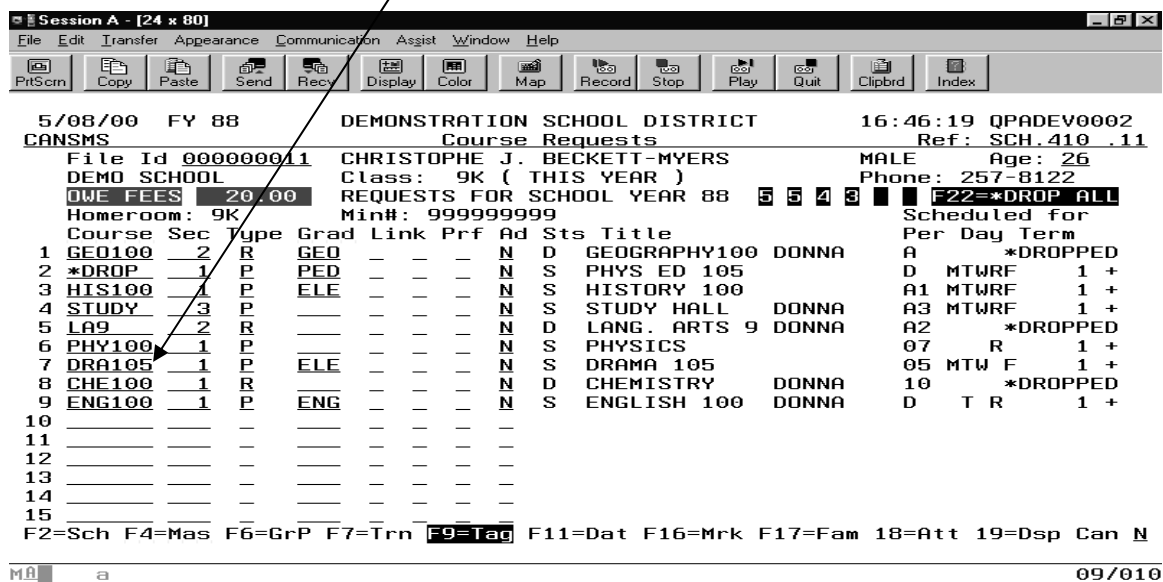
When you see the student you require, cursor down directly beside the student and press ENTER to access the record.



If you do not see the student name, either your spelling is "off" or the student is NOT registered in your school. (If it is a feeder student, press ENTER to exit and use 'Index, All schools 'Y' and ENTER to preview all students in the district. (Described below)

\*DROP - Drop Courses rather than "wipe out"

Student Courses are not usually deleted. Use \*DROP directly on top of the course ID in order to retain history, be able to run new add/drop reports, and be able to more effectively assess student fees.



**ONLY Occasions when NOT to \*DROP:**

- At new year startup when classes have not started and there is little/no value to know that the student decided NOT to take this course.
- Once a student has completed a course there is no reason to either \*DROP or remove the course. If the student withdraws from the school, his only \*DROPS would be those classes he will no longer be attending.

It is Critical that all staff understand that it is extremely dangerous to type over existing course and or section information once reporting card input has begun (anytime after mid September).

- If a student changes homerooms, \*DROP the existing records, add the new sections records at the bottom.
- If a student selects a different course in lieu of an existing one, \*DROP the existing one - then add the new course and section at the bottom.

**SPECIAL NOTE: If you delete any course/section that has report card information – that grading information will be lost.**

**Assign students to subjects – all at once – Grade Oriented**

For those schools who use class to mean grade (i.e.: have a grade of 03 in the class field rather than 3K) the easiest way to automate mass assigning appropriate students to the appropriate subjects/sections is to:

- Manually assign one subject/section to each student in the class SCH.415



10/13/10 FY 05 TAKE TWO INC. 09:49:48 QPADEV000G  
 SCH Class List Maintenance Ref: SCH.415 .11

District 444 School 001 Term 1 Period 01  
 Teacher D. GRABOWESKI Room 136 Class Held 34 Subject ACCOUNTING11

DO NOT USE "D"DELETE OR "M"OVE ONCE COURSE HAS STARTED. USE \*DROP IN SCH.410

| CMD | File ID | Name           | Course | Sec | CMD | File ID | Name           | Course | Sec |
|-----|---------|----------------|--------|-----|-----|---------|----------------|--------|-----|
| █   | 9860319 | AFINOGENOV, AD | AC 101 | 1   | -   | 9833513 | BOUCK, KX      | AC 101 | 1   |
| -   | 9861412 | AFINOGENOV, AD | AC 101 | 1   | -   | 9833528 | BRYZGALOV, JES | AC 101 | 1   |
| -   | 9839116 | AFINOGENOV-LAS | AC 101 | 1   | -   | 9834837 | BURROWS, CHAYD | AC 101 | 1   |
| -   | 9843521 | AFINOGENOV, AL | AC 101 | 1   | -   | 9830503 | CROWE, DANE F. | AC 101 | 1   |
| -   | 9839925 | AFINOGENOV, AL | AC 101 | 1   | -   | 9860345 | CROWE, GILLIAN | AC 101 | 1   |
| -   | 9836337 | AFINOGENOV, EL | AC 101 | 1   | -   | 9833576 | DARBY, DEVIN   | AC 101 | 1   |
| -   | 9835020 | AUBIN, JOLENE  | AC 101 | 1   | -   | 9835002 | DICKENSON, KEE | AC 101 | 1   |
| -   | 9834932 | AUBIN, KYLE    | AC 101 | 1   | -   | 9828670 | DICKENSON, SCO | AC 101 | 1   |
| -   | 9857376 | BERGEVIN, SAMA | AC 101 | 1   | -   | 9833205 | DIMAIO, JAMIE  | AC 101 | 1   |
| -   | 9847546 | BERTUZZI, AIDE | AC 101 | 1   | -   | 9855824 | DRAKE, JESSE   | AC 101 | 1   |
| -   | 9846431 | BERTUZZI, STEP | AC 101 | 1   | -   | 9834894 | ESSENSA, MATHE | AC 101 | 1   |
| -   | 9835879 | BETTS, CHRISTI | AC 101 | 1   | -   | 9857306 | FAHEY, SEAN W. | AC 101 | 1   |
| -   | 9833178 | BOUCK, AARON   | AC 101 | 1   | -   | 9830504 | GOC, JUSTIN A. | AC 101 | 1   |
| -   | 9836570 | BOUCK, KARLEE  | AC 101 | 1   | -   | 9836348 | HOLIK, KAYLI A | AC 101 | 1   |

Valid Commands: A D M F3=Exit F12=Cancel More...

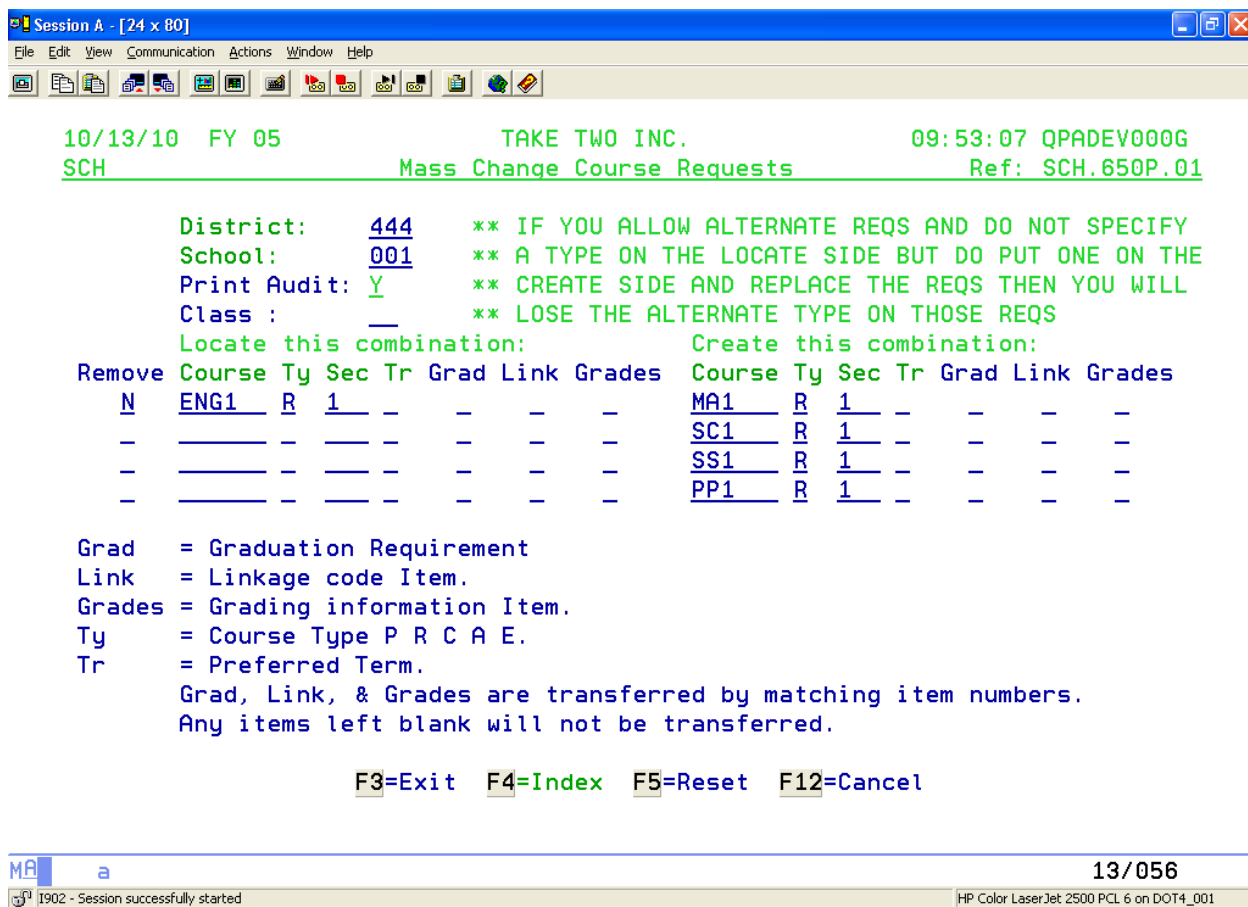
MA a 08/002  
 1902 - Session successfully started HP Color LaserJet 2500 PCL 6 on DOT4\_001

You can correct errors by 'D'eleting Students or 'M'oving them to a different section.

### Mass assign remaining subjects – SCH.650

Once all students have one of their subjects in place – it is simple to mass assign all remaining subjects for each group of students using SCH.650

- SCH.650 must be run separately for each group of students.
- You can assign up to 5 subjects at one time and press ENTER to add remaining subjects if necessary
- A report will be produced. Use OUTQ and #5 to check the results and then #4 delete the reports from your queue \*\*NO need to print the report(s).



In the above example:

- Look for any student who has ENG1 Section1
- In addition to that course/section also give them MA1 section1, SC1 section1 .....

Press ENTER and the screen will acknowledge that request and allow you to queue up additional requests (if you have). Press ENTER a second time to execute your requests.

A report will be generated to confirm who it has changed. Review the report (#5 to view) and consider deleting that output rather than to print it out (unnecessary paper).

**Make sure to check your work. Use SCH.410 and select a student for each of the scenarios you have mass assigned to confirm that you see the appropriate scheduled courses on that student.**

**CONFIRMING YOUR WORK:** Use SCH.560 report to confirm the enrollment numbers. The numbers in the course/sections must match and balance to your homeroom grouping numbers STU.996.

### **Assign students to subjects – all at once – Class Oriented**

For those schools who use class to manage the homeroom groupings (i.e.: have class field like 3K rather than just 03) the easiest way to automate mass assigning appropriate students to the appropriate subjects/sections is to:

- d) Ensure that your master schedule SCH.320 has all course/sections appropriately limited to class
- e) Use SCH.310 and SCH.550 (report) to confirm that course definitions are setup appropriately to auto-generate for all classes
- f) Use SCH.606 to automatically do the work setup in step b). This will put the subject/courses in all students.
- g) Use SCH.610 in order to automatically fill in the sections for all students based on their class grouping

**KEEP IN MIND:** If you have particular subject areas that are random where students are not in their regular class groupings then you must use SCH.415 for those particular subject areas to be able to control who gets that particular course/section. Auto-assign should NOT be on for these types of situations.

### **Limit Master Schedule to class – SCH.320**

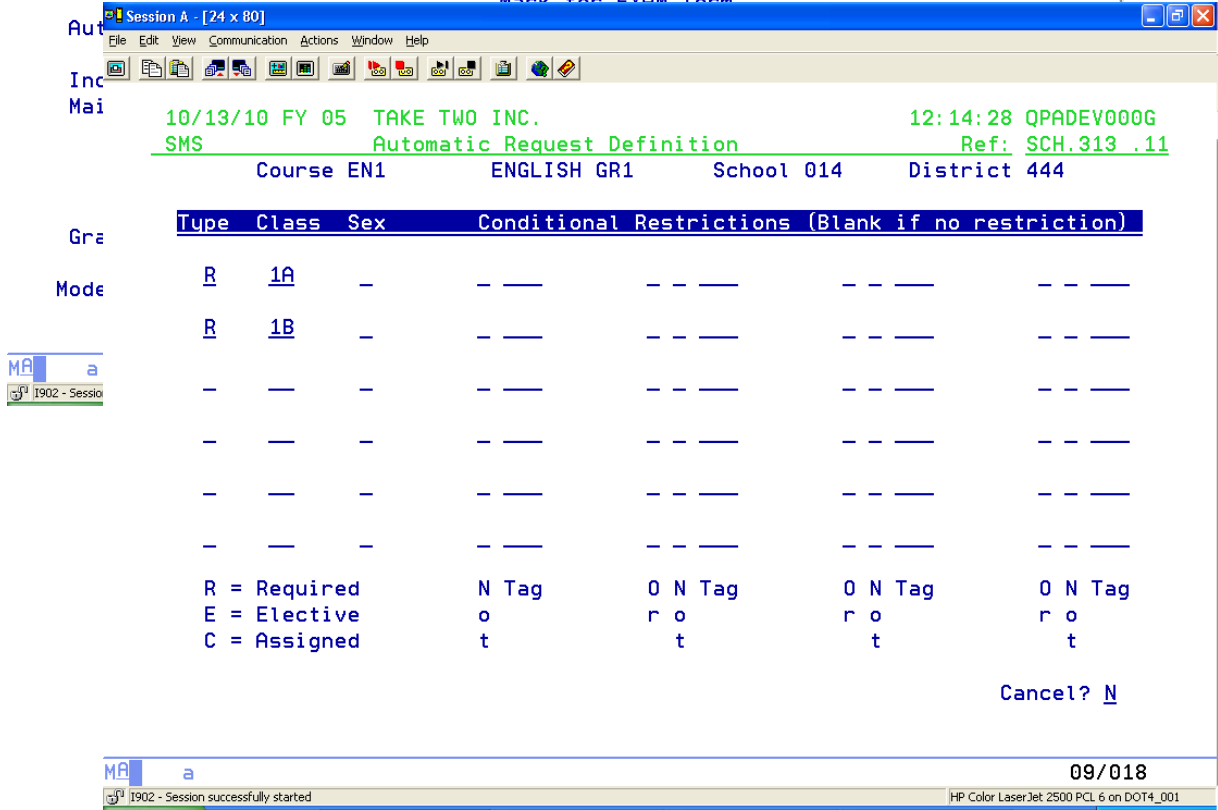
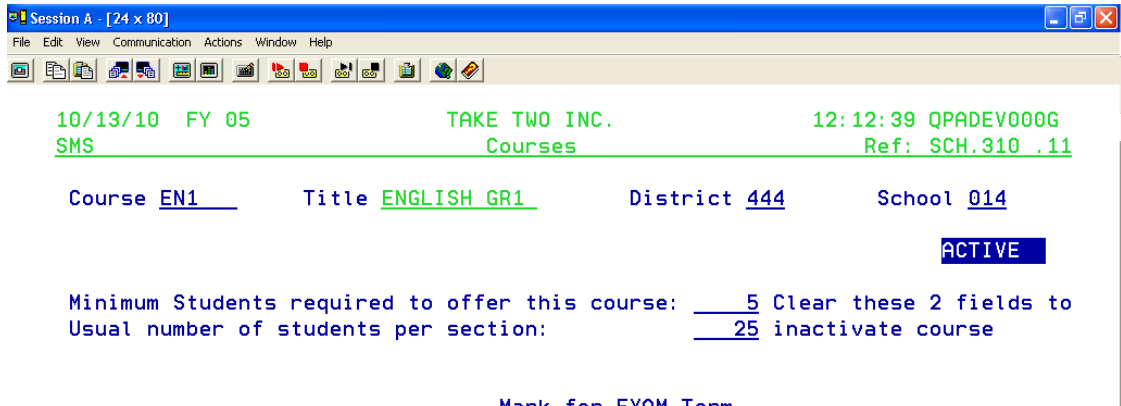
Use 'I'ndex to confirm that all of your subject/sections have been limited to the appropriate group of students:

|      |   |   |    |    |    |    |    |    |           |                 |     |
|------|---|---|----|----|----|----|----|----|-----------|-----------------|-----|
| ENG1 | 1 | 1 | AD | AD | 1A | 30 | 26 | 26 | English 1 | K. DOZENKO      | 099 |
| ENG1 | 2 | 1 | AD | AD | 1B | 30 | 25 | 25 | English 1 | J. PASTERNAK    | 099 |
| ENG2 | 1 | 1 | AD | AD | 2A | 30 | 26 | 26 | English 2 | A. MICHALCHYSHY | 099 |
| ENG3 | 1 | 1 | AD | AD | 3A | 30 | 27 | 27 | English 3 | S. CARSON       | 099 |
| ENG3 | 2 | 1 | AD | AD | 3B | 30 | 26 | 26 | English 3 | S. HATHOUT      | 099 |
| ENG4 | 1 | 1 | AD | AD | 4A | 30 | 26 | 26 | English 4 | B. GAJDA        | 099 |

### **Define courses to auto-generate – SCH.310 and SCH.550**

For all courses that need to auto-generate for students SCH.310 must be confirmed. This means:

- the auto-generate flag must be set to Y
- the classes must be included on the last screen of the definition
- Use SCH.550 check for Auto-Generate Y



In the above example - EN1 course will automatically be given to all of the 1A and 1B students.

**Auto-Generate Courses – SCH.606**

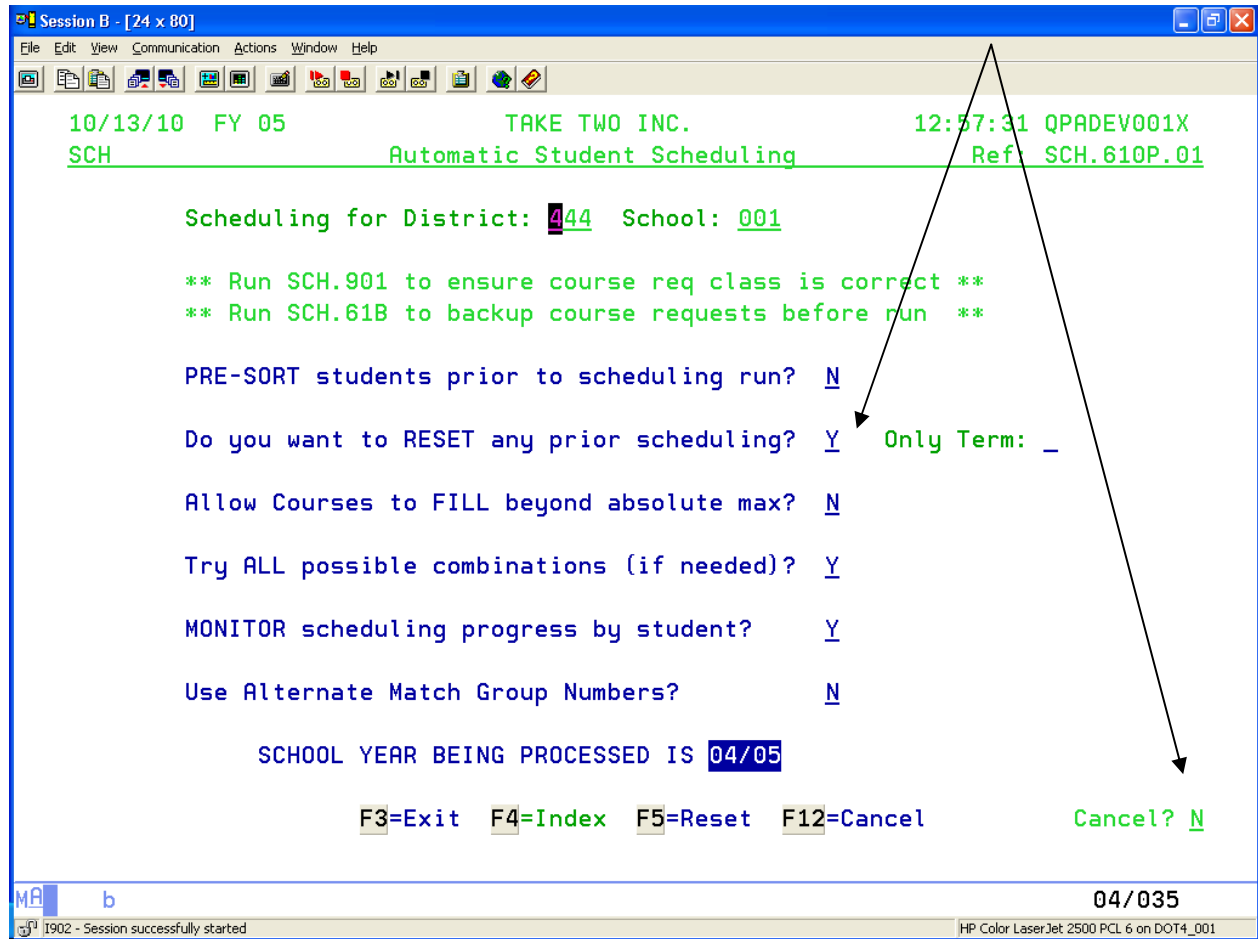
Use this option once you have confirmed that SCH.310 has been setup for auto-generate. It is not dangerous to run the option more than once as a student will not receive the same course more than once!

No questions are asked. The prompt screen reminds you to check SCH.550 report first so that you are fully aware of what courses will be generated.

REMINDER: Use SCH.410 to random check some students to confirm that the system has done what you are expecting. You will see appropriate courses filled in BUT NO SECTION.

## Mass Schedule all students into sections – SCH.610

Once students have the subjects in place – the purpose of SCH.610 is to automatically assign section numbers according to the rules setup in the master schedule (SCH.320).



- Cancel is automatically defaulted to Y ... You must change this to N else your operation does not run
- RESET Y/N is important to understand. If RESET = N it will not change any scheduled students. It will look to complete section numbers for anyone that has not already been done. RESET Y will clear all previous scheduling and then do it all over again. If you had previously defined things incorrectly and need to undo and re-do that is a perfect reason for RESET=Y.

**CONFIRMING YOUR WORK:** Use SCH.560 report to confirm the enrollment numbers. The numbers in the course/sections must match and balance to your homeroom grouping numbers STU.996.

## What to do when a student changes homerooms

When a student changes homerooms there are now report card considerations!

- a) If report card process for the year has not begun – you can simply overwrite the section number(s) to move the kid from the one group of courses to the appropriate new grouping.
- b) If report cards have been issued – then it is critical that the original courses be \*DROPPED and the new course/sections be added Failure to do so means you will have no access to the report card information that already exists.

## What to do when a student withdraws from School

If report card information has been inputted for a student it is important that this information not get “lost” or deleted upon the student withdrawing. The withdrawal process should occur as normal – do not go into SCH.410 and delete any course/sections for the student. You can \*DROP the courses but we recommend that you just leave the course/sections intact for the student.

## Report Card Setup

Report Card definitions carry from year to year. The purpose of these setup items are to:

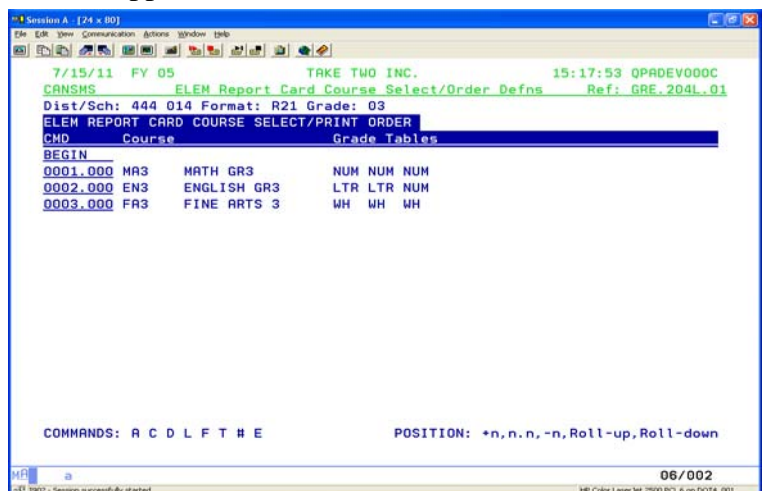
- a) GRE.204 – for each reporting period identify what subjects are to be included on this report card and in what order. You can also control allowable mark values per subject.
- b) GRE.205 – for each reporting period determine what outcomes will be reported per subject
- c) GRE.211 – for each reporting period set the global parameters for the report card (title, whether to include attendance or not and for what date range, whether to use grade symbols or scale, whether to show next year placement or not, what mark values to show, etc.)

**CRITICAL:** At the beginning of each reporting period – all of these items **MUST** be reviewed to ensure that the teachers will be shown the appropriate information and grading buckets.

### ***Determine what Subjects will be on report card and what order – GRE.204***

Each school will have their own preferences as to what subjects they will be marking during this reporting period and what order the subjects should appear.

1. We recommend that the order of the courses appear the same for all reporting periods in the year else parents may get confused.
2. If you are showing marks for all reporting periods accumulating then all reporting periods should include all courses and in the same order.

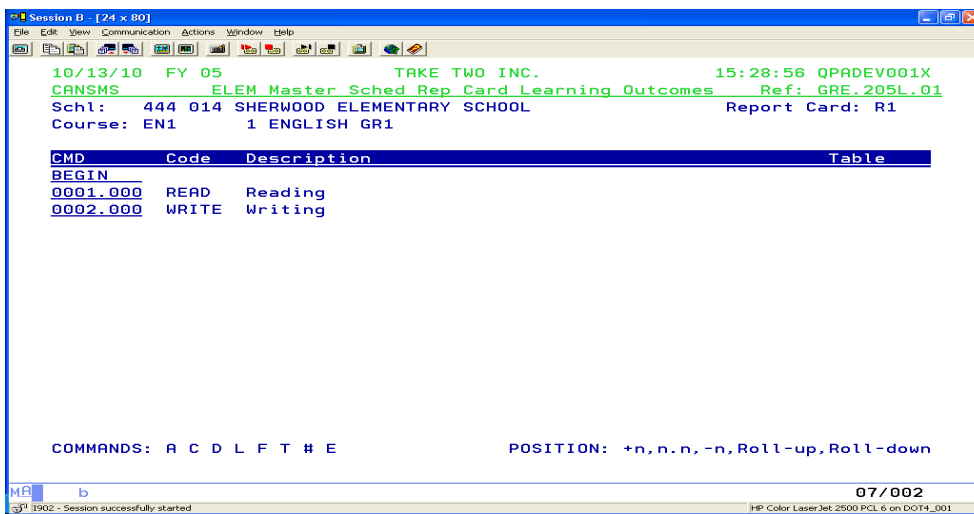


Notice that per subject and per reporting period (grade title) you can limit what mark values may be inputted by the teacher. You have all possible grade symbols defined in GRD.250 but by using additional grade tables you can ensure that certain subjects receive certain things (e.g.: Only allow G,S,N in work habits so teachers don't select A,B,C). Use GRD.270H to create a few grade tables – NUM (numbers only), WH (just G,S,N), LTR (Letters only) ....

### **Determine what outcomes per Subject will be on report card – GRE.205**

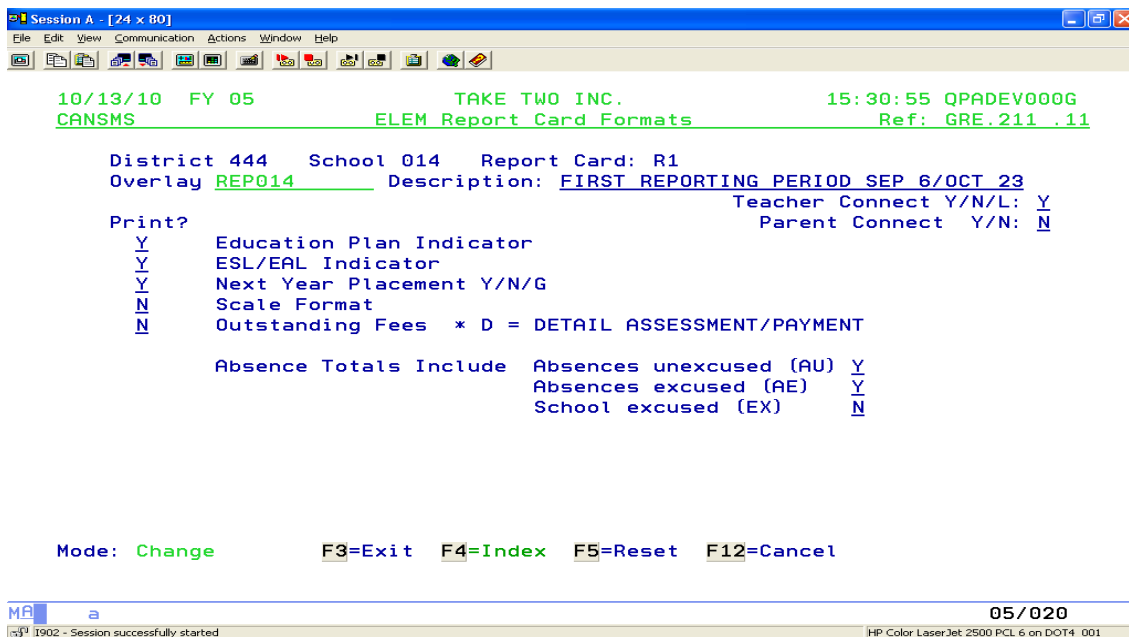
Each school will have their own preferences as to what subject outcomes they will be marking during this reporting period.

1. If you are showing outcome marks for all reporting periods accumulating then all reporting periods should include all courses and outcomes.



### **Define Report Card – GRE.211**

The Report card format sets the global parameters for each reporting period. This will allow the



schools additional flexibility in including overlays, requesting attendance etc.

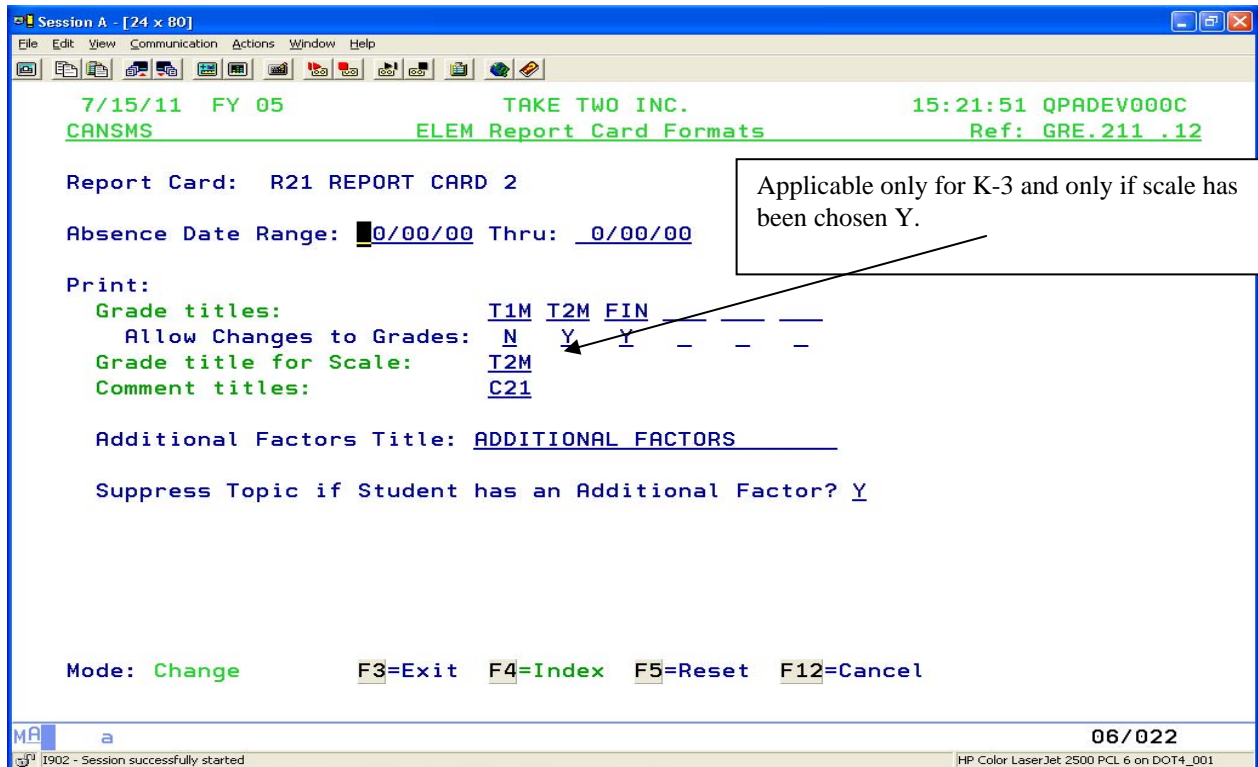
Overlay: If you are printing on plain paper but want an image (logo, watermarks etc.) to be rendered onto the report card on plain paper then Take Two can take your word document image and integrate it with the report card at printing time.

Teacher/Parent Connect: Indicate Y when you are ready to show the report card results to Parent Connect. Indicate Y when you are ready for teachers to be working on this report card and change to L once you no longer want teachers to be able to edit that reporting period.

Print Options: These Y/N items allow you to include additional already existing CIMS information on the report card such as whether the student has been flagged IEP/AEP, whether student has been marked ESL/EAL etc.

Attendance: Indicate what absence types you wish to include in the attendance summary values on the report card.

Scale Format: Y means that instead of showing numeric/alpha values that a scale bar will be used instead for the K-3 grade levels only.



**No need to create separate formats** for K-3 versus 4-6. Logic is written into the program so that scale Y will apply only for course grade levels K-3.

Use Allow changes to grades to control which grade titles you will allow teachers to edit for this reporting period. You may choose to show T1, T2 and FIN but not want any T1 marks changed in the final reporting period.

**Print Grade Titles:** Indicate what reporting marks should be included on this report card. In report period 1 it would only be T1 .. but by the end of the year that report card format may include T1,T2,T3,T4,FIN ....

**Print Comment Titles:** Indicate what comments you wish to include on this report card. If you are only wanting comments from the existing reporting period your comment code should match your reporting period (C11 – Rep period 1, C41 – reporting period 4)

**Additional Factors Title:** This is the title that will precede the additional factor(s) that teachers may assign to specific students and courses.

**Suppress Topic if Student has an Additional Factor:** Topics typically indicate what work is being done in the classroom for this reporting period. If you use factors to identify students working at a different grade level or on an adapted program – you may not want the standard class topic to print for these particular students.

## Sample Screen – What Report Card input looks like

The Teacher can input report card two different ways:

- Deal per student and fill-in all of the subject marks, narrative for that student all subjects
- Deal per subject area and work only on that subject with the whole class of students

The screenshot shows the 'Teacher Connect' interface for Sherwood Elementary School. At the top, there's a navigation menu with options like 'StudentList', 'Attendance', 'Discipline', 'Fees', 'Grades', 'Download', 'Send.Msg', 'Display.Msg', 'Calendar', and 'Past'. The main area displays a report card for student 'BARRLE DIV05'. The 'Report Card Format' is set to 'FIRST REPORTING PERIOD SEP 6/OCT 23'. The 'Subject' is 'EN1 : 1 - English Language Arts'. Below this, there's a text area for the 'Subject Topic' with the text: 'This is in colour. We are appreciating Kim effort and will for sure test Kim again and will test colour again.' There are buttons for 'Print', 'Save Report Card to Student Folder', 'Spell check', and 'Save'. At the bottom, there's a table with columns: 'Select', 'Home Room', 'First Name', 'Last Name', 'Class', 'T1 MARK', 'T2 MARK', 'FINL MARK', 'C12', 'Factor', and 'Outcomes'. The table lists several students, including Connor Aubin, Daniel Brind'Amour, Mackenzie Crowe, Zaha Desrochers, and Markus Drake. Callout boxes point to the 'Select Grades and Report Card' dropdown, the 'Select Subject' dropdown, and the 'Select' column in the table.

- Select the appropriate reporting period – Report Card Format
- (Optional) If you want to work with a particular subject or define a topic for it then select to limit to subject. Otherwise there is no reason to filter to subject when working on report cards for students.
- Use <Select> to work with the report card for an individual student

<PRINT> will print the report cards for everyone in the homeroom

<click on> Save Report Card to Student Folder and then <PRINT> - the report cards will be presented in Adobe and at the same time an electronic copy of each report card will be posted to each student folder.

Select a Subject, Edit Subject Topic and <SAVE> in order to add topic content onto each student's report card for the subject content.

<Include Withdrawn Students> Use this checkmark to show students who had

## Editing Marks and Comments per Student

View Previous efiled report cards and/or attachments.

Outcomes

Factors

Each Subject (Course/section) has its own grades, subgroups or outcomes, factors, and narrative.

- **Grades:** Input an appropriate grade value in the bucket(s) available to you. For previous grading periods the office chooses to allow/disallow teachers to update previous term marks. There is no pulldown list for allowed marks. If an incorrect grade is inputted an error message will appear once <save> is pressed and the mark will clear.
- **Outcomes:** Input appropriate grade values into the outcome buckets. Invalid entries will clear when <Save> is pressed – watch for error message on save
- **Factors:** Use pulldown to select appropriate factor(s) for this student and subject.
- **Narrative:** Input as much information as necessary for this student. You can copy, paste from other students, use point form, and use spellcheck. There is no possibility to change font, size, or bold.

The optional Topic shown is from the previous screen where a teacher can add topic information per course and per grading period.

<SAVE> is critical. No work is updated until Save is clicked. The user upon every <SAVE> should review the message box to confirm there were no errors or invalid mark messages. There are several <Save> boxes only for convenience to save frequently and be at a position convenient to you. You do not have to save at each subject or press any particular save ... they all do the same single task, i.e.: to save your entire page.

Student Report Card can be printed from this screen

## E-File Report Card

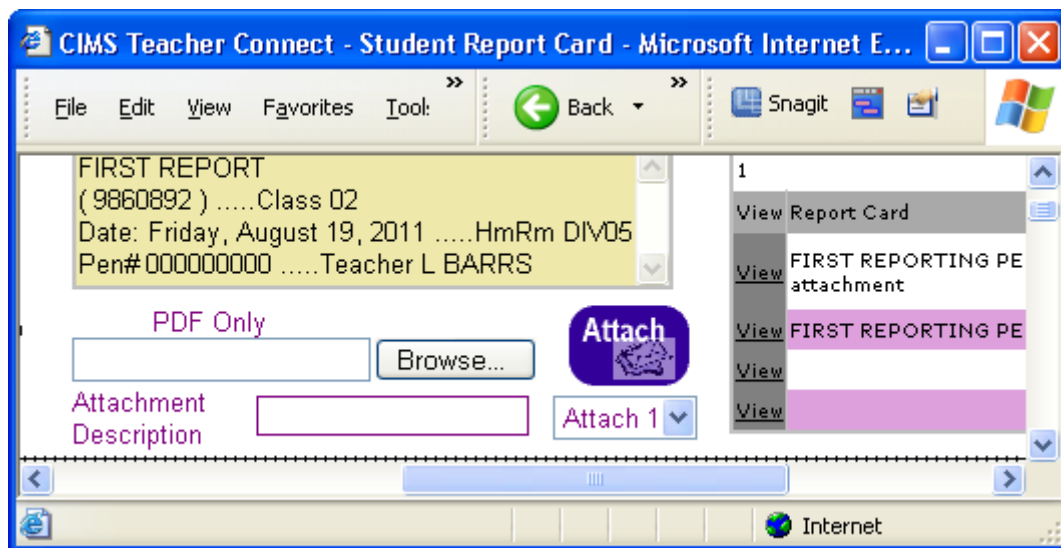
Student Report Cards can be e-filed to the student folder for online access by the office or from within ParentConnect. (click on efile – then ask to <PRINT>). EFileing timing is important as you should eFile once all changes have been done and when you are ready to let others see the completed report card.

You can Re-Efile – the new copy will overwrite the previous copy.

You can e-File per student or from the main view of the whole class if you choose to <Print> and <eFile> it will do it for the whole class at once.

## Attach Supporting Documents

Use the <Browse> and <ATTACH> in order to save additional document(s) with a student report card. Note that the attachment is independent. It will not automatically print when a report card is printed. It is saved as a separate document in the report card listings.



1. Browse for the appropriate document
2. Provide a meaningful description
3. Select the attachment# (Can attach up to 5 documents per report card period)
4. Press <ATTACH>

## ***Editing Marks and Comments all at once – By Subject***

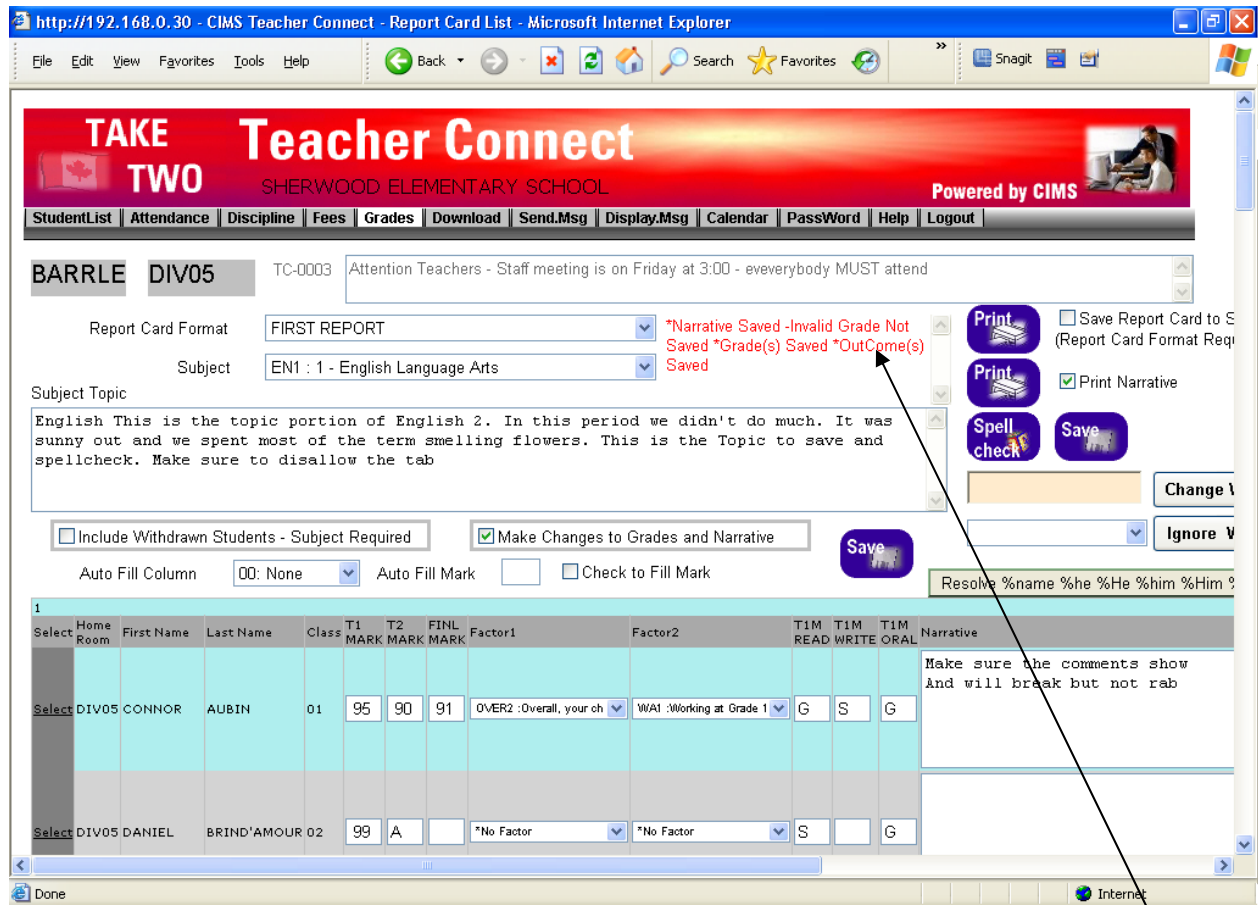
If you:

- a) select a Subject on the main student list
- b) Select to <Make changes to grades and narrative>

All students from your homeroom will appear on the list where you can 'en mass' change factors, outcomes, marks and narrative.

CAREFUL: Students in the homeroom that do not have this course will appear in blue.

**TOP PORTION of View:** Is all Subject and Topic Related. You can edit the subject topic, use SpellCheck, and <Save>



Select to 'Make Changes to Grades' in order to be able to edit all content.

Choosing to <SAVE> is critical as all work will be lost without choosing <SAVE>. Upon pressing <SAVE> look to the top message area for any errors as they will be identified in RED

Auto-Fill Mark or Outcome for all students in the subject

Use the Auto-Fill Column in order to mass fill a mark or outcome to all students.

1. Select which column you wish to fill
2. Indicate a Mark Value
3. Select the 'Check to Fill Mark' in order to complete the request
4. <SAVE>

## Print Options

From the Class View there are 2 print options

- Print Report Cards for all students in the classroom
- Print Checklist for Report Card and an option to include narrative on that checklist

## SAMPLE REPORT CARD

**BX Elementary School**  
5349 Silver Star Road, Vernon, BC  
Phone: 250-542-4013 Fax: 250-545-1726  
<http://bx.sd22.bc.ca/BX/Welcome.html>

**BRIND'AMOUR, DANIEL J.**  
1233 MAIN STREET  
DOG RIVER SK S0K 4V4

FIRST REPORTING PERIOD SEP 6/OCT 23  
( 9860892 ) Class 02  
Date: NOV19/10 HmRm DIV05  
MIN#: D SCHJORN

| ATTENDANCE | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Absent     | .0  | .0  | .0  | .0  | .0  | .0  | .0  | .0  | .0  | .0  |
| Late       | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |

| SUBJECT                                  | T1   | T2   | FINL |
|--|------|------|------|
|  | MARK | MARK | MARK |
| WORK HAB GR2                             | 1    | 2    | 3    |
| Completes assignments ontime             | G    | S    | N    |
| Displays attentive behaviour             | N    | G    | S    |
| Displays neat work and work area         | S    | S    | S    |
| Displays respect towards adults          | G    | S    | N    |
| Displays responsibility and independence | G    | G    | S    |
| Displays respect towards peers           | S    | N    | N    |
| Participates in class and activities     | N    | N    | N    |

**EXTRA STUFF TO CONSIDER:**  
Student on an Individualized Plan

I am pleased with Daniel's progress. He should look for ways to challenge himself.

**English Language Arts** 4 5 6  
This is the topic portion of English 2. In this period we didn't do much. It was sunny out and we spent most of the term smelling flowers.

|         | 4 | 5 | 6 |
|---------|---|---|---|
| Reading | G | G | G |

**MATH**  
Student on an Individualized Plan  
Adaptations Provided

I am satisfied with Connor's effort this term. He could use some work on following instruction and respecting adults.

| English Language Arts | Not Yet Meeting | Approaching | Meeting | Exceeding |
|-----------------------|-----------------|-------------|---------|-----------|
|                       |                 |             |         | *****     |
| Reading               | 11              | 12          |         |           |
| Writing               | 13              | 14          |         |           |
| Oral Language         | 15              | 16          |         |           |

**EXTRA STUFF TO CONSIDER:**  
Adaptations Provided  
Working at Grade 1 Learning Outcomes

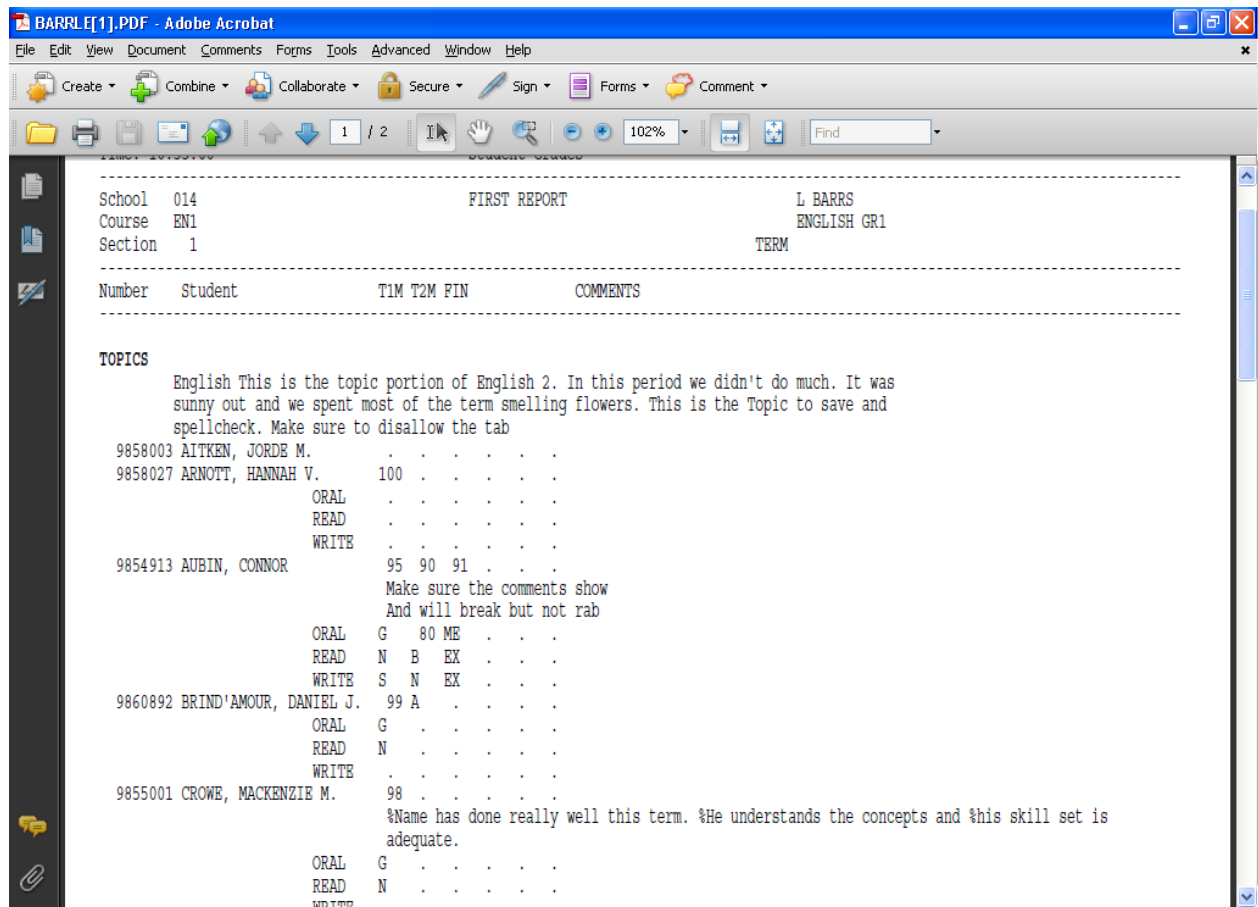
Connor is doing very well in English and understands all of the concepts for this term.

| Mathematics Grade 1 | Not Yet Meeting | Approaching | Meeting | Exceeding |
|---------------------|-----------------|-------------|---------|-----------|
|                     |                 |             |         | *****     |

(CONTINUED ON NEXT PAGE)

Scale Y option for K-3 reporting

The checklist is an excellent report to double-check your work by subject area.



### Thoughts at Narrative

1. You should consider creating a narrative bank in word. You can keep this in the background and appropriately copy/paste comments from word directly to the report card
2. Reminder that narrative comments can resolve so consider this in creating your comment/narrative bank.
  - %name
  - %he to resolve he or she
  - %He to resolve He or She (sentence start)
  - %him to resolve him or her
  - %Him to resolve Him or Her (sentence start)
  - %his to resolve his or her
  - %His to resolve His or Her (sentence start)

### Troubleshooting – Scale not Printing for K-3 Student

The report card format GRE.211 indicates what column should be used to print scale. If a mark has not been entered in that grading bucket – scale will not print.

If it is say Report Card 2 ... and you print a report and for a student notice for say one subject that the scale is not printing. This means that for this particular subject – a mark has not been entered in the T2 bucket. If there is a mark in T1 – it will appear but not in scale format.

## Subject Level Teachers Inputting their marks/comments

For some subject areas the regular homeroom teachers is not the teacher hence someone else needs access to the report card for that subject area.

Providing the office has indicated the appropriate teacherID in the master schedule these teachers can access report card at a subject level.

The image shows two overlapping screenshots of the CIMS Teacher Connect web application. The top screenshot displays the 'Teacher Master Schedule' page for SHERWOOD ELEMENTARY SCHOOL. It features a navigation menu with options like 'MyCourses', 'All My Students', 'Download', 'Send.Msg', 'Display.Msg', 'Catalogue', 'Master.Schd', 'Reports', 'Calendar', 'PassWord', 'Access', 'Help', 'Bulletin', and 'Logout'. A table lists various courses with columns for Student Take List, Attendance, Course, Section, Subject Name, Term, Block, Period, Days, Room, Attendance Completed Today, and Students Enrolled. The bottom screenshot shows the 'Report Card List' page, where a user can select a report card format (e.g., 'FIRST REPORT'), a subject (e.g., 'EN3 : 1 -'), and a student (e.g., 'CAROLINE CHAPMAN 03'). The report card table includes columns for Home Room, First Name, Last Name, Class, T1 MARK, T2 MARK, FINL MARK, Factor1, Factor2, and Narrative. The student's current marks are shown as T1: B, T2: B, and FINL: 99.

## **OFFICE Considerations and Reporting**

### ***Reporting***

1. Consider GRE.5XX to print off per subject by teacher class listings of marks and comments.
2. Consider GRD.558 for more specific reporting on marks only (not comments)
  - Students with specific marks (everything incomplete, all the A+'s ....)
  - Students with missing marks
  - Mark summary by Teacher/Subject
3. Consider GRE.511 to print report cards from the office. Important to note that attachments will not print with the report cards.
4. Use GRD.292 (create format) and GRD.590 to prepare a mark spreadsheet of students by homeroom all subjects and marks on a single row.

### ***Auto-Filling Mark Values***

GRE.866: The Office can autofill a value for an outcome. In occasions like physical education where RM-requirements met is common, you can choose to mass fill this for all students meaning the teacher only has to edit those few that do not meet requirements rather than inputting a value for all student manually. Each teacher also has an autofill option in their own course/section.

GRD.864: The Office can autofill a grade value or term mark automatically.