



Nova Scotia Public Education System

# Report Cards in PT Pro: Grades P-6

<http://inschool.ednet.ns.ca>

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*(Note: Student names appearing in this document are fictitious names)*

## 1. SUMMARY OF REPORT CARD TASKS

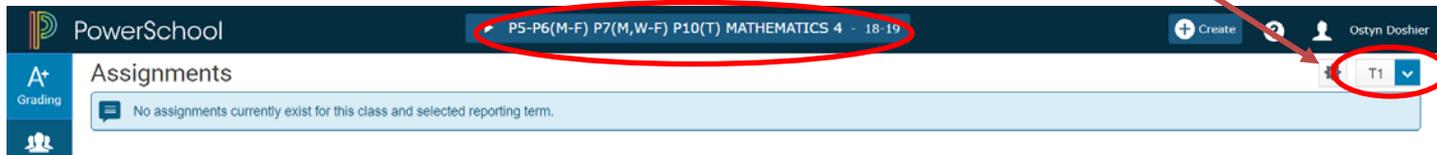
The purpose of the below overview is to provide teachers with information on the Pr-6 report card changes as per the Council for Improving Classroom Conditions recommendations.

<p><b>Grade Primary</b></p>	<p><b>Term 1-3: November, April, June</b></p> <ul style="list-style-type: none"> <li>• <b>Learner Profile</b> will be reported with the developmental scale and comment.</li> <li>• <b>Integrated English/French Language Arts</b> will be reported with a comment inclusive of integrated subjects, as applicable.</li> <li>• <b>Integrated Mathematics</b> will be reported with a comment inclusive of integrated subjects, as applicable.</li> </ul> <p><b>Music, and Physical Education</b> will report in <i>Term 2 and 3</i> with a comment. <i>The Learner profile comment space has been removed for specialists.</i></p>
<p><b>Grades 1-3</b></p>	<p><b>Term 1-3: November, April, June</b></p> <ul style="list-style-type: none"> <li>• <b>Learner Profile</b> will be reported with the developmental scale and comment from the classroom teacher.</li> <li>• <b>Integrated English/French Language Arts</b> will be reported with the developmental scale and with a comment inclusive of integrated subjects, as applicable.</li> <li>• <b>Integrated Mathematics</b> will be reported with the developmental scale and with a comment inclusive of integrated subjects, as applicable.</li> </ul> <p><b>Music and Physical Education</b> will report in <i>Term 2 and 3</i> using the developmental scale and a comment. <i>The Learner profile comment space has been removed for specialists.</i></p>
<p><b>Grades 4-6</b></p>	<p><b>Term 1: November</b></p> <ul style="list-style-type: none"> <li>• <b>Learner Profile</b> will be reported with the developmental scale and comment from the classroom teacher.</li> <li>• <b>English/French Language Arts</b> will be reported with the developmental scale and with a comment inclusive of integrated subjects, as applicable.</li> <li>• <b>Mathematics</b> will be reported with the developmental scale and a comment inclusive of integrated subjects, as applicable.</li> </ul> <p><b>Terms 2 and 3: April, June</b></p> <ul style="list-style-type: none"> <li>• <b>Learner Profile</b> will be reported with the developmental scale and comment from the classroom teacher.</li> <li>• <b>English/French Language Arts</b> will be reported with the letter grade scale and with a comment inclusive of integrated subjects, as applicable.</li> <li>• <b>Mathematics</b> will be reported with the letter grade scale and a comment inclusive of integrated subjects, as applicable.</li> </ul> <p><b>Music, Physical Education, and Core French</b> will report in <i>Term 2 and 3</i> using the developmental scale and a comment. <i>The Learner profile comment space has been removed for specialists.</i></p>

## 2. ASSIGNING GRADES FOR YOUR COURSES

Since grades are not reported for grade primary subjects, grade primary teachers can skip this section and proceed to Section 3.

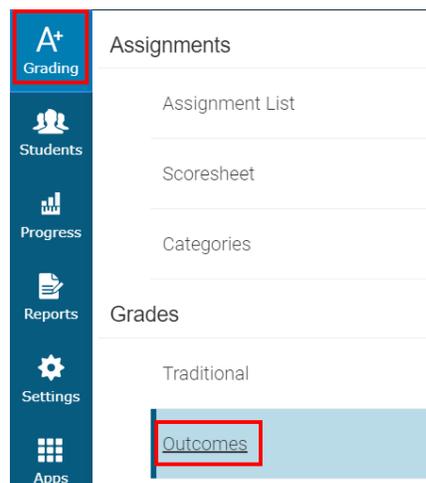
Before you begin, be sure you are scoring the correct subject and you are in the correct reporting term.



### 2.1 HOW TO ENTER YOUR GRADES

On the **Outcomes Grades** page (**Grading > Outcomes**), next to the student you are starting with, click in a cell to the right of the student’s name. Grades and comments for most elementary courses are entered in the second column, but for English and French Language Arts, the strand grades are entered in columns 3, 4 and 5.

The **Score Inspector** will open to the right of the screen. Note: To view the full description of the column header either hover over the column label or click in one of the cells to see the full description in the summary area. If you cannot see the summary area on your page, click on the gear icon towards the upper-right of the page, and then select **Show Summary**.



Use the **Score Inspector** in PT Pro to enter the appropriate **code** in the cell to the right of the student’s name. Below are the possible grades that can be assigned to students and refer to the table on page 3 for more details on the grades that can be used for reporting – as they differ by subject and reporting term.

*Note: letters can be entered as lowercase characters for quicker entry.*

#### Developmental Scale

<u>Code</u>	<u>Definition</u>
<b>WD</b>	<b>Well Developed</b> understanding and application of concepts and skills
<b>DE</b>	<b>Developing as Expected</b> with understanding and application of concepts and skills
<b>ND</b>	<b>Needs Development</b> with understanding and application of concepts and skills

## Letter Grades

Code   Definition

- A**   **Thorough** understanding and application of concepts and skills
- B**   **Good** understanding and application of concepts and skills
- C**   **Basic** understanding and application of concepts and skills
- D**   **Limited** understanding and application of concepts and skills. The student has not met expectations.

## Other Codes

Code   Definition

- N/A**   Not Applicable
- INS**   **Insufficient Evidence** to report on achievement of the expected learning outcomes
- IP**   In Progress

## 2.2 ENTERING GRADES FOR ENGLISH AND FRENCH LANGUAGE ARTS

1. On the **Outcomes Grades** page, next to the student you are starting with, determine which strand will be the first to grade. As shown in the below image, the second column is for the Comment for the subject (and is indicated by a comment icon in the top corner of the column header). The three columns following the Comment column are for the strands. A grade must be entered for each strand in each reporting term.
2. Click in a cell to the right of the student’s name under the appropriate column and the **Score Inspector** will open to the right of the screen. Note: To see the full description of the Stand either hover over the column label or click in one of the cells to see the full description in the summary area. If you cannot see the summary area on your page, click on the gear icon towards the upper-right of the page, and then select **Show Summary**.
3. Once the **Score Inspector** opens to the right of the screen, enter or choose the strand grade.
4. You can use the up/down arrows to move down to the next student, or the left/right arrows to move to the next Strand.

Grades: Outcomes - T1

P1-P2(W-F) P3(T-F) P9-P10(M,W-F) P11(M-F) ENGLISH LANGUAGE ARTS 4

4.ENG164.SL Speaking and Listening

STUDENT (7)	T1	4.ENG164	4.ENG164.SL	4.ENG164.RV	4.ENG164.WR	4.ENG164.O	4.ENG164.O.1	4.ENG164.O.3
1. Corsini, Laynie	--	--	--	--	--	--	--	--
2. Coy, Elan	--	--	WD	WD	WD	--	--	--
3. Garate, Douglas	--	--	--	--	--	--	--	--
4. Joachin, Kartar	--	--	--	--	--	--	--	--
5. Prest, Marcin	--	--	--	--	--	--	--	--
6. Ruter, Laycae	--	--	--	--	--	--	--	--
7. Trenor, Nyra	--	--	--	--	--	--	--	--

Page 1 of 2   Columns/Page 8

Legend  
Icons - Professional Judgment Indicator

The strands that will be reported on vary depending on the type of Language Arts course you teach.

### 2.2.1 REPORTING ELA FOR ENGLISH PROGRAM STUDENTS

For grade 1-6 English Language Arts, teachers report grades on three strands:

1. Writing and Other Ways of Representing,
2. Reading and Viewing,
3. Speaking and Listening

Grade 1-3 teachers will report using the Developmental Scale in Term 1, Term 2, and Term 3.

Grade 4-6 teachers will report using the Developmental Scale in Term 1, and letter grades in Term 2 and Term 3.

### 2.2.2 REPORTING ELA FOR IMMERSION PROGRAM STUDENTS

For students in the French Immersion program, the ELA strands will vary depending on the grade level of the English course. Since French Immersion students do not take ELA in grades 1-2, Immersion teachers do not report on this course until grade 3. In grade 3, teachers will report on all three strands, **but in grades 4-6 teachers only report on the (1) Writing and (2) Reading strands**. As shown in the below image, the Speaking strand is not reported on in grades 4-6 English (this situation only applies to students enrolled in the Immersion program).

Grade 1-3 teachers will report using the Developmental Scale in Term 1, Term 2, and Term 3.

Grade 4-6 teachers will report using the Developmental Scale in Term 1, and letter grades in Term 2 and Term 3.

Grades: Outcomes T1   
P2(M-F) ANGLAIS\_ENGLISH LANG ARTS 4

Class Grade: T1		Calculation: Total Points				
Grade Scale Type: (IP - D)		Grade: --   --   --				
STUDENT (7)	T1	4.ELAANG164.F	4.ELAANG164.FRV	4.ELAANG164.F.WR	4.ELAANG164.O	4.ELAANG164.O.3
1. Corsini, Laynie	-- --					
2. Coy, Elan	-- --					
3. Garate, Douglas	-- --					
4. Joachin, Kartar	-- --					
5. Prest, Marcin	-- --					
6. Rufer, Laycee	-- --					
7. Trenor, Nyra	-- --					

### 2.2.3 REPORTING FLA FOR IMMERSION PROGRAM STUDENTS

For grade 1-6 French Language Arts, teachers report grades on three strands:

1. Writing and Other Ways of Representing,
2. Reading and Viewing,
3. Speaking and Listening

Grade 1-3 teachers will report using the Developmental Scale in Term 1, Term 2, and Term 3.

Grade 4-6 teachers will report using the Developmental Scale in Term 1, and letter grades in Term 2 and Term 3.

In addition to reporting on the three strands, there is an additional strand for **Shows interest and pride in using the French language**. This strand appears in a fourth strand column and is graded using the Developmental Scale.

Grades: Outcomes - T1 

P2(M) FRANCAIS\_FRENCH LANG ARTS 4

Class Grade: T1 Calculation: Total Points

Grade Scale Type: (IP - D) Grade: -- | --

STUDENT (7)	T1	4.FR164IM.F	4.FR164IM.F.SL	4.FR164IM.F.RV	4.FR164IM.F.WR	4.FR164IM.LP	4.FR164IM.O	4.FR164IM.O.1
1. Corsini, Laynie	--	--				Shows interest and pride in using the French Language		
2. Coy, Elan	--	--						
3. Garate, Douglas	--	--						
4. Joachin, Kartar	--	--						
5. Prest, Marcin	--	--						
6. Rufer, Laycee	--	--						
7. Trenor, Nyra	--	--						

Even though the French language strand appears along side the other strands in Gradebook, this strand will appear (as shown below) at the end of the Learner Profile section when generating the students' French Immersion report card.

Responsibility and Independence	Term 1	Term 2	Term 3
Accepts responsibility for own actions			
Follows instructions/directions/rules and routines			
Respects school property and the property of others			
Works independently			
Shows interest and pride in using the French Language			

## 2.3 ENTERING GRADES FOR INTEGRATED MATHEMATICS/ MATHEMATICS

1. On the **Outcomes Grades** page, grades and comments (as shown in the below diagram) are entered under the second column.
2. Click in a cell to the right of the student's name under the second column and the **Score Inspector** will open to the right of the screen.
3. Once the **Score Inspector** opens to the right of the screen, enter or choose the grade.

Grade 1-3 teachers will report using the Developmental Scale in Term 1, Term 2, and Term 3.

Grade 4-6 teachers will report using the Developmental Scale in Term 1, and letter grades in Term 2 and Term 3.

Grades: Outcomes - T1 MATHEMATICS 5

P5-P6(M-F) P7(M,W-F) P10(T) MATHEMATICS 5

5.MT165 MATHEMATICS 5 Show More

Grade Scale Type: (WD - INS)

STUDENT (5)	T1	5.MT165	5.MT165.O	5.MT165.O.1	5.MT165.O.1	5.MT165.O.1.5
1. Centner, Eliza-Mae	--					
2. Feucht, Connie-Rae	--					
3. Hoffnagle, Blair	--					
4. Shorey, Aria	--					
5. Turkowski, Aria	--					

Page 1 of 5

Legend  
Icons - Professional Judgment Indicator

Centner, Eliza-Mae

5.MT165

WD DE ND Enter

A B C

D INS IP

N/A

## 2.4 ENTERING GRADES FOR MUSIC AND PHYSICAL EDUCATION

1. On the **Outcomes Grades** page, grades and comments are entered under the second column.
2. Click in a cell to the right of the student's name under the second column and the **Score Inspector** will open to the right of the screen.
3. Once the **Score Inspector** opens to the right of the screen, enter or choose the grade.

Grade 1-6 teachers do not report on Music and Physical Education in Term 1, and in Term 2 and Term 3, use only the Developmental Scale.

## 2.5 ENTERING GRADES FOR GRADES 4-6 CORE FRENCH

1. On the **Outcomes Grades** page, grades and comments are entered under the second column.
2. Click in a cell to the right of the student's name under the second column and the **Score Inspector** will open to the right of the screen.
3. Once the **Score Inspector** opens to the right of the screen, enter or choose the grade.

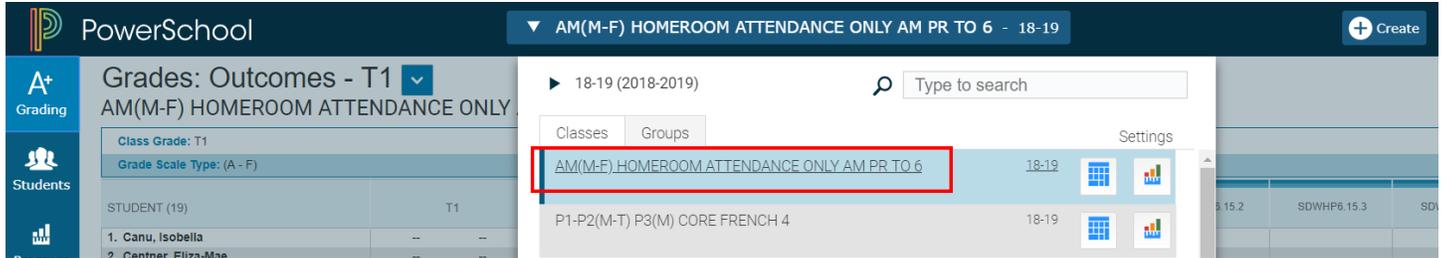
Grade 4-6 teachers do not report on Core French in Term 1, and in Term 2 and Term 3, use only the Developmental Scale.

### 3. COMPLETING THE LEARNER PROFILE AS THE HOMEROOM TEACHER

#### 3.1 ENTERING THE LEARNER PROFILE COMMENT

The learner profile reports on the social skills, behaviours, and work habits that are important to be a successful learner.

To enter learner profile comments (up to 450 characters), select the **Homeroom Attendance Only AM PR to 6** class from the Class Selector.



1. On the **Outcomes Grades** page, learner profile comments are entered under the second column.
2. Click in a cell to the right of the student's name under the second column and the **Score Inspector** will open to the right of the screen.
3. Once the **Score Inspector** opens to the right of the screen, enter the comment.
4. The comment can also be entered by clicking on the **Comment Inspector** tab.



After a comment is entered for a student, a blue comment icon (  ) is displayed in the Learner Profile Comment column.

### 3.2 ENTERING GRADES FOR SOCIAL SKILLS/WORK HABITS

After a comment has been made for the Learner Profile, the next series of columns contain the Social Skills/Work Habits items of the Learner Profile.

The Learner Profile items are:

<p><b>Classwork and Assignments</b></p> <ul style="list-style-type: none"> <li>• Completes classwork</li> <li>• Completes homework **</li> <li>• Strives to produce quality work</li> </ul> <p><b>Interacts with Others</b></p> <ul style="list-style-type: none"> <li>• Interacts positively</li> <li>• Resolves conflicts appropriately</li> <li>• Works collaboratively</li> </ul>	<p><b>Organizational Skills</b></p> <ul style="list-style-type: none"> <li>• Comes prepared for class</li> <li>• Manages own materials and belongings</li> <li>• Uses time efficiently</li> </ul> <p><b>Responsibility and Independence</b></p> <ul style="list-style-type: none"> <li>• Accepts responsibility for own actions</li> <li>• Follows instructions/directions/rules and routines</li> <li>• Respects school property and the property of others</li> <li>• Works independently</li> </ul>
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\*\*The category for **Completes homework** is only required to be completed for grade 4-6 students. Teachers of grade P-3 students can ignore this category.

You can hover your mouse cursor over the identifier in the column header to display the description for ease of reading.

Grades: Outcomes - T1 ▼

AM(M-F) HOMEROOM ATTENDANCE ONLY AM PR TO 6

SDWHP6.14.1 Completes classwork		Grade Scale Type: (WD - N/A)	
STUDENT (19)	T1	SDWHP6	SDWHP6.14.1 Completes classwork
1. Canu, Isobella	--	--	
2. Centner, Eliza-Mae	--	--	
3. Corsini, Laynie	--	--	
4. Coy, Elan	--	--	
5. Depaola, Tawhid	--	--	

Another option is to click on a student’s cell under the desired column to see the full description in the summary area. If you cannot see the summary area on your page, click on the gear icon towards the upper-right of the page, and then select **Show Summary**.

When entering Learner Profile grades, the Learner Profile codes are as follows: (note that the codes appear abbreviated in the PT Pro but will display using the full wording on the report card)

- WD** - Well Developed
- DE** – Developing as Expected
- ND** - Needs Developing
- N/A** -Not Applicable

To enter learner profile grades:

1. On the **Outcomes Grades** page, next to the student you are starting with, click in a cell under the desired Learner Profile Column. The **Score Inspector** will open to the right.
2. Enter the Learner Profile grade using the Score Inspector or keyboard.
3. You can, either use the up/down arrows to move down to the next student, the left/right arrows to move to the next Learner Profile Column, or click in Learner Profile column when you want to work with a new student.

Grades: Outcomes - T1 ▼  
AM(M-F) HOMEROOM ATTENDANCE ONLY AM PR TO 6

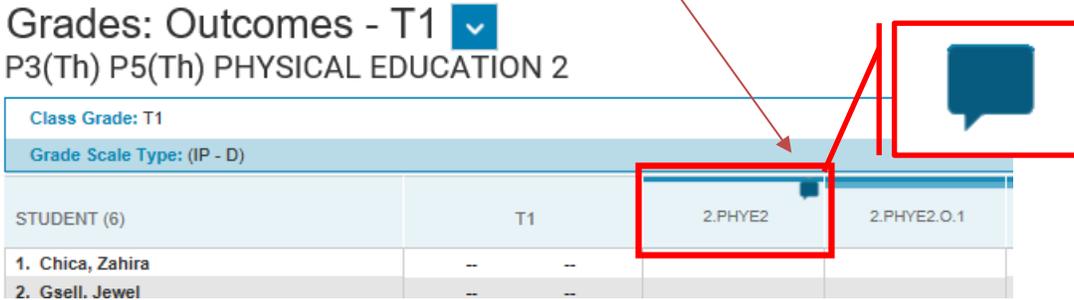
SDWHP6.14.1 Completes classwork  
Grade Scale Type: (WD - N/A)

STUDENT (19)	T1	SDWHP6	SDWHP6.14.1	SDWHP6.14.2	SDWHP6.14.3	SDWHP6.15.1	SDWHP6.16.1
1. Canu, Isobella	--	--	WD				
2. Centner, Eliza-Mae	--	--					
3. Corsini, Laynie	--	--					
4. Coy, Elan	--	--					
5. Depaola, Tawhid	--	--					
6. Evanchyk, Lance	--	--					
7. Feucht, Connie-Rae	--	--					
8. Garate, Douglas	--	--					
9. Hoffnagle, Blair	--	--					
10. Janowiak, Iliya	--	--					
11. Joachin, Kartar	--	--					
12. Paulina, Harlem	--	--					
13. Plenskofski, Ousman	--	--					
14. Prest, Marcin	--	--					
15. Rufer, Laycee	--	--					
16. Shorey, Aariah	--	--					
17. Simoniello, Akxel	--	--					

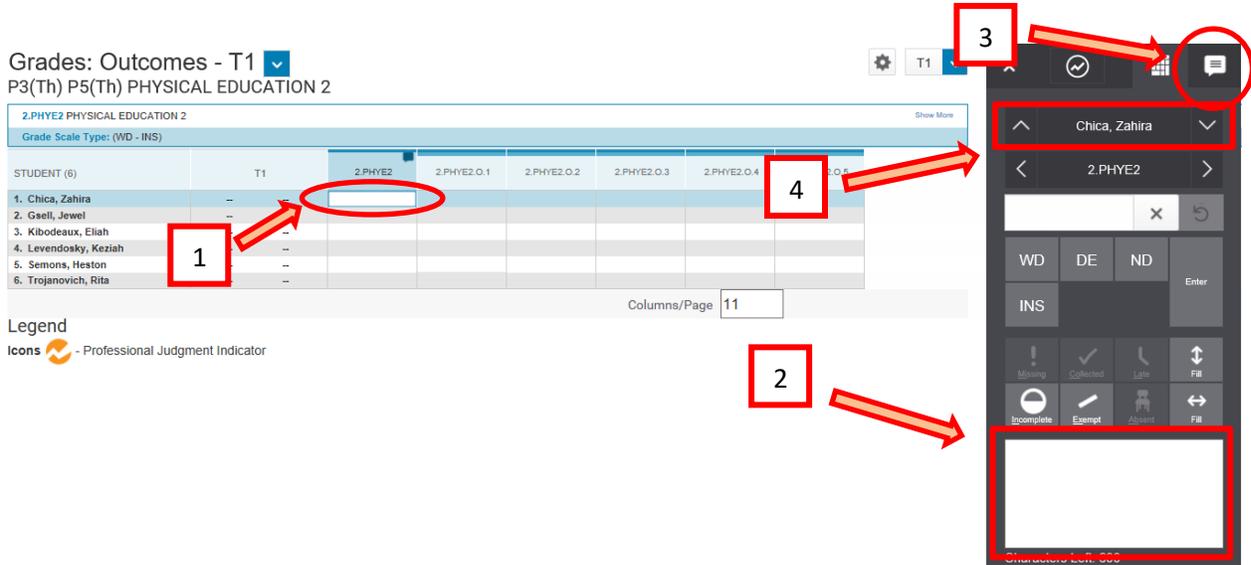
## 4. COMMENTS

### 4.1 ENTERING COMMENTS

At all grade levels and for all subjects, comments are entered in the second column on the **Outcomes Grades** page (**Grading > Outcomes**). The column has a comment icon indicator in the upper corner to inform you that comments can be entered for students.



1. Next to the student you are starting with, click in the student's cell under the second column. The **Score Inspector** will open up to the right.
2. Enter comment in the comment box. **Note: DO NOT add any HTML code in the comment box.**
3. You can also click on the **Comment Inspector** tab if you prefer to enter your comment in this location.
4. You can use the up/down arrows to move down to the next student or click in a different student's cell when you want to work with a new student.



For report card comment writing tips, please visit the iNSchool site at: <http://bit.ly/ReportCardsNS>.

### CHARACTER COUNTS

Grade Level	ELA/FLA	Math	Core French, Music and Physical Education
Grades Pr - 6	1000	1000	600

#### 4.2 USING THE CHARACTER COUNTER FEATURE

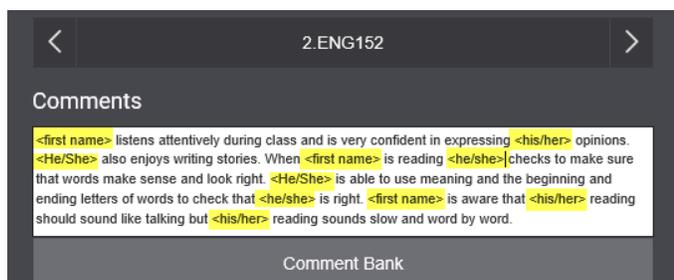
There is a character counter that indicates how many characters have been entered. As of today, the counter may only appear on the Score tab, and not the Comment tab – so if using the Comment tab to enter comments, you may need to switch to the Score tab to view the counter. (We are currently investigating how the counter can be made visible on the Comment tab).

If a character limit has been set in PowerSchool, PT Pro will prevent you from entering more than the specified number of characters. If you try to paste a comment into the comment box that exceeds the number of allowable characters, the comment will cut off at the point where the character limit is reached.

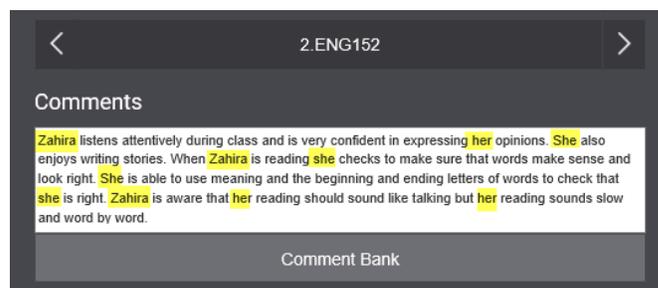
#### 4.3 USING SMART TEXT WHEN WRITING COMMENTS

PT Pro **offers a new way** to fill student names and pronouns when entering report card comments. Rather than using smart text in your comments – which is a practice you may have been accustomed to using in Gradebook – simply use the student’s name in your comment. In other words, instead of writing the student’s comment in PT Pro as shown in example 1, enter the comment as shown in example 2.

Example 1



Example 2



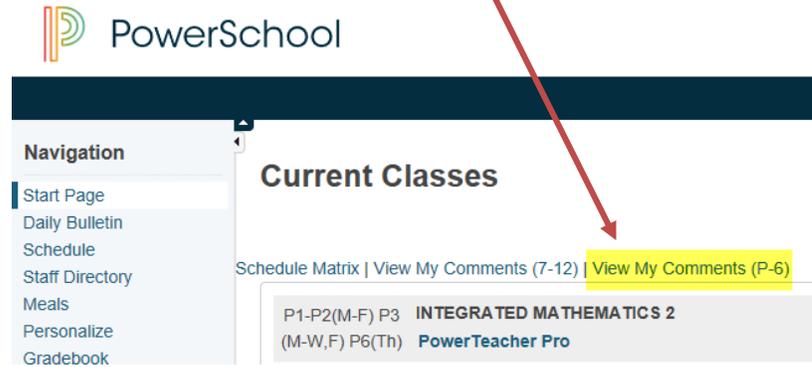
If you do enter smart text into the comment box in PT Pro (as shown in example 1), the smart text will remain as smart text in the comment. This is different from Gradebook, since Gradebook automatically decodes the smart text and replaces it immediately with the student’s name and pronouns. Even though the comment in PT Pro displays the smart text, and not the actual student name/pronoun, when the report card is generated the student information will display normally.

Even though the report card will still generate without issues, there are a few reasons to avoid using smart text in Pro.

1. It is preferable to enter the comment in Pro in the exact same way as it will appear on the report card.
2. You will have less characters for comments since smart text uses more characters than names/pronouns.

If you wish to preview your PT Pro comments in the manner as they will appear on the report card, you can run the **View My Comments** report in PowerTeacher by following the below steps:

- From the Start Page of PowerTeacher **View My Comments P-6**.
- Select a **Year** and **Term**, then click **Submit**.



## 4.4 FILLING COMMENTS IN PT PRO

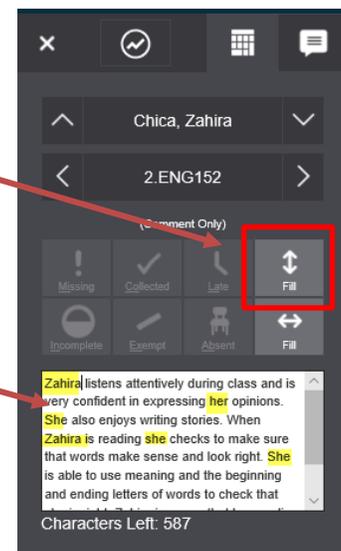
As shown in example 2, I just entered Zahira's comment in PT Pro (without using any smart text):

Zahira listens attentively during class and is very confident in expressing her opinions. She also enjoys writing stories. When Zahira is reading she checks to make sure that words make sense and look right. She is able to use meaning and the beginning and ending letters of words to check that she is right. Zahira is aware that her reading should sound like talking but her reading sounds slow and word by word.

How can I copy this comment to other students, and not have Zahira's name and pronouns appear in their comments?

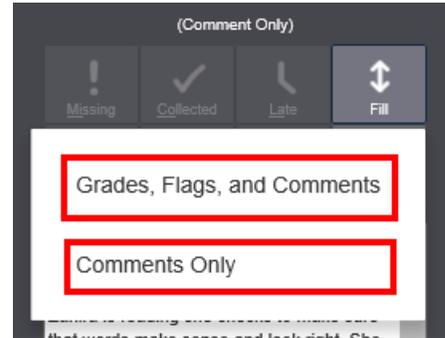
PT Pro offers a quick fill routine on the **Score Inspector** tab that will allow teachers to select a student comment and then fill the selected comment for all other students without any comment. (If the student already has a comment, the fill command will skip that student and continue down the student roster).

Notice that the comment in PT Pro is **not** using smart text.

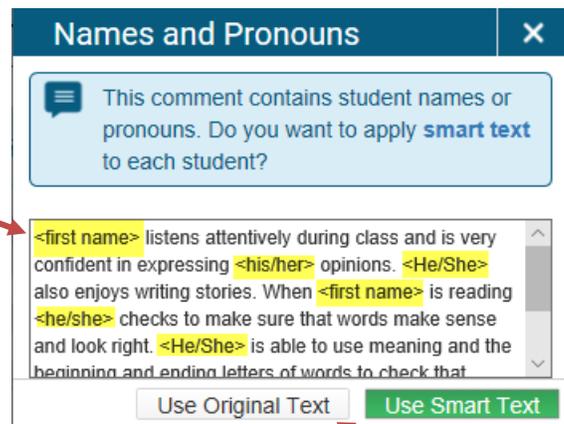


When you click the fill down button, you will be prompted to choose one of two options:

1. Grades, Flags, and Comments
2. Comments Only



After choosing one of the two above options, a pop-up window appears, and PT Pro will automatically search for Zahira's name and pronouns in the comment, and it is at this point when Zahira's name and pronouns are converted into Smart Text.



You can choose to use the Original Text (i.e. the filled comments will be identical to the comment entered for Zahira), or you can choose to use the version with Smart Text. If you select **Use Smart Text**, this will add a comment to all students with no comment and insert the correct student name and pronouns into all the filled comments.



As shown to the right, you can see that even though the original comment had the name 'Zahira' and the pronouns 'she' and 'her', when Heston's comment was filled, it shows his correct name and pronouns.

