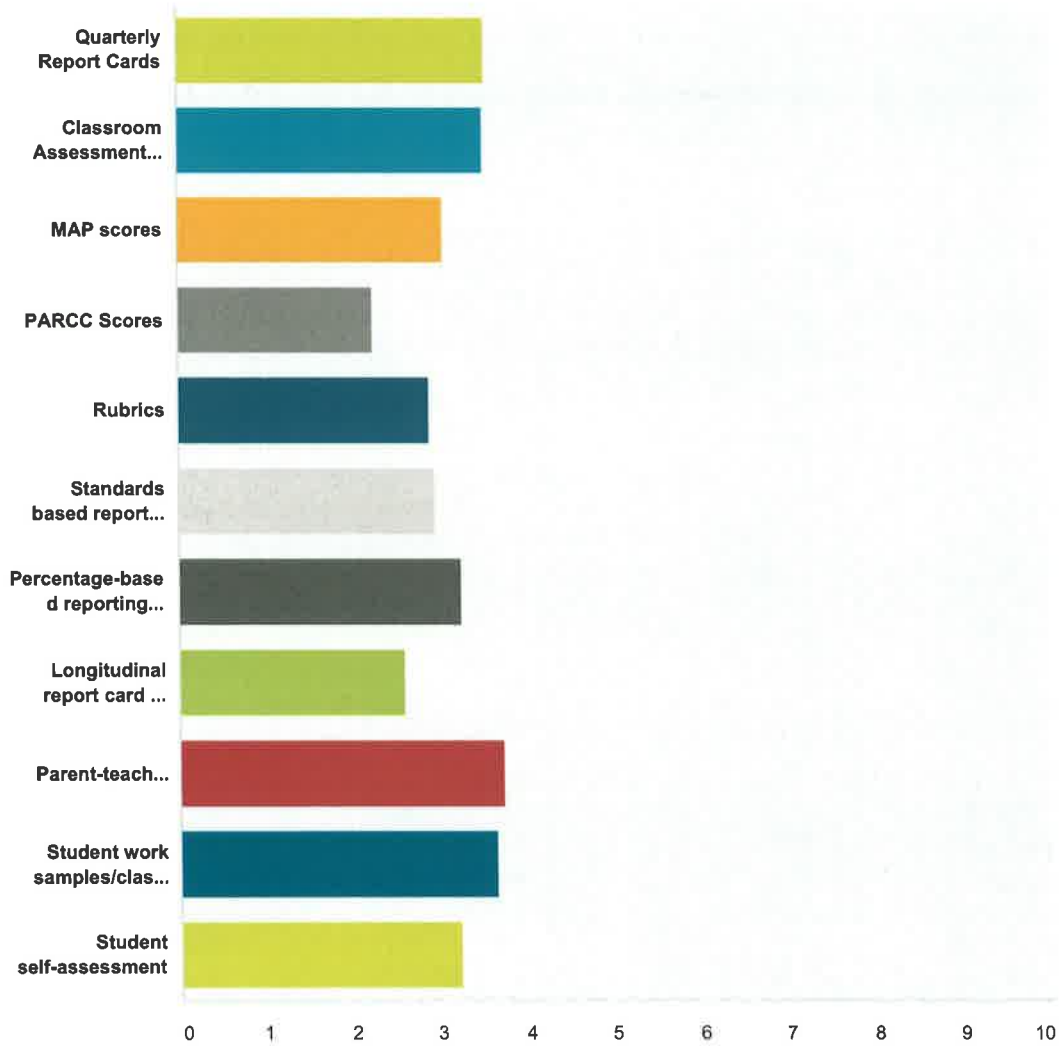


Q22 We communicate with parents about academic progress through the following means. Please rate them according to the value you find in each item.

Answered: 557 Skipped: 109



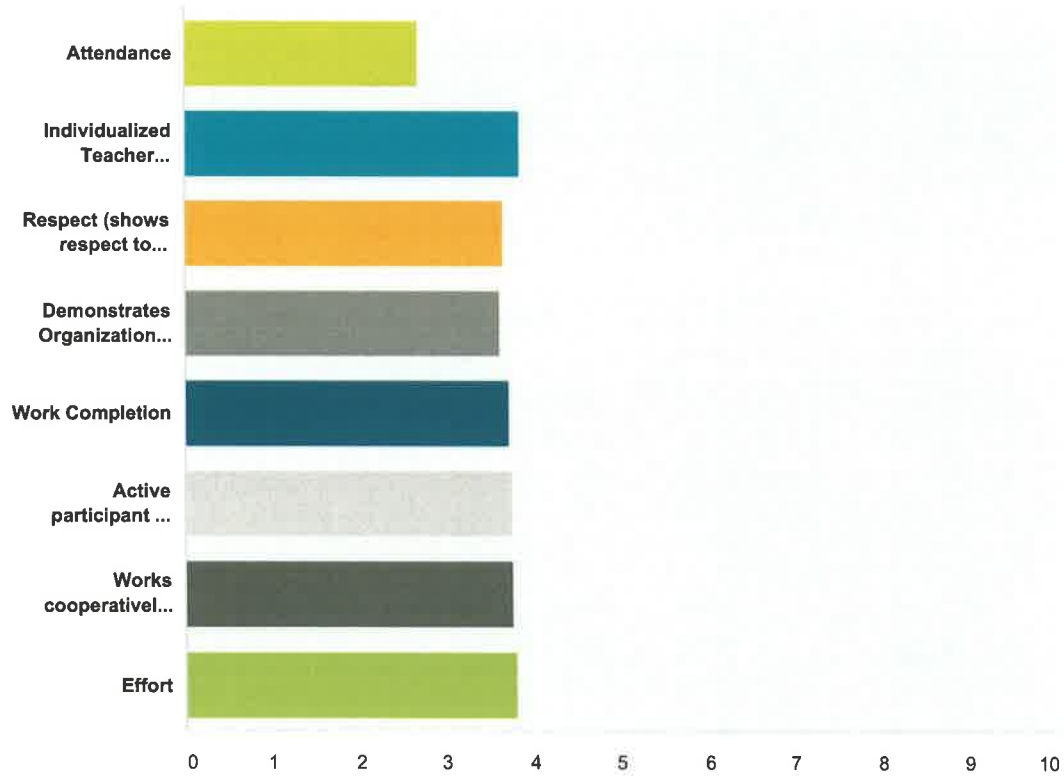
	Extremely Valuable	(no label)	(no label)	Not Valuable	Total	Weighted Average
Quarterly Report Cards	65.39% 359	25.87% 142	5.10% 28	3.64% 20	549	3.53
Classroom Assessment Information (Checklists, assignments, etc.)	59.67% 327	32.12% 176	6.39% 35	1.82% 10	548	3.50
MAP scores	36.36% 200	40.55% 223	15.27% 84	7.82% 43	550	3.05
PARCC Scores	14.48% 76	26.67% 140	26.48% 139	32.38% 170	525	2.23
Rubrics	28.32% 143	42.38% 214	18.22% 92	11.09% 56	505	2.88

2016 School Environment & District Reporting Systems Survey - Parents

Standards based reporting information (approaching, meets/completed and +, ^, N)	34.25% 187	37.36% 204	16.12% 88	12.27% 67	546	2.94
Percentage-based reporting information	43.69% 232	41.05% 218	9.98% 53	5.27% 28	531	3.23
Longitudinal report card for math/science	21.75% 117	36.62% 197	20.07% 108	21.56% 116	538	2.59
Parent-teacher conferences/conversations	79.82% 443	12.97% 72	6.49% 36	0.72% 4	555	3.72
Student work samples/classwork/portfolios	70.05% 386	24.68% 136	4.72% 26	0.54% 3	551	3.64
Student self-assessment	41.13% 218	42.64% 226	12.26% 65	3.96% 21	530	3.21

Q23 In addition to information about academic progress, what non-academic factors would you like to receive through the report card? Please rate them according to the value you find in each item.

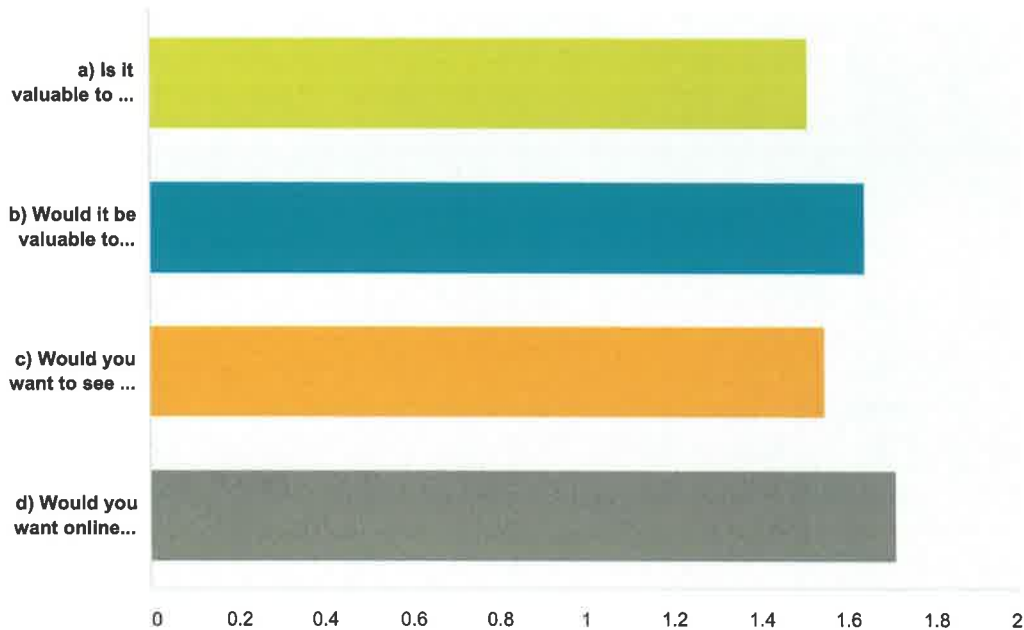
Answered: 556 Skipped: 110



	Extremely Valuable	(no label)	(no label)	Not Valuable	Total	Weighted Average
Attendance	25.82% 142	34.55% 190	21.09% 116	18.55% 102	550	2.68
Individualized Teacher Comments	86.87% 483	10.25% 57	2.52% 14	0.36% 2	556	3.84
Respect (shows respect to peers and staff)	72.88% 403	22.06% 122	3.44% 19	1.63% 9	553	3.66
Demonstrates Organizational Skills	67.45% 373	28.57% 158	2.89% 16	1.08% 6	553	3.62
Work Completion	75.09% 416	21.84% 121	1.81% 10	1.26% 7	554	3.71
Active participant in class	79.39% 439	17.72% 98	2.17% 12	0.72% 4	553	3.76
Works cooperatively with others	79.53% 439	17.75% 98	1.99% 11	0.72% 4	552	3.76
Effort	82.10% 454	16.09% 89	0.90% 5	0.90% 5	553	3.79

Q24 Consider the list of standards shown on the current K-7 math longitudinal report card when answering these questions.

Answered: 550 Skipped: 116



	Yes	No	Total	Weighted Average
a) Is it valuable to see all the K-8 grade level standards listed on the math longitudinal report card?	51.28% 280	48.72% 266	546	1.51
b) Would it be valuable to only see the standards on which your child has been assessed listed on the math longitudinal report card?	63.97% 348	36.03% 196	544	1.64
c) Would you want to see a similarly structured longitudinal report card provided for other subject areas on the report card?	54.61% 296	45.39% 246	542	1.55
d) Would you want online access to the standards listed on the math longitudinal report card?	71.12% 389	28.88% 158	547	1.71

#	e) Please add any additional comments you have regarding your responses to A-D.	Date
1	Absolutely can't stand longitudinal report card! Too confusing! Just go back to giving simple letter grade!	3/31/2016 10:23 AM
2	While I haven't found them to be that helpful so far, I'd rather have the ability to see them than not.	3/31/2016 9:10 AM
3	Absolutely hate the math report card. Giving me a date when my child mastered a skill tells me absolutely nothing. It's totally worthless.	3/27/2016 9:08 PM
4	Lame report cards...longitudinal is worthless.	3/25/2016 5:43 PM
5	standards are great except I really don't know how my child performs to others and whether they are ahead/behind, etc.	3/24/2016 6:51 PM
6	Would rather the longitudinal report go back to grade based.	3/24/2016 8:49 AM
7	We need more communication other than two very brief parent/teacher conferences	3/23/2016 8:14 PM
8	Go back to A-F for grades or go to Pass/Fail. These charts and graphs are over done and not very useful. It makes me feel like my child is a number, not a human being.	3/22/2016 6:25 PM

2016 School Environment & District Reporting Systems Survey - Parents

9	It is very hard to understand these test scores.	3/22/2016 10:12 AM
10	I'd be interested to see how my child is doing longitudinally in the language arts as well as the math.	3/21/2016 8:09 PM
11	I find the longitudinal report card useless. The report card should roll up and assess a student's overall subject performance. Evaluations like "completed" does not give me a sense of how my child is doing overall or how they are doing compared to others. I also strongly think that if you have to progress in this direction that it is important to STOP is with grade school. Middle school should start to be transitioning students for high school and I believe GRADES are important. Even my kids have no idea how they are doing with longitudinal reporting.	3/21/2016 9:43 AM
12	I think the information in the longitudinal report cards is good for parents to now but it shouldn't replace traditional report cards. The longitudinal report cards are cumbersome and don't tell parents in a clear and concise way how their students are doing.	3/18/2016 12:29 PM
13	the term "approaching" is not descriptive enough to inform parents how close the student is to meeting the standard	3/18/2016 10:05 AM
14	I love the idea of the longitudinal report. Would like to see it expanded.	3/18/2016 9:24 AM
15	We don't like the change in switching from grades to standards based reporting. It's very confusing.	3/18/2016 8:43 AM
16	It's very confusing.	3/18/2016 8:37 AM
17	I want grades again!!! The new report cards are completely unmotivating for the kids.	3/18/2016 8:31 AM
18	It would be great to see all of the standards for all grade with an indication of for which standards my child has been assessed.	3/17/2016 9:58 PM
19	I would prefer to see standards achieved, assessed, and expected to achieve	3/17/2016 9:12 PM
20	Longitudinal report card should supplement, not replace, letter grades. There is value to it, but difficult to know exactly how well my child is doing.	3/17/2016 7:53 PM
21	The longitudinal report card gave me less information than the previous letter grade. My children even commented that they wish they still had a letter grade for math.	3/17/2016 2:47 PM
22	The reports are not comprehensible for me personally. I feel they are highly biased and do not reflect my child's capability. The assesment itself is conducted in distracting environment to my kid's detriment. The teacher does not prep the students..n	3/17/2016 12:56 PM
23	I think the student should still receive a letter grade on the report card.	3/17/2016 12:45 PM
24	Complete disocotue of longitudinal report cards for any grade under middle school.	3/17/2016 11:08 AM
25	Do not care for longitudinal report card. Does not give enough differentiation in students or the ability for students to separate between themselves. Would prefer to go back to grade report card with the longitudinal as an additional component of the overall student progress.	3/17/2016 11:03 AM
26	The longitudinal report card is useless. The students have already figured out they only need 75% to "meet expectations". This is simply another way of demonstrating participation awards. We don't want to make anyone feel bad, so everyone gets a trophy. If my child works hard and does "A" quality work, he/she should get the "A"; if he/she doesn't, they get the grade they earned.	3/17/2016 10:41 AM
27	It is helpful to see the standards that our kids have met and have yet to meet on the report cards...but they still need to receive a grade to reflect how hard they worked and how well the know the materials.	3/17/2016 10:23 AM
28	The standards report cards would be more useful if the teachers were placing students at their accurate level of understanding rather than just standards at their grade level.	3/17/2016 9:06 AM
29	This has been very helpful for our family because at our old school, once my son had met the expectations in math for the year, they didn't do much else. This allows him to keep working, and SEEING all the standards allows me to say to the teacher, hey - he was working things out like this on his own at home, could he work on it at school, too?	3/16/2016 8:48 PM
30	Would like historical data on what my child has been assessed.	3/16/2016 6:44 PM
31	There's a lot of information on longitudinal score card so would be helpful to understand what is most applicable to grade-level and my child. Also, would like to see a grade associated with the math assessment.	3/16/2016 4:02 PM
32	I think there is too much information - need to see where my son is ahead and behind and make a plan with the teacher. Doesn't help to see a list of everything, including non-assessed areas and grade 8 when he is a primary student. Seeing a range is helpful if it is about what it known of my child.	3/16/2016 12:57 PM
33	Not a big fan of the longitudinal design. It is confusing!	3/16/2016 12:20 PM
34	A copy of the standards at the beginning of the school year would be beneficial for parents to assist in enhancing the environment at home to improve test scores.	3/16/2016 9:48 AM

2016 School Environment & District Reporting Systems Survey - Parents

35	These standards do not help me quickly gauge my child's abilities and does not provide specific examples.	3/16/2016 9:43 AM
36	Based on the set up of this survey question alone, I don't feel the district is really looking for input with comments when the "field" in which to type is a small rectangle box where you can't even see a full sentence in the field. While I understand the principle behind standards based report cards, I believe it marginalizes kids and makes them only shoot for "average", enough to "meet standards". There is no incentive to try harder or work harder when the only marker you have is "meets standards" and not see its a "B" and you could try harder to get an "A". Additionally, I believe this report card is ridiculous and a waste of precious time for the teachers to have to individually go in and mark each "standard" for 30 kids in their homerooms for each subject, instead of using that precious time to create fun, engaging classroom projects for the kids. It is a sad state of affairs when a teacher almost needs a "secretary" to do the administrative work of a classroom. On top of actually teaching, interacting and motivating kids to do their best, be engaged in their studies etc. Also, the rubric by which these standards are measured are different from grade to grade, teacher to teacher and so it really highlights a flaw in the system when each school and teacher uses their own rubric to measure students. There is no uniform measuring stick used across the board.	3/16/2016 9:39 AM
37	I do not care for the longitudinal report card at all. It is an eye-sore for parents and students. There is too much pressure set on learning too much academics as fast as teachers can teach them, but the students are not feeling happy about their learning. There is more anxiety, depressions, ADHD diagnoses, etc, and I believe it is tied to the pressure to only focus on forcing academics at fast paces.	3/15/2016 8:45 PM
38	I don't know what the longitudinal report card is	3/15/2016 8:19 PM
39	The current reporting systems have become too numerous with too much information, but they give little real specifics about the level of my child's progress or quality of work. They still do not give me any indication if my child is working at grade level and up to his potential.	3/15/2016 7:37 PM
40	Knowledge of what each student has been introduced to AND what the grade level standard is	3/15/2016 6:45 PM
41	I detest the math longitudinal report card! It is a waste of paper.	3/15/2016 5:16 PM
42	Do not get rid of report cards.	3/15/2016 4:34 PM
43	waste of time, testing our kids without a specific purpose	3/15/2016 3:36 PM
44	too many reports and progress exams. let the teachers teach	3/15/2016 3:31 PM
45	Math should be graded simply by the numbers. Students need to understand the percentage grading as that is what matters to the high schools and colleges.	3/15/2016 3:06 PM
46	continuing to not understand the longitudinal report card and neither does my child. Hoping letter grades return for all subjects	3/15/2016 2:55 PM
47	Longitudinal report cards may be valuable for educators who understand the standards and the order in which students should master them. As a non-educator I find them difficult to understand and pretty meaningless. I also do not like that the longitudinal report cards do not provide information on how WELL a student did in completing a standard. Did they barely pass? Ace it? I've reviewed the LA longitudinal report card and find it even more difficult to understand than the math. I would not like to see them used in any other subjects and in the older grades, I do not think the math longitudinal report card should be used in place of grades. If it's a valuable tool for educators then use it in conjunction with letter grades.	3/15/2016 2:43 PM
48	I do not find the longitudinal reporting details to be helpful. Percentage and letter grades for the subject matter is useful and tells me whether my child is doing well or needs more help.	3/15/2016 2:22 PM
49	I think the old school syllabus that each teacher provided for the year is sufficient and should be an overview of what the teachers and administration have for detailed longitudinal goals for the year. I want letter grades or percentages, as well as an indication of how my child is doing with effort, participation, working with others, respect for teachers/peers, completing work, organization skills.	3/15/2016 2:18 PM
50	Please keep the longitudinal report card as an internal assessment and translate to a letter grade for parents.	3/15/2016 1:26 PM
51	The math report card was useless as a parent who is also an educator (masters +). It did not tell me anything. I already knew where my children were not completed. Lame...and music is even worse. No one cares if their kids know all that vocab. Just let them sing songs and enjoy singing.	3/15/2016 12:34 PM
52	My husband and I DO NOT like the longitudinal report card. We feel it has no value to it and does not provide us with an understanding of our children's abilities.	3/15/2016 12:14 PM
53	Standards based report cards are terrible. Student moral and motivation is low in part to how they are being evaluated and recorded. Smart students are held back using this reporting system and that is not acceptable.	3/15/2016 11:27 AM
54	I feel that its hard to understand, its not very straight forward when reviewing the longitudinal report	3/15/2016 10:55 AM

2016 School Environment & District Reporting Systems Survey - Parents

55	I would like to get rid of the longitudinal report card. It doesn't tell us at all how our children are doing in school. There might as well not even be a report card at all.	3/15/2016 10:19 AM
56	do not like this form of assessment	3/15/2016 9:59 AM
57	If the high school is not using longitudinal report cards, why is District 58?	3/15/2016 9:21 AM
58	Having 2 high schoolers I can assure you this new reporting system is 10 times more confusing than anything you've had in the past - keep the letter grades and percentages with whatever standards based grading you're going to keep. My high schoolers couldn't even understand my 7th grader's report card!	3/15/2016 8:41 AM
59	With the current report card I don't have any idea of what my daughter SHOULD have mastered	3/15/2016 8:38 AM
60	Parents don't need to know about every little detail that happens in school	3/15/2016 2:29 AM
61	* Individual teacher comments would be helpful if the teacher wrote them for my children	3/15/2016 12:18 AM
62	It is very helpful to see future goals.	3/14/2016 10:21 PM
63	I don't believe I have seen this report for my 8 grader.	3/14/2016 10:01 PM
64	Overloaded with way too much information, sections, assessments, evaluations, etc. No wonder the teachers can't just focus on teaching our kids in the classroom. Let's get back to teachers teaching the kids, not trying to please everyone else involved in schooling our kids. Letter grades are adequate. I would LOVE to see all the time that is spent "putting together" these assessments and outcomes and feedbacks etc etc etc, spent on interacting with our kids on a daily, non-schedule "packed" basis where every minute is accounted for. Different teaching approaches with different personalities would be refreshing where kids can try and "adapt" to their environment and not move through their day as "robots" with all teachers trying to do the same "expected" things. Also, I wish the schools would keep focused on their purpose of educating our kids and not try to "take over" what the parents need to be doing at home. Whew! :]	3/14/2016 9:38 PM
65	Online access would only be helpful if it provided additional data beyond what was provided in the hard copies.	3/14/2016 9:08 PM
66	The report card is completely confusing and is hard to follow. Most of our teachers couldn't take the time to properly explain it so it was pushed aside	3/14/2016 8:58 PM
67	I want to see how my child's longitudinal report compares to other kids at the same age- is my child's understanding and/or completion ahead-at-or below the norm for that age/grade?	3/14/2016 8:37 PM
68	I find Squirrel to be cumbersome and difficult to interpret the true value of my children's performance vs. other students and actual expectations. For example, one of my children wasn't meeting expectations in an area of math and after speaking with the teacher, only 2/25 students were meeting that standard. Plus, it is difficult to decipher what year in school, each measure corresponds to.	3/14/2016 8:25 PM
69	math report card seems mostly worthless	3/14/2016 8:17 PM
70	I would still like to see letter grades along side longitudinal reports for all subjects at the 6-8 level	3/14/2016 8:00 PM
71	I think it's okay, but it is needed to see what the kids need to learn.	3/14/2016 7:31 PM
72	For students working below or above their grade level, having the K-8 standards provides a helpful idea of how the student is performing.	3/14/2016 6:37 PM
73	We need letter grades at all levels	3/14/2016 6:34 PM
74	The amount of testing has become TOO much	3/14/2016 6:23 PM
75	I am so very disappointed that the report cards have changed. Please may we return to the former system?	3/14/2016 6:10 PM
76	only show me standards that are not met. "no news is good news."	3/14/2016 6:08 PM
77	Computer science skills	3/14/2016 5:51 PM
78	I would like to see something similar for social studies and science.	3/14/2016 5:49 PM
79	More computer science skills - not coding	3/14/2016 5:43 PM
80	We don't like the new reporting for math. We would prefer to go back to the old method.	3/14/2016 5:40 PM
81	The longitudinal reports are a bit confusing. Unless you speak with the teacher, the grading scale can be uninformative. For example, it may say they are approaching a skill and have not yet met it. You don't know if that is because they haven't been taught that skill yet or that they are struggling a bit.	3/14/2016 5:22 PM
82	I wish that the longitudinal report card was available in other subjects besides math, such as social studies and science.	3/14/2016 4:36 PM

2016 School Environment & District Reporting Systems Survey - Parents

83	Sorry, but your longitudinal report card is completely meaningless to me, I juts toss it, don't even look at it, I want grades.	3/14/2016 4:09 PM
84	Stick with traditional report cards and stop trying to fix what's not broken.	3/14/2016 4:05 PM
85	Think this is a silly way of reporting. As kids go into high school and college the schools need to see a letter grade and how effects GPA	3/14/2016 3:14 PM
86	I appreciate the standards reporting but do want the percentage-based grading system	3/14/2016 3:01 PM
87	I do not care for the longitudinal report card.	3/14/2016 2:55 PM
88	I am fine with the longitudinal report card IN ADDITION to the standard grades. Grades are just too important to see how they are doing overall and they need to be used to how the grading system works in grade school to be successful with grades in HS and college, when it REALLY counts. I feel like I have no clue how my son is doing in math bc he just gets the longitudinal report card in this subject. It's useless if the K-5th grade section is not filled in! (He's in 6th).	3/14/2016 2:54 PM
89	The information doesn't provide enough feedback on all the benchmarks met. This in addition to the percent grade would give a better overall picture of my students abilities. You also need to provide more teacher training. Teachers were set up for failure in many aspects of this rollout.	3/14/2016 2:47 PM
90	It is helpful to see information about what my child is learning (ie. standards listed on the report card) - at, below and above grade level as is appropriate. It is not helpful to see standards that do not relate to what my child is learning/doing in class at all.	3/14/2016 2:45 PM
91	when students are working ahead of the class, it would be beneficial if they were assessed where they are at, not where the class as a whole is	3/14/2016 2:36 PM
92	Hard to evaluated the first quarter of reporting was not accurate had my second grader still not at standards acheived in kindergarten. Corrected in second quarter evaluation. I belive this was a learning curve in the new system to go back or look only forward but was confusing	3/14/2016 2:18 PM
93	There is great inconsistency on how the report card is completed. I have one teacher that fills out the reporting no matter what level and another that only does the grade level the child is at, even if they are completing skills above that.	3/14/2016 2:18 PM
94	Go back to the previous years and fill in for it in looks like they missed a lot ??	3/14/2016 2:16 PM
95	I think it would be helpful to continue to have a letter grade along with the standards based grading.	3/14/2016 2:09 PM
96	I like being able to see the pace at which they are achieving each milestone and how they relate to the 'standard' expectation for each grade level - this is the only place I can see how they are pacing against expectations	3/14/2016 2:01 PM
97	Hard to read/figure out	3/14/2016 2:01 PM
98	I value the teachers knowing standards that are met with the students though the curriculum. I do not think it is necessary to for them to document then or report them with quarterly report cards.	3/14/2016 1:58 PM
99	Longitudinal reporting makes it very difficull to understand where my child is standing and how they are actually doing. I am not sure if they are behind or not and the reports are too difficult to discern. I consider myself a very involved parent and attended the sessions on how to access the squirrel system. The whole process is way too complicated to get a good snapshot of how my child is progressing. Also, some teachers leave some of the standards blank when they are reporting so we do not know what that means either. A chart on progress (much like MAP) for a subject or a grade is good way for parents to quickly react to issues if they are occurring. I do not have enough time to go into the squirrel system and figure this out for each of my 3 children. Maybe that makes me a bad parent then, but I feel that I have less understanding on my child's performance this year since the reporting has been initiated.	3/14/2016 1:58 PM
100	If you are going to truncate visible standard, at least keep one grade lower and 1-2 grades higher than students current grade.	3/14/2016 1:50 PM
101	do not like the math report card at all, hard to understand versus a letter grade	3/14/2016 1:49 PM
102	The longitudinal report card is honestly very difficult to follow because of all the "extraneous" information about prior years. I went to the parent information session at the beginning of the year. While the explanations were very helpful, as is the info on the DG58 website, in practice the longitudinal report card is not very user friendly. Very hard to gauge if my child is doing well, average, below average.	3/14/2016 1:48 PM
103	Can my kid just get a letter grade? Sometimes I just need that to know how my 2nd grader is doing.	3/14/2016 1:45 PM
104	I do not like the longitudinal report cards at all.	3/14/2016 1:43 PM
105	I prefer letter grades on the report card in addition to the longitudinal reports.	3/14/2016 1:42 PM

2016 School Environment & District Reporting Systems Survey - Parents

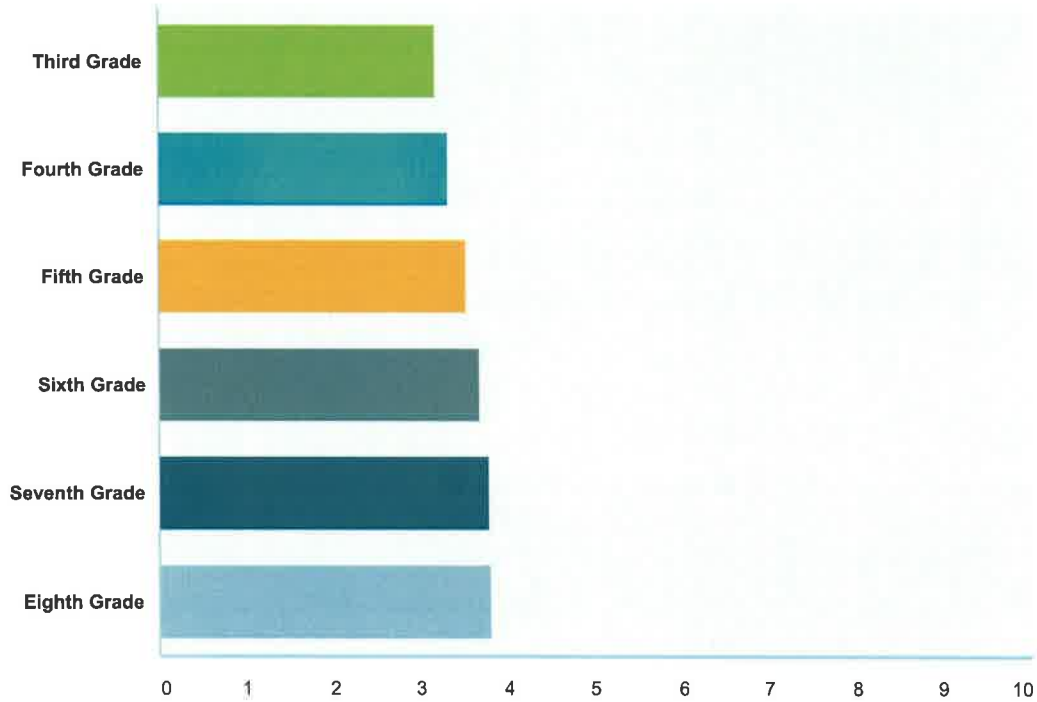
106	i find the longitudinal report card for math to be extremely unhelpful	3/14/2016 1:40 PM
107	I'm not clear on my child's progress on the report card. Most of her opportunities are focused on MAP Scores so I think more information needs to be provided about that.	3/14/2016 1:34 PM
108	The science longitudinal report card is a joke. I have no idea how my child is doing. Putting these report cards in place for middle school students was a huge disservice to the students heading into high school. I repeatedly heard that the teachers wanted this reporting. In talking to teachers individually, it was pushed by administration not teachers. Sooner or later, the administration of 58 and especially [REDACTED] would be wise to listen to the teachers in the classrooms. I have been to numerous meetings where [REDACTED] insisted teachers were implementing a skill or following a program when in fact the teachers/classrooms were not. [REDACTED] however, does not listen. [REDACTED] talks right over parent's concerns and relates all education back to [REDACTED]. Ultimately, [REDACTED] has a boss & overseer: the Superintendent & board. Ultimately, responsibility falls there.	3/14/2016 1:31 PM
109	I don't agree with having standards based report cards for any grade at the middle school. Since the high school uses letter based grades, I strongly feel the middle school should do the same. The standards based grades have no effect on my child - he is an A student and does not feel the need to try and do above average in science which is where he is getting standards based grading. This should only be used at the primary grades.	3/14/2016 1:31 PM
110	I prefer the old report card version of reporting math progress vs the current longitudinal reporting system.	3/14/2016 1:30 PM
111	This longitudinal report card is confusing and not helpful. My son has quickly learned that you don't need 100% right to get a + and that is all that matters. I attempt to convert all their test scores in to %. This pass fail system sets them up to only do that is needed to pass but not excel. It in no way prepares the student for a future grading system.	3/14/2016 1:28 PM
112	More information is better	3/14/2016 1:25 PM
113	Additional information is needed for this reporting tool to be helpful. Like if it's still in progress, is the whole class still in progress or something that is of concern and needs to be addressed. Or should we assume that anything they are evaluated on and is not completed is an issue because they should have known it by the time they were assessed. Very confusing reporting tool.	3/14/2016 1:23 PM
114	would like to see a few skills that are up next--what is currently being studied but not yet achieved. when a big jump is made (3rd to 7th grade math, for instance) it would be helpful to see (at least once) that the foundational skills have evaluated and deemed accomplished by something beyond MAP.	3/14/2016 1:22 PM
115	The new report card for math and music is really hard to follow and seems very wordy	3/14/2016 1:21 PM
116	too much to sort thru. too vague. I hate that there are no standards to meet. It is the worst "report card" I've seen. It's so stupid and a waste of time for teachers, parents, and kids.	3/14/2016 1:20 PM
117	I would still like the students to receive a grade on the report card in addition to receiving the longitudinal report for math & science, especially in the upper grades!!	3/14/2016 1:19 PM
118	I absolutely dislike the new reporting for math and science. I prefer knowing whether my child is an A, B or a C student. The "meets" comments does not tell me if it is a "b meets" or a "c meets" and those two grades are way different to me. I would like the district to come back to the old fashioned grade reporting.	3/14/2016 1:18 PM
119	Need more information throughout the year on student math progress and topics to be covered	3/14/2016 1:18 PM
120	longitudinal reporting should not be done 6,7,8 grades - these should have grades especially at the middle school	3/14/2016 1:13 PM
121	Math and Science should have grades. We strongly dislike the longitudinal report card.	3/14/2016 1:11 PM
122	A couple things: first, the longitudinal report card is a LOT to look at. I see value in listing the standards for all grades, to know where they're coming from and where they're going, however the actual layout is too overwhelming and wordy. Secondly (and more importantly), I feel very strongly that 2 delineations ('approaching' or 'meets') are not nearly enough to reflect individual progress. The difference between being very close to mastering a skill/standard and only having been introduced to it is vast! So marking my daughter as 'approaching' gives me virtually no information at all. More importantly, it gives HER no information at all. As she approaches middle school and is becoming increasingly more metacognitive, we are trying to have her take more ownership over her learning. For her to receive an 'approaching' does not indicate in any way how close she is to mastery.	3/14/2016 1:09 PM
123	The longitudinal reports are worthless. Without a conversation with the teacher, a parent can't tell if a student excelling or failing (literally. My son didn't appear to have achieved any science goals, yet will be in honors Biology next year at DGN. Go figure). If the school wants to encourage communication with the parents and teachers, this is a great way to do it, because the report is worthless on its own. If the state mandates this nonsense, then at least empower the teachers to give the students letter grades in addition.	3/14/2016 1:06 PM

2016 School Environment & District Reporting Systems Survey - Parents

124	I am not a fan of the longitudinal reporting. It is too vague. Mastered skill does not help me understand how well my child has mastered a skill. Does mastered mean that the child gets it right 70% of the time or 90%? Same for the other categories. I think this is important information to have. At 70% mastery there is a lot of room for improvement especially when we are talking about math which will continue to come back to them throughout their education. Well, where they are struggling and what they do not understand at all.	3/14/2016 1:02 PM
125	too much info to wade through; difficult to tell what they are making progress on. Don't necessarily feel like it corresponds with the work they are doing in class.	3/14/2016 12:59 PM
126	Longitudinal report cards are useless without letter grades.	3/14/2016 12:58 PM
127	I think it would be helpful to see the standards for the grade before, the grade current, and the grade following in order to grasp what they did, what they are doing, and what will come the following year.	3/14/2016 12:53 PM
128	I still have no idea how to read the Science scores. My son's thought it that he doesn't get a grade in Science this year. I think a letter grade is easier for a child and parent to understand. It motivates the child as well.	3/14/2016 12:48 PM
129	It is very confusing to see your child has mastered a topic and he/she is working on that again. It is also very confusing to know your child mastered a pre-test but has to sit through a lesson on the topic he/she pretested and knew. It would be beneficial to have online access to the standards. The whole process is very confusing. There are too many pieces to the puzzle and it is frustrating as a parent to have to go to several different places to see where your child needs help.	3/14/2016 12:46 PM
130	I do not think the longitudinal report card is a valuable tool. Knowing that my child has "mastered" a skill does not mean as much as knowing the degree of mastery. 75% to me is NOT mastery. Additionally, knowing the degree of mastery is helpful not only to me but a future teacher. A student with 100% mastery may not need to revisit a skill but a student barely hanging on with 75% most certainly needs further instruction.	3/14/2016 12:37 PM
131	I do NOT get a good sense of my children's progress. I believe in GRADES.	3/14/2016 12:35 PM
132	8 pages of a report card is overwhelming.	3/14/2016 12:34 PM
133	I would also like to see a full set of topics that will be taught and when during the course of the year - especially in math.	3/14/2016 12:33 PM
134	needs to be simplified for easier understanding	3/14/2016 12:31 PM
135	I think the longitudinal report card is ridiculous. Bring back percentages and GRADES!!!!	3/14/2016 12:29 PM
136	Would be helpful to view expectations for each grade level as to what standards are taught and expected to be in progress or mastered.	3/14/2016 12:28 PM

Q25 For grades 3-8, do you feel there is a value in including letter grades on the report card for the following grades?

Answered: 452 Skipped: 214



	Extremely Valuable	(no label)	(no label)	Not Valuable	Total	Weighted Average
Third Grade	53.03% 236	22.92% 102	12.36% 55	11.69% 52	445	3.17
Fourth Grade	57.47% 254	24.43% 108	9.50% 42	8.60% 38	442	3.31
Fifth Grade	67.80% 299	22.22% 98	4.54% 20	5.44% 24	441	3.52
Sixth Grade	77.88% 345	16.03% 71	2.48% 11	3.61% 16	443	3.68
Seventh Grade	83.26% 368	12.90% 57	1.58% 7	2.26% 10	442	3.77
Eighth Grade	84.13% 371	12.70% 56	0.91% 4	2.27% 10	441	3.79

Q26 Is there anything else that you'd like to share regarding letter grades?

Answered: 128 Skipped: 538

#	Responses	Date
1	Please JUST give letter grades!	3/31/2016 10:23 AM
2	I understand the idea behind de-emphasizing the importance of letter grades and generally support that, but it seems like some general assessment of the student's work is still needed beyond just saying they completed something.	3/31/2016 9:10 AM
3	Until high schools are standards based (if ever), students need to see the letter attached to the grade	3/27/2016 9:24 AM
4	Keep them.	3/25/2016 5:43 PM
5	Remove the subjectivity and just let me understand where my child needs help and give me the materials to help them.	3/24/2016 6:51 PM
6	Grades allow the children & parent to see exactly what level is being achieved. Less confusion and reading. It is right to the point. People should not need to attend a training in order to read grades.	3/24/2016 8:49 AM
7	It would make reading the report cards so much easier	3/22/2016 10:12 AM
8	They are important. I have, like many parents, lost interest in report cards all together. It just isn't useful at all. Even my kids can't stand the longitudinal reporting. They work all quarter and get 1 or 2 lines completed with "completed". Doesn't make them feel like it's worth putting in any additional effort. I personally also think it takes all motivation away from the kids to strive for better. There is no better...why bother. I know I have goal oriented kids but why is it so bad to have grades and know how you're doing? But if the direction has to go this way, I really believe it should be phased in with younger kids (i.e., ones that haven't had grades yet) and extend it through 6th grade. I believe ALL middle school kids should be seeing grades and BRING BACK HOME ACCESS for all subjects. It was a very useful tool to help me monitor my kids completing work and making sure they are doing what they are supposed to from day to day.	3/21/2016 9:43 AM
9	My son point blank said, I don't even have to try in class it's not graded! So be it!	3/20/2016 1:11 PM
10	Honor roll	3/20/2016 7:13 AM
11	Yes, students need to be accustomed to letter grades and percentages before entering high school. It is an effective way to measure where they stand. The earlier the exposure and part of the 'norm' grades and percentages are for them, the easier time they will have adjusting to it. Entering High School is not the time to start making their work count to be measured in the way that colleges will look at them! Colleges will look at grade point averages, not only if they just have covered a topic and passed it. Letter grades also serve as a motivator. Earning an 'A' reflects thorough, hard work - truly completing that standard to the fullest, highest possible degree. I worry that some kids and families will begin to take on an attitude of - why work hard and long & be great when I can take my time and just do ok and relax and get the same (perceived) result.	3/18/2016 2:38 PM
12	It would also be nice to see the grading scale and have that more clear.	3/18/2016 12:29 PM
13	Students should have an opportunity to become accustomed to letter grades before high school, and ideally before junior high.	3/18/2016 10:47 AM
14	Letter Grades are more meaningful for children because it is easily understood where the longitudinal reporting means very little to the student. We want kids to be responsible for their learning so they need age-appropriate feedback on their progress	3/18/2016 10:05 AM
15	We like the letter grades for higher grade levels.	3/18/2016 8:43 AM
16	We like letter grades for upper grades.	3/18/2016 8:37 AM
17	Bring them back	3/18/2016 8:31 AM
18	I think there's value in letter grades since they may provide more feedback and perhaps motivation than "meeting expectations". I've heard, "it's good enough" too much already.	3/17/2016 9:58 PM
19	Seeing growth and mastery in a subject is more important than a letter grade.	3/17/2016 9:12 PM
20	Longitudinal report card should supplement letter grades.	3/17/2016 7:53 PM
21	I think the letter grade system is easy to understand and children can recognize how they are doing. I think we could add more information, like the standards the children are working on.	3/17/2016 2:47 PM

2016 School Environment & District Reporting Systems Survey - Parents

22	i only need to see personal percentage vs national	3/17/2016 12:56 PM
23	At times, I felt like my child was doing C level work in a class. They failed tests, get carrots on multiple assignments, did sloppy work, etc. However, the child ends up getting an A in the class! When this happens, the student feels they don't need to improve because they received an A! This is very frustrating for a parent!	3/17/2016 12:45 PM
24	I appreciate the comments we've heard regarding letter grades and how they are not the same across the board. I can appreciate there is objectivity when it comes to writing projects and literature. However, in my opinion, the teacher knows when a student has grasped concepts and to what degree. If a child works hard, they should be granted the "A" they worked for.	3/17/2016 10:41 AM
25	Yes, students need to be accustomed to letter grades and percentages before entering high school. It is an effective way to measure where they stand. The earlier the exposure and part of the 'norm' grades and percentages are for them, the easier time they will have adjusting to it. Entering High School is not the time to start making their work count to be measured in the way that colleges will look at them! Colleges will look at grade point averages, not only if they just have covered a topic and passed it. Letter grades also serve as a motivator. Earning an 'A' reflects thorough, hard work - truly completing that standard to the fullest, highest possible degree. I worry that some kids and families will begin to take on an attitude of - why work hard and long & be great when I can take my time and just do ok and relax and get the same (perceived) result.	3/17/2016 10:23 AM
26	At this time they are an inevitable part of upper and higher ed, so kids should be acclimated to that kind of reporting. But, there are equally if not more valuable ways of reporting growth than with letter grades.	3/16/2016 8:48 PM
27	Letter grades in addition to the longitudinal report card.	3/16/2016 6:44 PM
28	It motivates some students	3/16/2016 6:23 PM
29	Letter grades provide a quick way to judge a child's abilities in relation to their grade level. Also, without letter grades, more detail needs to be given to parents to interpret the standards.	3/16/2016 4:39 PM
30	I miss the letter grade in Math, as I think it gives the student and parent a better idea of how their child is doing.	3/16/2016 12:20 PM
31	Letter grades should only be issued for certain subjects not art, music, PE, etc..	3/16/2016 9:43 AM
32	My argument for supporting letter grades isn't so my kid can get a free Family Video rental or the Presidential Certificate come report card time, it is because it is the rubric by which you are measured in High School and Junior High. Why create this incredibly cumbersome longitudinal report card when really it is only saying my kid meets the average level needed to say they passed.	3/16/2016 9:39 AM
33	They provide a motivation for the kids. I'm tired of hearing my child say "I just need to not get a carrot.@	3/16/2016 9:35 AM
34	If we move away from letter grades then the most important thing will be seeing progress against what's expected at each grade.	3/16/2016 7:07 AM
35	Letter grades representing a percentage is so easy to understand.	3/15/2016 8:45 PM
36	I don't know when 58 kids start getting letter grades. I assumed it was in approx 4th grade	3/15/2016 8:19 PM
37	If you use a letter grade system, USE IT AS IT'S USED COMMONLY AMONGST OTHER DISTRICTS, Don't change the meaning of it (3 + standards = an A, 2+ standards = a B, etc.) which is SOOO subjective and misunderstood by parents.	3/15/2016 7:37 PM
38	The students need to receive a letter grade in math that is based on the grade level standards. What good does it do to know your child has mastered a concept if you don't know how many concepts they should have mastered?	3/15/2016 6:45 PM
39	They are only valuable if they motivate students.	3/15/2016 5:16 PM
40	Do not get rid of report cards. They add motivation to students to strive to get better, especially at a school that is not self-selected (i.e. Avery Coonley). The report cards are for the parents and kids, regardless of teachers and administrators want them or pay attention to them.	3/15/2016 4:34 PM
41	if they use them in high school, it would be nice for the kids to get used to seeing them (maybe easing into it) before then.	3/15/2016 3:35 PM
42	letter grades along with the assessment would be the best way to report a child's status or level especially those kids that have been through most of the system with letter grades. It is hard to motivate a student to do better when they really do not understand the longitudinal report card.	3/15/2016 2:55 PM
43	Letter grades provide an effective tool for parents to communicate with their students about their progress. It's a simple system that is well known and understood. It is also still the primary system used by DG99 and colleges in assessing students. I worry that removing letter grades from late elementary and middle school grades could leave our students ill-prepared for excelling in a letter grade environment.	3/15/2016 2:43 PM

2016 School Environment & District Reporting Systems Survey - Parents

44	Bring them back for all subjects!	3/15/2016 2:18 PM
45	I think letter or percentage grades are extremely important in helping a child understand how they are doing, and I would like to see this started at the 1st grade level.	3/15/2016 1:43 PM
46	Longitudinal report cards don't work for parents. They work for the teachers. Especially in older grades students need to get used to receiving letter grades.	3/15/2016 1:26 PM
47	Keep grades and work on fixing your curriculum.	3/15/2016 12:34 PM
48	We believe the letter grades reflect our children's abilities, hardwork, and is a motivator towards learning.	3/15/2016 12:14 PM
49	Children are motivated by the letters. They also like to know how they are doing. Letter grades need to be included on report cards.	3/15/2016 10:19 AM
50	It's what they will receive in college. Best to prepare them for this NOW.	3/15/2016 10:19 AM
51	My children like letter grades, they understand what they mean.	3/15/2016 10:16 AM
52	My child uses letter grades for motivation to improve.	3/15/2016 9:39 AM
53	I believe there is value in grades over current vague and less defined system.	3/15/2016 9:29 AM
54	I prefer it and so do my children.	3/15/2016 9:21 AM
55	Letter grades can continue to be a valuable tool for parents and students if you're still intent on keeping longitudinal and standards based reporting - you can do both if that's what parents and students still value -	3/15/2016 8:41 AM
56	It gives a barometer for progressing	3/15/2016 8:39 AM
57	Grades are a valuable motivator for some students	3/15/2016 8:38 AM
58	It seems like a waste as grades can be subjective. Is homework completion included? Are grades weighed?	3/15/2016 4:36 AM
59	Can letter grades be based on the individual students progress as opposed to age/grade based standards?	3/14/2016 10:21 PM
60	Yes, they are straight forward, no interpreting in depth analysis of multiple bullet points and sub-categories. I can have a discussion with my child how they feel about their grade and the effort that was put forth for the grade. I can look at the grade and move forward in stead of sitting at my table flipping through 6 pages of analysis and graphs and percentages, check marks etc.etc.etc.....while my child is waiting for me while I try and interpret what is in front of me. They are so overloaded with information from the school day and homework I wouldn't dare ask my child to help me navigate through the current report cards/grades/ test assessments we already receive. Please, let's go back to simple and start interacting with the kids "naturally". They would learn so much more!	3/14/2016 9:38 PM
61	Keep them - it's a system that is universally understood.	3/14/2016 8:37 PM
62	I would still like letter grades for all subjects, as well as longitudinal assessments	3/14/2016 8:00 PM
63	How does this type of grading prepare them for high school? Only requiring students to meet the bare minimum standard is not encouraging students to stretch themselves. I have science assessments (or lack there or) are a joke this year. I teach college science and I am hoping this " no grade" trend discontinues quickly or we are going to have some very unprepared kids in the future.	3/14/2016 7:54 PM
64	I would hope the letter grade is the actual letter grade not what the teacher decided the grade should be.	3/14/2016 7:31 PM
65	Very important in our family's conversations about school. My kids do not put much stock in longitudinal assessment. They know they can "complete" a skill without giving 100% effort;this is not the case with letter grades.	3/14/2016 7:10 PM
66	When our students enter high school, they will receive letter grades, which comprise their cumulative GPA. This GPA is critical for college acceptance. PLEASE bring back letter grades...there should NOT be two completely differents means of assessing students between District 58 and District 99.	3/14/2016 6:10 PM
67	It's the simplest way to communicate performance vs standards	3/14/2016 6:08 PM
68	Where is computer science	3/14/2016 5:51 PM
69	I at least think letter grades should be given for the odd grades 3, 5, 7.	3/14/2016 5:49 PM
70	How are we to really know what our child's GPA is if you aren't giving out letter grades?	3/14/2016 5:40 PM
71	Percentages and letter grades (and GPAs) are measurable, understandable and matter through college (and first job). Please keep the % and letter grades. Thanks.	3/14/2016 5:36 PM
72	I would like to say that approaching is unacceptable grading this could be a d level or b level it is not clear where the student needs to improve	3/14/2016 5:12 PM

2016 School Environment & District Reporting Systems Survey - Parents

73	I think it's important for them to understand how they are doing and get a feel for what to expect when they hit high school. I don't care if it's a B or a percentile ranking among students or whatever.	3/14/2016 5:08 PM
74	They are a clear & easy to understand indication of how my child is doing.	3/14/2016 4:55 PM
75	I think letter grades are very valuable. I also like the percentage on graded papers so this gives a heads up to the upcoming quarterly grade. We are too vague with our children and do not hold them accountable for things they should be.	3/14/2016 4:20 PM
76	Yes, letter grades communicate to me how my child is doing in class. All of this other stuff does not. The plus, carrot reminds me of an insulting smiley face grading system, and as I indicated above your longitudinal report card is completely meaningless.	3/14/2016 4:09 PM
77	Letter grades are important!!! We need to prepare our children for high school and the college admissions process. It's largely measured by GPA. Students need to prepare for this reality before we get to high school.	3/14/2016 3:54 PM
78	Letter grades are a better reflection of a child's comprehension of the material. They can also be very motivating for the student.	3/14/2016 3:36 PM
79	It's the only tool that parents really understand (at least those that I've spoken to) know how our kids are doing.	3/14/2016 3:35 PM
80	I believe strongly in letter grades, and I am not a fan of the general terms used - like "meeting expectations"	3/14/2016 3:27 PM
81	Percentage take the subjectivity away which seems to be a clear way to judge comprehension.	3/14/2016 3:01 PM
82	They are very valuable. Student work hard to get a letter grade and will continue to understand the meaning of the letter grade as they enter middle school, high school and college.	3/14/2016 2:55 PM
83	Grades should absolutely stay. My son has already told me that an 80% in math is the same as 100% and a 79 is the same as a 60%. To me, a B- (80) does NOT mean he is doing well in Math!!! He is an excellent student and VERY motivated by letter grades, as most kids are. They are absolutely necessary. I will be very disappointed in District 58 if they get rid of all letter grades, as that would be a huge mistake and a detriment to our children. I honestly do not know a single parent who is in favor of not having letter grades.	3/14/2016 2:54 PM
84	However, I don't see a lot of grades come home so it's hard to know if they got an B in English but + on all assignments there is a disconnect.	3/14/2016 2:50 PM
85	Letter grades are helpful for the overall picture. Standards are helpful to better understand what my child is actually working on in class. A mix, especially in 5-8 grades, would be nice. It would also be helpful if letter grades are used in the elementary schools for parents to have access to some information regarding how that grade was calculated so they can help reinforce good work habits at home.	3/14/2016 2:45 PM
86	I believe the upper letters should have a grade to prepare them for high school grading, unless that system is going to change	3/14/2016 2:36 PM
87	Letter grades are only as valuable as the teacher's make them out to be. I have had teacher's tell me straight out to disregard the letter grade at various ages. As the child ages it becomes more important as most will be assessed that way once they head to high school.	3/14/2016 2:24 PM
88	Grading is important the skill levels are nice but if you take math for example if there is a challenge with one area say math facts in 60 seconds that area stays incomplete some kids will never be able to recite that quickly but they know the facts and are at an appropriate level. Grades also help parent be aware what percentage of the information does my child know where can I provide assistance	3/14/2016 2:18 PM
89	If these children go in to a HS that use letter grades and haven't they will be in the dark. The letter grades work well and everyone is aware of what they represent. The long math report card is overwhelming. If you use it start it with Kindergarten not 3rd graders and not in the middle of a school year	3/14/2016 2:16 PM
90	As it is a standard point of evaluation for HS/college, I feel that distinction is good to learn	3/14/2016 2:01 PM
91	more concrete for child and parent to understand	3/14/2016 2:01 PM
92	I feel that letter grades/percentages are simplest ways to provide feedback to parents. Also, obtaining high letter grades have always provided motivation for students.	3/14/2016 1:58 PM
93	If you take out letter grades, there will be less parent involvement in how a child is progressing. Maybe it shouldn't be that way, but the longitudinal reporting systems forces parents to "throw it in a pile for another time" vs. getting an accurate picture of their child's school performance.	3/14/2016 1:58 PM
94	Grades matter! They are important!! Until colleges no longer use GPAs as part of the application process, we need to impart that achieving the best grade you can is important. I've heard more than once that grades on Math tests do not matter since the students it long receive letter grades in Math. Unacceptable.	3/14/2016 1:51 PM

2016 School Environment & District Reporting Systems Survey - Parents

95	it helps me as a parent to understand where my child is doing well or having trouble	3/14/2016 1:49 PM
96	Letter grades are still the standard in many places. While I applaud the district for trying to doing something more individualized with longitudinal reporting, it's a very difficult system to understand and is too unique.	3/14/2016 1:48 PM
97	I think letter grades give the students something to strive for.	3/14/2016 1:45 PM
98	Students need to receive letter grades in order to prepare them for high school & also to motivate them to always work hard and to always do their best & want to improve when needed.	3/14/2016 1:42 PM
99	Letter grades are less subjective and along w personalized comments can provide parents w a good idea of how their child is performing/progressing.	3/14/2016 1:41 PM
100	When a grade goes down it would be nice to see an explanation on why so that I could tell my child what they need to improve on	3/14/2016 1:32 PM
101	see above - if I had any more children attending District 58 after this year, this would affect me more. This is my last of 4 children attending Herrick - this doesn't really affect me	3/14/2016 1:31 PM
102	If grades are being used in the high schools, then our students should be graded with those same expectations/criteria.	3/14/2016 1:30 PM
103	I want letter grades from 1st grade on. Kids are learning the pass fail system and how little effort they have to put forward to pass. I want my child to understand there is a huge difference between 80% correct and 90% correct and the work it takes to make the difference. I want it spelled out in terms they understand. Good enough is not going to cut it when high school comes and what a shock that will be for our children.	3/14/2016 1:28 PM
104	Not having letter grades does not bother me like it does others, at least until the student gets to 9th grade. But if I'm not going to have letter grades then I do need clear communication and tools that helps me assess where my child needs additional support or to work harder on.	3/14/2016 1:23 PM
105	as long as grade point averages continue to be impotant to colleges, they need to be introduced at some point before high school. but the longitudinal reports can be better snapshoy	3/14/2016 1:22 PM
106	Letter grades definitely have their place, but I don't think it is necessary to have them listed on all report cards.	3/14/2016 1:21 PM
107	The students should have letter grades. The education system is terrible.	3/14/2016 1:20 PM
108	Students need to receive letter grades in order to prepare them for high school & also to motivate them to always work hard and to always do their best & want to improve when needed.	3/14/2016 1:19 PM
109	I absolutely dislike the new reporting for math and science. I prefer knowing whether my child is an A, B or a C student. The "meets" comments does not tell me if it is a "b meets" or a "c meets" and those two grades are way different to me. I would like the district to come back to the old fashioned grade reporting.	3/14/2016 1:18 PM
110	If a student is trending downward by a grade, there should be some communication to parent.	3/14/2016 1:11 PM
111	My placing value in letter grades (question 25) is based on the fact that there is so little delineation otherwise. There needs to be more granularity in the longitudinal reporting system. I appreciate knowing exactly which standards on which my daughter needs to work, but not knowing where she performs within the spectrum of mastery is very frustrating. If there were more delineations, the need for letter grades becomes much less.	3/14/2016 1:09 PM
112	Elimination of letter grades was one of the most ridiculous decisions this district has made. High schools and colleges still provide letter grades. I think a third grader understands that he or she needs to work for an A. They don't understand the need to work for "always meets expectations," or whatever the fuzzy wuzzy incomprehensible standard is. I want to know how my child is doing, and the current reporting fails miserably.	3/14/2016 1:06 PM
113	Letter grades give us a more definitive idea of how well are children are mastering a skill. A indicates a better handle on a subject then does a C but both grades would pass a child through, hence my concern over the longitudinal reporting	3/14/2016 1:02 PM
114	keep letter grades	3/14/2016 12:58 PM
115	While I believe there are good ideas behind the standards and showing accomplishments in regards to standards, the reality is letter grades are how the child will be measured in the real world (high school and college). It is also how they montior their own progress. If you ask a child if they are approaching standards or if they have compelted, they have no idea. You could consider more "honors" classes in middle school if you feel that kids are being taught at various levels already. I don't disagree with the longitodal to provide specific information. I believe it can help see where your child needs specific help in math, (science not as much). You can't really support a GPA in middle school if you don't give grades and this isn't really preparing the kids for high school if they have no idea what they actualy achieved in a class.	3/14/2016 12:55 PM
116	Get rid of Squirrel in the junior highs	3/14/2016 12:52 PM

2016 School Environment & District Reporting Systems Survey - Parents

117	All classes should receive a letter grade.	3/14/2016 12:48 PM
118	If letter grades continue in HS, I think they should continue at middle level as well.	3/14/2016 12:47 PM
119	Letter grades are helpful but I have found them to be arbitrary based on a teacher's assessment. Sometimes I see few assignments during the grading period and then a grade is put on the report card. It is very difficult not to wonder why your child went from an A to a B and not have an explanation other than the standards changed for that section.	3/14/2016 12:46 PM
120	Not having letter grades is very disruptive	3/14/2016 12:46 PM
121	Letter grades are given in High School, used for college admission. Otherwise letter grades are less interesting than a comprehensive understanding of progress.	3/14/2016 12:37 PM
122	As long as colleges and high schools use letter grades, the elementary and middle school levels should use them too.	3/14/2016 12:35 PM
123	They provide a generalization for work completed. They are useful in combination with other reporting methods.	3/14/2016 12:34 PM
124	The current system takes too much into what the teacher feels. We have been told that a + could be an A or a B and a "-" can be a C or a D. It's very frustrating to see what your child is doing based off of what the teacher thinks. If a student gets a bad grade toward the end of the marking period the teacher may have that on their mind rather than what the student actually did. We don't pay much attention to the + and - system. I am always concerned if my child is working HARD, is respectful, completes assignments, and understands materials (based off of not receiving marks other than + or -). I think students need to see the grade they earn, because that is what they are going to see in middle school and high school.	3/14/2016 12:33 PM
125	If C or worse - I would expect to be communicated with prior to grade (for 3-6)	3/14/2016 12:33 PM
126	The teachers seem to have different letter grading standards, so it isn't helpful when you have more than one child in the home and different measurements are being used.	3/14/2016 12:32 PM
127	To be consistent with middle school and high school it seems we should keep letter grades	3/14/2016 12:31 PM
128	Letter grades let the parents and child know how they are really doing. It's real life. It's what they will receive at DGN. I don't want my child to be clueless about how to achieve a certain grade before going onto high school. I think the standards-based/longitudinal reporting system is a waste of time and effort.	3/14/2016 12:29 PM