



Secondary Mark Reporting Module

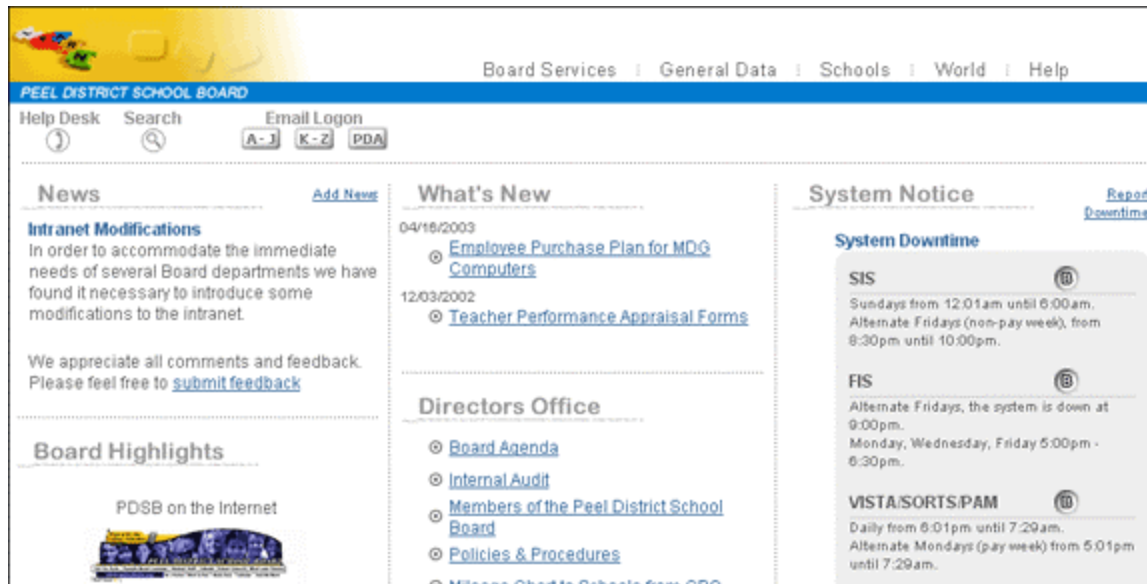
Quick Start Guide

Starting the Application / On-Line Documentation

This short training handout includes information on entering marks, learning skills, and comments for a student. The complete documentation – including home access details and creating a personal comment bank - for the Secondary Report Card module can be found on-line.

Access from School

1. Start **Internet Explorer**.
2. Type **home.peel.edu.on.ca** in the Address field. Press **ENTER**.



3. Click **Help Desk** in the top-left corner of the screen.
4. Click **Sec. Report Card**.
 - To start the application, click the red **Click to Login!** button.
 - To review the on-line documentation, click the **User's Guide** button.

Access from Home

In order to access the application from home, you will need a Peel District School Board eMail account (available to all PDSB staff). You will also be **required** to install the **J-Initiator** Internet Explorer add-on when you log into the application for the first time. Instructions on the installation process are available in the on-line documentation.

1. Start **Internet Explorer**.
2. Type **www.peelschools.org** in the Address field. Press **ENTER**.
3. Click **Staff eMail** and then click either **A-J eMail**, **K-Z eMail** or **PDA eMail**.
4. On the Broadcast page, select **SIS** from the left menubar.
5. Click **Secondary Report Card** from the pop-out menu.
 - To start the application, click the red **Click to Login!** button.
 - To review the on-line documentation, click the **User's Guide** button.

Mark and Learning Skills Entry

Main Menu

1. Click **Classes**.

Classes Screen

PRT	Course	Sec	Teacher	Room	Start Date	Stop Date	Marks	Comm	Skills	1st
<input type="checkbox"/>	MPM1D0	C	Christie, B	RM 210	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	▲
<input type="checkbox"/>	SCH0A0	A	Christie, B	RM 227	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	SCH4U0	B	Christie, B	RM 227	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	MCA0A0	B	Christie, B	RM 146	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	MCA0AE	B	Christie, B	RM 146	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	MDM4U0	A	Christie, B	RM 168	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	MDM4U0	B	Christie, B	RM 129	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	CHC2D0	A	Christie, B	RM 117	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	CHV3M0	A	Christie, B	RM 117	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	HVM0A0	A	Christie, B	RM 117	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	HVM0AE	A	Christie, B	RM 117	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	BBQ200	A	Christie, B	RM 127	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	BTT100	B	Christie, B	RM 132	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	BTT100	D	Christie, B	RM 132	03-SEP-2002	30-JAN-2003	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<input type="checkbox"/>	GLC200	D	Christie, B	RM 134	03-SEP-2002	05-NOV-2002	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	▼ List

2. Click the **class section** that you are going to enter marks for.
3. Click **Class List**.

The **Completion** columns will automatically checked when all of the students in the class have received **Marks, Comments, or Learning Skills**. If even one student has not received a mark, comment, or learning skill, the respective check box will not appear checked. A comment is defined as at least three sentences and/or ten or more words – typing only "Good work!" will not register as a completion on this screen.

Mark Entry Screen

Mark Entry (SRC020 v4.02)

2323 HUMBER LAKE SECONDARY SCHOOL Semester 1 Mid-Term

Class: ENG1D0B Dorian, J ?

Level: All 4 3 2 1 R

E - Excellent
G - Good
S - Satisfactory
N - Needs Improvement

VM - Works Independently
T - Teamwork
O - Organization
VH - Work Habits/Homework
I - Initiative

Students in Class				Flood E,G,S,N	Learning Skills								IEP	ESL	Comments
Pupil Number	Surname	First Name	Mark	FL	VM	T	O	VH	I	Abs	Aut.Abs	Late	IEP	ESL	Comments
274679	Griffiths	Drew	68	S	S	G	S	S	S	4	2	3			1st
35529	McCormick	Clara	83		E	E	E	E	E	13	6	3			
35538	Marston	Shane	81		E	E	E	E	E	5	0	6			
44187	Stanton	David	81		E	E	E	E	E	4	0	4			
47822	Leeds	Sam	73	G	G	G	G	G	G	1	0	5			
25717	Mogging	Artis	83		E	E	E	E	E	2	1	2			
33195	Leung	Michelle	57	S	G	S	N	G	G	6	1	4			
44188	Marston	William	79	G	G	G	S	G	G	5	1	0			
405258	McCormick	Clara	81		E	E	E	E	E	2	0	0			
35528	McCormick	Clara	66	S	S	S	S	S	S	3	0	1			
40528	McCormick	Clara	52	N	N	N	N	N	N	9	0	1			
35524	McCormick	Clara	81		G	G	E	E	G	2	1	3			
47812	Leeds	Sam	76	G	G	G	G	G	G	1	0	0			

Comments RUBRIC

Although there are many columns here, only the **mark** and **learning skills** columns can be modified.

4. Type the **student's mark** (without a percentage sign). Press **TAB**.
5. To complete the student's learning skills assessment, follow one of the three methods outlined below:

Flooding the Learning Skills:

- In the **FL** column, type one of the four valid codes (N, S, G, or E).
- Press **TAB**. This will set all five learning skills to this value.
- To change a specific value, click on the drop-down list for the learning skill, and select the appropriate assessment code for that student.

Using the Drop-down lists:

- Each one of the learning skills is a drop-down list. Click the arrow to the right of the list to see the possible values (N, S, G, and E).
- Click the value in the open drop-down list to set the assessment mark. Selecting the blank row at the bottom of the drop-down list will remove the currently selected value.
- Continue using the drop-down lists until you have selected values for all five of the learning skills.

Using the Learning Skills Rubric:

- After you have entered the student's mark, click the **RUBRIC** button. This will display a copy of the learning skills rubric.
- Review the expectations for each learning skill. Double-click the table cell that best describes the student in each learning skill (the cell will become bright green).
- Click **Save** to record the assessments.

6. Once the learning skills have been entered for the student, click the **Comments** button.

Comment Entry Screen

Comment Entry (SRC030 v4.03)

2323 HUMBER LAKE SECONDARY SCHOOL Semester 2 Final Levels: 4 3 2 1 R

Class	Pupil Number	Surname	Preferred Name	Gen	Mark	VM	T	O	WH	I
ENG100B	Dorian, J	Dorian, J	Jove	M	66	S	S	S	S	S

Teacher Comments School Comments Peel Comments

Dep: Category: Gr: Level: Type: Cl

No	Text	
1	\$ extends analyses of familiar problems into courses of practical action with considerable effectiveness.	Cp
2	\$ assesses environmental impacts with considerable effectiveness.	Cp
3	\$ assesses environmental impacts with moderate effectiveness.	Cp
4	\$ analyses complex social and economic issues with a high degree of effectiveness.	Cp
5	\$ analyses social and economic issues with considerable effectiveness.	Cp
6	\$ analyses social and economic issues with moderate effectiveness.	Cp
7	\$ shows thorough understanding of connections in familiar and unfamiliar contexts.	Cp

Replacement characters are: \$ - Preferred Name, ## - His/Her, # - his/her, @@ - He/She, @ - he/she

The following text will appear on the report card

This is a sample comment. This is a sample comment. This is a sample comment. This is a sample comment. This is a sample comment. This is a sample comment. This is a sample comment.

Type comment number, press Enter:

Formatting Options: Wrap New Line

RUBRIC Spell Check This Record Class List Teacher Comments

Below the class and student information there are three tabs: **Teacher Comments**, **School Comments**, and **Peel Comments**. Clicking these will change the list of comments available to you.

- **Teacher comments** are those you create yourself;
- **School comments** are those created (or pooled together) within your school by the administration or a group of teachers;
- **Peel comments** were created based on the achievement charts and learning skills from the Ontario curriculum documents.


Using the Libraries

The Peel District School Board library is quite large. If you want to sort the list of Peel comments, click on the **Peel** tab and then use the various drop-down lists to narrow the search:

- **Dep** (Department): e.g., Business Studies, English, Mathematics, Science, The Arts
- **Category**: e.g., Applications, Communications, Knowledge/Understanding
- **Gr** (Grade): S1 to S5, AD (adult), and Generic
- **Level**: 4 to 1, R, and Generic
- **Type**: e.g., Area of Improvement, Next Steps, Generic

Common Queries and their Results

Department	Type	Results
Your department (e.g. English)	Strength	Achievement chart subject statements
Generic	Area of Improvement	Learning Skills comments
Generic	Next Steps	Learning Skills comments

 Once you have selected one or more criteria to narrow your search with, click the small **binocular** button at the end of the row to filter the list. To clear all of the criteria that you have selected, click the **CL** (copy) button (and then the **binocular** button to restore all of the comments to the list).

The Comment Window

At the bottom of the screen is the **Comment Window**. The contents of this window will appear on the student's report card. There is a **maximum of six lines** allowed -- you cannot exceed this limit or change the font size. You will know that you have exceeded this limit when the scroll bar becomes active (e.g. you can move it up and down). If you exceed the memo field, your comment will be truncated on the printed report card.

Selecting Comments for the Student

There are two ways that you can move comments to the **Comment Window** for a student: using the mouse or using the keyboard.

You can also, at any time, type directly in the Comment Window. Click once in the field and it will highlight all of the text in blue - **do not type anything** or you will erase the existing comment. Click again where you want to place the cursor; this will remove the highlighting and allow you to work in the window.

Using the Mouse:

1. Select the **formatting option** (Wrap or New Line) that you would like to use for the comments.
2. Select the **comment library** that you want to select a comment from by clicking the appropriate tab.
3. *Optional:* Use the drop-down lists to narrow the number of comments shown.
4. Use the scroll bar (if necessary) to find the comment that you are looking for.
5. Click on the comment to select it.
6. Click the **CP** (copy) button at the end of the row. The comment will appear in the **Comment Window**.

Using the Keyboard:

1. Select the **formatting option** (Wrap or New Line) that you would like to use for the comments.
2. Select the **comment library** that you want to select a comment from by clicking the appropriate tab.
3. *Optional:* Use the drop-down lists to narrow the number of comments shown.
4. Click in the **Type comment number, press Enter** field.
5. Type the number of the comment that you want to add to the Comment Window. Press **Enter** and the comment will appear.

Alert! The comment number you enter will be selected from the library shown at the top of the screen. If you get a different comment than you expected, make sure that you have selected the correct library.

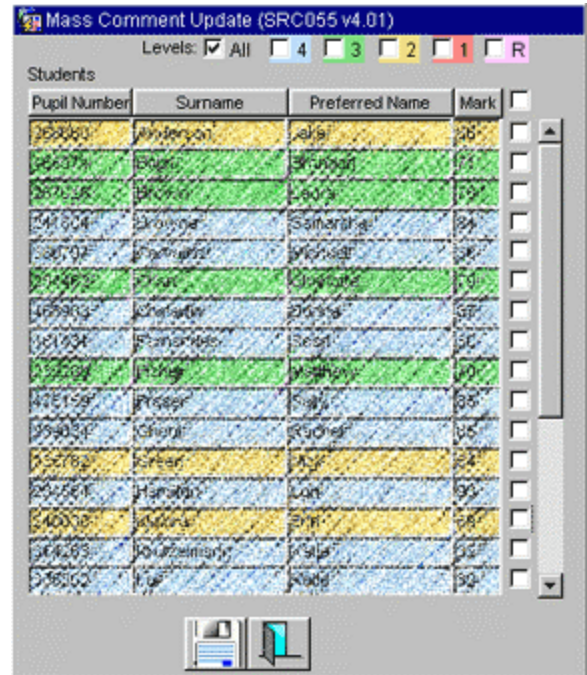
Mass Comment Update (Flooding)



If you have created a comment that you would like to apply to other students, you can use the mass comment update. Whatever you have placed in the comment window will be written ("flooded") to the selected student report cards.

Alert! When you choose to flood a comment to another student, the comment you are flooding will **overwrite** anything that was already there. You **cannot** choose to append a new comment to an existing comment.

1. Complete the comment that you would like to copy to the other student report cards.
2. Click the **Mass Update** button. A pop-up window will appear.
3. Using the check boxes along the right side, select each of the students that you would like to receive the current comment. To select all of the students shown in the list, click the topmost check box in the column.
4. Click the **Save** button to begin the flood. When the comments have all been copied, the status bar (at the bottom of the screen) will display the following message:
Form 40400: Transaction Complete: # of records applied and saved.
5. Click the **Exit Door** to close the pop-up window.



If you want to update only those students who have attained a particular level (e.g. Level 3 – 70-79%), you can click the **3** check box in the legend at the top of the pop-up window. This will automatically display only those who have been assessed at that level. You can choose multiple levels at the same time if you'd wish. Clicking the **All** check box will display all of the students in the class.

Creating Personal Comments

It is possible for you to create a personal comment that you can use in the same way as the School or Peel comment banks that are already available to you. The documentation for this process is available as part of the on-line documentation.

Printing Reports

Verification Reports: Before printing report cards, you should print a verification report to double-check the marks, learning skills, and comments that you have entered.

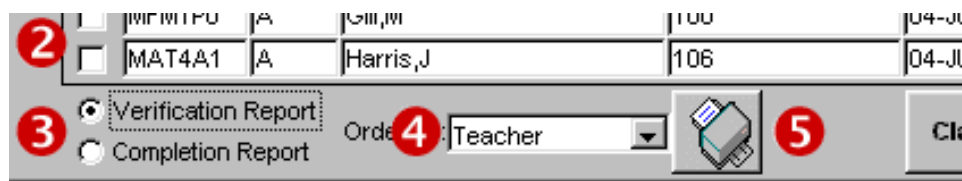
Completion Report: The fastest way for an administrator to check that all teachers have completed their report cards is with the Completion Report. This report will show you which teachers have completed all of the required fields for all of their report cards. Note that this report will return an **incomplete** if so much as one field has been left empty. *This function is available only to administrators.*

Main Menu

1. Click **Classes**.

Classes Screen

2. Using the check boxes on the left side of the table, select those classes that you want to print a report for.
3. Click either the **Verification Report** or **Completion Report** radio button at the bottom of the screen to select the report.
4. Using the drop-down list, select to run the report by either **Teacher** or **Class** (course code).
5. Click the **Printer** button.



6. A second copy of **Internet Explorer** will open, with the **Adobe Acrobat Reader** plug-in running. This browser window will show you a preview of the verification report.
7. Click the **Adobe Printer** icon on the toolbar.
8. From the **Print** pop-up window, double-check that "Fit to Page" (Adobe Acrobat, version 4.x) or "Shrink Oversized Pages to Paper Size" (Adobe Acrobat, version 5.x) is checked.
9. Click **OK** to print the report.

When the report has printed, click the **Close X** in the top-right corner of the **Internet Explorer** browser window.