

Evaluation Brief

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Department of Shared Accountability

Second-year Evaluation of the Implementation of the Montgomery County Board of Education Grading and Reporting Policy: Comparison of Findings From the Spring 2007 Secondary Student, Parent, and Teacher Surveys on Consistency of Implementation

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Background

In 2006–2007, the Department of Shared Accountability (DSA) continued the second-year evaluation of the implementation of the revised Grading and Reporting Policy (Policy IKA). The evaluation included information on the major components and associated procedures of the Grading and Reporting Policy (reteaching/reassessment, homework, and grading) as well as Pinnacle and Edline, which were pilot-tested in 54 secondary schools. Pinnacle is an electronic grade book that aligns with the Grading and Reporting Policy and procedures, and Edline provides a classroom-to-home communication system (Montgomery County Public Schools, 2007).

At the secondary level, evaluation activities included interviews with school-based staff; teacher, student, and parent surveys; and document reviews.

This brief describes the findings from the surveys of secondary students and parents, with comparisons to findings from the survey of secondary teachers. (A full analysis of the teacher survey findings can be found in Merchlinsky, 2007.) The purpose of the student and parent surveys was to determine the extent to which the grading and reporting components were implemented as intended, as perceived by students and parents. The earlier teacher survey gathered similar information.

Methodology

Analysis focused on 30 middle and 22 high schools that piloted Pinnacle and Edline during the 2006–2007 school year (Table A1). Data were not collected from the additional two special centers that pilot-tested Pinnacle and Edline.

The surveys were developed with input from the Grading and Reporting Evaluation Advisory Committee, focusing on major components of the policy. The surveys were administered to a random sample of students and parents of Grade 8 and Grade 11 students in the 52 schools. Student surveys were administered during the school day. Parent surveys were mailed to homes in spring 2007. Parents were chosen randomly

from a database that included language spoken at home. For those parents whose language spoken at home was not English, the survey and other informational materials were sent in the language spoken at home. Due to an initial low response rate from parents, a second survey was mailed in summer 2007.

Completed surveys were received from 2,602 secondary students, representing an overall response rate of 89%. Parents returned 553 completed surveys, a response rate of 22% after two mailings. Among students, 3% receive both special education and English for Speakers of Other Languages (ESOL) services, 5% indicated that they receive only special education services, and 5% receive only ESOL services. One percent of parents reported that their children receive both special education and ESOL services, 9% receive only special education services, and 5% receive only ESOL services. Approximately 75% of parents indicated that students receive neither special education nor ESOL services (Table A2).

Summary of Major Findings

According to the student and parent survey findings, the following areas show promise toward consistent implementation:

- Relationship of homework assignments to the curriculum
- Assessment of learning in a variety of ways
- Accessibility of Edline
- Students' and parents' awareness of students' grades because of Edline

The following areas continue to present challenges to consistent implementation:

- Criteria for determining students' eligibility for reassessment
- Completion of reteaching activities prior to reassessment
- Time to complete reteaching and reassessment activities
- Feedback on homework assignments

- Determining grades for assignments that do not meet basic requirements or are submitted after the deadline
- Timely updates of Edline

Discussion of Findings

This section provides a detailed discussion of the findings regarding parents' and students' experiences with the major components of the grading and reporting procedures (reteaching/reassessment, homework, and grading), and Edline as a tool to access grades and facilitate communication.

The tables in this section include only the responses from students and parents who reported that the procedures occur in all or most of their classes. Additionally, parents and students were offered a survey response option of "I don't know." The corresponding tables in the appendix include the entire range of students' and parents' responses, including "I don't know."

The inclusion of the "I don't know" survey response option requires careful interpretation. In some cases, parents and students may not know the procedure because they have not needed to use it. For example, a student who never missed a due date might not know the procedures for grading work turned in between the due date and deadline, or after the deadline. Therefore, a procedure with a high percentage of "I don't know" responses should not necessarily be interpreted as not being implemented.

This section also presents a comparison of the survey responses from students, parents, and teachers, where comparable survey questions exist. The response rate from the teacher survey was 50%.

Reteaching and Reassessment

Table 1 presents a comparison of students', parents', and teachers' (where applicable) responses to their experiences with reteaching and reassessment procedures.

While findings indicate that at least one reassessment opportunity is offered in a majority of classrooms, there still appears to be a substantial number of classrooms where reassessments are not offered. More than three fourths of teachers (77%) but less than two thirds of students (61%) and parents (66%) indicated that reassessment opportunities were offered in all or most classes. Similarly, where reassessments do occur, the reassessed grade replaces the original grade in approximately two thirds to three fourths of classrooms. Additionally, just more than half of students (56%), parents (54%), and teachers (60%) indicated that students can take a reassessment regardless of their

original grade in all or most classes. Each of these procedures is required.

Table 1
Experiences with Reteaching and
Reassessment Procedures

Procedures	% of Students N=2,602	% of Parents N=553	% of Teachers N=2,008
Teachers offer at least one reassessment opportunity. ^a	61	66	77
The reassessed grade replaces the original grade. ^a	74	65	64
If reassessment is offered, students can take it regardless of the original grade received. ^a	56	54	60
Teachers decide which assignments can be reassessed after they see the grades on the original assessment.	43	40	44
Students study less for an assessment when he/she knows a reassessment will be offered.	18	15	60
Teachers tell students ahead of time which assignments can be reassessed. ^a	58	50	N/A
Students must complete reteaching or relearning activities before taking reassessment. ^a	43	38	N/A
Reteaching and reassessment activities are offered at times that students can participate in them.	51	54	N/A

Note. N/A: No comparable teacher survey question

^a Required by the grading and reporting procedures

Less than half of students (43%), parents (40%), and teachers (44%) indicated that teachers decide which assignments can be reassessed after they see grades on the original assessment. This is counter to the procedures, and may result from the perception of more than half of the teachers (60%) that students study less for an assessment when they know a reassessment will be offered. Less than one fifth of students (18%) and parents (15%), however, indicated this perception.

A previous survey indicated that teachers have difficulty finding time to provide reteaching and reassessment activities for students (Merchinsky, 2007). Similarly, students and parents indicated that time for reteaching and reassessment is an issue. Slightly more than half of

students (51%) and parents (54%) indicated that reteaching and reassessment activities are offered at times when students can participate in them. Additionally, less than half of students (43%) and parents (38%) indicated that students must participate in reteaching activities prior to reassessment.

For the reteach/reassessment procedures, parents expressed a greater lack of knowledge of individual procedures than students. For example, the range for parents' response of "I don't know" was from 9% to 30% on individual procedures. Students' range of "I don't know" was from 3% to 15%. (See Tables A3 and A4 for a summary of all student and parent responses.)

Homework

Table 2 presents a comparison of students', parents', and teachers' (where applicable) responses to their experiences with homework procedures.

More than three fourths of students (79%), parents (83%), and teachers (76%) indicated that homework is directly related to the curriculum. Two thirds to three fourths indicated that homework for practice or preparation for instruction (previously called "homework for completion") counts for no more than 10% of the academic grade. These findings indicate high compliance with the homework procedures, and some room for improved implementation. Less consistency exists in implementing other homework procedures. While more than half of teachers (58%) indicated that they provide feedback on homework, less than half of students (42%) and parents (43%) responded that feedback is received in all or most classes. Similarly, more than half of teachers (52%) and parents (59%) but less than half of students (46%) expressed that teachers indicated ahead of time which homework assignments are to be graded. Both students and parents responded that students are more motivated to complete homework that is graded (74% and 79%, respectively) than homework checked for practice or preparation for instruction (62% and 69%, respectively).

Parents and students expressed a similar degree of lack of knowledge of individual homework procedures. For example, the range for parents' response of "I don't know" was from 4% to 18% on individual procedures. Students' range of "I don't know" was from 4% to 17%. (See Tables A5 and A6 for a summary of all student and parent responses.)

Table 2
Experiences with Homework Procedures

Procedures	% of Students N=2,602	% of Parents N=553	% of Teachers N=2,008
Teachers tell ahead of time which homework assignments will be checked for completion only or graded. ^{a, b}	46	59	52
Teachers only assign homework that is related to the curriculum. ^a	79	83	76
Homework that is checked for completion counts for 0% to 10% of the grade. ^{a, b}	69	73	67
Teachers provide feedback on homework (Feedback can be written or verbal). ^a	42	43	58
Students are motivated to complete homework that is graded.	74	79	N/A
Students are motivated to complete homework that is checked for completion only. ^b	62	69	N/A

Note. N/A: No comparable teacher survey question

^aRequired by the grading and reporting procedures

^b After the survey was administered, procedure wording was changed to "homework for practice or preparation for instruction."

Grading

Table 3 presents a comparison of students', parents', and teachers' (where applicable) responses to their experiences with grading procedures.

A majority of students (74%), parents (88%), and teachers (82%) indicated that teachers use multiple forms of assessments, including tests, projects, reports, and discussions, in determining students' grades. Less agreement existed in the implementation of the "50% rule," which states that when using points or percentages, a teacher assigns a grade no lower than

50% to the task/assessment. If a student does no work on the task/assessment, the teacher will assign a zero. If a teacher determines the student did not attempt to meet the basic requirements of the task assessment, the teacher may assign a zero. Nearly three fourths of teachers (72%) but just over half of students (54%) and parents (56%) indicated that teachers assign a grade no lower than 50% for a task/assessment that meets basic requirements. It should be noted, however, that nearly one fifth of students (19%) and nearly one fourth of parents (24%) indicated “I don’t know” for this procedure. Less than half of students (41%) and parents (45%) indicated that work that does not meet basic requirements received a grade of zero. However, one fourth of students (25%) and nearly one third of parents (32%) indicated “I don’t know” for this procedure. Therefore, it is difficult to determine the consistency of implementation for the 50% rule.

Table 3
Experiences with Grading Procedures

Procedures	% of Students N=2,602	% of Parents N=553	% of Teachers N=2,008
Teachers assess learning in a variety of ways.	74	88	82
When using percentages, teachers assign a grade no lower than 50% for a task/assessment that meets basic requirements.	54	56	72
Work turned in after the due date and before the deadline is dropped no more than one letter grade.	61	60	53
Work submitted after the deadline receives a grade of zero.	57	52	46
Work on a task/assessment that does not meet basic requirements receives a grade of zero.	41	45	N/A
If students miss a due date, there is enough time to complete the assignment before the deadline.	47	54	N/A
Students’ grades accurately reflect what they have learned.	59	72	N/A

Note. N/A: No comparable teacher survey question

Less than half of students (47%) and just over half of parents (54%) indicated that there is sufficient time between due date and deadline to complete an assignment in most or all classes. Additionally, just over half of students (59%) and nearly three fourths of parents (72%) believe that students’ grades accurately reflect what they have learned in most or all of their classes.

Parents expressed a greater degree of lack of knowledge of individual grading procedures than students. For example, the range for parents’ response of “I don’t know” was from 3% to 32% on individual procedures. Students’ range of “I don’t know” was from 5% to 25%. (See Tables A7 and A8 for a summary of all student and parent responses.)

Use of Edline

Table 4 presents a comparison of students’, parents’, and teachers’ (where applicable) responses to their experiences with Edline. (Student and parent responses are those who reported “strongly agree” or “agree.”)

Table 4
Experiences with Edline

Experiences	% of Students N=2,602	% of Parents N=553	% of Teachers N=2,008
I am able to access Edline easily.	77	87	N/A
I check Edline at least once a week.	59	71	N/A
Edline makes students/parents more aware of their grades.	73	82	71
The information on Edline is kept reasonably up-to-date.	44	65	N/A
Because of Edline, parents/students contact teachers more about grades and assignments.	53	60	N/A
Because of Edline, parents/students communicate more with each other about grades and assignments.	51	78	N/A

Note. N/A: No comparable teacher survey question

Based on responses from students and parents, Edline is accessible to a majority of users (77% of students and 87% of parents). Parents indicated more frequent checks of Edline than students (71% vs. 59%, respectively, check weekly). A majority of students (73%), parents (82%), and teachers (71%) agreed that Edline makes students and parents more aware of students' grades.

Students and parents had differing perceptions on the timeliness with which Edline is updated by teachers. Less than half of students (44%) and almost two thirds of parents (65%) agreed that Edline was kept reasonably up to date. This is not to say that teachers did not follow the guidelines of updating Edline every three weeks. Rather, it reflects the extent to which parents and students feel that the timeliness of the updates meets their needs.

Parents and students both expressed the lowest degree of lack of knowledge about Edline. For example, students' range of "I don't know" was from 5% to 8%. The range for parents' response of "I don't know" was from 4% to 8% on individual procedures. (See Tables A9 and A10 for a summary of all student and parent responses.)

Eighty one students (3% of respondents) provided open-ended comments on any topic on the survey. Of those, nearly one third (30%, 24 students) commented that Edline was not updated sufficiently. Similarly, 123 parents (22% of respondents) provided open-ended comments on any topic. Of those, nearly one fourth (24%, 29 parents) commented that Edline should be updated more frequently. (See Tables A11 and A12 for a summary of students' and parents' open-ended comments.)

Caveats Associated With This Study

There are several issues to consider when interpreting the data on the implementation of the Grading and Reporting Policy. First, due to the low response rate from parents, caution should be used in interpreting the parent survey data. The low parent response rate may impair the generalizability of the study results.

Second, there are a number of procedures (e.g., 50% rule) for which parents' and students' responses might lead to a belief that the procedures are not being implemented consistently. It is important to keep in mind that in some cases parents and students might not know how the procedures are implemented because they have not been directly impacted by those procedures. While it is important that information be available to all stakeholders about expectations for all grading and reporting procedures, it is not unreasonable for them to pay attention more closely to some procedures than to others. For example, a student who hands in every assignment by the due date may not know the

procedures associated with handing in work by the deadline.

Recommendations

- Program implementers should work with principals, staff development teachers, and resource teachers to clarify procedures that should be implemented consistently within and across schools. It may be useful to hold forums with school-based staff to discuss barriers to consistent implementation of procedures such as determining criteria for reassessment, the 50% rule, and grading late assignments.
- Assist school-based staff in finding creative ways to schedule reteaching and reassessment activities that accommodate the schedules of both students and teachers. Request feedback from staff in schools where teachers have found successful solutions to the workload and time issues associated with reteaching and reassessment.
- Revisit the guidelines for teacher updates to Edline to determine if the three-week timeframe adequately meets the needs of students and parents.
- Discuss the status of implementation in relation to readiness for outcome evaluation. Determine goals or benchmarks for the level of implementation that would make an outcome evaluation relevant.
- A comparison of results from the current surveys to results from surveys administered during the 2005–2006 school year may help to determine the benchmarks to reach for conducting an outcome evaluation. Additionally, continued surveys of teachers and students during the 2007–2008 school year would help to track the progress of implementation and readiness for outcome evaluation.

References

- Merchlnsky, S. (2007). *Evaluation of the Montgomery County Board of Education Grading and Reporting Policy: Findings from the 2007 secondary teacher survey on consistency of implementation*. Rockville, MD: Montgomery County Public Schools.
- Montgomery County Public Schools (2007). *Overview of Online Achievement and Reporting System (OARS)*. Retrieved October 17, 2007, from http://www.montgomeryschoolsmd.org/departments/oars/about/overview_and_requirements.shtm

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**Second-year Evaluation of the Implementation of the Montgomery County Board
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Consistency of Implementation**

Appendix

Table A1
Secondary Schools Participating in the Surveys

Middle Schools <i>N</i> =30	High Schools <i>N</i> =22
Argyle	Bethesda-Chevy Chase
Benjamin Banneker	James Hubert Blake
Briggs Chaney	Clarksburg
Cabin John	Damascus
Col. E. Brooke Lee	Albert Einstein
William H. Farquhar	Gaithersburg
Forest Oak	Walter Johnson
Francis Scott Key	John F. Kennedy
Gaithersburg	Col. Zadok Magruder
Herbert Hoover	Richard Montgomery
Julius West	Northwest
Kingsview	Northwood
A. Mario Loiederman	Paint Branch
Martin Luther King, Jr.	Poolesville
Montgomery Village	Quince Orchard
Neelsville	Rockville
North Bethesda	Seneca Valley
Parkland	Sherwood
Ridgeview	Watkins Mill
Robert Frost	Wheaton
Roberto Clemente	Winston Churchill
Rocky Hill	Thomas S. Wootton
Rosa Parks	
Shady Grove	
Silver Spring International	
Sligo	
Takoma Park	
Thomas W. Pyle	
White Oak	
Earle B. Wood	

Table A2
Percentage of Students Receiving Services

Service	% Reported by Students <i>N</i> =2,602	% Reported by Parents <i>N</i> =553
Special education	5.0	9.0
ESOL	4.6	4.5
Both	3.2	0.7
Neither	75.4	72.2
No response	11.7	13.6

Table A3
Students' Responses About Reteach/Reassess Procedures (*N*=2,602)

Reteach/Reassess Procedures	In All of My Classes %	In Most of My Classes %	In a Few of My Classes %	In None of My Classes %	I Don't Know %	No Response %
My teachers offer at least one reassessment opportunity.	19.6	41.2	33.2	2.6	3.3	0.2
If a reassessment is offered, I can take it regardless of the original grade I received.	27.3	29.0	25.8	9.6	8.0	0.3
My teachers tell me ahead of time which assignments can be reassessed.	21.6	36.3	30.4	8.0	3.3	0.3
The reassessed grade replaces the original grade.	48.9	25.1	16.2	3.7	5.7	0.4
My teachers decide which assignments can be reassessed after they see the grades on the original assessment.	14.1	28.9	31.7	9.5	15.3	0.5
I study less for an assessment when I know a reassessment will be offered.	7.6	10.1	21.5	49.7	10.3	0.9
I must complete reteaching or relearning activities before I can take a reassessment.	15.0	28.1	35.5	11.3	9.5	0.6
Reteaching and reassessment activities are offered at times that I can participate in them.	18.3	32.3	30.7	7.1	11.2	0.4

Table A4
Parents' Responses About Reteach/Reassess Procedures (N=553)

Reteach/Reassess Procedures	In All of My Child's Classes %	In Most of My Child's Classes %	In a Few of My Child's Classes %	In None of My Child's Classes %	I Don't Know %	No Response %
Teachers offer at least one reassessment opportunity.	22.4	43.8	21.5	2.4	9.0	0.9
If a reassessment is offered, my child can take it regardless of the original grade received.	23.7	30.4	21.2	6.5	16.3	2.0
Teachers tell students ahead of time which assignments can be reassessed.	22.2	27.7	21.0	8.3	19.2	1.6
The reassessed grade replaces the original grade.	40.1	25.3	15.9	2.5	13.4	2.7
Teachers decide which assignments can be reassessed after they see the grades on the original assessment.	15.9	24.4	19.2	8.3	29.8	2.4
My child studies less for an assessment when he/she knows a reassessment will be offered.	5.1	9.9	13.4	44.8	23.0	3.8
My child must complete reteaching or relearning activities before taking a reassessment.	15.7	22.8	23.9	12.7	23.1	1.8
Reteaching and reassessment activities are offered at times that my child can participate in them.	21.9	32.7	23.1	5.2	15.6	1.4

Table A5
Students' Responses About Homework Procedures (N=2,602)

Homework Procedures	In All of My Classes %	In Most of My Classes %	In a Few of My Classes %	In None of My Classes %	I Don't Know %	No Response %
My teachers tell me ahead of time which homework assignments will be checked for completion only or graded. ^a	17.7	28.1	34.1	15.9	3.7	0.4
Teachers only assign homework that is related to the curriculum (related to what we are learning in class).	42.4	36.6	13.0	3.3	4.1	0.6
Homework that is checked for completion counts for 0% to 10% of my grade. ^a	44.1	24.9	9.5	3.5	17.3	0.7
Teachers provide feedback on homework (feedback can be written or verbal).	13.6	28.2	38.1	14.0	5.3	0.8
I am motivated to complete homework that is graded.	47.3	26.8	13.8	7.0	4.2	0.8
I am motivated to complete homework that is checked for completion only. ^a	32.5	29.7	21.8	10.6	4.6	0.8

^a After the survey was administered, procedure wording was changed to "homework for practice or preparation for instruction."

Table A6
Parents' Responses About Homework Procedures (N=553)

Homework Procedures	In All of My Child's Classes %	In Most of My Child's Classes %	In a Few of My Child's Classes %	In None of My Child's Classes %	I Don't Know %	No Response %
Teachers tell students ahead of time which homework assignments will be checked for completion only or graded. ^a	26.4	32.7	19.9	8.9	11.0	1.1
Teachers only assign homework that is related to the curriculum (related to what students are learning in class).	42.0	41.0	7.1	1.3	8.0	0.7
Homework that is checked for completion counts for 0% to 10% of my child's grade. ^a	44.8	27.8	7.1	1.4	18.1	0.7
Teachers provide feedback on homework (feedback can be written or verbal).	14.3	28.9	31.3	14.3	10.1	1.1
My child is motivated to complete homework that is graded.	51.0	28.0	10.1	5.2	4.3	1.3
My child is motivated to complete homework that is checked for completion only. ^a	39.8	29.3	14.8	8.7	6.3	1.1

^a After the survey was administered, procedure wording was changed to "homework for practice or preparation for instruction."

Table A7
Students' Responses About Grading Procedures (N=2,602)

Grading Procedures	In All of My Classes %	In Most of My Classes %	In a Few of My Classes %	In None of My Classes %	I Don't Know %	No Response %
Teachers assess my learning in a variety of ways (tests, projects, reports, discussions, etc.).	36.4	38.0	16.0	3.2	5.0	1.2
When using percentages, teachers assign a grade no lower than 50% for a task/assessment for which I've completed the basic requirements.	29.2	24.9	18.7	7.2	18.8	1.2
When my work on a task/assessment does not meet the basic requirements, I receive a grade of zero.	20.5	20.3	20.3	12.9	24.8	1.3
Work turned in after the due date and before the deadline is dropped no more than one letter grade.	30.7	30.1	19.3	7.0	11.8	1.2
Work submitted after the deadline receives a grade of zero.	32.1	24.6	18.6	8.1	15.3	1.3
If I miss a due date, there is enough time to complete the assignment before the deadline.	16.6	30.7	31.4	10.8	9.0	1.4
My grades accurately reflect what I have learned.	23.3	35.5	24.2	8.5	7.1	1.5

Table A8
Parents' Responses About Grading Procedures (N=553)

Grading Procedures	In All of My Child's Classes %	In Most of My Child's Classes %	In a Few of My Child's Classes %	In None of My Child's Classes %	I Don't Know %	No Response %
Teachers assess my child's learning in a variety of ways (tests, projects, reports, discussions, etc.).	49.5	36.2	9.4	1.1	2.5	1.3
When using percentages, teachers assign a grade no lower than 50% for a task/assessment for which my child completed the basic requirements.	31.1	25.1	13.6	4.5	24.2	1.4
When my child's work on a task/assessment does not meet the basic requirements, he/she receives a grade of zero.	25.5	19.5	15.4	7.1	31.5	1.1
Work turned in after the due date and before the deadline is dropped no more than one letter grade.	30.4	29.8	13.2	4.3	20.4	1.8
Work submitted after the deadline receives a grade of zero.	31.8	20.3	14.1	9.2	22.6	2.0
If my child misses a due date, there is enough time to complete the assignment before the deadline.	19.5	34.2	22.8	6.3	15.6	1.6
My child's grades accurately reflect what he/she has learned.	30.2	41.4	18.6	3.3	5.1	1.4

Table A9
Students' Responses About Edline (N=2,602)

Statements about Edline	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	I Don't Know %	No Response %
I am able to access Edline easily.	55.0	21.9	8.6	7.3	5.3	1.8
I check Edline at least once a week.	34.1	25.0	19.3	15.3	4.8	1.5
Edline makes me more aware of my grades.	41.6	31.0	12.3	7.8	5.6	1.7
The information on Edline is kept reasonably up-to-date.	12.8	31.4	28.8	17.2	8.0	1.8
Because of Edline, I communicate more with my teachers about grades and assignments.	20.3	32.3	22.4	14.6	8.3	2.1
Because of Edline, I communicate more with my parents/guardians about grades and assignments.	21.9	28.7	20.5	18.8	7.8	2.3

Table A10
Parents' Responses About Edline (N=553)

Statements about Edline	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	I Don't Know %	No Response %
I am able to access Edline easily.	62.0	24.8	3.1	2.7	5.1	2.4
I check Edline at least once a week.	43.8	27.5	14.1	9.2	4.2	1.3
Edline makes me more aware of my child's grades.	54.1	27.8	4.9	5.8	5.8	1.6
The information on Edline is kept reasonably up-to-date.	23.1	41.0	16.8	9.4	8.3	1.3
Because of Edline, I contact my child's teachers more about grades and assignments.	26.0	33.6	18.8	12.1	7.6	1.8
Because of Edline, I communicate more with my child about his/her grades and assignments.	47.0	31.1	8.9	6.0	6.0	1.1

Table A11
Students' Open-Ended Comments

Comments	Number of Students	% of Students N=81
<u>Reteach/Reassess</u>		
The better grade should be kept after a reassessment	3	3.7
Reassessments should be offered other than before school	3	3.7
Other reteach/reassess comments	3	3.7
<u>Homework</u>		
No motivation to do /teachers barely look at / should be graded, not just completion	4	4.9
Other homework comments	1	1.2
<u>Grading</u>		
General negative grading comments	7	8.6
Teachers should be consistent/Some don't follow the policy	6	7.4
Other grading comments	6	7.4
Extra credit should be allowed	5	6.2
Too much weight on assessments/ Grades aren't an accurate representation of knowledge	5	6.2
The due date and deadline should not be the same day	4	4.9
Too few assessments	2	2.5
<u>EdLine</u>		
EdLine never updated/Not accurate up-to-date grade	24	29.6
General negative EdLine comments/Don't like EdLine	9	11.1
Parent's shouldn't have access/only students/Parents don't understand	7	8.6
Can't access EdLine/Don't have/Technical difficulties	7	8.6
General positive EdLine comments	2	2.5
Other EdLine comments	1	1.2

Table A12
Parents' Open-Ended Comments

Comments	Number of Parents	% of Parents N=123
<u>Reteach/Reassess</u>		
Reteach/reasses is not consistent/Not uniform	7	5.7
Reassess is not convenient times/conflicts	5	4.1
Other reteach/reassess comments	5	4.1
Reassessments are unfair (harder, less weight, drop a grade)	4	3.3
Teachers negative about reteach/reassess/complain	4	3.3
Reteach doesn't prepare/life has no do-overs/cop-out	3	2.4
Should be one rule of who can be reassessed/consistent	3	2.4
<u>Homework</u>		
No motivation with homework	4	3.3
Other homework comments	4	3.3
No motivation with homework	4	3.3
Don't know what's graded	2	1.6
<u>Grading</u>		
Teaches to test/not subject	10	8.1
Grade doesn't reflect knowledge	7	5.7
Same due dates/no late	6	4.9
Teacher gives zeros	5	4.1
Confusing grading policy	4	3.3
Should have extra credit	4	3.3
General negative policy comment	4	3.3
Teacher needs more leeway with grading/ leeway with border grades	3	2.4
Factor in effort/progress	3	2.4
Other grading comment	3	2.4
Gives zero for late work	2	1.6
Have one due date	2	1.6
Policy is for high performers	2	1.6
Finals have too much weight	2	1.6
Negatively affected admittance to college	2	1.6
<u>Edline</u>		
Many teachers don't update/should update more/unreliable	29	23.6
Post other information on Edline	12	9.8
Edline is wonderful/great	9	7.3
Parents better informed/great tool to monitor	9	7.3
Causes confusion/arguing with child	8	6.5

(continued)

Table A12 (continued)

Comments	Number of Parents	% of Parents <i>N</i> =123
<u>Edline</u>		
Barrier to communication with teacher	6	4.9
Student should be in charge	6	4.9
Will be useful if updated more	5	4.1
Parents should communicate with child/Edline not necessary	5	4.1
Other Edline comments	4	3.3
No password/technical problem	4	3.3
System slow in updating	3	2.4
Monitoring for teachers needed for updating and accuracy	3	2.4
Never heard of Edline	2	1.6
Ice breaker with kids/better communication	2	1.6
Better awareness for students/motivates	2	1.6
Gives better communication with teacher	2	1.6