I have more communication with parents, because they see their child has a missing assignment and call to see if they can still turn it in. They also call to discuss their students' performance in the class.

Students that worry about their grades are constantly checking to see what they scored. Sometimes, within an hour of turning the assignment in.

I believe it has improved student grades because they know sooner that they are missing assignments and get them in with less penalty. We take off 1/3 of a letter grade each day an assignment is late. I am not convinced that it has helped their understanding of the material as much.

It does motivate me to post grades in a timely manner. However, this was supposed to eliminate slips from main office where a parent has requested assignments while their student is out for 3+ days. We still get the slips and have to take time to re-write what is posted online. Our school is in the northern part of Appalachia in OH, so ~40% of students do not have computers and/or internet access. I also get helicopter parents who check Progress Book daily (or hourly) and occasionally while on the clock at their workplace and e-mail constantly if their kid turned this in, why did he get that grade, etc... Still have clueless parents at PT conferences because they don't check Progress Book.

It is holding the students accountable since their parents have access to their grades.

My teaching has not changed. The amount of time I spend on the weekends entering my grades has increased.

I am expected to average 2 graded assignments per week. This takes up the majority of my time grading and posting the assignments

I believe these systems perpetuate the use of traditional grading schemes, and unduly focus students on *grades* rather than on *learning*. Students and the helicopter parents just want to 'get things done.' to check boxes on the assignment grid. Individual assignment scores (what does a 10/15 really mean?) may have a low correlation with overall course objectives or meaningful learning, and the over-frequent interpretation of these scores distracts from more important outcomes.

We have always used SRG at my school. The switch to an online grading program like Easy Grade Pro has helped standardize some of the aspects of our practice, but it has also made it difficult to customize the system for different users, often increasing the amount of time necessary to complete what should be simple tasks.

Less parent calls. More direct contact between parent and student before getting teacher involved in missing assignments.

I would say the systems has had some small positive impact on my teaching. It's nice to see class averages on tests, etc, and it does save me time.

Not really improved my teaching but getting more work in from students. Although, I am starting to see a trend of students using progress book more as an assignment calendar and not doing the work until they see a zero in progress book which is so TOTALLY not acceptable and I have a policy of 50% deduction for late work which doesn't seem to bother them.

Initially (12 years ago) I have to answers MANY more parent phone calls. Now, I deal with very few phone calls about student grades.

When I post grades on-line, parents LOOK, and my students respond. Any of them who have tried to hide what they are doing in class, are exposed and the parents jump on the kids - NOT ME. The kids seem to work harder in class and on assignments since their parents SEE what is going on.

Posting grades online makes the 'system' transparent to everyone. It also helps the student take responsibility for his/her learning.

This is a hard one to answer. It is better than not having them posted, but we are using a new program this year and are having issues with it.

I have always used Jupiter Grades as my online grade book. It is an excellent tool that allows me to communicate with students and parents about the students standing in the class. However, the system does not impact how I deliver curriculum or how I assess understanding. My school strongly urges (threatens really) all teachers to use the District approved online system, called ARIES. The grade book function of this program is horribly inadequate in every respect. I continue to use Jupiter Grades (and take a lot of heat as a result).

I feel online grades improve discussion in some ways. Conversations about grades are often immediately about specifics, whereas before online grades it took a fair amount of explaining to parents/students to get across the system and what individual grades needed attention. However, it turns grades into a video game, with students and parents constantly checking and begging for tweaks that raise the score, without any regard for learning.

I don't post grades daily, and that seems to be the biggest communication issue. I now let my kids and parents know to check grades Friday for updated grades

I have posted grades on my own website for more than 15 years, so using PowerSchool now is not any different. Students have a right to know how they are doing in a timely fashion. As I am teaching towards a specified set of instructional objectives, then testing and grading becomes straightforward.

It helps to remind me to update my gradebook when the students ask.

I probably procrastinate less when it comes to grading and because of this I am better (more timely) at spotting comprehension issues and am able to do more timely interventions. Oh, question 4 is not applicable to those of us on mandatory electronic grading systems

No impact on my teaching. It has an impact on the parents and students being informed of their grades, missing or late assignments, absences, tardies, etc. The effect is in the "administrivia" of the class, not on how I teach.

This type of system forces me to keep my grades current. Since the online system is also our report card system, it is not optional.

The availability of the grades online is huge asset for both parent and student. They are able to hold themselves accountable for missing, late, incomplete, poor performance, etc. However, i've used two systems at my school in three years and neither answers every question a parent or student has, especially when the parents/students don't keep up with the grades as much as the teachers do. I'm shocked at the number of parents that "had no idea" their student was doing so poorly or doesn't understand why their grade is low or whatever their illogical/irresponsible answers are. But alas, it is often eye-opening to find out where the student's lack of responsibility stems from...

Students like knowing how they are doing at any given moment. It's a motivator to some.

Too much time involved, but it is advantageous for students and parents to know current grades.

Our school used to post grades online but felt that it caused the parents to put too much pressure on their students, and we no longer do it as school policy, and we are discouraged from doing it as individual teachers.

Parents can see when students have missing assignments, and they encourage them to get them done. Also, I don't ever have parents calling me about the student's grade because it's evident from the grade book where the difficulty might be.

I haven't changed how or what I grade. It is just more quickly accessible by parents (and students).

I attach assignment descriptions, help for parents, such as links to help them help their students, but few parents utilize these resources. They look at the overall grade, ignore the details, and then want to talk about why their student does not have the optimum grade, usually a B.

Since I started teaching 6.5 years ago, I've always kept students aware of their grades by providing a weekly printout of assignments and test scores and their average. With the PowerSchool system we adopted 2 years ago, I have many students and a few parents who will keep up-to-date on grades and contact me with any issues. I won't say the impact is huge, but I believe it helps some motivation with students, when they see that their choices to work hard (or not) and put forth their best effort (or not) are having an impact on their marks.

Webassign is the best thing to have happened to my teaching ever. I rarely go over homework in class unless there's a clear need - in stark contrast to the old days when I ended up solving most of the problems on the board simply because the kids knew I would. There was no incentive for them to put in the effort. Now with a two week deadline for the assignments they have to talk to each other (and see me during their free periods) and by flipping classes I added even more need for self-reliance.

The combination of PowerSchool and my Moodle page has allowed me to make students more accountable. Being out of school for illness, vacation, or field trip cannot be used as an excuse of , I didn't know we had homework.

The focus on the number/grade has increased. The focus on learning has dropped off. Posting on line has not improved teaching or learning. I do appreciate parents being involved in making sure students turn work in, although they need to learn to do that themselves at some point.

Teacher accountability has improved.

This comment relates to #7. I do not need to update grades 'live' and would prefer to work offline and upload all at once. The screens get progressively slower to load as you create more assignments. I can't access all my classes under my name, those I share with a special ed teacher are under a different tab and are clunky to copy from one to another even if they are the same course. I can't access last years accounts if the special ed teacher and I are no longer listed as 'partners'. I think it's good for parents and students to be aware of what's going on with grades but I find the focus is on the bottom line and not the learning itself.

Athletic eligibility is now determined on a week-by-week basis so I need to keep grades for athletes up-to-date and they better be eligible to play or I have to spend more time talking to parents.

Formal grades must be posted every four weeks: 8 marking periods/yr. When I started teaching, the requirement was 4 marking periods/year. The additional marking periods have not improved teaching or learning, but I imagine the frequency will continue to increase. Doing so only further burdens teachers, and teachers are easy targets for further burdening.

It does make it possible for parents and students to know where they stand between grade reports. Sometimes it enables grade-focused kids/parents to be more updating grades or asking about extra credit

Posting grades keep me accountable for a faster turnaround time on grading and therefore more timely feedback for my students.

Too many students shoot for the C or D - just doing enough to get by rather than trying to excel. When they didn't know their grade as frequently, they built in more of a cushion.

I feel the system has improved my ability to communicate with students and parents in a timely manner. It has had no effect on my teaching.

I believe students have more understanding of how they are assessed and there is more transparency. This is good. Parents can provide support to their son/daughter that may not be doing it on their own.

It does improve parent communication. It provides data, which is rarely harmful.

More importantly, I believe that it is a tool for students to monitor their grade and see the effect of not studying or turning something in late.

Maybe not my teaching, but certainly it is giving me the ability to communicate better with parents. I no longer have to go to the downstairs office to retrieve information (grade or contact) for a student. I can show a student in real time how a low or missing assignment is impacting their grade, and the idea that I just click on an email address and it will open an email all addressed to the parent is priceless.

The parents that would contact me only at report card time still only contact me after the paper report card is out. Our system allows a parent to set a "trigger grade". If the grade falls below this trigger grade they receive an email. Parents with this will email me immediately even before they ask their child about their grade. This can be very time consuming particularly at the beginning of a grading period.

I keep us with makeup work much better. I have fewer parent calls and we no longer do progress reports!

I like having grades online...the only problem is kids and parents expect grades to be posted the same day an assessment is given. Online grades do not affect my TEACHING.

We do not post grades online so there is no impact

It has improved my job as a teacher. Not sure if my teaching of the kids is better.

I spend less time dealing "Why is my grade ...?" because they can see their assignment grades.

Teaching doesn't change. Interaction with parents and students does.

I think it is great for parents and students to keep track but, I don't feel this has impacted my teaching.

We are discussing this issue now and are concerned that the posting of individual assignment grades will upset the parents and students who do not see the big picture of how the grades will fit into the whole class grading structure.

I do believe the system has improved the students' responsibility. If they see the zero, they are responsible for following up and getting in late and missing assignments. It is no longer my responsibility to track down missing assignments.

It has impacted my teaching by freeing me up from going over scores in class and by giving me more time to teach with less time spent on maintaining the grade book.

I've always used an electronic gradebook. Aeres is very unfriendly compared to my other gradebooks. I think the grade reporting programs are similar to publisher test generators, they offer them to say they have it, but they are not as good as commercial test generators.

Making that transparent removes stress; when you set up assessments and assignments you make sure they are 'real' and not just busy work because you may have to defend them. It also helps to find errors. With that many records to keep track of there will inevitably be data-processing errors - I'm happy that kids will care and pay attention to find those errors and point that out to me.

I like it because it is easier to teach students how to be accountable for their learning.

I teach the same in the classroom, but do not print off grade sheets for students. I rely on them to check for what learning objectives they need to meet.

I contact all parents when students

I am satisfied with the posting aspect, but frustrated with students and parents not accessing the program and still asking me what is missing and what the current grade is.

I'm not sure it has impacted my teaching specifically but it does make me get things graded and posted in a 'timely' manner

I don't believe it has changed/impacted my teaching. What is did do is allow the students to see what their grade it at any given time. It has brought on more questions from the students about how to improve their grade. (also a lot of whining about why there grade isn't what they want it to be.)