Standards-Based Grading and Reporting

August 15, 2014

Agenda

• **Welcome and Introductions**
• Overview and Review
• Local Decisions – Conversion Scales and Calculating Final Grades
• A Look at the Teacher Gradebook
Standards-Based Report Card
• Next Steps

Report Card Options in 2014-15

- Traditional Report Card
- Standards-Based Report Card

The type of report card used will be an LEA decision based on grading practices and how best to communicate academic performance with parents

Planning, Communication, and Collaboration

- Standards Grading Scale(s) must be developed locally
- Teachers need to understand district philosophy and expectations
- Collaboration is needed between Curriculum & Instruction and PowerSchool staff
  - Testing and previewing what teachers will see in their gradebook is important to do together

Status Update for 2014-15 Standards Based Report Card

July 3, 2014
Pearson Provided the SBRC for feedback to NCDPI for QA Testing

July 25 – 28
Durham and Hoke provided feedback on the report card

July 28
Standards Spreadsheet was released

August 1, 14, 15
Webinars held

Week of August 18
Updated 2014-15 Spreadsheet will be released

The Spreadsheet

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Name	Identifier	Listparent	Level	Type	Sort	Courses	SubjectAre	Conve	allowassi	includecor	Description	MaxCo
460	Explain the	NCES.EEn.2.1.4	NCES.EEn.2.1	5	4	5	35012X0	Science	399	TRUE	TRUE	Explain the probability of and	500
461	Understand how	NCES.EEn.2.2	NCES.EEn.2	4	4	2	35012X0	Science	399	TRUE	TRUE	Understand how human	500
462	Explain the	NCES.EEn.2.2.1	NCES.EEn.2.2	5	4	1	35012X0	Science	399	TRUE	TRUE	Explain the consequences of	500
463	Compare the various	NCES.EEn.2.2.2	NCES.EEn.2.2	5	4	2	35012X0	Science	399	TRUE	TRUE	Compare the various methods	500
464	Explain the structure	NCES.EEn.2.3	NCES.EEn.2	4	4	3	35012X0	Science	399	TRUE	TRUE	Explain the structure and	500
465	Explain how water is	NCES.EEn.2.3.1	NCES.EEn.2.3	5	4	1	35012X0	Science	399	TRUE	TRUE	Explain how water is an	500
466	Explain how ground	NCES.EEn.2.3.2	NCES.EEn.2.3	5	4	2	35012X0	Science	399	TRUE	TRUE	Explain how ground water	500
467	Evaluate how	NCES.EEn.2.4	NCES.EEn.2	4	4	4	35012X0	Science	399	TRUE	TRUE	Evaluate how humans use	500
468	Evaluate human	NCES.EEn.2.4.1	NCES.EEn.2.4	5	4	1	35012X0	Science	399	TRUE	TRUE	Evaluate human influences	500
469	Evaluate human	NCES.EEn.2.4.2	NCES.EEn.2.4	5	4	2	35012X0	Science	399	TRUE	TRUE	Evaluate human influences	500
470	Understand the	NCES.EEn.2.5	NCES.EEn.2	4	4	5	35012X0	Science	399	TRUE	TRUE	Understand the structure of	500
471	Summarize the	NCES.EEn.2.5.1	NCES.EEn.2.5	5	4	1	35012X0	Science	399	TRUE	TRUE	Summarize the structure and	500
472	Explain the	NCES.EEn.2.5.2	NCES.EEn.2.5	5	4	2	35012X0	Science	399	TRUE	TRUE	Explain the formation of	500
473	Explain how	NCES.EEn.2.5.3	NCES.EEn.2.5	5	4	3	35012X0	Science	399	TRUE	TRUE	Explain how cyclonic storms	500
474	Predict the weather	NCES.EEn.2.5.4	NCES.EEn.2.5	5	4	4	35012X0	Science	399	TRUE	TRUE	Predict the weather using	500
475	Explain how human	NCES.EEn.2.5.5	NCES.EEn.2.5	5	4	5	35012X0	Science	399	TRUE	TRUE	Explain how human activities	500
476	Analyze patterns of	NCES.EEn.2.6	NCES.EEn.2	4	4	6	35012X0	Science	399	TRUE	TRUE	Analyze patterns of global	500
477	Differentiate	NCES.EEn.2.6.1	NCES.EEn.2.6	5	4	1	35012X0	Science	399	TRUE	TRUE	Differentiate between weather	500
478	Explain changes in	NCES.EEn.2.6.2	NCES.EEn.2.6	5	4	2	35012X0	Science	399	TRUE	TRUE	Explain changes in global	500
479	Analyze the impacts	NCES.EEn.2.6.3	NCES.EEn.2.6	5	4	3	35012X0	Science	399	TRUE	TRUE	Analyze the impacts that	500
480	Attribute changes in	NCES.EEn.2.6.4	NCES.EEn.2.6	5	4	4	35012X0	Science	399	TRUE	TRUE	Attribute changes in Earth	500
481	Explain how the	NCES.EEn.2.7	NCES.EEn.2	4	4	7	35012X0	Science	399	TRUE	TRUE	Explain how the lithosphere,	500

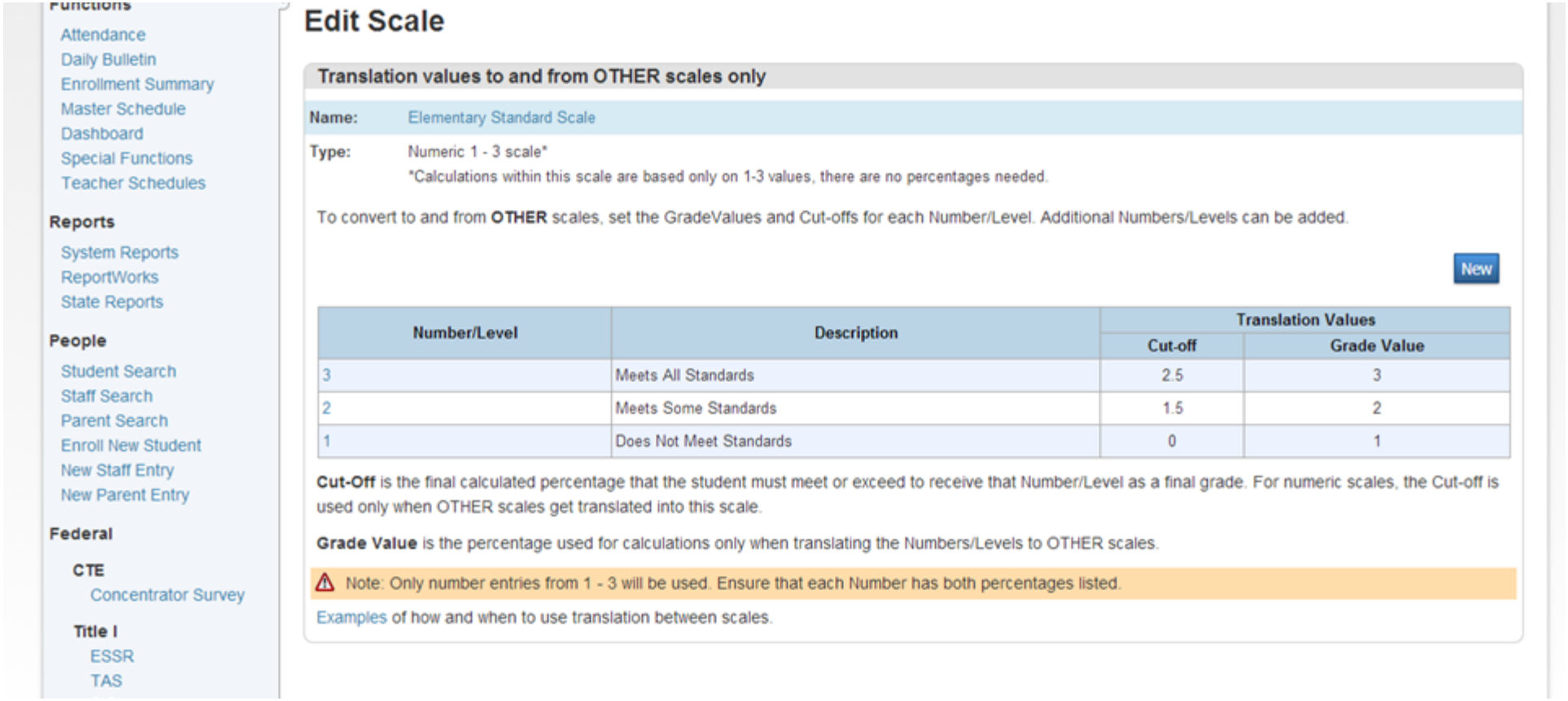
The Spreadsheet Columns

Column	Title	Description
A	Name	Text of Standard (80 character limit)
B	Identifier	Unique Dot Notation of Standard
C	List Parent	Identifies the “owning” standard
D	Level	The level of the standards
E	Type	Choose “4” for School
F	Sort Order	Tells the display order within the level
G	Courses	Aligns standards to a course number
H	Subject Area	Subject
I	Conversion Scale	ID # of the conversion scale
J	Allow Assignments	“True” or “False”
K	Include Comments	“True” or “False”
L	Description	Full text of standard
M	Max Comment Length	Maximum Comment Length

Determine Standards Conversion Scale

- Curriculum communicates the standards grading scale(s) that teachers should implement
- Data Managers Enters the Scale(s) in PS and the conversion scale id number generated in PS goes in column I
  - Scale is how the program will calculate standard scores

Sample Conversion Scale



Sample Conversion Scale

Edit Scale

Name:	Dawn's Scale
Type:	Alpha Scale

New

Grade/Label	Description	Cut-off	Grade Value
M	Mastery	85	95
P	Proficient	75	80
G	Progressing	60	70
S	Struggling	50	60

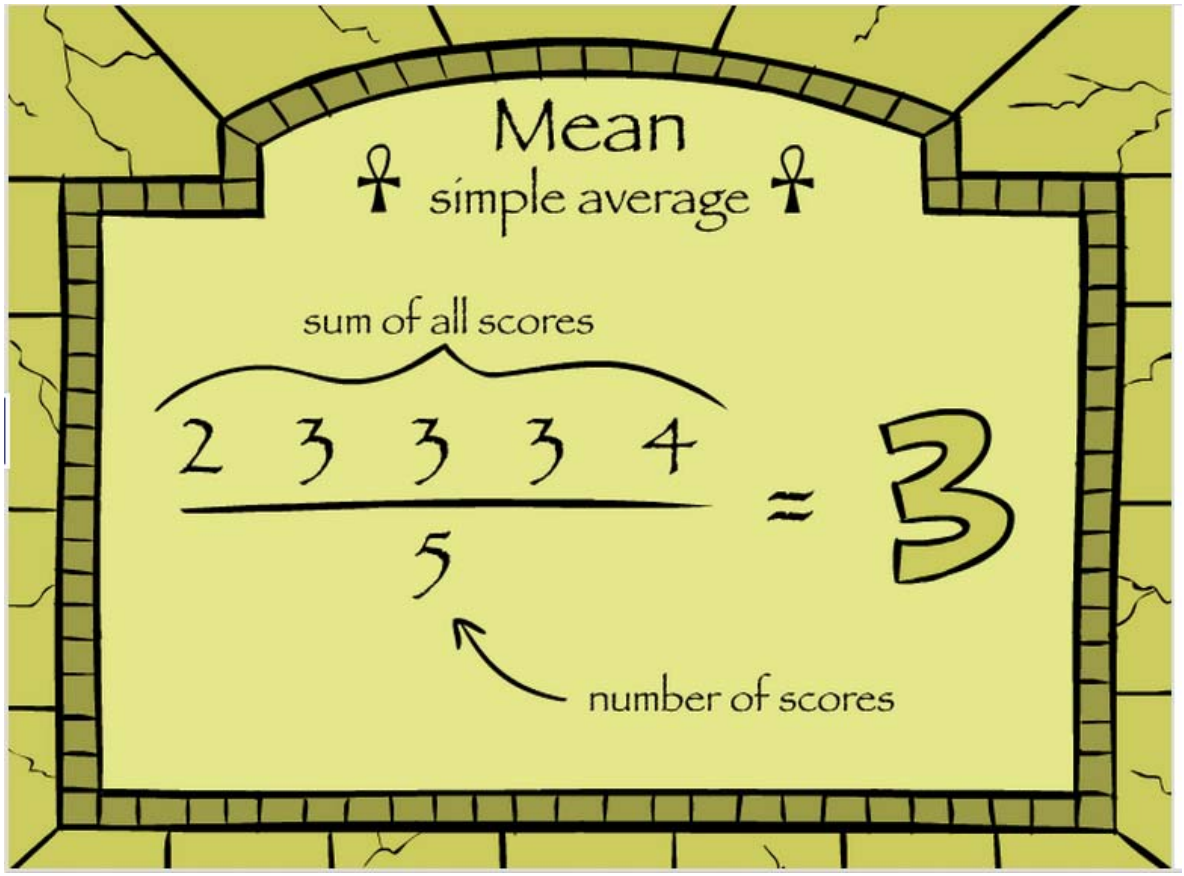
Cut-Off is the final calculated percentage that the student must meet or exceed to receive that Grade/Label as a final grade.

Grade Value is the percentage used for calculations when this Grade is entered as an assignment score.

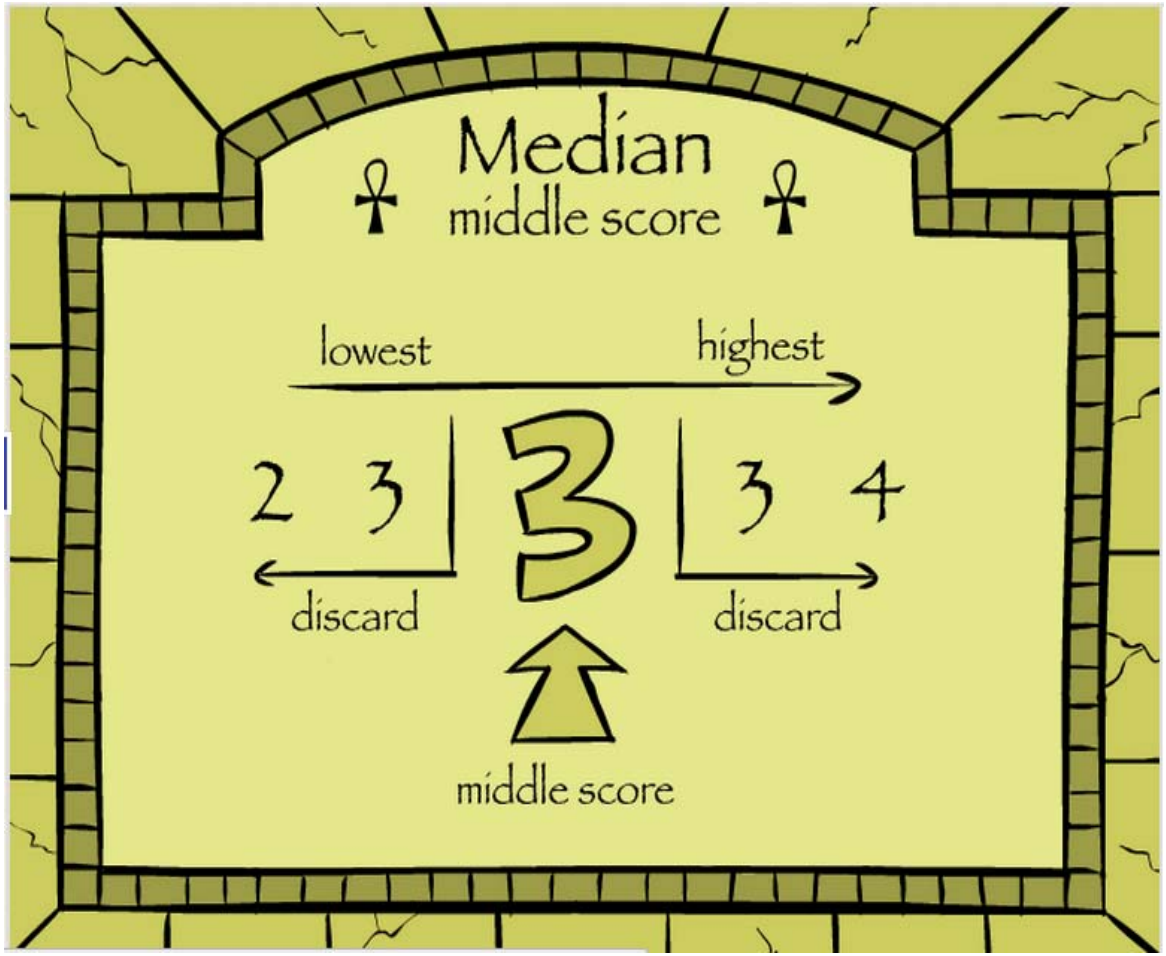
Ensure that each grade/label has both percentages listed.

Local Decisions for Calculating Final Grades

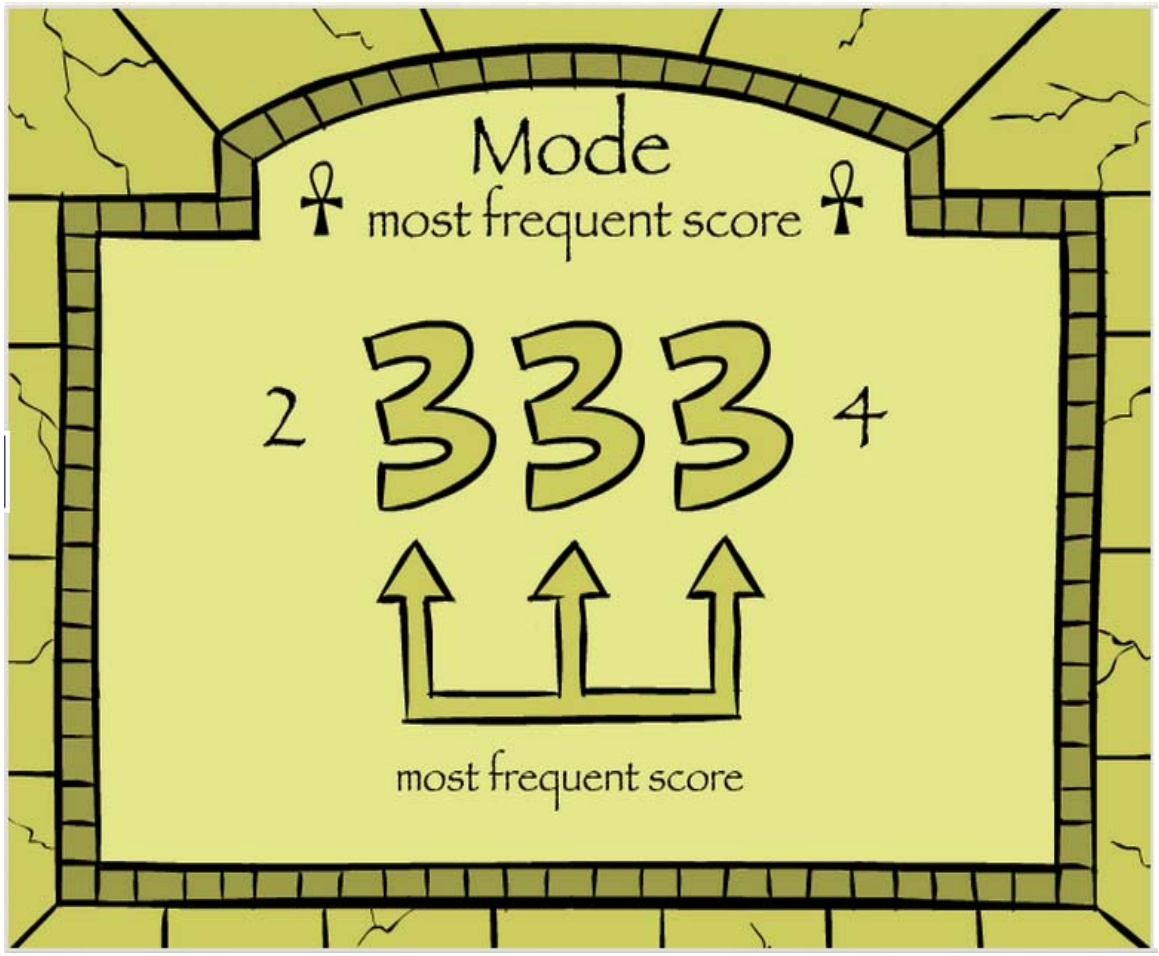
Mean/Average



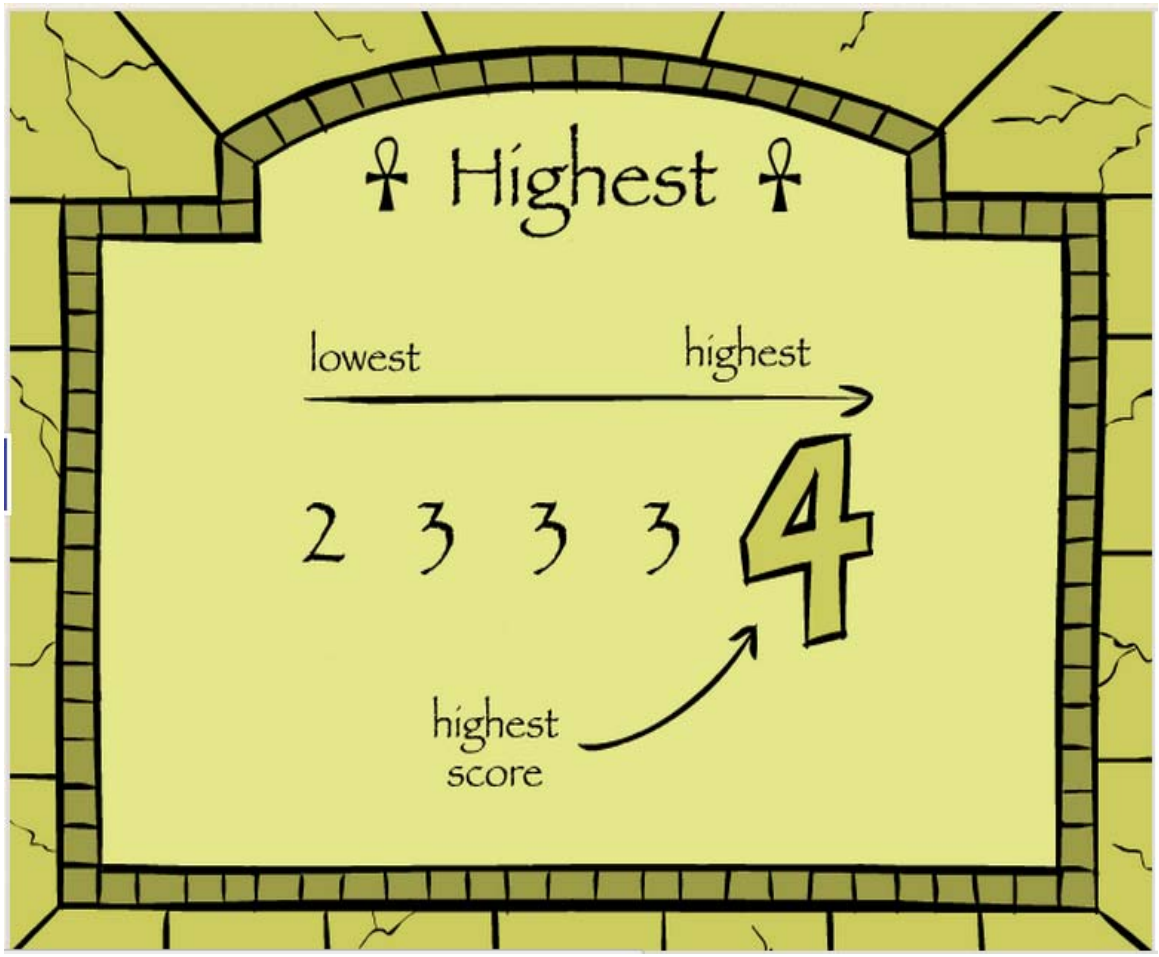
Median


Median
middle score
lowest
highest
2 3
3
3 4
discard
discard
middle score

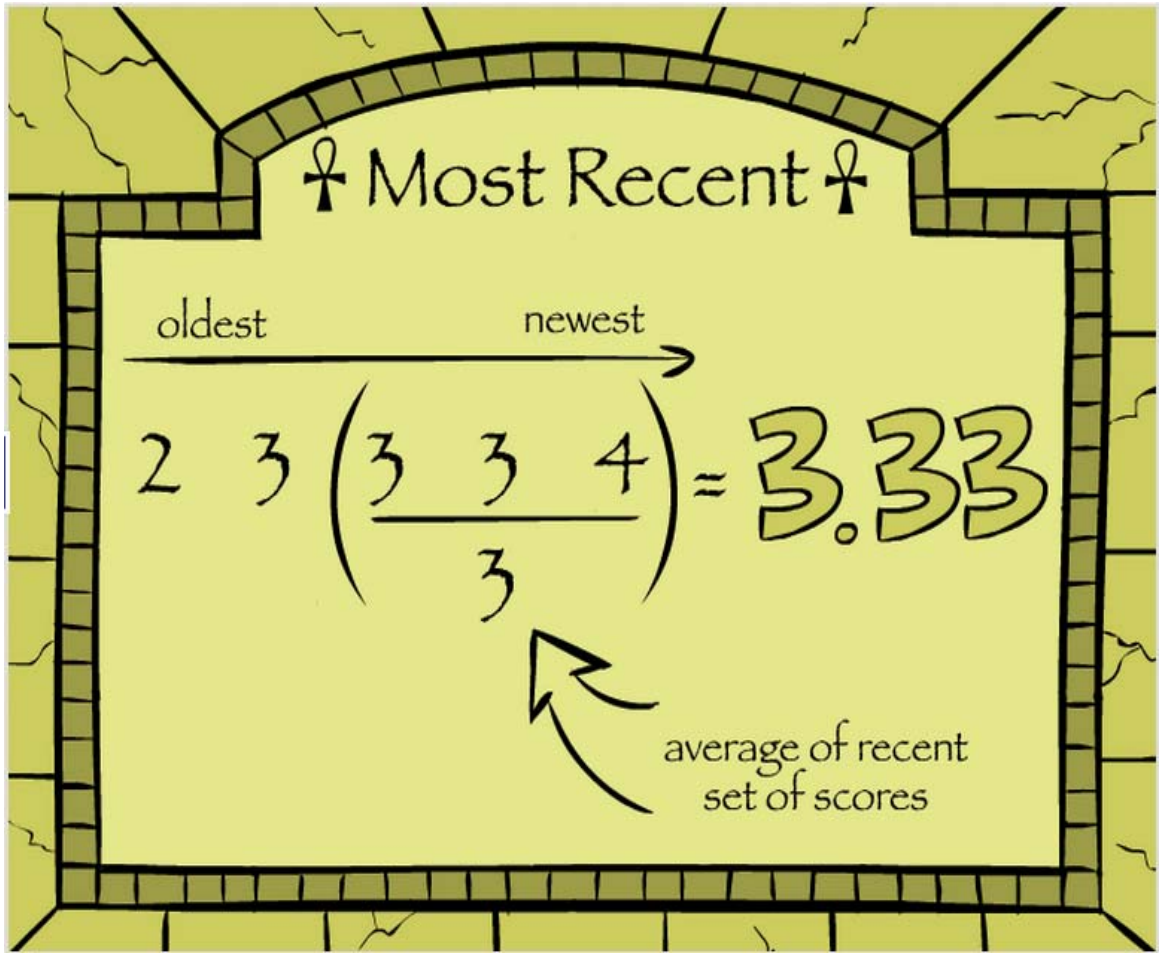
Mode



Highest



Most Recent and Mean/Average



HOKE

STANDARD SCALE

In the process of revision:

M = Mastery (The student demonstrates knowledge of and the ability to apply the entire standard in most appropriate situations at end of grade level.)

P = Progressing (The student demonstrates knowledge of and the ability to apply the standard in appropriate situations and is performing at an instructional level)

LP = Limited Progress (The student demonstrates knowledge of and the ability to apply the standard in limited situations.)

WA = With Assistance (The student needs direct teacher assistance to complete a task that they should be able to complete independently based on the instruction given.)

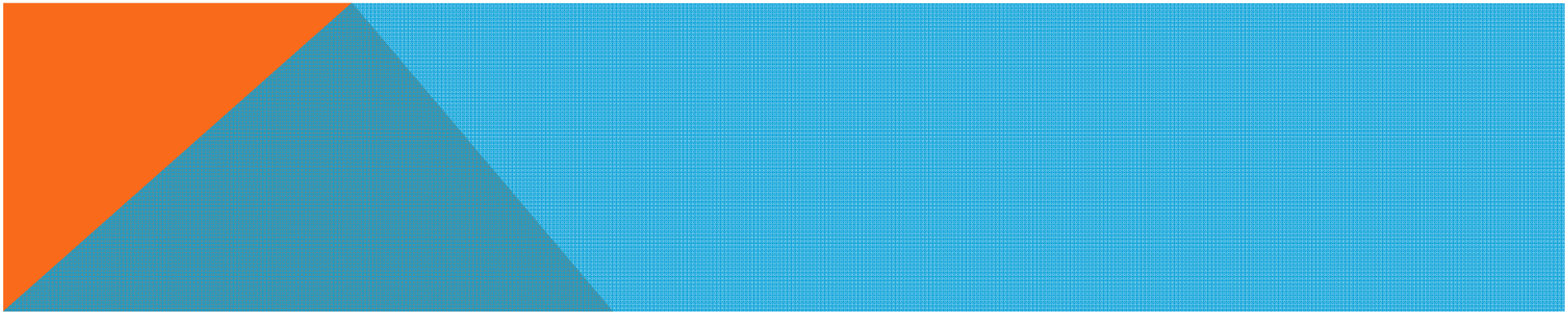
Specials/Conduct

O = Outstanding

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory



FINAL GRADE CALCULATION

For each level 5 objective- the gradebook will take the three most recent marks to yield a final mark for the objective

Weighted Most Recent-

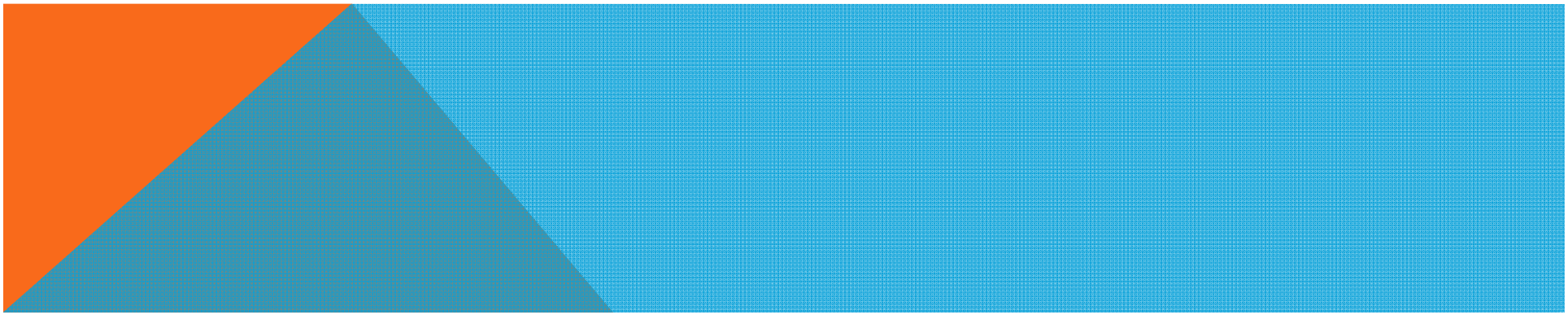
Third to last 20% Second to last 30% Most recent 50% =Final score

We will calculate higher level standards from lower level standard final grades

Each level 5 objective mark will roll up to Level 4 (reporting out) by using the mode-

LP P M P P M = P

LP LP P M M = M



HOME BASE™

Looking at the Gradebook and the Report Card

Special Thanks

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Franklin County Schools