



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
	Name	Identifier	Listparent	Level	Type	Sort	Courses	SubjectArea	Conve	allowassi	includecol	Description	MaxCd
160	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
161	Understand how	NCES.EEn.2.2	NCES.EEn.2	4	4	2	35012X0	Science	399	TRUE	TRUE	Understand how human	500
162	Explain the	NCES.EEn.2.2.1	NCES.EEn.2.2	5	4	1	35012X0	Science	399	TRUE	TRUE	Explain the consequences of	500
163	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
164	Explain the structure	NCES.EEn.2.3	NCES.EEn.2	4	4	3	35012X0	Science	399	TRUE	TRUE	Explain the structure and	500
165	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
166	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
167	Evaluate how	NCES.EEn.2.4	NCES.EEn.2	4	4	4	35012X0	Science	399	TRUE	TRUE	Evaluate how humans use	500
168	Evaluate human	NCES.EEn.2.4.1	NCES.EEn.2.4	5	4	1	35012X0	Science	399	TRUE	TRUE	Evaluate human influences	500
169	Evaluate human	NCES.EEn.2.4.2	NCES.EEn.2.4	5	4	2	35012X0	Science	399	TRUE	TRUE	Evaluate human influences	500
170	Understand the	NCES.EEn.2.5	NCES.EEn.2	4	4	5	35012X0	Science	399	TRUE	TRUE	Understand the structure of	500
171	Summarize the	NCES.EEn.2.5.1	NCES.EEn.2.5	5	4	1	35012X0	Science	399	TRUE	TRUE	Summarize the structure and	500
172	Explain the	NCES.EEn.2.5.2	NCES.EEn.2.5	5	4	2	35012X0	Science	399	TRUE	TRUE	Explain the formation of	500
173	Explain how	NCES.EEn.2.5.3	NCES.EEn.2.5	5	4	3	35012X0	Science	399	TRUE	TRUE	Explain how cyclonic storms	500
174	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
175	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
176	Analyze patterns of	NCES.EEn.2.6	NCES.EEn.2	4	4	6	35012X0	Science	399	TRUE	TRUE	Analyze patterns of global	500
177	Differentiate	NCES.EEn.2.6.1	NCES.EEn.2.6	5	4	1	35012X0	Science	399	TRUE	TRUE	Differentiate between weather	500
178	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
179	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
180	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
181	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



Functions

- Attendance
- Daily Bulletin
- Enrollment Summary
- Master Schedule
- Dashboard
- Special Functions
- Teacher Schedules

Reports

- System Reports
- ReportWorks
- State Reports

People

- Student Search
- Staff Search
- Parent Search
- Enroll New Student
- New Staff Entry
- New Parent Entry

Federal

CTE

- Concentrator Survey

Title I

- ESSR
- TAS

Edit Scale

Translation values to and from OTHER scales only

Name: Elementary Standard Scale

Type: Numeric 1 - 3 scale*

*Calculations within this scale are based only on 1-3 values, there are no percentages needed.

To convert to and from **OTHER** scales, set the GradeValues and Cut-offs for each Number/Level. Additional Numbers/Levels can be added.

[New](#)

Number/Level	Description	Translation Values	
		Cut-off	Grade Value
3	Meets All Standards	2.5	3
2	Meets Some Standards	1.5	2
1	Does Not Meet Standards	0	1

Cut-Off is the final calculated percentage that the student must meet or exceed to receive that Number/Level as a final grade. For numeric scales, the Cut-off is used only when OTHER scales get translated into this scale.

Grade Value is the percentage used for calculations only when translating the Numbers/Levels to OTHER scales.

Note: Only number entries from 1 - 3 will be used. Ensure that each Number has both percentages listed.

Examples of how and when to use translation between scales.



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.

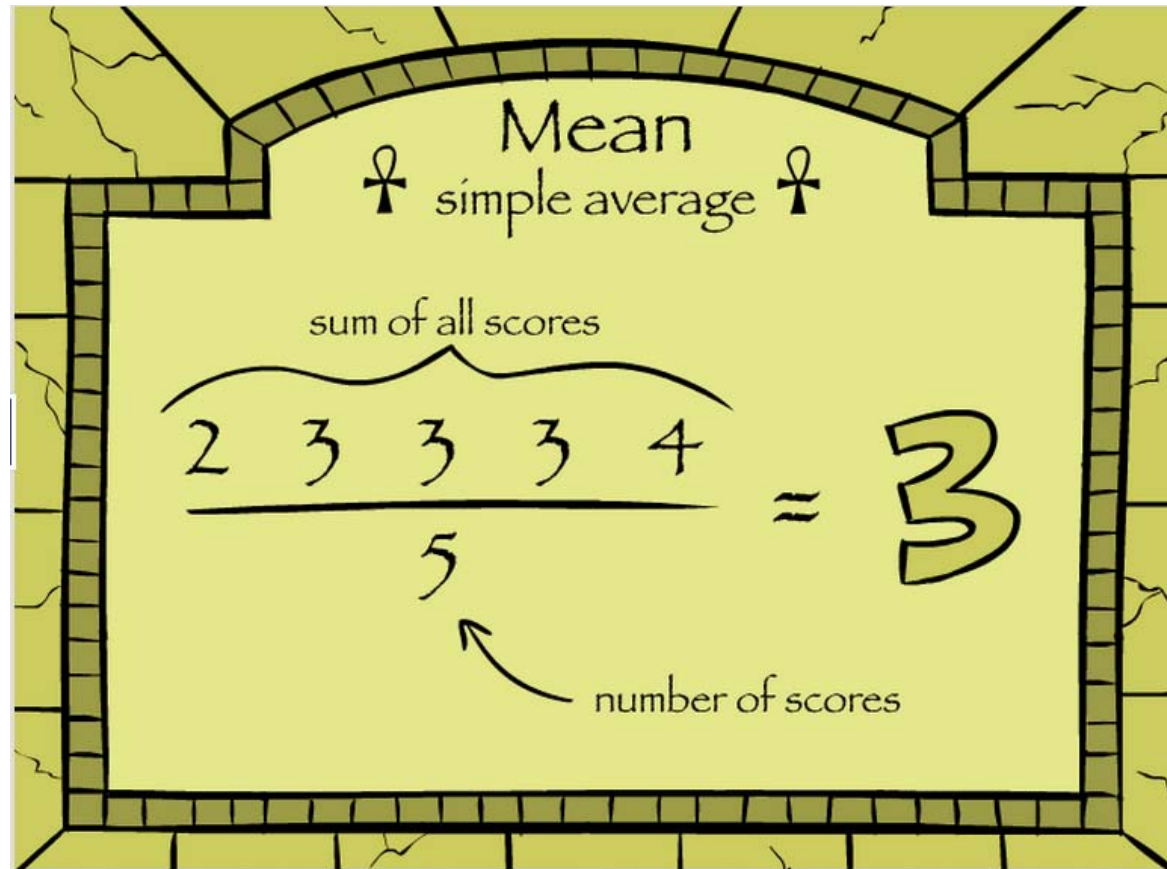


Local Decisions for Calculating Final Grades

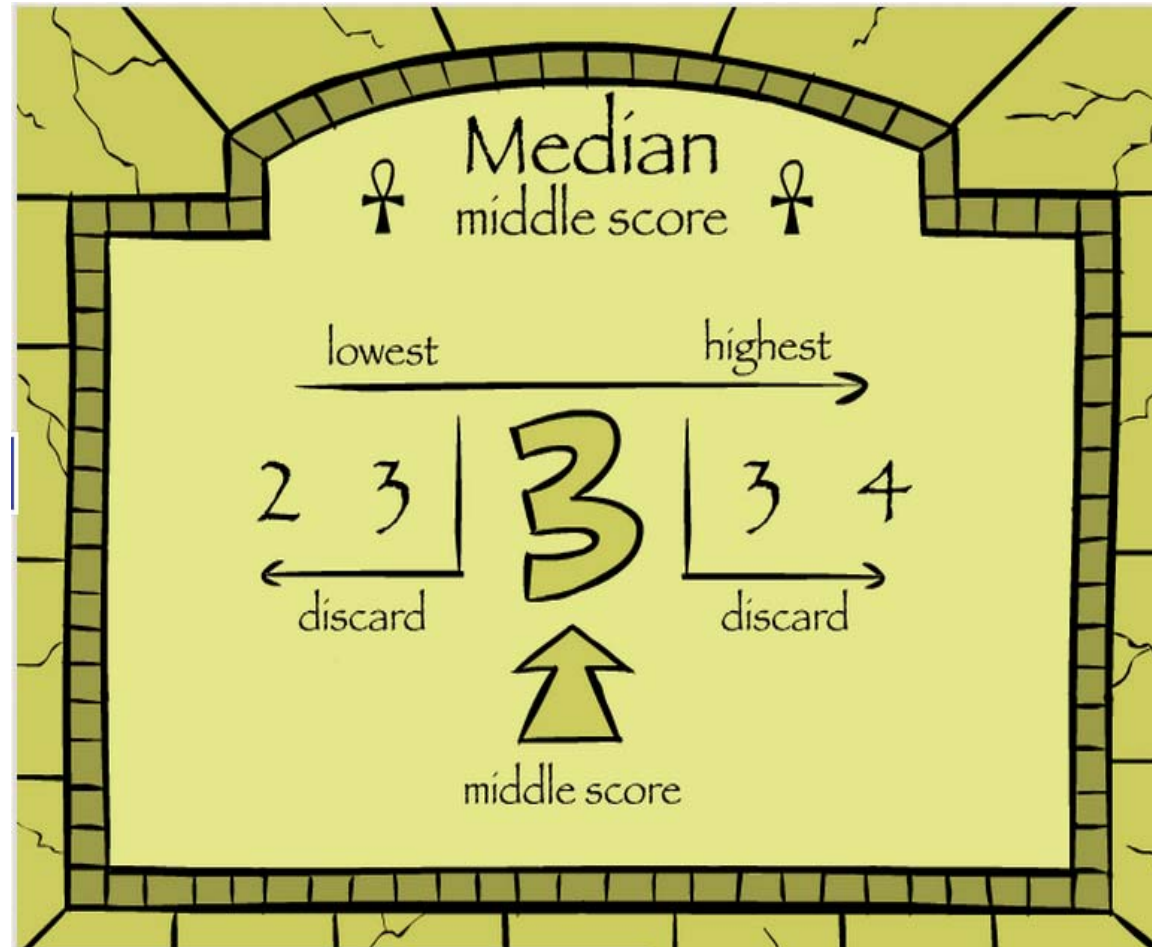




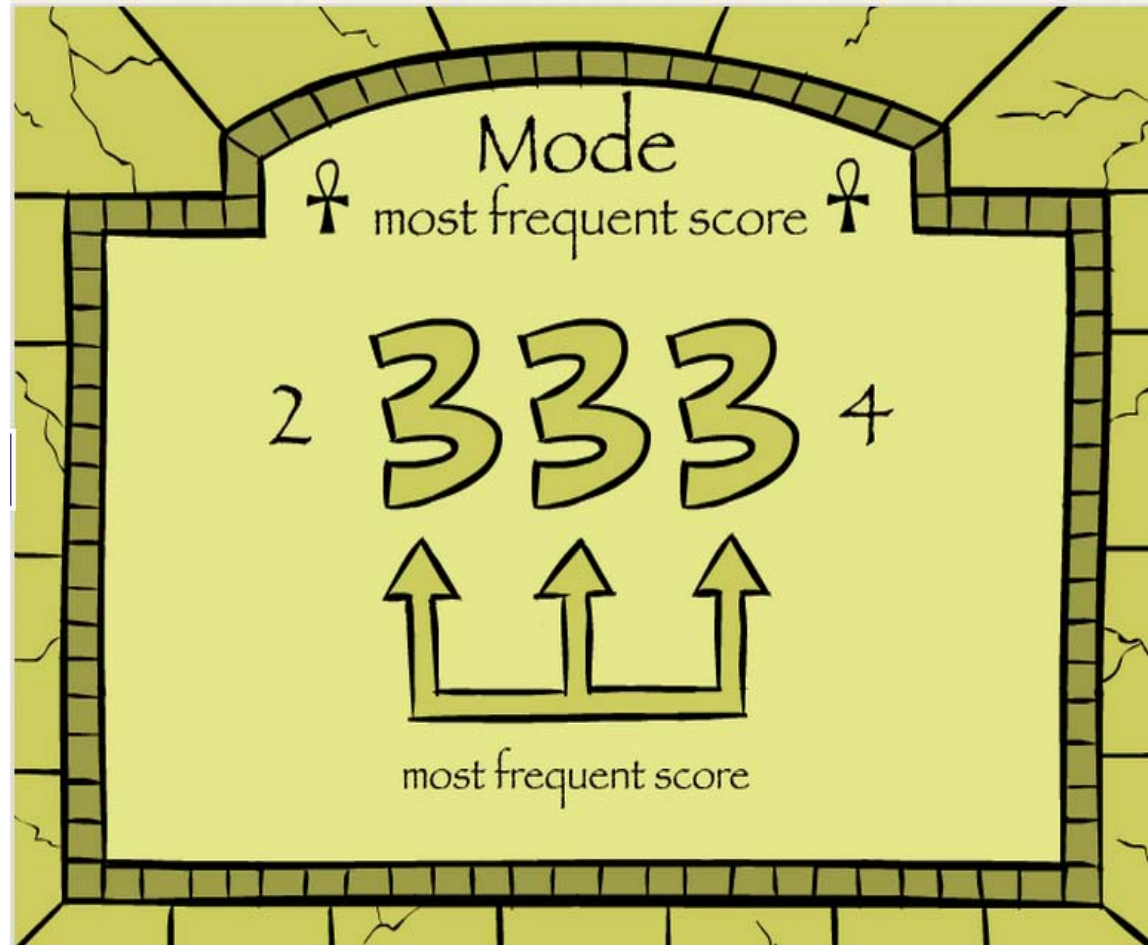
Mean/Average



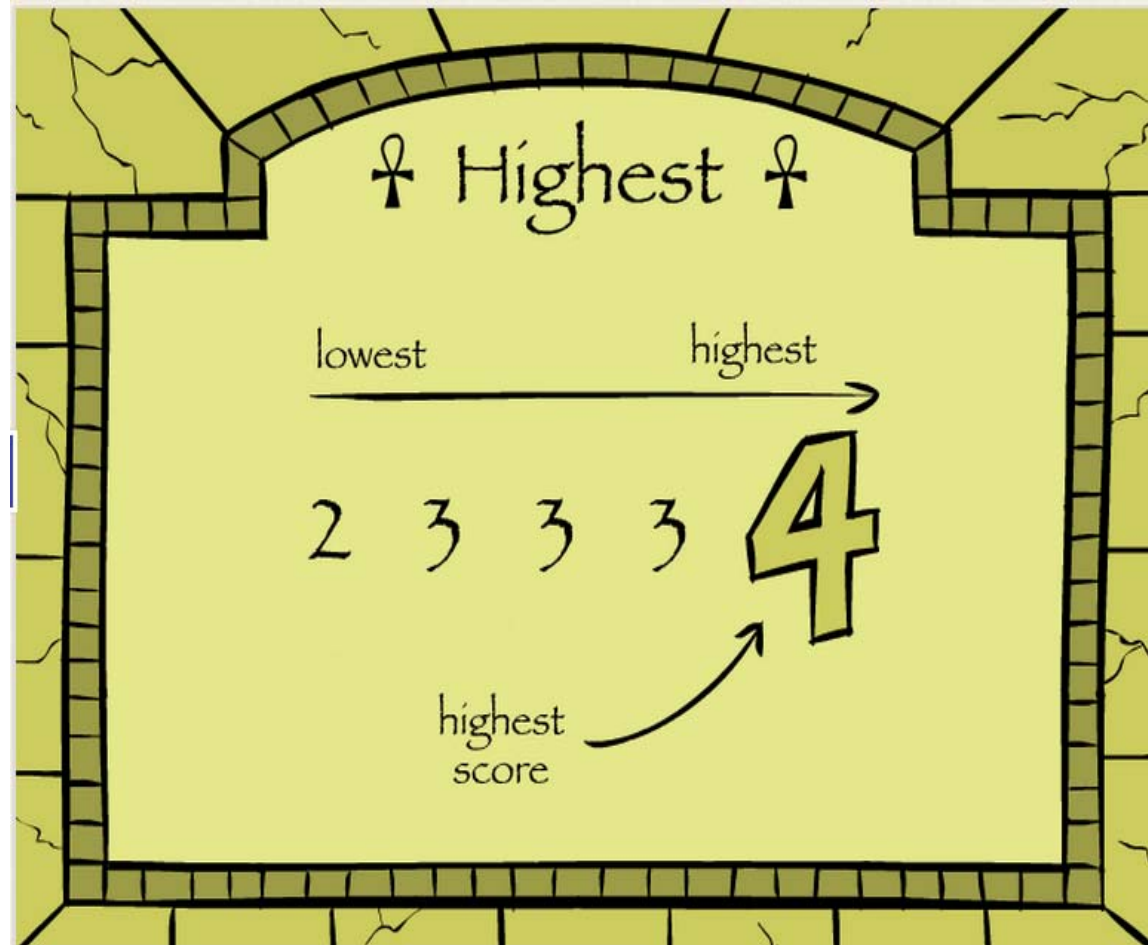
Median



Mode

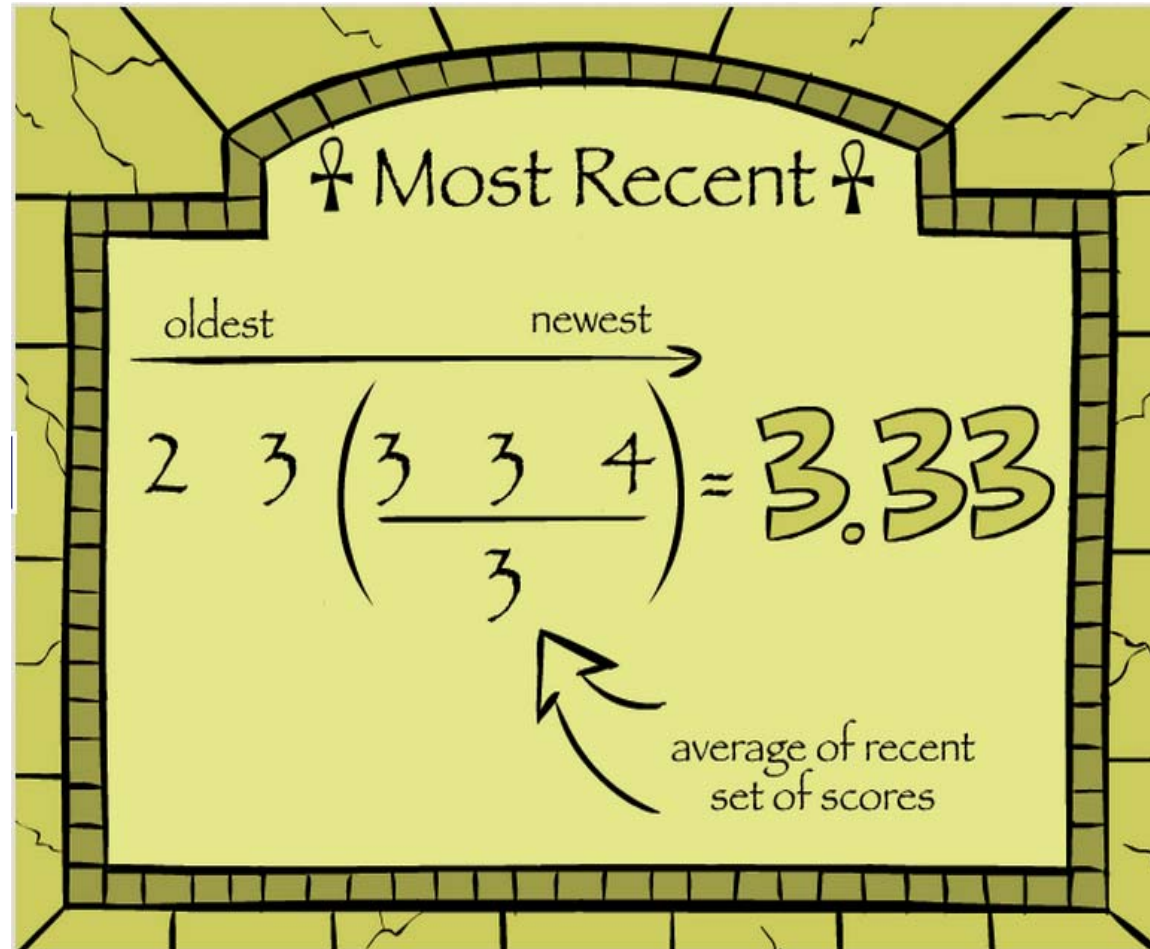


Highest





Most Recent and Mean/Average





The image features a geometric composition on a white background. On the left, a solid orange triangle is positioned with its base at the bottom-left corner. To its right, a large blue area is defined by a diagonal line that starts from the top-right corner and extends towards the bottom-left. This blue area has a fine grid texture. Below the orange triangle, there is a grey triangular region that also has a grid texture. The word "HOKE" is written in a bold, black, sans-serif font, rotated approximately 45 degrees counter-clockwise, and is placed in the white space between the orange triangle and the blue area.

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.)

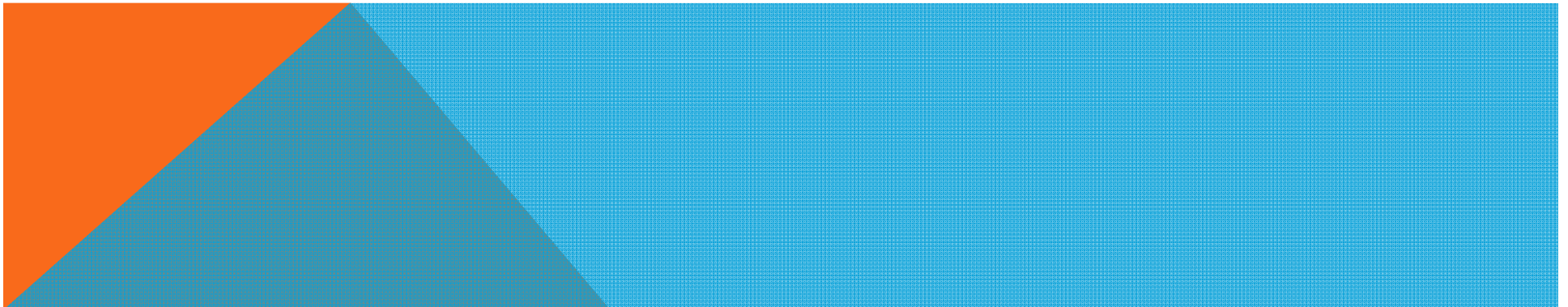
Specials/Conduct

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-

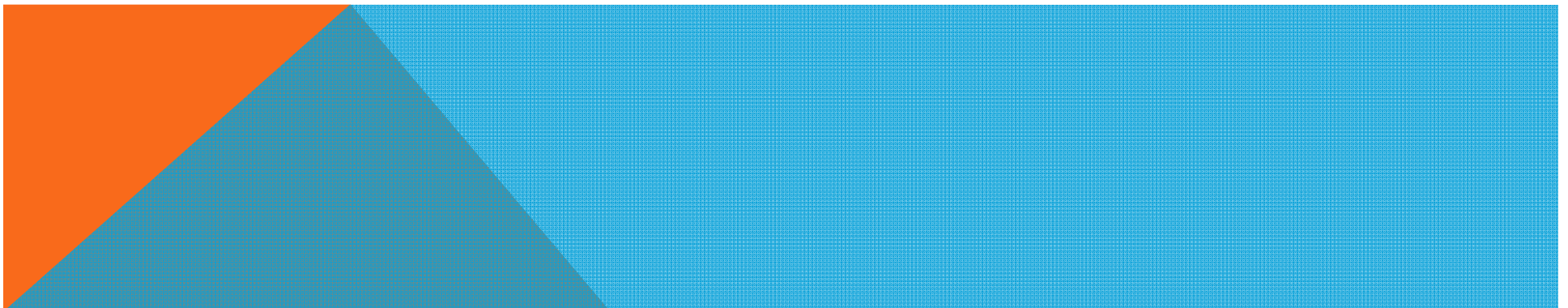
Third to last 20% Second to last 30% Most recent 50% =Final score

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





Looking at the Gradebook and the Report Card





Special Thanks



Sharon Allen, Director, Testing, Accountability and Student Information Systems
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Durham Public Schools

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Franklin County Schools