Standards based grading Implementation

Version 3

2016-2017
Purpose and outcomes of standards based grading implementation

- Implement practices that lead to
  - Student grades that reflect the state/district’s content standards and learning objectives.
  - Grading practices that are
    - Accurate – they don’t blend effort, participation or behavior with achievement
    - Meaningful – collected toward standards mastery
    - Consistent – consistent between schools and teachers
    - Support Learning – focus on master not effort, the goal is learning
    - and Address the 15 Common Grading Mistakes as described by Ken O’Connor
Report Card Design

This first version of a Standards Based District Wide Report Card will be simple and focused.

- **Standards Measured:**
  - ELA/Reading and Math standards will be measured in all grades K-8th by proficiency as in AZMerit. MP/PP/P/HP.
  - Other subjects in the report card:
    - Science will be graded only in grades 4th - 8th and will use ESINU.
    - Social Studies, Writing and Electives will use ESINU.
    - Productivity will be measured in ELA and Math courses using ESINU measure.

- **Sources:**
  - Kinder – Quarterly Test ELA & Math, DIBELs scores.
  - 1-2 Math – Eureka Unit tests, ELA Nat Geo Unit tests (Identify Essential Standards completed within each Unit and then list on report card with test score).
  - 3-8 ELA and Math standards from Instructional Calendar measured by Galileo.
  - K-8 NG & BT Writing Assessments.
  - Formatives are for guiding instruction and will not be used towards classroom grades.
The Productivity Section will include:
- a. Work Habits
- b. Conduct/Citizenship
- c. Participation

Sample sources:
- classroom projects
- classroom participation
- daily assignments
- schoolwide initiatives

Teachers will record the standards achievement each quarter.

Students can be retested on standards not mastered.
Design Continued - Grading Scales

### Non-Modified Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP</td>
<td>Highly Proficient</td>
</tr>
<tr>
<td>P</td>
<td>Proficient</td>
</tr>
<tr>
<td>PP</td>
<td>Partially Proficient</td>
</tr>
<tr>
<td>MP</td>
<td>Minimally Proficient</td>
</tr>
</tbody>
</table>

### Modified Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HP*</td>
<td>Highly Proficient (modified)</td>
</tr>
<tr>
<td>P*</td>
<td>Proficient (modified)</td>
</tr>
<tr>
<td>PP*</td>
<td>Partially Proficient (modified)</td>
</tr>
<tr>
<td>MP*</td>
<td>Minimally Proficient (modified)</td>
</tr>
</tbody>
</table>

### ESINU Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>S</td>
<td>80</td>
<td>89</td>
</tr>
<tr>
<td>I</td>
<td>70</td>
<td>79</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>69</td>
</tr>
<tr>
<td>U</td>
<td>0</td>
<td>59</td>
</tr>
</tbody>
</table>
Sample Report Card Continued

Name: Alejandro Martinez quintero
Student #: 58972
Grade 3 Report Card
Reporting Period: 16-17 Q1
Tierra del Sol Elementary School
1002 S Somerton Ave, Somerton, AZ 85350
Principal: Maria Elena Paredes

Academic Performance Indicator Scale
HP = Highly Proficient
PP = Partially Proficient
MP = Minimally Proficient
*(asterisk)=Modified

Productivity Scale
E = Excellent (90-100%)
S = Satisfactory (80-89%)
I = Improving (70-79%)
N = Needs Improvement (60-69%)
U = Unsatisfactory (0-59%)

English Language Arts

Reading Foundational
- Identify/know meaning of common prefixes/derivational suffixes

Reading Informational
- Identify main idea in text; explain how details support main idea
- Apply understanding of vocabulary within content area texts
- Use text features/search tools to find relevant topic information
- Distinguish own point of view from that of the author of a text
- Describe connection between specific sentences/paragraphs in text
- Compare/contrast key details presented in two texts on same topic

Reading Literature
- Explain how key details from cultural lit convey message of text
- Describe characters & how actions contribute to events in story
- Determine meaning of words and phrases as they are used in a text
- Use terms (chapter/scene/stanza) when writing/speaking about text
- Distinguish own point of view from that of the author of a text
- Explain how illustrations help what is conveyed by words in story
- Compare/contrast stories written by author about same characters

Writing

Somerton School District

Attendance as of 8/19/16

<table>
<thead>
<tr>
<th>Marking Periods</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership Days</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days Present</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days Absent</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days Tardy</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Language Arts (continued)

Performance Indicators

Productivity
- Conduct / Citizenship
- Work Habits
- Participation

Mathematics

Number and Operations in Base Ten
- Use place value to round whole numbers to the nearest 10 or 100
- Multiply one-digit whole numbers by multiples of 10 in range 10-100

Number and Operations - Fractions
- Understand what fractions represent parts of a whole
- Understand/represent a fraction as a number on number line diagram
- Explain/compare equivalence of fractions in special cases

AZELLA Scale: Prof=Proficient • Inter=Intermediate • Basic=Basic • E=Emergent • PE=Pre-Emergent

Listening: PE/E/Bas
Speaking: Inter
Writing: W-PE/E/Bas
Overall: T-Basic

AZELLA Test: 2/2015

Reading: R-Inter
Writing: W-PE/E/Bas

AZMERIT Test None
Name: Alejandro Martinez Quintero

### Mathematics (Continued)

<table>
<thead>
<tr>
<th>Operations and Algebraic Thinking</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret products of whole numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpret whole-number quotients of whole numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use multiplication and division within 100 to solve word problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine unknown in ($a/ b$) equation relating three whole numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply properties of operations as strategies to multiply &amp; divide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluently multiply and divide within 100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solve 2-step word problems using four operations; assess answers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Productivity

<table>
<thead>
<tr>
<th>Conduct / Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Habits</td>
</tr>
<tr>
<td>Participation</td>
</tr>
</tbody>
</table>

### Special Subjects

<table>
<thead>
<tr>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
</tr>
<tr>
<td>Computers</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
</tbody>
</table>

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**Academic Performance Indicator Scale**

- **HP** = Highly Proficient
- **PP** = Partially Proficient
- **P** = Proficient
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- *(asterisk)* = Modified

**Productivity Scale**

- **E** = Excellent (90-100%)
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"Children, Our Priority - Personal Best, Our Goal"
Instructional Calendar

- Essential Standards in ELA and Math will be measured throughout the year.
- The Standards based report card lists all the essential standards that will be measured during the year.
ELL & SpEd

- ELP standards are correlated to the ELA standards. SEI teachers will enter scores in SEI Reading course.

- Modified grades will be noted with an * asterisk.
<table>
<thead>
<tr>
<th>QTR</th>
<th>Unit</th>
<th>GR</th>
<th>BT</th>
<th>Standard</th>
<th>ELA Description</th>
<th>ELP Code</th>
<th>ELP Correlation</th>
</tr>
</thead>
</table>
| C1  | Unit 1 | 4  | X  | 4.RI.01    | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | III-R-4:HI-2,3            | Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.  
  HI-2: generating and confirming predictions about text for accuracy.  
  HI-3: answering literal (i.e., Yes/No, who, what, where, when, why, which and how) and/or personal response questions about text.                                                                                     |
| C1  | Unit 1 | 4  | X  | 4.RI.02    | Determine the main idea of a text and explain how it is supported by key details; summarize the text (4.RI.2) | III-R-4:HI-4,5,7          | Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.  
  HI-4: generating who, what, where, when, why, which and how questions to clarify text.  
  HI-5: retelling a story or event with a beginning, middle, and end using transition words and complete sentences.  
  HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.                                                                                     |
| C1  | Unit 1 | 4  |    | 4.RI.03    | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | N/A                       | No correlation                                                                                                                                                                                             |
| C1  | Unit 1 | 4  |    | 4.RI.04    | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | III-R-4:HI-20             | Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.  
  HI-20: applying understanding of content vocabulary within math, science and social studies texts.                                                                                     |
| C1  | Unit 1 | 4  | X  | 4.RI.05    | Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. | III-R-4:HI-8,9,10         | Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.  
  HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.  
  HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)  
  HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since) |
| C1  | Unit 1 | 4  | X  | 4.RI.07    | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | N/A                       | No correlation                                                                                                                                                                                             |
| C1  | Unit 1 | 4  |    | 4.RI.10    | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
  a. By the end of year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ 4.RI.10) | III-R-3:HI-1             | Standard 3: The student will read with fluency and accuracy.  
  HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation) |
PowerTeacher
Grade book

Collecting Test Data & Entering Grades
Progress on Standards

Run reports from:

- ATI Online - Galileo
- DIBELS website
Navigating PowerTeacher Pro

Sign In to PowerTeacher Pro

Sign in to PowerTeacher Portal, and then select the PowerTeacher Pro link on the main menu or on the Current Classes page.

Navigation Bar

- Select +Create to create assignments or assignment categories.
- Select ? to view contextual help, and tips and tricks for using PowerTeacher Pro. Click Getting Started on the Help menu to display the page overlay that provides a high-level introduction to some of the basic features in PowerTeacher Pro.
- Select the silhouette or photo to sign-out of PowerTeacher Pro.

Class Selector

- Select the class or group of classes to work with from the class selector at the top of the page.
- Open the class selector.
- Select a scheduling term to narrow the classes and groups to only classes occurring in that term.
- On the Classes tab, select an individual class to begin working with that class on the current page.
- Select to go directly to the Scoresheet for a class, or select to go directly to the grades progress for a class.
- On the Groups tab, select all classes in the selected term or a class group to begin working with those classes on the current page. The groups are automatically created for classes occurring in the selected term that have the same expression, course, or school (if there are classes at multiple schools). Select to go directly to the Scoresheet for a group, or select to go directly to the grades progress page you have selected on the Display Settings page for a group.
Navigating PowerTeacher Pro
Continued

Charms Bar
Select an item on the charms bar along the left side of the app to open the corresponding section. The image above displays the default menu items for PowerTeacher Pro. Other items that are enabled by your district may appear on the charms bar or on various section menus in PowerTeacher Pro.

Reporting Term Selector
Select a reporting term to change the current reporting term that appears in PowerTeacher Pro.

Quick Menu
Quick Menus are available on pages throughout PowerTeacher Pro. If you see an arrow next to the heading at the top of a page, select it to open the Quick Menu, which provides quick links to other areas of the application.
In PowerTeacher Pro, click on the question mark on the upper right side of your screen, choose Help and then Grading > Standards Grades.

You can find many instructional youtube videos on PTP: https://www.youtube.com/results?search_query=powerteacher+pro

PowerSource Mastery in Minutes

Help Resources