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.
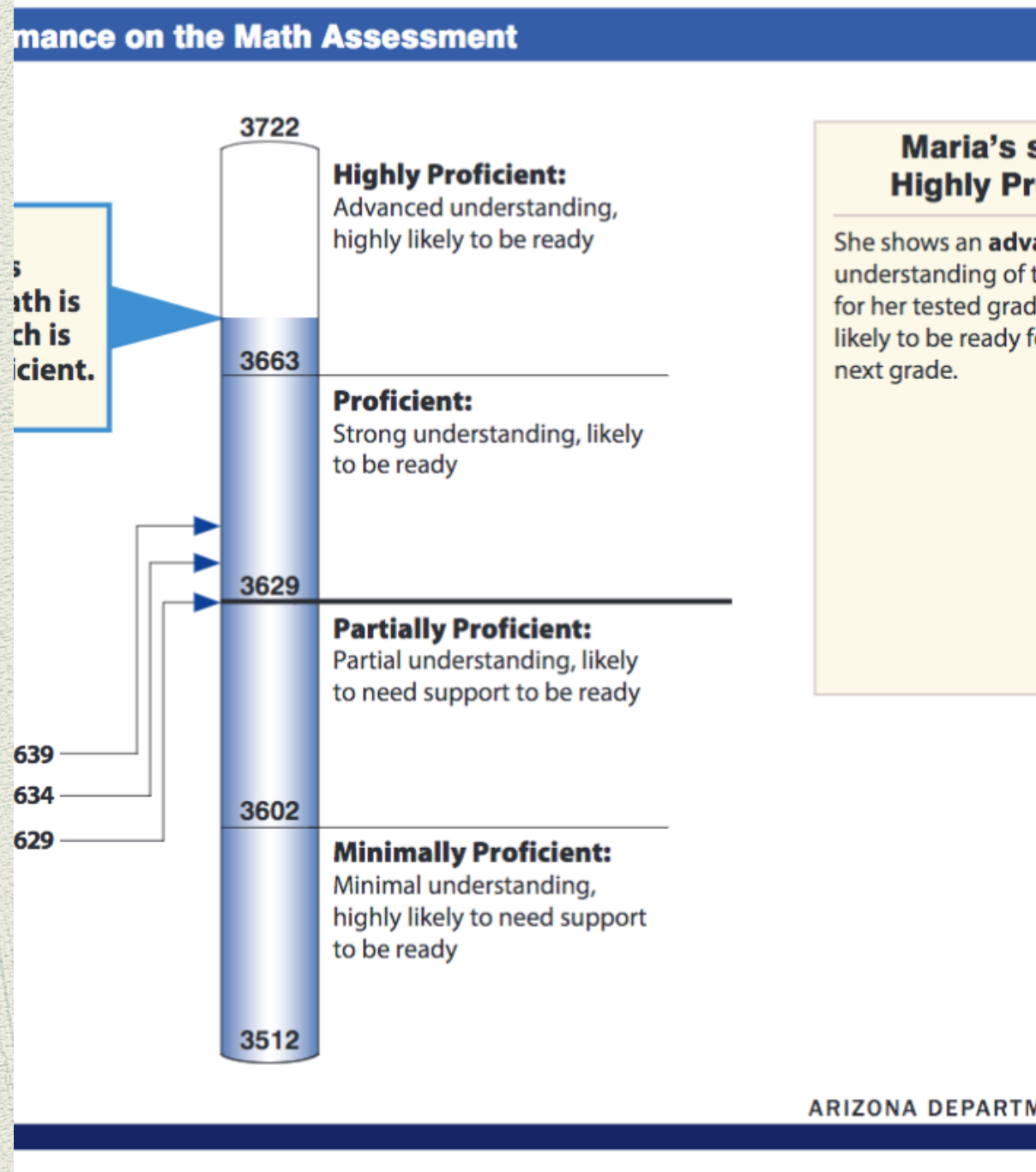
* **Standards Measured:**

    * 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.

Design Continued

...mance on the Math Assessment

3722

Highly Proficient:
Advanced understanding, highly likely to be ready

3663

Proficient:
Strong understanding, likely to be ready

3629

Partially Proficient:
Partial understanding, likely to need support to be ready

639
634
629

3602

Minimally Proficient:
Minimal understanding, highly likely to need support to be ready

3512

Maria's ...
Highly Pr...

She shows an **adv...**
understanding of t...
for her tested grad...
likely to be ready f...
next grade.

ARIZONA DEPARTM...

- 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

Grade	Description
HP	Highly Proficient
P	Proficient
PP	Partially Proficient
MP	Minimally Proficient

ESINU Scale

Grade	Range		Description
E	90	100	Excellent
S	80	89	Satisfactory
I	70	79	Improving
N	60	69	Needs Improvement
U	0	59	Unsatisfactory

Modified Scale

Grade	Description
HP*	Highly Proficient (modified)
P*	Proficient (modified)
PP*	Partially Proficient (modified)
MP*	Minimally Proficient (modified)

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

Somerton School District

Attendance as of 8/19/16

Marking Periods	Q1	Q2	Q3	Q4
Membership Days	10			
Days Present	10			
Days Absent				
Days Tardy	0	0	0	0

Academic Performance Indicator Scale

HP = Highly Proficient   P = 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%)

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

AzMERIT Test None		*AZELLA Test* : 2/2015	*Listening:PE/E/Bas*
ELA:		*Reading:* R-Inter	*Speaking:Inter*
Math:		*Writing:* W-PE/E/Bas	*Overall:* T-Basic

English Language Arts	Q1	Q2	Q3	Q4
DIBELS				
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				

English Language Arts (continued)	Q1	Q2	Q3	Q4
Productivity				
Conduct / Citizenship				
Work Habits				
Participation				

Mathematics	Q1	Q2	Q3	Q4
Geometry				
Partition shapes into equal areas; express as fraction of whole				
Measurement and Data				
Tell/write/measure time to minute; solve +/- time word problems				
Measure and estimate liquid volumes and masses of objects using metric units.				
Solve measurement word problems.				
Draw scaled graphs to represent data with several categories				
Generate data measuring lengths w/rulers marked with 1/2 and 1/4				
Number and Operations in Base Ten				
Use place value to round whole numbers to the nearest 10 or 100				
Fluently add and subtract within 1000				
Multiply one-digit whole numbers by multiples of 10 in range 10,Äì90				
Number and Operations - Fractions				
Understand how fractions represents parts of whole				
Understand/represent a fraction as a number on number line diagram				
Explain/compare equivalence of fractions in special cases				

Name: Alejandro Martinez quintero

Mathematics (Continued)	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking				
Interpret products of whole numbers				
Interpret whole-number quotients of whole numbers				
Use multiplication and division within 100 to solve word problems				
Determine unknown in (ó/) equation relating three whole numbers				
Apply properties of operations as strategies to multiply & divide				
Fluently multiply and divide within 100				
Solve 2-step word problems using four operations; assess answers				
Productivity				
Conduct / Citizenship				
Work Habits				
Participation				

Special Subjects	Q1	Q2	Q3	Q4
Science				
Art				
Computers				
Music				
Physical Education				

Academic Performance Indicator Scale

HP = Highly Proficient   **P** = 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%)

"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.

Additional
Standards
BT Link

[Site Routines/Procedures]
BT Link

[5.R.Y] Yearly Standards
BT Link

[5.R.RL.01] I can cite evidence to support an inference made from the text.
BT Link

Mon (08/08)	Tue (08/09)	Wed (08/10)	Thu (08/11)	Fri (08/12)

[5.R.Y] Yearly Standards
BT Link

[5.R.RL.02] I can determine the theme and summarize a story, drama, or poem using evidence from the text.
BT Link

Mon (08/15)	Tue (08/16)	Wed (08/17)	Thu (08/18)	Fri (08/19)

[G5.R.AD.02]
Additional
Standards
BT Link

[5.R.Y] Yearly Standards
BT Link

[5.R.RL.02] I can determine the theme and summarize a story, drama, or poem using evidence from the text.
BT Link

Mon (08/22)	Tue (08/23)	Wed (08/24)	Thu (08/25)	Fri (08/26)

[5.R.Y] Yearly Standards
BT Link

[5.R.RL.03] I can analyze the similarities and differences of two or more characters, settings, or events in a story or drama.
BT Link

Mon (08/29)	Tue (08/30)	Wed (08/31)	Thu (09/01)	Fri (09/02)

[5.R.Y] Yearly Standards
BT Link

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

Curriculum Alignment Document

2016-2017 4th Grade Curriculum Alignment

QTR	Unit	GR	BT	Standard	ELA Description	ELP Code	ELP Correlation
Q1	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.
Q1	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.
Q1	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
Q1	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.
Q1	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)
Q1	Unit 1	4	X	4..RI.07	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, 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
Q1	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 &
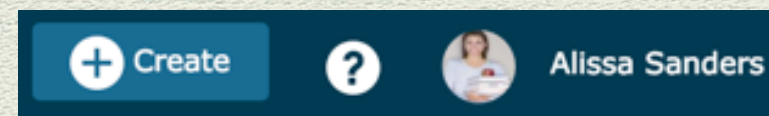*Entering Grades*

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
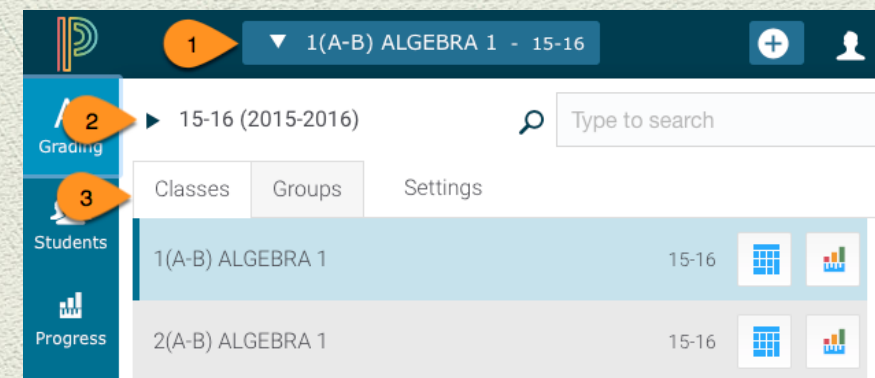
- Select the class or group of classes to work with from the class selector at the top of the page.
- Open the class selector.
- Select a scheduling term to narrow the classes and groups to only classes occurring in that term
- .On the Classes tab, select an individual class to begin working with that 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
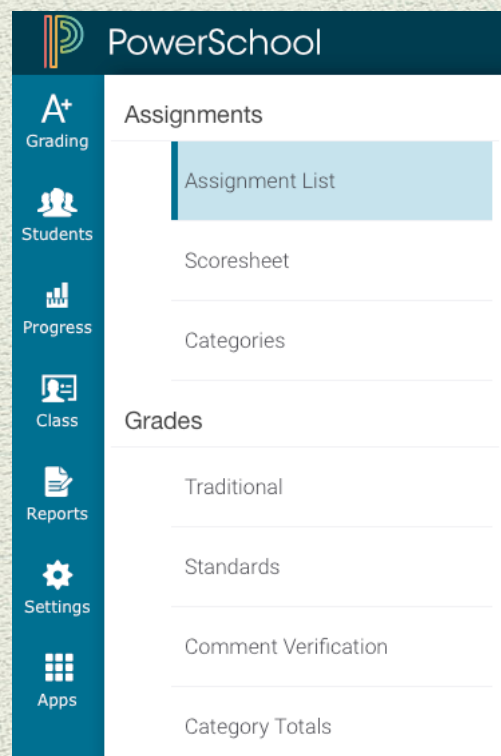
Select an item on the charms bar along the left side of the app to open the corresponding section. The image above displays the default menu items for PowerTeacher Pro. Other items that are enabled by your district may appear on the charms bar or on various section menus in PowerTeacher Pro.
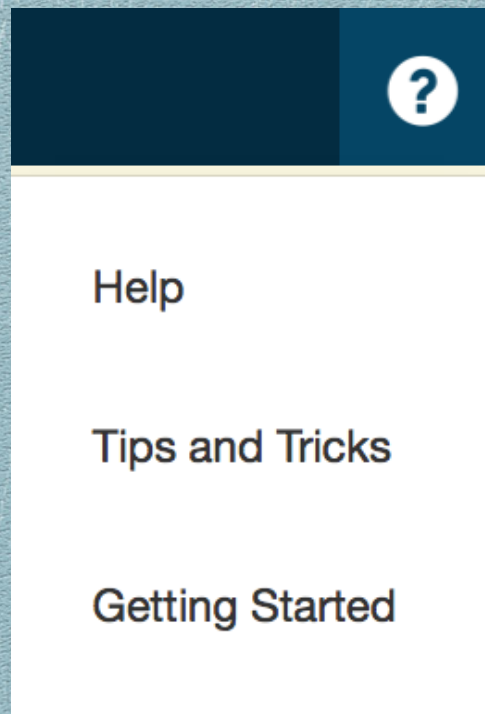
Reporting Term Selector
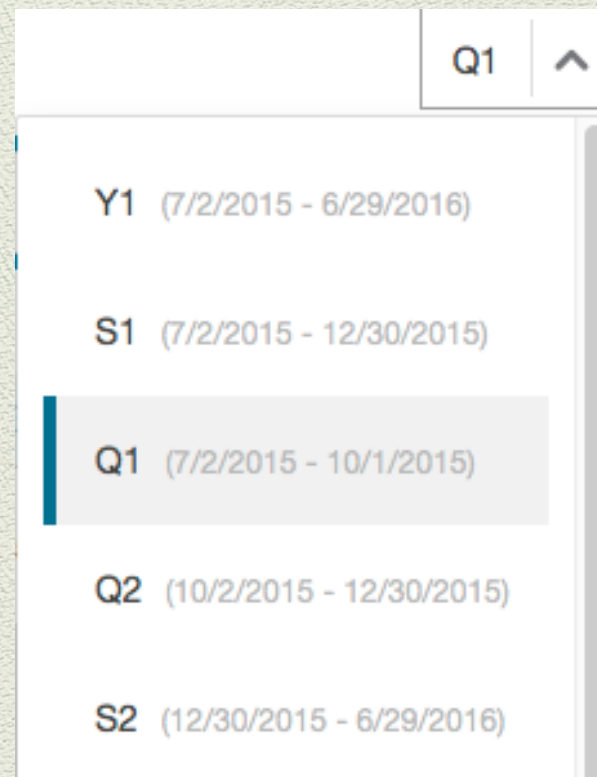
Select a reporting term to change the current reporting term that appears in PowerTeacher Pro.

Quick Menu
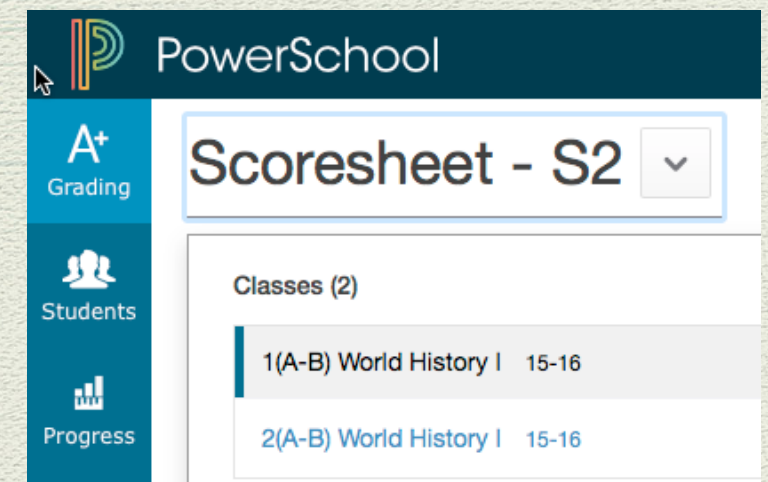
Quick Menus are available on pages throughout PowerTeacher Pro. If you see an arrow next to the heading at the top of a page, select it to open the Quick Menu, which provides quick links to other areas of the application.

In PowerTeacher Pro, Click on click on the question mark ❓ on the upper right side of your screen, choose *Help* and then *Grading > Standards Grades*
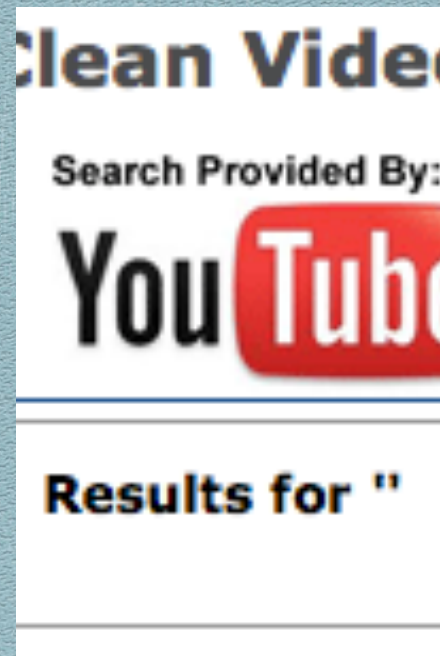
You can find many instructional youtube videos on PTP: https://www.youtube.com/results?search_query=powerteacher+pro

PowerTeacher Pro: Creating and
Learn how to create and duplicate assignme

PowerTeacher Pro: Running the I
Learn how to run the Individual Student Rep

PowerTeacher Pro: Setting Up Di
Learn how to set up your gradebook display

PowerTeacher Pro: Using the Sc
Learn how to use the PowerTeacher Pro Sc

PowerTeacher Pro: Working with
Learn how to modify a final grade manually

PowerSource Mastery in Minutes

Help Resources