To better understand the process involved with implementing standards-based grading and reporting in PowerSchool, this document attempts to outline the process from start to finish. Districts should be aware that a considerable amount of time must be dedicated to the process, including planning, designing, implementing, testing, and, when necessary, revising. As each district has different needs, developing a precise timeline for completion is problematic. However, it is essential that realistic time considerations be made so that expectations can be met.

I. Standards

The school district will need to produce a list of the standards that will be used by each grade level subject. You may have as many standards as you need and separate schools within the district can have separate standards. However, it should be kept in mind that the greater the differentiation between schools, the more complicated the report development process will be.

As a consequence, the project will take longer. Once the list is finalized, it will be provided to WNYRIC staff (preferably in Excel format).

Using a special template (pictured below), WNYRIC will format the file for import to PowerSchool (and perform the import). This will include creating a numbering scheme (called *Identifiers*) that will be used in coding the object report. Additionally, each standard will be linked to its proper grading conversion scale.

After standards are imported, the District will review standards in PowerSchool to check for any errors. WNYRIC and/or the District can make corrections in PowerSchool

Name	Identifier	subjectarea	alignmentidentifier	calculationparent	listparent	level	sortorder	type	courses	includecomment	conversionscale	allowassignments	description
Elementary	EK.CO.1	Comments			EK.CO	3	1	school	102	TRUE		TRUE	Comments
Grade 1	E1				E	1	2	school		FALSE			Grade 1
Reading	E1.RE	Reading			E1	2	9	school	1	FALSE			Reading
Reading Effort	E1.RE.1	Reading			E1.RE	3	1	school	1	FALSE	1244	TRUE	Reading Effort
Guided reading level	E1.RE.2	Reading			E1.RE	3	2	school	1	FALSE	1244	TRUE	Guided reading level
Knows vocabulary words	E1.RE.3	Reading			E1.RE	3	3	school	1	FALSE	1244	TRUE	Knows vocabulary words
Knows phonics skills	E1.RE.4	Reading			E1.RE	3	4	school	1	FALSE	1244	TRUE	Knows phonics skills
Uses strategies to decode unknown words	E1.RE.5	Reading			E1.RE	3	5	school	1	FALSE	1244	TRUE	Uses strategies to decode unknown words
Oral reading	E1.RE.6	Reading			E1.RE	3	6	school	1	FALSE	1244	TRUE	Oral reading
Comprehension - understands materials read	E1.RE.7	Reading			E1.RE	3	7	school	1	FALSE	1244	TRUE	Comprehension - understands materials read
Written Expression	E1.WE	Written Expression			E1	2	10	school	1	FALSE			Written Expression
Written Expression Effort	E1.WE.1	Written Expression			E1.WE	3	1	school	1	FALSE	1244	TRUE	Written Expression Effort
Writes a complete sentence	E1.WE.2	Written Expression			E1.WE	3	2	school	1	FALSE	1244	TRUE	Writes a complete sentence
Organizes thoughts in written work	E1.WE.3	Written Expression			E1.WE	3	3	school	1	FALSE	1244	TRUE	Organizes thoughts in written work
Shows growth in written work	E1.WE.4	Written Expression			E1.WE	3	4	school	1	FALSE	1244	TRUE	Shows growth in written work
Demonstrates appropriate use of mechanics	E1.WE.5	Written Expression			E1.WE	3	5	school	1	FALSE	1244	TRUE	Demonstrates appropriate use of mechanics
Listening/Speaking	E1.LS	Listening/Speaking			E1	2	11	school	1	FALSE			Listening/Speaking
Listening/Speaking Effort	E1.LS.1	Listening/Speaking			E1.LS	3	1	school	1	FALSE	1244	TRUE	Listening/Speaking Effort
Listens attentively	E1.LS.2	Listening/Speaking			E1.LS	3	2	school	1	FALSE	1244	TRUE	Listens attentively
Follows oral directions	E1.LS.3	Listening/Speaking			E1.LS	3	3	school	1	FALSE	1244	TRUE	Follows oral directions
Expresses ideas clearly	E1.LS.4	Listening/Speaking			E1.LS	3	4	school	1	FALSE	1244	TRUE	Expresses ideas clearly
Pays attention to the speaker	E1.LS.5	Listening/Speaking			E1.LS	3	5	school	1	FALSE	1244	TRUE	Pays attention to the speaker
Shares in group discussion	E1.LS.6	Listening/Speaking			E1.LS	3	6	school	1	FALSE	1244	TRUE	Shares in group discussion
Penmanship	E1.PN	Penmanship			E1	2	12	school	1	FALSE			Penmanship
Penmanship Effort	E1.PN.1	Penmanship			E1.PN	3	1	school	1	FALSE	1244	TRUE	Penmanship Effort
Writes neatly	E1.PN.2	Penmanship			E1.PN	3	2	school	1	FALSE	1244	TRUE	Writes neatly
Spaces letters and words correctly	E1.PN.3	Penmanship			E1.PN	3	3	school	1	FALSE	1244	TRUE	Spaces letters and words correctly
Uses proper direction of letters and numbers	E1.PN.4	Penmanship			E1.PN	3	4	school	1	FALSE	1244	TRUE	Uses proper direction of letters and numbers
Mathematics	E1.MA	Mathematics			E1	2	13	school	1	FALSE			Mathematics
Mathematics Effort	E1.MA.1	Mathematics			E1.MA	3	1	school	1	FALSE	1244	TRUE	Mathematics Effort
Recognizes numbers	E1.MA.2	Mathematics			E1.MA	3	2	school	1	FALSE	1244	TRUE	Recognizes numbers
Understands patterns	E1.MA.3	Mathematics			E1.MA	3	3	school	1	FALSE	1244	TRUE	Understands patterns

II. Conversion Scales

Conversion scales (grading scales for standards) are set up in PowerSchool at District Office level to create the actual marks, scores, or grades that will appear in the dropdown lists on the teacher's **Final Grade Entry (Standards)** screen in PowerSchool Teacher.
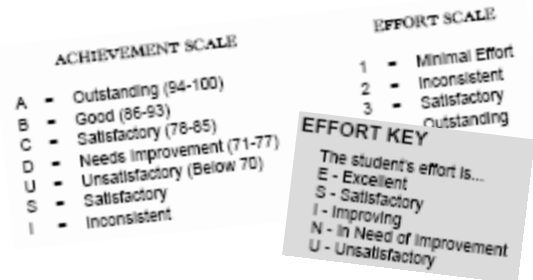
The district will supply WNYRIC staff with grading scales used by schools. From these, WNYRIC staff will create the necessary conversion scales in PowerSchool for use by the teachers. Characters that can be displayed on the teacher's screen and used on report cards are limited. Special characters (such as check marks, smiley faces, etc) cannot be recreated for display on the screen. The district will need to restrict characters to those alphanumeric characters found on a standard keyboard.

If standards grades are to be calculated from assignment grades in the Gradebook, the district will need to decide the appropriate cutoff percentages that will need to be met to earn a particular standards grade.

III. Report Card Design

The school district should develop a design(s) for the new report card(s) which WNYRIC staff will replicate for PowerSchool. An existing district report card(s) would be a good starting point. If WNYRIC is to produce the reports, staff will duplicate those designs in an object report(s) as closely as possible (within the limits of the software). Another option is for the district to develop object reports independently. In either case, the cost to the district is determined by the extent of report development services provided by WNYRIC. For this reason, it is wise to keep report designs as similar as possible between grade levels and/or schools.

Typically separate report cards are created either for each individual grade (K, 1, 2, etc.) or for grade groupings (K, Primary 1-2, Intermediate 3-5, etc.). Report cards are coded to pull grades for standards tied to specific grade levels. Different schools may have different report cards, however development costs may be higher.

If any custom or proprietary art work is required for the project, the district will be responsible for providing it in jpeg format.

**Important considerations in developing a report card design**:

What will be the format? What is the finished size of the report that is given to students? Is it to be folded? For example, if the report is to be folded and has a *finished* size of 8 ½" x 11", then that would require that the report actually be printed on 11" x 17" paper and folded to form the finished booklet. Similarly, a 5 ½" x 8 ½" finished booklet would be printed on regular 8 ½" x 11" paper and then folded.

How many pages long will the report card be? The answer to this question coupled with the question above about the format will help determine the number of sheets of paper that will be needed to print each report card. If, for example, you wanted to go with the 5 ½" x 8 ½" format, one sheet of paper folded would give you four pages. If you added a second sheet of paper, that would give you up to eight 5 ½" x 8 ½" pages to fill.

How will the report card appearance vary by grade level? Will the Kindergarten report look like the 5th grade report card (with the exception of different standards)? Will they have the same art work, subject areas, same general layout (*e.g.* Math on page 2, Social Studies and English on page 3, Special Areas on page 4, etc., etc.)? Keeping the design similar between grade levels will reduce development time and keep the cost down.

Who will be responsible for signing off on the final report card design? Will it be one person or a committee? If you have a teacher committee that will be overseeing the report card project, who will be the point of contact? Good communication is important to keep the project moving forward.

IV. Student Course Enrollment

Students will need to be enrolled in courses for standards-based grading to function. Typically, students are enrolled in a grade-level "core" class with the teacher primarily responsible for grading. They may also be enrolled in "specials" such as Music, PE, and Art, Library, Chorus, Band, etc where a separate teacher will be responsible for grading.

Many elementary schools use a single home room course spanning all grades. For PowerSchool's standards-based grading to function, this would need to be modified so that students would be enrolled in specific grade-level courses. Depending on the individual school's setup, new courses may need to be created as well as sections, into which the students will be enrolled. For example:

> Grade 1 Core Class
> Grade 1 Music
> Grade 1 Art
> Grade 1 PE
> Grade 1 Math
> Grade 2 Core Class
> Grade 2 Music . . . etc.

Sort by number or name

E1Art E Grade 1 Art
E1Core E Grade 1 Core
E1Math E Grade 1 Math
E1Music E Grade 1 Music
E1PE   E Grade 1 PE
E2Art E Grade 2 Art
E2Core E Grade 2 Core
E2Math E Grade 2 Math
E2Music E Grade 2 Music
E2PE   E Grade 2 PE
E3Art E Grade 3 Art
E3Choral E Grade 3 Choral
E3Core E Grade 3 Core
E3ELA E Grade 3 ELA
E3Math E Grade 3 Math
E3Music E Grade 3 Music
E3PE   E Grade 3 PE
E4Art E Grade 4 Art
E4Choral E Grade 4 Choral
E4Core E Grade 4 Core
E4ELA E Grade 4 ELA
E4Math E Grade 4 Math
E4Music E Grade 4 Music
E4PE   E Grade 4 PE
E5Art E Grade 5 Art
E5Choral E Grade 5 Choral
E5Core E Grade 5 Core
E5ELA E Grade 5 ELA
E5Math E Grade 5 Math
E5Music E Grade 5 Music
E5PE   E Grade 5 PE
EKCORE E Kinderg Core
EInstrument Elementary Instrumental
Homeroom K-5 Homeroom

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Without courses for each grade level, a problem would arise in the display of standards. If there were only a single home room "course," then all standards would need to be linked to that course number making all standards, regardless of grade level, visible to all teachers. This would make the grading screen display too lengthy and unwieldy for teachers to work with.

Districts should keep in mind that considerable staff time will need to be dedicated to the process of creating courses, sections, and enrolling students.

V. Testing Phase

Once the conversion scales are created, standards imported, courses & sections created, students enrolled, and report cards developed, testing can begin to make sure that the grades and comments entered in the Gradebook are displaying correctly on the report cards. This absolutely necessary to ensure that the report cards are correct before they are issued to students, as well as to make sure the layout of the report meets expectations.

The district will be responsible for having teachers to enter standards grades for students so that the report cards can be tested. The best approach is to have one "core" teacher from each grade level, as well one teacher from each of the special areas (PE, Music, Art, etc) enter sample grades for at least one student. In this way, the reports can be tested for each grade level to make sure they are displaying grades correctly.