

# C01

“All teachers maintain a record of each student’s mastery of specific learning objectives”

**Indicator: All teachers maintain a record of each student's mastery of specific learning objectives. (114)**

**Explanation:** The best formative assessment is that kept by teachers tracking each student's progress in mastering learning objectives. This enables the teacher to modify learning plans, accelerate students who achieve early mastery, and provide support (or modifying plans) for students lagging behind. A record of student mastery of learning objectives is also a valuable communication tool to let parents know how their children are progressing.

**Questions:** Does your school provide teachers with a standard template to record student mastery of learning objectives? Are the records kept on paper, or does your school provide an electronic system? Do your Instructional Teams use the data from these records to modify unit plans? Do teachers use the record to adjust their learning plans? Who reviews the teachers' records?

Robert Slavin (in Cotton, 1998) wrote, "Imagine an archer who shoots an arrow at a target but never finds out how close to the bulls'-eye the arrows fall. The archer wouldn't be very accurate to begin with, and would certainly never improve accuracy. Similarly effective teaching requires that teachers be constantly aware of the effects of their instruction" (p. 6). Teachers have all kinds of methods to gather information about their students and more importantly, their students' learning. Redding (2007) gives one such example, "Unit tests are constructed to give teachers a good idea of a student's current level of mastery of the objectives without taking a great amount of time to administer" (p. 104).

Administering unit tests is just one way of measuring student learning. Effective schooling research "identifies the practice of monitoring student learning as an essential component of high quality education" (Cotton, 1998, p. 1). The purpose of monitoring student learning is to be able to track progress, give meaningful feedback, and make instructional decisions. Achievement tests are one such method of collecting this type of data, but they happen less frequently and results are not immediate enough for teachers to use to alter or adjust their instruction in such a way that will affect student learning immediately. The types of decisions teachers are making every day (instructional pacing, student placement, differentiating assignments and grouping) are made on the monitoring and records of daily work that the teacher needs to have at her/his fingertips. With this information in hand, teachers can "compare a student's progress to the rate of improvement needed to meet end-of-year goals" (Safer & Fleischman, 2005).

### **For Special Education**

In order to meet the higher expectations of current standards-based systems, educators need information that can be used to project how students are doing against the grade-level standards throughout the course of the year so they can determine what needs to be done to accelerate student progress toward the proficiency standards and goals identified on students' IEP's. Progress monitoring techniques can provide that information. Although the promise of progress monitoring is great, the techniques are not universally used, nor are they universally understood in the context of standards-based reform.

Fuchs and Fuchs (1986) are among many (Fuchs & Deno, 1991; Helwig, Heath, & Tindal, 2000; Langenfeld, Thurlow, & Scott, 1997; Lindsey, 1990; Marston, 1989; Paulson, Paulson, & Meyer, 1991; Stecker & Fuchs, 2000; Stiggins, 2001; Wiggins & McTigue, 1998) who have emphasized that it is essential to have assessment that involves the ongoing collection and use of information to evaluate the effectiveness of instruction. The President's Commission on Excellence in Special Education (U.S. Department of Education, 2002) also emphasized the need for implementation of continuous progress monitoring. There seems to be growing recognition among educators, researchers, and policymakers of the need for more widespread use of progress monitoring with students with disabilities, that is, a set of techniques for assessing student performance on a regular and frequent basis.

Successful implementation of progress monitoring is not just a matter of picking an approach or a combination of approaches. Regardless of methods used, progress monitoring approaches in a standards-based assessment and accountability system must include defined strategies for scoring, analyzing, reporting and tracking data, and defined strategies for creating meaning from the data gathered across all sources to develop effective improvement plans.

**Source:** Quenemoen, R., Thurlow, M., Moen, R., Thompson, S., & Morse, A. B. *Progress Monitoring in an Inclusive Standards-based Assessment and Accountability System* (Synthesis Report 53). Minneapolis, MN: University of Minnesota. National Center on Educational Outcomes. February 2004.

### References and Resources

- Cotton, K. (1998). *Monitoring student learning in the classroom*. Portland, OR: Education Northwest.
- National Academy of Science. (1996). *National science education standards*. Washington, DC: National Academy Press.
- National Center on Student Progress Monitoring – IDEAs that Work – U.S. Office of Special Education Programs [www.studentprogress.org](http://www.studentprogress.org)
- Marzano, R. (2006). *Classroom assessment and grading that works*. Alexandria, VA: Association for Supervision and Curriculum Development
- Redding, S. (2007). Systems for improved teaching and learning. In H. J. Walberg (Ed.), *Handbook on restructuring and substantial school improvement* (pp. 99-112). Lincoln, IL: Academic Development Institute. Retrieved from <http://www.adi.org/about/downloads/Restructuring%20Handbook.pdf>
- Research Institute on Progress Monitoring <http://www.progressmonitoring.org>
- Safer, N. & Fleischman, S. (2005). Research matters/How student progress monitoring improves instruction. *Educational Leadership*, 62(5), 81-83.

# Objective

Each teacher will complete the following process weekly and report to their Data PLC after their Power School Grade book is setup properly:

1-**Add weekly formal or informal assessments and results** in PowerBook using the following file name protocol and grading protocol expectations:

•File name protocol: “objective number\_formal or informal assessment title”

•File name protocol example: “1.0.1\_Design Process”

2-**Generate Power School score sheet & individual student reports** in a printable copy or “.pdf” electronic file format including the following file name protocol:

•File name protocol: “course name\_teacher last name\_SC or ISR\_date

•File name protocol example :

“IntroEngineeringDesign\_Wykoff\_SC\_10.14.14.pdf”

3-**Share electronic or hard copy documents with your PLC Team**

during the designated PLC data meetings weekly.

Standard Courses		
	70 % Assessments Summative/ Formal	30% Checking for Understanding/ Informal
Descriptions*	Tests, major quizzes, projects (summative), common assessments (unit tests), midterms, final drafts of essays, lab reports, summative presentations, mastery assignments, portfolios	Class work, warm-ups, notebook checks, quizzes, homework, class participation, exit tickets, small projects (formative), re-do assignments, practice, class activities
Minimum number of grades each quarter	6 for classes that meet every day. 4 for classes that meet A/B Days	25 for classes that meet every day. 15 for classes that meet A/B Days

\*Specific assignment descriptions may vary by course.

AP/HONORS		
	70 % Assessments Summative/ Formal	30% Checking for Understanding/ Informal
Descriptions*	Tests, major quizzes, projects (summative), common assessments (unit tests), midterms, final drafts of essays, lab reports, summative presentations, mastery assignments, portfolios	Class work, warm-ups, notebook checks, quizzes, homework, class participation, exit tickets, small projects (formative), re-do assignments, practice, class activities
Minimum number of grades each quarter	6 for classes that meet every day. 4 for classes that meet A/B Days	25 for classes that meet every day. 15 for classes that meet A/B Days

\*Specific assignment descriptions may vary by course.

# Score Sheet & Individual Student Power School Data Tracker Report

Scoresheet								Section: 1(A-B) Honors PLTW Digital Electronics							
	Q1	Q2	E1	F1	Pre-Assessment Aug 28, 2013 % 100 x 1.00	Safety Quiz Aug 29, 2013 % 100 x 1.00	Syllabus Sep 5, 2013 % 100 x 1.00	1.1.2 Scientific & Engineering Notation Sep 6, 2013 % 100 x 1.00	1.1.3 Component Identification Sep 6, 2013 % 100 x 1.00	Activity 1.1.4 Solder & De-Solder Sep 6, 2013 % 100 x 1.00	1.1.5 Board Game Counter Project Sep 11, 2013 PTS 100 x 1.00	1.2.1.A Electron Theory Sep 20, 2013 % 100 x 1.00	1.2.2.A Circuit Theory Hand Calculations Sep 20, 2013 % 100 x 1.00	1.2.3.A Circuit Theory Simulation Sep 20, 2013 % 100 x 1.00	1.2.4.A Circuit Theory Breadboard Sep 27, 2013 % 100 x 1.00
	F 65%	C 78%	F 67%	D 70%	100%	77%	100%	80%	70%	60%	60	100%	60%	50%	50%
	B 86%	B 88%	B 86%	B 87%	100%	100%	50%	80%	80%	100%	80	100%	50%	70%	100%

## Individual Student Report

Class: 1(A-B) Honors PLTW Digital Electronics

Teacher Name:

### Final Grade

Reporting Term	Letter Grade	Percentage	Final Grade Comment
Q1	F	65%	
Q2	C	78%	
E1	F	67%	
F1	D	70%	

### Assignment Scores

Date	Category	Assignment	Score	Pts. Poss	%	Grade	Score Comment
08/28/2013	Informal	Pre-Assessment	100	100	100	A	
08/29/2013	Informal	Safety Quiz	77	100	77	C	
09/05/2013	Informal	Syllabus	100	100	100	A	
09/06/2013	Informal	Activity 1.1.4 Solder & De-Solder	60	100	60	F	
09/06/2013	Informal	1.1.2 Scientific & Engineering Notation	80	100	80	C	
09/06/2013	Informal	1.1.3 Component Identification	70	100	70	D	
09/11/2013	Formal	1.1.5 Board Game Counter Project	60	100	60	F	
09/20/2013	Informal	1.2.1.A Electron Theory	100	100	100	A	
09/20/2013	Informal	1.2.2.A Circuit Theory Hand Calculations	60	100	60	F	
09/20/2013	Informal	1.2.3.A Circuit Theory Simulation	50	100	50	F	

# How to Generate .pdf Reports in Power School

The screenshot shows the Power School interface. The 'View' menu is open, with 'Reports' highlighted. A red arrow points to the 'Reports' option. Below the menu, a list of reports is displayed with their descriptions. Two red arrows point to 'Individual Student Report' and 'Missing Assignment Report'.

Name:	Description:
Attendance Grid	Student and date grid template for taking attendance
Category Total Report	Summary of category totals by section or by student
Final Grade and Comment Verification	Final grades and comments by reporting term
Individual Student Report	Summary of class activity per student
Missing Assignment Report	Listing of assignments that have not been scored
Scoresheet	Student grade and assignment data
Standards Report	Standards Final Grades and Standards Assignment S...
Student Multi-Section Report	Student information from all of a student's sections.
Student Roster	Student demographic information listed one row per ...

Below the report list, a table shows student data for various assignments. The table has columns for (F...), A, T, and assignment names with their respective percentages.

(F...)	A	T	Syllabus Assign...	Who Am I Essay	Conn Week 1	Historical Cont...	Open Minds Assi	Rhetorical Tri...	Beginning Cruci...	Commercial	Progress Report
D	1	1	100%	89%	0%	100	0%	83%	0%	83%	100%
B	2	-	100%	79%	100	100	88%	92%	80%	89%	80%
A	-	-	100%	98%	100%	100	100%	88%	90%	89%	0%
C	5	1	100%	88%	100%	100	0%	92%	100%	80%	0%

At the bottom, there is a 'Summary' row and buttons for 'Revert' and 'Save'.

# How to Generate .pdf Reports in Power School

The screenshot shows a Mozilla Firefox browser window displaying a PowerSchool report. The 'File' menu is open, and the 'Print...' option is highlighted. The 'Print' dialog box is also open, showing the printer selection process. A red arrow points to the 'Print...' option in the 'File' menu, and another red arrow points to the 'Adobe PDF' option in the printer list.

**Print Dialog Box Details:**

- Printer:** Adobe PDF
- Name:** \\7592svs01\7592TPE10099901
- Status:** \\7592svs01\7592TPE10099902
- Type:** \\INSTPRINT03\7592Print 120
- Where:** Adobe PDF
- Comment:** CutePDF Writer
- Print range:**
  - ☒ All
  - ☐ Pages
  - ☐ Selection
- Print range options:**
  - Fax
  - Fax - HP Officejet 4620 series
  - Fax - HP Officejet 4620 series (Network)
  - HP Officejet 4620 series
  - HP Officejet 4620 series (Network)
  - HP Officejet Pro K5400 Series
  - Microsoft XPS Document Writer
  - Snagit 8
- Print to file:** ☐
- Copies:** 1
- Collate:** ☒

**Report Data Table:**

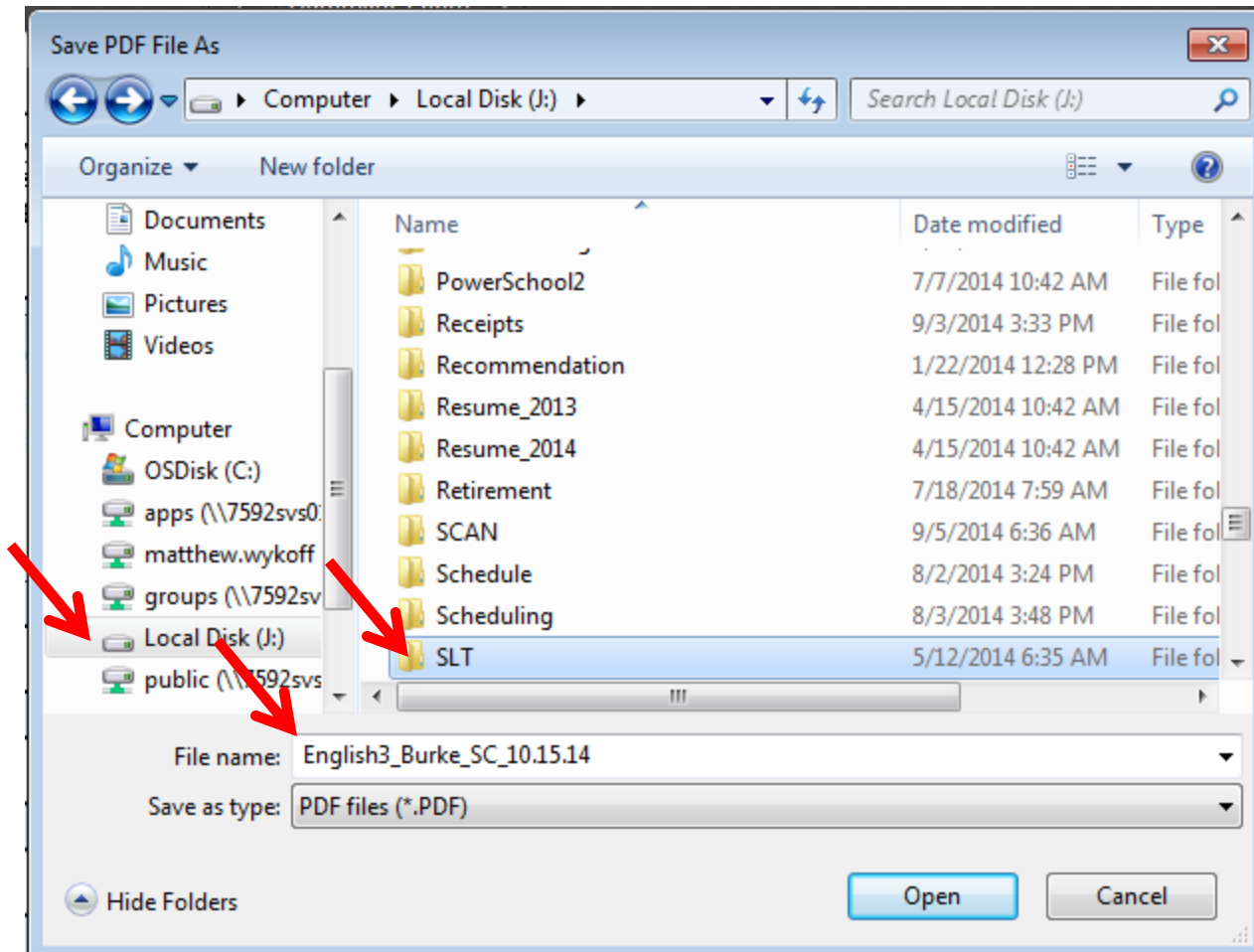
Q2		E1									
B 86%			B 8								
A 94%			A 9								
C 83%			C 8								
D 73%			D 7								
B 92%			B 9								
F 39%			F 3								
C 83%			C 8								
C 77%			C 7								
C 78%			C 78%	100%	78%	100%	100		88%	0%	83%
C 77%			C 77%	100%	76%	100%	100	0%	89%	0%	91%
C 80%			C 80%	100%	85%	100%	100	100%	85%	0%	78%
B 91%			B 91%	100%	92%	100%	100	100%	89%	50%	91%
B 92%			B 92%	100%	88%	100%	100	100%	94%	100%	92%

**Additional Information:**

- Report Title:** A-B) English III
- Report Type:** Progress Report
- Report Date:** Oct 1, 2014
- Report Scale:** % 10 x 1.00



# How to Generate .pdf Reports in Power School



How will SLT help ensure our school progresses to distinguished status regarding School Improvement variable CO1?

“C01-All teachers maintain a record of each student’s mastery of specific learning objectives”

1. PLC Lead Coaching  
& Training Reinforcement
2. Generate and share system score sheet on each individual teacher and share with state leadership on indistar.com

duties and 1a Quiz--c	diversity	forms of g	Unit 1--tes	revolution	articles of	federalism	
Informal Sep 3	Informal Sep 4	Informal Sep 5	Informal Sep 8	Formal Sep 8	Informal Sep 11	Informal Sep 12	Informal Sep 12
100	100	100	100	95	100	100	100
100	75	100	90	75	80	100	80
100	73	100	70	80	90	100	90
					100	100	90

# Support System

“C01-All teachers maintain a record of each student’s mastery of specific learning objectives”

## 1. PLC DATA TEAM

### 2. Angela Burke

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### 3. Matthew Wykoff

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# C01 School Improvement Plan Feedback

\* Required

What positive benefits may occur if our school becomes distinguished relative to the C01 School Improvement Plan? \*

What drawbacks or challenges do you see regarding the C01 School Improvement Plan? \*

Submit

*Never submit passwords through Google Forms.*

<http://tinyurl.com/pds3ada>