

CBS Presentation #2 – Reporting and Recording in a CBS System

MAT AUBUCHON – DIRECTOR OF EARLY CHILDHOOD EDUCATION

ADAMS COUNTY SCHOOL DISTRICT 50

APRIL 10, 2015

Introduction

Director of Early Childhood Education for District 50 Schools (2013-Present)

Been with D. 50 since 2003

- ECC Coordinator
- Principal of Early Childhood Education
- Principal – Westminster Elementary School

- Type D – Principal’s License- University of Colorado
- Master’s Degree in Early Childhood Special Education – Teacher’s College – Columbia University

Agenda/Objectives

Attendees will be able to:

- See examples of recording and reporting in Adams County School District 50
- Look at the difference between traditional grading and what looks new in a CBS system.
- Discuss the various hurdles and challenges that District 50 has had to overcome as we embark on this journey.
- Why our district chose Educate as a reporting and recording system

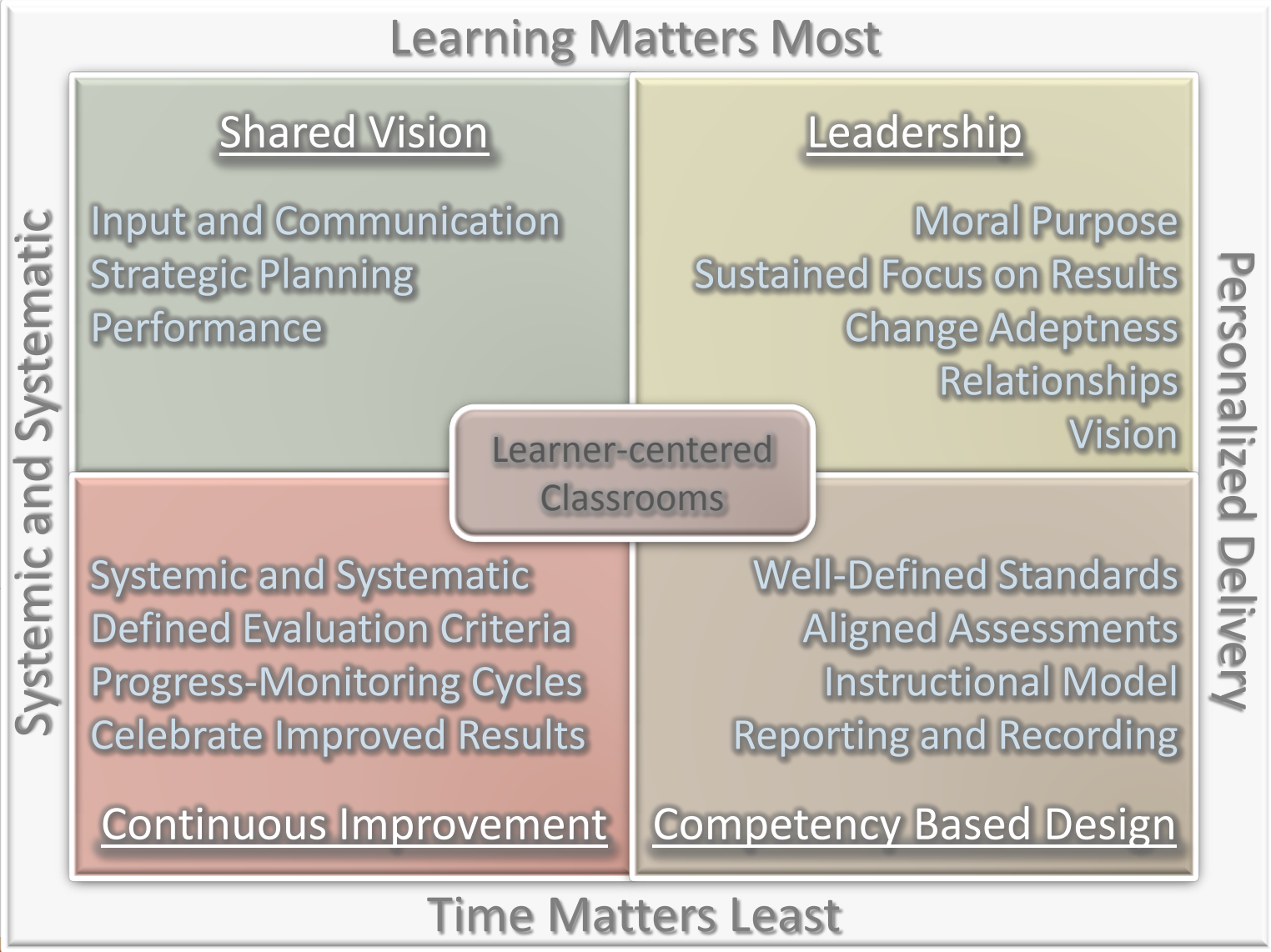
Discussion:

What does recording and reporting look like in a very traditional school system?

What does it look like in your school/district?

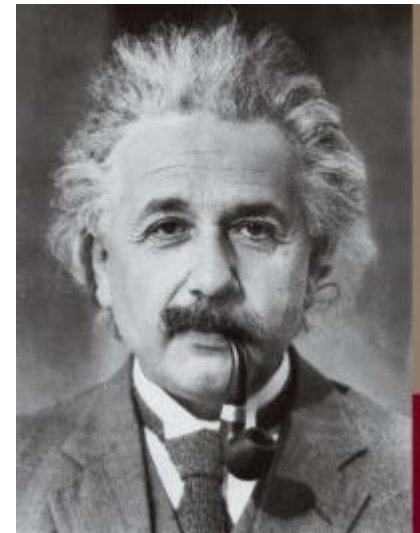
- How do you report progress to:
 - Learners
 - Parents
 - District
- At what times during the year do you report?
- How do you handle struggling learners and their progress?

Adams 50 Competency Based System



“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”

**Albert Einstein
(1879 – 1955)**



District 50 Vocabulary

Learning Target - The skills and knowledge a learner must demonstrate to be proficient – Score 3.0 on the Scoring Guide.

Measurement Topic - Measurement Topics are related essential learning elements that are organized into strands that are commonly taught in conjunction with each other.

Capacity Matrix - A student tool that promotes self-monitoring of progress toward attainment of Learning Targets and goals.

Performance Level - A group of Learning Targets that define what students need to know and do in order to progress toward proficiency ultimately leading to a high school diploma that does not require remediation.

Next Steps to Address Recording Burden

Proficiency Scales - A proficiency scale presents knowledge or skills as a continuum of simpler, target, and complex goals that students sequentially work toward.

Adams County District 50

Quick overview – who we are, where we've been, etc.

“A letter grade can be regarded only as an inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite amount of material. – Paul Dressel”

Example to illustrate this point:

SBS Scoring Document (Google Drive)

Specifics to Adams 50 Recording and Reporting

Focus of District 50 is not graduation day, but the day AFTER graduation.

Use of Educate as our system

- Looked throughout the nation when we moved to CBS – found Educate as our best option based on the ability to customize the platform for our system.
- Looking at the true meaning of proficiency – no longer looking at A, B, C, D, F grading.
- Adoption of CCSS has affected our system and has caused us to make major adjustments over the past few years. Specifically we have encountered issues with the Colorado Academic Standards and the issues with the liberties that the state has taken in adoption of Common Core.
- Proficiency Scales will address concerns of a guaranteed and viable curriculum. Scales are based solely on CCSS and the NGSS.

The Scoring Guide

Strand
Broad category of learning

D50 Performance Level

Learning Targets
The Score 3.0 bullet is designated the Learning Target. The LT defines proficiency.

Strand: Physical Science	
Measurement Topic: Structure and Properties of Matter (.08)	
SC.06.08.01.01	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as... <ul style="list-style-type: none"> Investigating the properties of gravity
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	While engaged in tasks structure and properties of matter, the student... <ul style="list-style-type: none"> Compares and contrasts mass and weight The student exhibits no major errors or omissions.
Score 2.5	No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.
Score 2.0	While engaged in tasks structure and properties of matter, the student... <ul style="list-style-type: none"> Identifies that mass is determined by the amount of matter in an object Identifies that weight is determined by the amount of gravitational pull on an object Relates specific terminology... <ul style="list-style-type: none"> mass matter weight volume density However, the student exhibits major errors or omissions regarding the more complex ideas and processes.
Score 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Score 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Score 0.0	Even with help, no understanding or skill demonstrated.

Measurement Topic
More specific category of learning within strand

Score 3.0
The content or skills that are explicitly taught

Score 2.0
Simpler or foundational skills or knowledge at a lower taxonomic level

The Proficiency Scale

CDE Strand: Number Sense, Properties, and Operations		CCSS Strand: Number and Quantity
CDE GLE: MA.05.512 Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency		
Proficiency Scale Domain: Multiplication and Division		
Educate	Recorded Learning Target: MA.05.512.01.04	CCSS Domain: <u>NBT: Number & Operations in Base Ten</u> 5.C.2
Learning Target Breakdown		Sample Tasks
Score 4.0	Score 4.0 does not equate to more work but rather a higher level of performance on the Knowledge Utilization level on the <u>Marzano taxonomy</u> which is in-depth inference and application, <i>in addition</i> to the Score 3.0.	<p>Strand Broad category of learning</p> <p>Sample Tasks Provide a mechanism for interrater reliability to ensure</p> <p>Primary Resources Resources and assessments to support instruction for the scale.</p>
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The learner...</p> <ul style="list-style-type: none"> ● Relate strategies to a written method and explain the reasoning used. (CAS: 5.1.2.c.ii) (CCSS: 5.NBT.7) (MA.05.512.05.04) (DOK 3, AN) ● Fluently multiply multi-digit whole numbers using standard algorithms. (CAS: 5.1.2.a) (CCSS: 5.NBT.5) (MA.05.512.01.04) (DOK 1, AP) ● Illustrate and explain calculations by using equations, rectangular arrays, and/or area models. (CAS: 5.1.2.b.ii) (CCSS: 5.NBT.6) (MA.05.512.03.04) (DOK 2, AP) <p>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</p>	
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).	
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the learner...</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> ○ area model, concrete, decimal, digit, divide, dividend, division, divisor, equation, hundredth, illustrate, model, multiplication, multiply, reasoning, rectangular array, strategy, whole number, and pictorial ● basic processes, such as: <ul style="list-style-type: none"> ○ Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. (CCSS: 5.NBT.5; 5.NBT.6) (DOK 1, AP) ○ Multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 5.NBT.7) (DOK 2, AP) <p>However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).	
Score 1.0	With help, a partial understanding of some of the simpler details and process (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	<p>Primary Resources: PMI - 5th Grade - Decimal Computation PMI - 5th Grade - Division</p>
Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).	<p>Scantron Assessment – (Reference CCSS: 5.NBT.5) PM.5.NBT Assessment 2: Multiply divide whole numbers</p>
Score 0.0	Even with help, no understanding or skill demonstrated.	<p>Scantron Assessment – (Reference CCSS: 5.NBT.6) PM.5.NBT Assessment 2: Multiply divide whole numbers</p> <p>Scantron Assessment – (Reference CCSS: 5.NBT.7)</p>

PS & CCSS Domain
PS Domain is the theme for the overall scale while the CCSS Domain creates the basis for instructional progressions.

Target
Learning goal. This defines proficiency. Skills are numbered to designate steps for instruction.

Simpler
Terminology and simpler or foundational skills or knowledge

DOK & CP
The Depth of Knowledge and Cognitive Process for each skill has been defined.

Sample Tasks
Provide a mechanism for interrater reliability to ensure

Primary Resources
Resources and assessments to support instruction for the scale.

Placement of students

New students coming into the system (District 50 has a mobility rate in the low 20% annually and higher at certain schools):

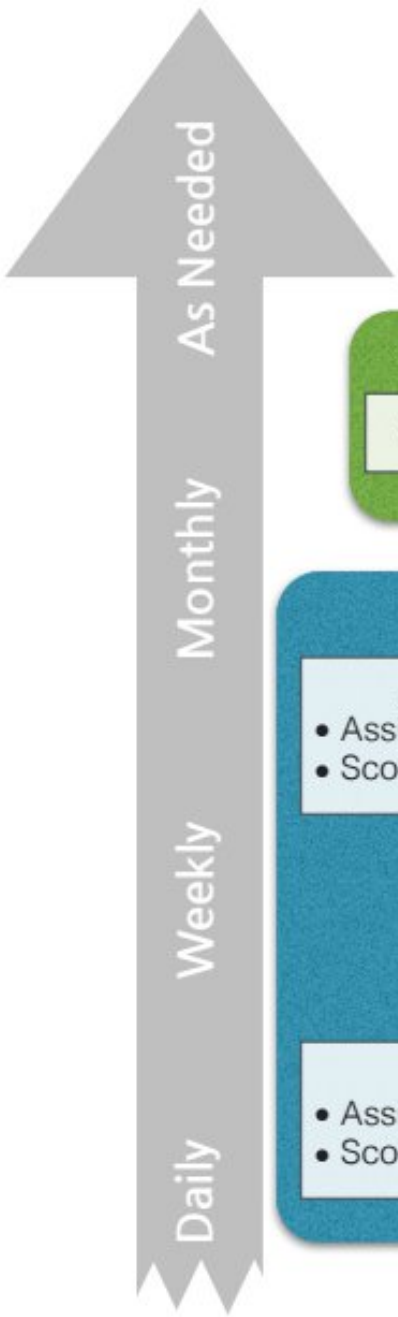
Students are placed based on:

- Initial Scantron Data for Math and Literacy and grade level placement for all other content areas
- A two week window is utilized before final placements are communicated to students and parents to allow teachers an opportunity to weigh in on initial placement.
- Body of evidence (prior information from other district, language screening scores, etc.) is taken into consideration over the two week window especially for special education and English Language Learners.

Exemplar here of Scantron cut scores

Break for discussion (5 min)

- Does this make sense?
- How does this match up with your current thinking?
- Do you have similar SOP's in your district for placement of students?
- What questions are coming from your group?



Level Change Request

Move to Next Level Score Level


Class Grading Spreadsheet

Check Levels Score LTs Focus your teaching



Task Grade Book

<p><u>Assignment</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs 	<p><u>In Class Activity</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs 	<p><u>Project</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs
<p><u>Quiz</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs 		<p><u>Presentation</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs
<p><u>Reflection</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs 	<p><u>Homework</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs 	<p><u>Test</u></p> <ul style="list-style-type: none"> Assigned to students Score the LTs



Scoring a whole level when a student has demonstrated proficiency in all standards in that level



Scoring the overall progress on standards based on what has been demonstrated on previous activities

Scoring the individual standards that are associated with an activity



Message Center + New · (Show More)


The Teaching GPS

-  [Create an Activity](#)
-  [Find & Assign an Activity](#)



▼

Iver C. Ranum Middle Sc ▼

4/6/2015 

[Theme Selector](#)

Class/Group Filters ▼

 Classes/Groups	 #of Files to Review	 Open Activities	 Activities Fully Scored	 All Activities
1 : Math Middle Level: 196854 	0	4	22	26
2 : Math Middle Level: 196855 	0	6	17	23
3 : Math Middle Level: 196856 	0	6	23	29
5 : Math Middle Level: 196857 	0	7	13	20
6 : Math Middle Level: 196858 	0	11	18	29
7 : Math Middle Level: 196859 	0	7	21	28


[Create Something](#)


[Resource Database](#)


[Learning Community](#)


[Planning Calendar](#)


[Groups Manager](#)


[Target Browser](#)


[Empower](#)


[Educate Reports](#)

Student Assistant: 199291



0

0

0

0

Viewing Activities for 1 : Math Middle Level: 196854

Sort by Activity Name ▾

Activity Name	Files to Review	Activity Status	Learning Target	MAS	LT Mastery
M8 Pythagorean Theorem Multiple Choice Unit Test 	0	30 0 4 26	MA.08.842.01.04	3.0	0/30
			MA.08.842.02.04	4.0	0/30
			MA.08.842.03.04	4.0	0/30
			MA.10.H41.05.04	2.0	22/30
M9 Quiz 1 Graphing Linear Equations 	0	30 0 2 28	MA.09.H21.04.04	4.0	18/30
			MA.09.H22.02.04	4.0	17/30
			MA.09.H22.04.04	4.0	0/30
M9 Relationships Between Quantities Unit Test 	0	30 0 30 0	MA.09.H12.01.04	4.0	30/30
			MA.09.H12.03.04	4.0	30/30
			MA.09.H12.04.04	4.0	30/30
M9 Unit Test Solving and Graphing Linear Equations 	0	30 0 1 29	MA.09.H21.04.04	4.0	18/30
			MA.09.H22.02.04	4.0	17/30
			MA.09.H24.01.04	4.0	30/30
			MA.09.H24.07.04	4.0	30/30
			MA.09.H43.02.04	4.0	17/30

Activity Name	Files to Review	Activity Status	Learning Target	MAS	LT Mastery
M8 Pythagorean Theorem Multiple Choice Unit Test 	0	Total students assigned 	MA.08.842.01.04	3.0	0/30
			MA.08.842.02.04	4.0	0/30
			MA.08.842.03.04	4.0	0/30
			MA.10.H41.05.04	2.0	22/30
M9 Quiz 1 Graphing Linear Equations 	0	# Students Working On Pace 	MA.09.H21.04.04	4.0	18/30
			MA.09.H22.02.04	4.0	17/30
			MA.09.H22.04.04	4.0	0/30
M9 Relationships Between Quantities Unit Test 	0	# Students Overdue 	MA.09.H12.01.04	4.0	30/30
			MA.09.H12.03.04	4.0	30/30
			MA.09.H12.04.04	4.0	30/30
M9 Unit Test Solving and Graphing Linear Equations 	0	# Students Completed 	MA.09.H21.04.04	4.0	18/30
			MA.09.H22.02.04	4.0	17/30
			MA.09.H24.01.04	4.0	30/30
			MA.09.H24.07.04	4.0	30/30
			MA.09.H43.02.04	4.0	17/30

View

Score

Edit Assignment

Edit Setup (assign/un-assign)

Remove

Filter by Learning Target: All Learning Target

Filter by Playlist: All Playlists

Sort by: Activity Name

Student Filter (32) +

Activity Filter (21) +

Apply Scrolling to Table

Date 4/6/2015

Comment

UO

4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5 0 M UA

[Export to Excel](#)

Students	Level 8 Unit 1								Level 8 Unit 1								Level 8 Unit 2		Level 8 Unit 2		Level 8 Unit 2			
	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓	↑	↓
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	OVD	OVD	OVD	OVD	OVD	OVD	OVD	OVD
	2.0	2.0	2.0	2.0	2.0	2.5	2.5	2.5	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	2.0	2.0	2.0	2.0	2.0	2.5	2.5	2.5	M	M	M	M	M	M	M	M	2.0	2.0	2.0	2.0	2.0	2.0	OVD	OVD
	3.0	2.5	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	3.0	2.5	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	2.5	2.5	2.5	2.5	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0
	3.0	2.5	2.5	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5	2.5	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0

Math Content Level 08	In the real number system, rational and irrational numbers are in one to one correspondence to points on the number line	Linear functions model situations with a constant rate of change & can be represented numerically, algebraically & graphically.	Properties of algebra and equality are used to solve linear equations and systems of equations	Graphs, tables and equations can be used to distinguish between linear and nonlinear functions	Visual displays and summary statistics of two-variable data condense the information in data sets into usable knowledge	Transformations of objects can be used to define the concepts of congruence and similarity
		2.5	4.0 4.0 3.0 3.0	3.0-V 3.0-V 3.0-V 3.0-V 3.5 3.0-V		3.0 3.0 3.0 3.0 3.0

Math Content Level 09	Quantitative reasoning is used to make sense of quantities and their relationships in problemsituations (.H12)	Functions model situations where one quantity determines another and can be represented algebraically, graphically... (.H21)	Quantitative relationships in the real world can be modeled and solved using functions (.H22)	Expressions can be represented in multiple, equivalent forms (.H23)	Solutions to equations, inequalities and systems of equations are found using a variety of tools (.H24)	Visual displays and summary statistics condense the information in data sets into usable knowledge (.H31)	Objects trans desc math
	3.5 3.5 3.5	2.5	2.5	2.5	3.5	3.5 3.5 3.0-V 3.0-V 3.5 3.5 3.0 3.0-V 3.0-V	
	3.5 3.5 3.5	3.5	3.5	2.5	4.0	4.0 4.0 3.0-V 3.0-V 4.0 4.0 3.0 3.0-V 3.0-V	
	3.0 3.0 3.0	3.0	3.0	2.5	3.5	3.5 3.5 3.0-V 3.0-V 3.5 3.5 3.0 3.0-V 3.0-V	
	3.0 3.0 3.0	3.0	3.0	2.5	3.0	3.0 3.0 3.0-V 3.0-V 3.0 3.0 3.0 3.0-V 3.0-V	
	3.0 3.0 3.0	2.5	2.5	2.5	3.0	3.0 3.0 3.0-V 3.0-V 3.0 3.0 3.0 3.0-V 3.0-V	
	3.5 3.5 3.5	3.0	3.0	2.5	3.0	3.0 3.0 3.0-V 3.0-V 3.0 3.0 3.0 3.0-V 3.0-V	
	3.0 3.0 3.0	3.0	3.0	2.5	3.5	3.5 3.5 3.0-V 3.0-V 3.5 3.5 3.0 3.0-V 3.0-V	
	3.0 3.0 3.0	2.5	2.5	2.5	3.5	3.5 3.5 3.0-V 3.0-V 3.5 3.5 3.0 3.0-V 3.0-V	

A middle school student after a number of years in our district

'•' marks active levels

Content Areas	Content Levels													
	PK	00	01	02	03	04	05	06	07	08	09	10	11	12
Math	Promoted	Promoted	Promoted	Promoted	3.0	3.0	3.5	3.0	3.0	3.0	13 of 33 •	0 of 38		
Literacy	Promoted	Promoted	Promoted	3.0	Promoted	Promoted	Promoted	3.0	3.0	3.0	16 of 41 •			
Science	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	1 of 18	3 of 36	3.0	21 of 36 •				
Social Studies	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	3.0	10 of 39 •				
Technology				Promoted			Promoted			0 of 22 •				
Visual Arts		Promoted		3.0		Promoted		Promoted		0 of 14 •				3 of 44
Physical Education		Promoted	Promoted	3.0	25 of 26	28 of 28	6 of 34	3.0	3.0	0 of 22 •				
Personal/Social			3.0	0 of 17										
Performing Arts			9 of 12	10 of 12	9 of 13	10 of 13	11 of 11 3.0	BA6 3.0	BA7 3.0	BA8 14 of 26 •				BA1
								CH6	CH7	CH8				CH12
								OR6 6 of 22	OR7 3.0	OR8 0 of 26 •				OR12
								DR6	DR7	DR8				
World Language									SP8	SP9	S10	SP11	SP12	
									FR8	FR9	F10	FR11	FR12	
STEM								10 of 10 3.0	6 of 6 3.0					

Schedule Focus Date:  [Week](#) [Month](#)

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February, 2015

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Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 1: Eclipses	4 1: Tides	5	6 6: PIE-INTENTIONS w 6: PIE-Preparation 6: volleyball	7
8	9 5: coordinate graph	10 3: culture posters 1: Tides	11 5: coordinate graph	12	13	14
15	16	17	18 1: Moon Study & Ph 4: Short Story	19 1: For All Mankind	20	21
22 4: I am Poem	23 5: Create a hierarc 3: Cultures~religio 3: Vocabulary	24 3: Cultures~religio	25 3: open note test o	26 1: For All Mankind	27 1: Space Explorati	28

Due tasks are in this style

Learning Target <input type="button" value="v"/> <input type="button" value="^"/>	Title <input type="button" value="v"/> <input type="button" value="^"/>	Score <input type="button" value="v"/> <input type="button" value="^"/>	Date <input type="button" value="v"/> <input type="button" value="^"/>	Entered By <input type="button" value="v"/> <input type="button" value="^"/>	Comment
SS .06 .642 .03.03	OVERALL SCORE UPDATE	2.5	03/12/2015	Christenson, Sue	Auto Start Entry
SS .06 .642 .04.03	OVERALL SCORE UPDATE	2.5	03/12/2015	Christenson, Sue	Auto Start Entry
SS .06 .642 .02.03	OVERALL SCORE UPDATE	2.0	03/12/2015	Christenson, Sue	Auto Start Entry
SC .06 .833 .04.03	OVERALL SCORE UPDATE	2.5	03/11/2015	Jakobsen, Sara	Auto Start Entry
SS .06 .642 .01.03	OVERALL SCORE UPDATE	3.0	03/09/2015	Christenson, Sue	
SS .06 .642 .01.03	OVERALL SCORE UPDATE	2.5	03/03/2015	Christenson, Sue	Auto Adjusted Overall Score
SC .06 .641 .01.03	FINAL ASSESSMENT	1.0	02/25/2015	Jakobsen, Sara	
SC .06 .831 .01.03	FINAL ASSESSMENT	1.0	02/25/2015	Jakobsen, Sara	
SC .06 .832 .01.03	FINAL ASSESSMENT	1.0	02/25/2015	Jakobsen, Sara	
SC .06 .831 .03.03	FINAL ASSESSMENT	1.0	02/25/2015	Jakobsen, Sara	
SC .06 .831 .02.03	FINAL ASSESSMENT	1.0	02/25/2015	Jakobsen, Sara	
SC .06 .833 .02.03	For All Mankind & Apollo 13	3.0	02/25/2015	Jakobsen, Sara	
SS .06 .641 .02.03	OVERALL SCORE UPDATE	2.5	02/25/2015	Christenson, Sue	Auto Start Entry
MA .05 .542 .01.04	OVERALL SCORE UPDATE	3.0	02/25/2015	Zoromski Schmidt, Laura	
MA .05 .542 .02.04	OVERALL SCORE UPDATE	3.0	02/25/2015	Zoromski Schmidt, Laura	
MA .05 .531 .01.04	OVERALL SCORE UPDATE	2.0	02/25/2015	Zoromski Schmidt, Laura	
MA .05 .513 .01.04	OVERALL SCORE UPDATE	2.0	02/25/2015	Zoromski Schmidt, Laura	Auto Adjusted Overall Score
MA .05 .514 .01.04	OVERALL SCORE UPDATE	2.0	02/25/2015	Zoromski Schmidt, Laura	Auto Start Entry
MA .06 .611 .10.04	OVERALL SCORE UPDATE	3.0	02/25/2015	Zoromski Schmidt, Laura	
SC .06 .833 .01.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .833 .03.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .833 .05.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .833 .06.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .834 .02.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .834 .03.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .834 .01.03	OVERALL SCORE UPDATE	3.0	02/25/2015	Jakobsen, Sara	
SC .06 .833 .02.03	OVERALL SCORE UPDATE	2.5	02/25/2015	Jakobsen, Sara	Auto Start Entry
LI .06 .633 .09.04	OVERALL SCORE UPDATE	2.5	02/24/2015	Caruso, Christian	Auto Start Entry
SS .06 .642 .01.03	OVERALL SCORE UPDATE	2.0	02/23/2015	Christenson, Sue	Auto Start Entry
MA .05 .542 .04.04	OVERALL SCORE UPDATE	2.0	02/23/2015	Zoromski Schmidt, Laura	
PE .06 .623 .A0.03	OVERALL SCORE UPDATE	2.0	02/23/2015	Marlatt, Leesl	Auto Start Entry

Adams 50 Recording and Reporting

Next generation:

Show Empower Video

Work with parents

- One of our more challenging areas over our CBS journey
- Has evolved over time
- Currently:
 - Academic Parent Teacher Teams
 - Student-led conferences
- Reporting of information to parents – progress reports, student data notebooks, etc.

'●' marks active levels

Content Areas	Content Levels													
	PK	00	01	02	03	04	05	06	07	08	09	10	11	12
Math	Promoted	Promoted	Promoted	Promoted	3.0	3.0	3.5	3.0	3.0	3.0	13 of 33 ●	0 of 38		
Literacy	Promoted	Promoted	Promoted	3.0	Promoted	Promoted	Promoted	3.0	3.0	3.0	16 of 41 ●			
Science	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	1 of 18	3 of 36	3.0	21 of 36 ●				
Social Studies	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	Promoted	3.0	10 of 39 ●				
Technology				Promoted			Promoted			0 of 22 ●				
Visual Arts		Promoted		3.0		Promoted		Promoted		0 of 14 ●				3 of 44
Physical Education		Promoted	Promoted	3.0	25 of 26	28 of 28	6 of 34	3.0	3.0	0 of 22 ●				
Personal/Social			3.0	0 of 17										
Performing Arts			9 of 12	10 of 12	9 of 13	10 of 13	11 of 11 3.0	BA6 3.0	BA7 3.0	BA8 14 of 26 ●				BA1
						CH6		CH7	CH8	CH12				
						OR6 6 of 22		OR7 3.0	OR8 0 of 26 ●	OR12				
						DR6		DR7	DR8					
World Language										SP8	SP9	S10	SP11	SP12
										FR8	FR9	F10	FR11	FR12
STEM								10 of 10 3.0	6 of 6 3.0					

The Learning GPS



Create an Activity

Find & Assign an Activity



View By Class

View By Road Map

View By Area

Class/Group Filters ▾

Classes/Groups	#of Files to Review	Open Activities	Activities Fully Scored	All Activities
1 : Math Middle Level: 196854 	0	1	25	26
2 : Science Level 08: 196933 	0	3	26	29
2014-15 8th RMS grade Cohort 	0	0	0	0
3 : Literacy Middle Level: 196843 	0	1	24	25
4 : Band Level 08: 196889 	0	14	0	14
5 : Social Studies Level 08: 196945 	0	0	23	23
6 : GTT Foundation: 196922				

Theme Selector

Target Browser

Activity Calendar

Progress Charts

Snap Shot

Scores Entered

Learning Community

Schedule

Educate Wiki

Competency Based Progress Report

Adams County School District 50

Push to Excel, Prepare to Succeed

<http://www.adams50.org>

<http://wiki.adams50.org>

Shaw Heights Middle School

1740 Jordan Drive

Denver, CO 80221

(303) 428-1330

Abeline, Julie

10018757

Traditional Grade Level: Sixth Grade

Detailed information about student progress can be accessed through Educate, <http://educate.adams50.org>

Chris Schmidt, Principal

Print Date: 12-20-2011

Class/Content	Beginning of School Year		Quarter 1 08/00-10/00		Quarter 2 10/00-01/00			Quarter 3 01/00-03/00		Quarter 4 03/00-05/00		Typical Progression		Comments	Work Habits	
	Level	Target Progress	Level	Target Progress	Level	Target Progress	Level	Target Progress	Level	Target Progress	Typical Level	Graduation Level				
Math Teacher:	6	2/19	6	2/19		8	4/54	↑					8	14	Performance Level adjustment based on proficiency on CSAP/TCAP.	4
Literacy Teacher:	6	4/104	6	23/104	↑	6	23/104						8	14	Is receiving .5 high school credit for this subject	2
Science Teacher:	3	2/6	5	2/9	↑	6	0/7	↑					7	14		3
Social Studies Teacher:	3	0/6	3	0/6		3	1/6	↑					7	14	Works independently and stays on task	2
Technology Teacher:	3	0/9	3	0/9		3	0/9						5	7	Does not complete homework	2
Visual Arts Teacher:	3	7/8	3	7/8		3	7/8						4	4		
Physical Education Teacher:	4	0/9	4	0/9		4	0/9						5	8	Great work effort and initiative	
Performing Arts Teacher:	4	19/23	4	19/23		4	19/23						5	4	Scores effected by attendance	2
World Language –Spanish Teacher:	1	10/17	1	10/17		1	10/17						1	2	Disruptive behaviors have impacted scores	

Attendance	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Absences	5	3		
Tardies	11	5		

Work Habits Score Explanation

4 = OUTSTANDING: Student's behavior is a model for others

3 = VERY GOOD: Student consistently demonstrates desired behaviors

2 = OK: Student demonstrates desired behaviors much of the time

1 = NEEDS IMPROVEMENT: Student needs significant support with desired behavior

Notes:

Target Progress – This section of the report identifies the number of Learning Targets your child has completed in a quarter out of the total number of Learning Targets in the Performance Level.

Typical Level – The Typical Level designates the content the student would encounter in a traditional K-12 system for their age group. **This Level should be completed by the end of the year.**

Graduation Level – This section designates the minimum Performance Level a student must complete to graduate. The Class of 2019 will be the first graduating class held to this requirement. All other graduating classes will be held to traditional credit requirements.

Key Resources

District 50 Website: www.adams50.org

On the adams50.org site, you will find links to:

- Our CBS Website: www.cbsadams50.org
- Our District 50 Wiki: wiki.adams50.org

Questions?

- What is still on your mind?
- What is still unclear?
- What would you like more information on?