

# Competency-Based Assessment and Reporting

**Pittsfield Middle High School**  
**Pittsfield, NH**  
**School Year 2014-2015**



# Competency-Based



- Currently...
- Each course has content competencies with 4 point course-specific rubrics
  - Students earn credit only after demonstrating mastery of every competency in the course
  - Every assessment connects to a competency rubric
  - Avg competency marks → Transcript Letter Grade

- Intended...
- Five School-Wide 21<sup>st</sup> Century Learning Expectations
  - Single 6 point rubric for each 21st Cent. LE used by all teachers, courses, grades, providing FORMATIVE assessment
  - Annual summative assessment of 21<sup>st</sup> Cent LE for each student happens at Exhibition in June
  - 21<sup>st</sup> Cent LE are NOT calculated into course marks



# Different Types of Competencies

## Course Content Competencies

EM  
Energy  
Mechanics  
Math in Science  
Science Process

Physical Science

PE

Art I

Spanish II

21<sup>st</sup> Century Learning Expectations

Geometry

Advisory

English 10

Economics

SLO

Learning Studio





# Wording has Changed...

## Numbers Remain



4	Proficient with Distinction	Exceeding Expectations
3	Proficient	Meeting Expectations
	2.5 = "Demonstrating Mastery" or "Passing"	
2	Partially Proficient	Approaching Expectations
1	Substantially Below Proficient	Not Yet Meeting Expectations / Below Expectations

0 = NE = "No Evidence"





# Content Competencies

Full Year Course: ~6-11 Competencies

Connect to Nat'l & State Content Standards

Modelled on Enduring Understandings from UbD

**C1.1 I can design a controlled experiment (Open)**

4 In addition to meeting all of the criteria for proficiency, at least four of the following are met:

- Choice of variables / question is creative and/or challenging, while still relevant
- Hypothesis includes a statement explaining the reasoning
- Setup diagram includes a creative equipment to gather data
- Procedure is clearly communicated in action steps with explicit but relevant detail
- Data section identifies constants that show deep and thorough forethought and background knowledge

3 ALL of the following:

- Relevant and appropriate choice of variables / question and hypothesis
- Set-Up diagram shows how measurements will be taken, includes appropriate equipment vocabulary labeled horizontally
- Procedure indicates how to take measurements for multiple trials and for multiple levels of the independent variable
- Data table has correct format, is labeled correctly with units
- Data section identifies appropriate and relevant constants

2 Meets at least four of the criteria for proficiency

1 Meets fewer criteria for proficiency

Course Competencies	Performance Indicators
Students will understand that people continually revise their understanding of their world by asking relevant questions, forming testable hypotheses, conducting careful investigations, and evaluating the validity of results for supporting conclusions <i>(Open Competency)</i>	<p>YEAR-LONG: I can design a controlled experiment</p> <p>YEAR-LONG: I can analyze experiment results</p> <p>FIRST &amp; FOURTH QUARTER: I can apply the engineering process to analyze a task and solve it through intentional tests and changes to an initial design</p> <p>SECOND &amp; THIRD QUARTER: Given a model or written information, I can explain how the experiments of Dalton, Thompson, Rutherford, and Bohr changed our understanding of the atom</p> <p>SECOND &amp; THIRD QUARTER: I can investigate and communicate the development and impact of a technological device</p>
Students will understand that mathematics is crucial to the identification of evidence, analysis of data, and communication of scientific ideas. <i>(Open Competency, Incremental Indicators)</i>	<p>FIRST AND THIRD QUARTER: I can create labeled graphs of data to illustrate patterns, including graphing the independent variable on the x-axis &amp; dependent variable on the y axis, fitting the graph appropriately, labeling axes correctly with units, appropriately scaling axes, creating a key as necessary, and identifying a line of best fit as appropriate</p> <p>FIRST QUARTER: I can clearly communicate and correctly solve problems related to equations such as <math>V=IR</math>, <math>P=IV</math>, <math>Power=Energy/Time</math>, and <math>F=mg/g_0</math> including identifying values with units, choosing the correct equation, and algebraically solving the equation for the unknown variable.</p> <p>SECOND QUARTER: I can clearly communicate and correctly solve problems related to equations such as <math>V=IR</math>, <math>P=IV</math>, <math>Power=Energy/Time</math>, <math>F=mg/g_0</math>, and <math>W=Fd</math>, including identifying values with units, choosing the correct equation, algebraically solving the equation for the unknown variable, and <b>showing work</b> as needed.</p> <p>THIRD &amp; FOURTH QUARTER: I can clearly communicate and correctly solve problems related to given basic physics equations including identifying values with units, choosing the correct equation, algebraically solving the equation for the unknown variable, converting units, and <b>using a second method (graph, Second Equation, measurement technique, etc.) to obtain information</b> as needed.</p>
Students will understand that the use of models, the application of specific vocabulary, and the organization of information help people to communicate more effectively. <i>(Open Competency)</i>	<p>YEAR-LONG: I can create (and use) original models and diagrams to communicate</p>
Students will understand that matter and energy can neither be created nor destroyed, but can be stored, transferred, or transformed by physical, chemical, nuclear or biological means <i>(Open Competency)</i>	<p>FIRST QUARTER: I can identify &amp; describe the energy transformations in a variety of devices related to electricity, including photocells, electric cells, thermocouples, piezoelectric crystals, generators, lights, and appliances, including where some energy is "lost" to heat or other uses</p> <p>SECOND QUARTER: I can describe how waves transfer energy /</p> <p>THIRD QUARTER: I can identify and explain phase changes, one and nuclear reactions, in terms of conservation of matter and energy</p> <p>FOURTH QUARTER: I can qualitatively and quantitatively describe transformed (especially gravitational potential, kinetic, and work) mechanical systems, including identifying unwanted forms of energy</p>
Students will understand that subatomic structure and charge	<p>FIRST QUARTER: I can sketch a neutral atom with a given number of protons or electrons, charges, numbers, "locations" and relative sizes of protons, neutrons, and electrons</p> <p>SECOND QUARTER: I can sketch a neutral atom with a given number of <b>neutrons</b> and protons or electrons, showing charges, numbers, "locations" and relative sizes of protons, neutrons, and electrons,</p>

“Open”: All Year (incremental rubrics)

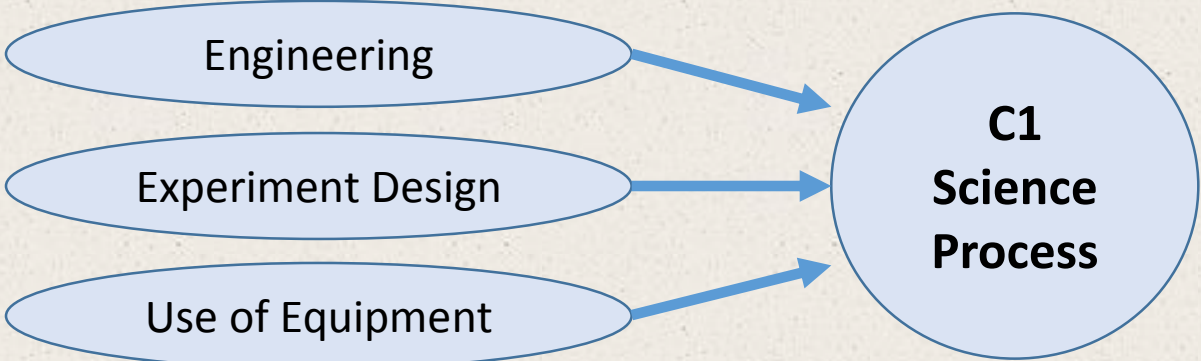
“Closed”: Unit

Competency	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
C1. Science Process	Experiment Design	Engineering	Tech & Society	Tech & Society	Density	Tech & Society	Experiment Analysis			
C1. Math in Science	Graphing Data									
C3. Communication	PS: Format			PS: Unit Conversion				Using Best Fit Lines		
C4. Matter-Energy Conservation	Tech Design			Model		PS: 2 step		PS: Multiple sources		
C5. Atomic Structure	Electrical	Sound & Light		Model						Tech Design
C6. Physical-Chemical	Atomic Structure			Energy Levels		Isotopes, Orbitals				
										CLOSED Types of Solutes, Periodic Table, Elements



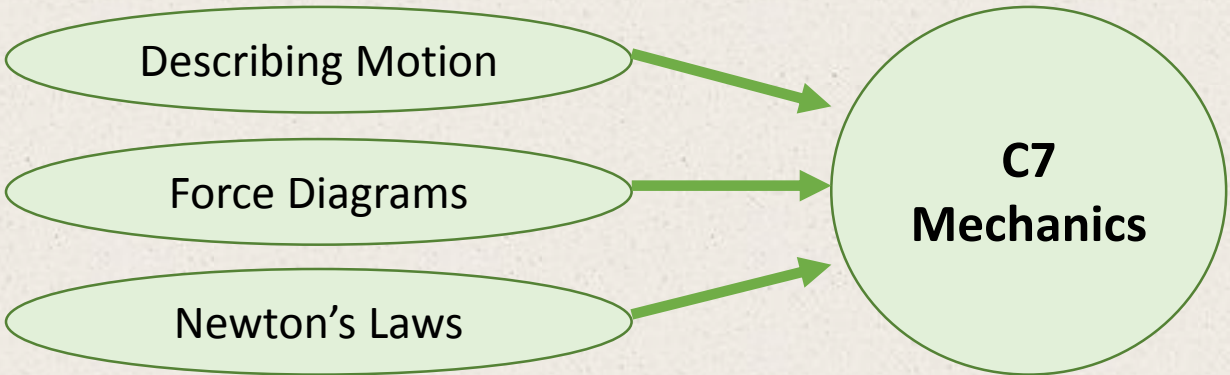
# Many Course Competencies also have “Indicators” ...

Physical Science Competencies have Indicators



Indicators suggest breadth of skills, without requiring mastery of each

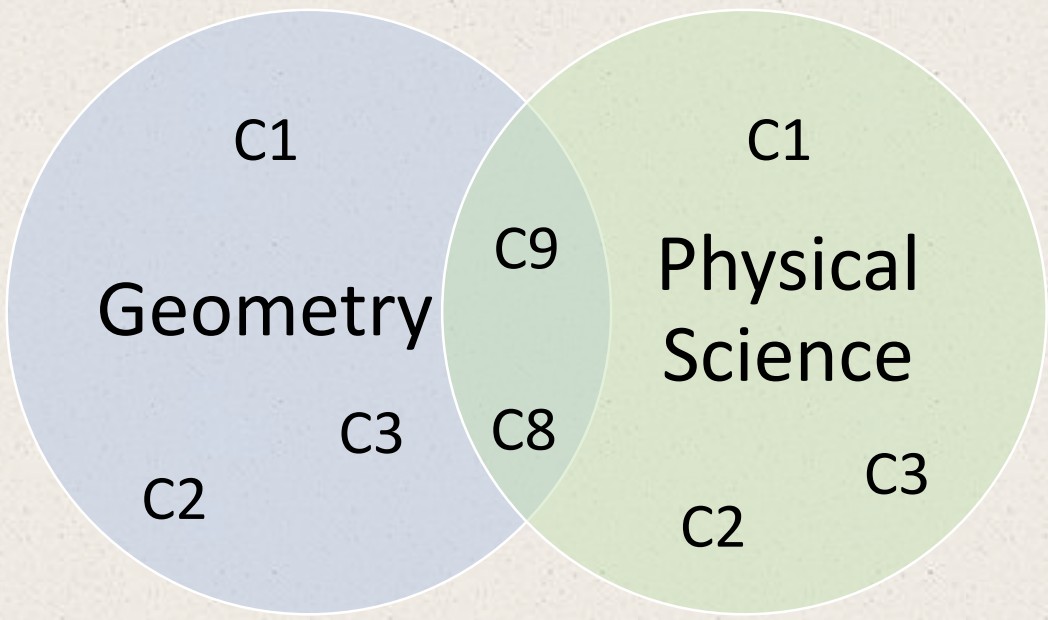
**AVERAGE of Indicator marks = Competency mark**



Many teachers are moving AWAY from using “indicators.”



# Content Competencies



System allows “interdisciplinary” competencies – different teachers scoring same competency in different courses.

We do NOT do this for **content** competencies... (yet...)





# PowerSchool Details...

## Standards



> Standards > Standards

### Standards

- ▼ School
  - ▼ PMHS - Pittsfield Middle High School
    - ▶ PMHSCC - PMHSCC
    - ▶ 21C - 21C
    - ▶ PMHSSLO - PMHS\_SLO
    - ~~▶ PMHS.SW - SchoolWide~~
    - ▶ PES - PES

No longer used, but can't delete...

- ▼ School
  - ▼ PMHS - Pittsfield Middle High School
    - ▶ PMHSCC - PMHSCC
    - ▼ 21C - 21C
      - 21C.E1 - E1 - Productive--Self-Directed
      - 21C.E2 - E2 - Engaged-Responsible
      - 21C.E3 - E3 - Communicate
      - 21C.E4 - E4 - Acquire-Synthesize Information
      - 21C.E5 - E5 - Identify-Solve Problems

21<sup>st</sup> Century Learning Expectations

Course Competencies & Indicators

- ▶ PMHSCC.1532 - 1532 - US History
- ▶ PMHSCC.0251 - 0251 - Digital Art I
- ▼ PMHSCC.1330 - 1330 - Physical Science
  - ▶ PMHSCC.1330.C1 - C1 - Science Process
  - PMHSCC.1330.C2 - C2 - Math in Science
  - PMHSCC.1330.C3 - C3 - Communication
  - PMHSCC.1330.C5 - C5 - Atomic Structure
  - ▶ PMHSCC.1330.C6 - C6 - Phys-Chem Properties
  - ▼ PMHSCC.1330.C7 - C7 - Mechanics
    - PMHSCC.1330.C7.I1 - C7.I1 - Dynamics
    - PMHSCC.1330.C7.I2 - C7.I2 - Force Diagrams

# PowerSchool Details...

## Standards

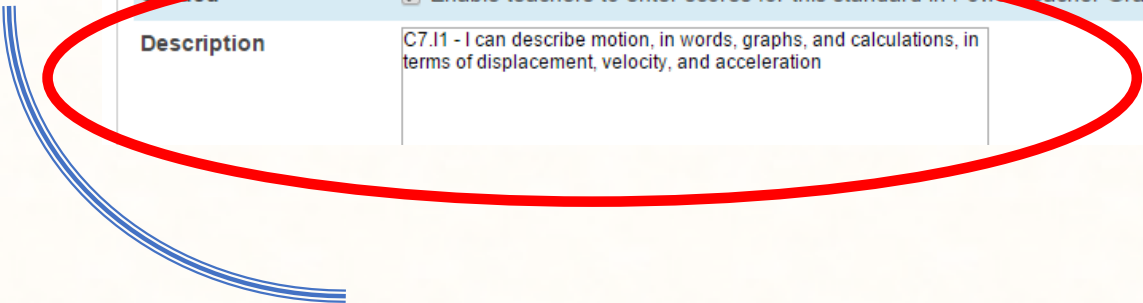


### Edit Standard

Field	Value
Name	<input type="text" value="C7.11 - Dynamics"/>
Identifier	<input type="text" value="PMHSCC.1330.C7.11"/> (ex. - LA.11.3.12)
Subject Area	<input type="text" value="Science"/>
Alignment Identifier	<input type="text"/>
Calculation Parent	<input type="text" value="PMHSCC.1330.C7"/>
List Parent	<input type="text" value="PMHSCC.1330.C7"/>
Type	<input type="text" value="School"/>
Level	<input type="text" value="4"/>
Sort Order	<input type="text" value="1"/>
Course Number	<input type="text" value="1330"/> (only applies to School standards)
Comments	<input type="checkbox"/> Include comment field (only applies to School standards)
Comment Length	<input type="text" value="4000"/> (school level comment settings override this setting)
Conversion Scale	<input type="text" value="PMHS Indicator"/>
Graded	<input checked="" type="checkbox"/> Enable teachers to enter scores for this standard in PowerTeacher Gradebook
Description	<input type="text" value="C7.11 - I can describe motion, in words, graphs, and calculations, in terms of displacement, velocity, and acceleration"/>

“Description” is stored in standards table → if you change it, you change it for every student who ever had a grade on that standard.

Year 2: We left description BLANK. Teachers pasted statement of competency into COMMENT → stored in standards grades table, so can be changed next time you teach course...



# PowerSchool Details...



USE A SPREADSHEET for initial import of competencies!

Individual changes & new competencies are entered by a secretary / data-entry person after approval by Dept.



# PowerSchool Details...

## Standards Conversion Scales



Our community OBSESSED over this before we began!!!

CARE with this  
aides transition -  
teachers can  
enter percentage  
grade & system  
auto-calculates  
competency 0-4  
mark.

### Translation values to and from OTHER scales only

**Name:** PMHS\_Competency

**Type:** Numeric 0.00 - 4.00 scale\*

\*Calculations within this scale are based only on 0-4 values, there are no percentages needed.


To convert to and from **OTHER** scales, set the GradeValues and Cut-offs for each Number/Level. Additional Numbers/Levels can be added.

New

Number/Level	Description	Translation Values	
		Cut-off	Grade Value
4.00	Exceeding Expectations	100	100
3.50	Exceeding Expectations	90	90
3.00	Meeting Expectations	82.5	82.5
2.50	Meeting Expectations	75	75
2.00	Approaching Expectations	70	70
1.50	Approaching Expectations	65	65
1.00	Below Expectations	55	55
0.00	No Evidence	0	0

**Cut-Off** is the final calculated percentage that the student must meet or exceed to receive that Number/Level as a final grade. For numeric scales, the Cut-off is used only when OTHER scales get translated into this scale.

**Grade Value** is the percentage used for calculations only when translating the Numbers/Levels to OTHER scales.

 Note: Only number entries from 0.00 - 4.00 will be used. Ensure that each Number has both percentages listed.

# PowerSchool Details...

## Standards Conversion Scales



We use different “conversion scale” for each type of competency because it’s a convenient way to QUERY. Ie, All students failing two or more competencies in a course, vs all students with a failing overall competency average...

Conversion values in each scale are identical

PMHS_21C	Numeric (0.00 - 6.00)	Scale for marks on individual 21st Century Learning Expectations, as defined for trial run Spring 2013
PMHS_Competency	Numeric (0.00 - 4.00)	for individual competencies within a course... 4 is high
PMHS_Course	Numeric (0.00 - 4.00)	for overall progress toward course credit/mastery of all course competencies... 4 is high
PMHS_Indicator	Numeric (0.00 - 4.00)	for assessment of indicators; each course competency may have multiple indicators that combine to show mastery of that competency... 4 is high
PMHS_LearningStudio	Numeric (0.00 - 4.00)	The conversion scales for learning studios are separate so that they can be pulled differently for honor roll, open campus, eligibility, etc...
PMHS_SLO	Numeric (0.00 - 4.00)	For tracking assessment of marks on team SLO rubrics

Note: These Standards Conversion Scales apply to all schools on this server.



# Content Competency Marks

Marks are numeric: 0 - 4 (“Passing” = 2.5)

4 point rubric for each competency or indicator

Competency (indicator) mark = **WEIGHTED AVERAGE** of rubric scores

**WEIGHTED AVG** of  
competency  
**rubric scores**



“Traditional”  
average of  
**assignment grades**





# Competency Marks Example: Formative vs Summative

“Weighted Average” still means the system considers how many points the assignment is worth...

Students tended not to do formative assessments because they weren't being graded.  
→ Those “HW” formatives often can **not** be redone / competed late.

Some formative assessment is “ticket” to be able to take the summative

Mini-Lab Design 09/23/2014 ps: 10	C1.I1 - Exp ... PMHS_Indicator NUM	Experiment De... 10/01/2014 ps: 100	C1.I1 - Exp ... PMHS_Indicator NUM
✓	3.5		2.5
⊕	NE		2
⊕	NE		1
	3		4
⊕	NE		2.5
⊕	NE		1
	3		2
	3.5		3
	3		2





# Competency Marks Example: Incremental / Most Recent

Math Problem Solving Indicator – “OPEN”

Expectations on rubrics increase throughout year –  
3 incremental rubrics

When next level assessment is taken, teacher “exempts” previous one....

Assessment	Date	Points	Score	Indicator
Math Problem ...	11/21/2013	pts: 100		
C2.I2 - Math...			2	PMHS_Indicator NUM
Math - Midter...	01/22/2014	pts: 40		
Q3 Math Proble...	03/07/2014	pts: 100	✓	
C2.I2 - Math...			2.5	PMHS_Indicator NUM
Graphing Sum...	05/09/2014	pts: 100		
EOY Math Sum...	05/30/2014	pts: 100		
C2.I2 - Math...			3.5	PMHS_Indicator NUM

“Exempt” –  
NOT counting toward  
weighted avg

For this  
indicator, only  
single most  
recent  
assessment  
“counts” at any  
time...  
(next year, most  
recent TWO counted)







# Competency Marks Example: Indicators

Science Process Competency – “Open”

Multiple Indicators – BREADTH --student can be “competent” in science process in many ways:

C1 - Science ... PMHS_Comet... NUM - Mean	C1 - Science...	C1.I1 - Exp ... PMHS_Indicator NUM	C1.I2 - Exp ... PMHS_Indicator NUM	C1.I3 - Engi... PMHS_Indicator NUM	C1.I4 - Ato... PMHS_Indicator NUM	C1.I5 - Tech... PMHS_Indicator NUM	C1.I6 - Dens... PMHS_Indicator NUM
2.86	3	2.66	3	3	2	3	3.5
1.19	3	2.62	0.00	0.00	2	0.00	2.5
2.62	3	2.74	1	2.5	4	2.5	3
2.5	3	2.5	2.5	1	2	2.5	2.5



... Summer Competency Recovery Project – manual override of calculated competency grade...

Experiment De... 10/02/2013 pts: 50	Experiment De... 10/10/2013 pts: 100	Engineering - M... 11/05/2013 pts: 100	Device Project ... 12/20/2013 pts: 100	Exp Design - M... 01/22/2014 pts: 50	Atomic Theory ... 01/30/2014 pts: 100	Density Concep... 02/20/2014 pts: 100	Substance Proj... 04/11/2014 pts: 100	Vehicle Analysis 06/20/2014 pts: 100	Vehicle Engine... 06/20/2014 pts: 100
✓ ✓ ✓	✓ ✓ ✓			✓	✓ ✓ ✓	✓ ✓ ✓			



# Competency Marks Example: BREADTH of Assessments



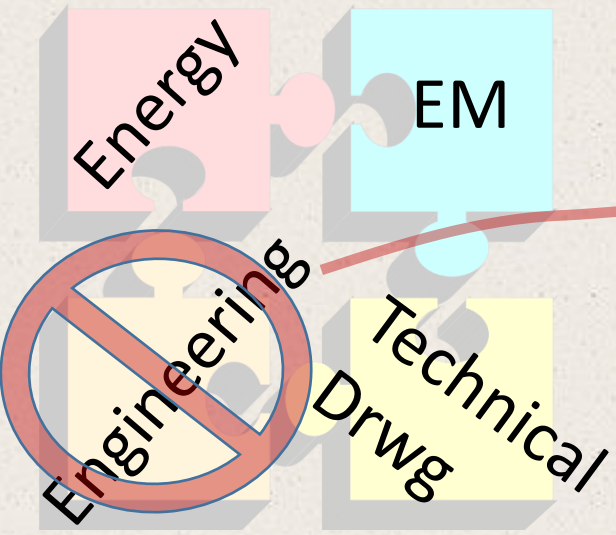


# Competency Marks Example: Projects

~~Motor Project  
Grade~~

Motor Project

Written Test

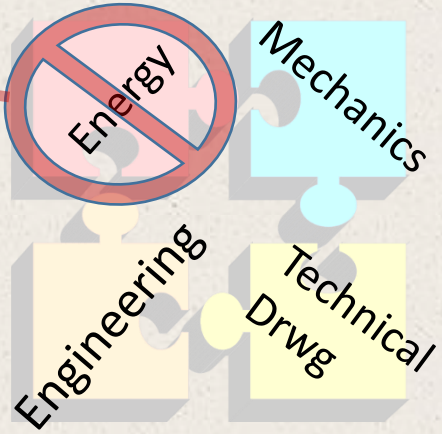


REassess



REassess

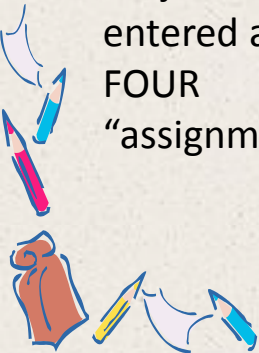
Vehicle Project



The Motor Project is entered as FOUR "assignments"

Motor - Electro... 10/31/2014 pts: 100	Motor - Energy ... 10/31/2014 pts: 100	Motor - Engine... 10/31/2014 pts: 100	Motor - Techni... 10/31/2014 pts: 100
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TRANSITION – away from a “motor project grade” toward individually assessing competencies that may be demonstrated in that project. Entering as different assignments pushes that paradigm shift.



# PowerSchool Details...

## PT Administrator SETUP

### Set Calculation of Standards



PowerTeacher ADMINISTRATOR

Administration Gradebook Reports

My Account | Logout | Help

Logged In: Kiza Armour

Groups

- ngs
- ferences
- Setup
- Administrator Login
- S
- Scales
- nt
- Content
- ards /
- nship
- ol Usage
- ation

#### Calculation

##### All Schools

Select the default method for calculating standards final grades from standards assignments scores.

Create a district preferred **Most Recent** score calculation by editing the number of most recent assignment scores and their relative weights. Each of these calculations can be set by school, and can be enabled or disabled for teacher editing.

[Copy First School](#) Click to copy the settings from the first row to the remaining rows.

[Toggle All](#)

[Toggle All](#)

[Toggle All](#)

School	Default Standards Final Grade	Teacher Modify Default	Most Recent Calculation	Teacher Modify Most Recent	Default Higher Level Standards Roll-up	Teacher Modify Default
Graduated Students	Weighted Mean	<input type="checkbox"/>	3 (33.3%, 33.3%, 33.3%)	<input type="checkbox"/>	Mean (Average)	<input type="checkbox"/>
Pittsfield Elementary School	Weighted Mean	<input type="checkbox"/>	3 (33.3%, 33.3%, 33.3%)	<input type="checkbox"/>	Mean (Average)	<input type="checkbox"/>
Pittsfield Middle High School	Weighted Mean	<input type="checkbox"/>	<del>20 (5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%, 5.0%)</del>	<input type="checkbox"/>	Mean (Average)	<input type="checkbox"/>

# PowerSchool Details...

## PT Administrator SETUP

### Allow Use of Standards



PowerTeacher  
ADMINISTRATOR



Administration



Gradebook



Reports

My Account | Logout | Help

Logged In: Kiza Armour

Groups

- Settings
- Preferences
- Email Setup
- Login
- Administrator Login
- Grades
- Grade Scales
- Content
- Class Content
- Standards / Citizenship
- School Usage**
- Calculation

#### School Usage

##### All Schools

Check to display Citizenship and/or course Standards in PowerTeacher Final Grade Mode by default.

If standards are selected for display, check the assignments column to enable linking standards to assignments by default.

	<a href="#">Toggle All</a>	<a href="#">Toggle All</a>	<a href="#">Toggle All</a>	<a href="#">Toggle All</a>	<a href="#">Toggle All</a>
School	Citizenship	Standards	Assignments With Standards	Auto-Calculate Higher Standards	Enable push of assignment scores
Graduated Students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pittsfield Elementary School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Pittsfield Middle High School	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Indicators avg = competency mark;  
Competency avg = overall course competency.

Allows teacher to enter % and have standards score auto-calculate.



# USE of Content Competency Marks

**What do you DO with those content competency marks?**

Final Course Grade

Academic Privilege Eligibility

Competency Recovery / Interventions

**“At-Risk”** is failing two or more competencies in the course.... If you must meet each individual competency, then overall average is not best determination of “at risk”





# Competency vs Final Grade

Content Competencies

Overall Course Competency

Traditional Letter Grade



Simple Average of competencies



Student has “NC,” regardless of average, until EVERY content competency is met.



# Awarding Credit & Final LETTER Grade

\*Credit is awarded only when EVERY individual course competency is mastered (2.5 or better)

2012-2013

A  
B  
INC

2013-2014

A  
B  
C  
F  
INC

2014-2015

Competency Score	Letter Score
3.66-4.0	A
3.5-3.65	A-
3.44-3.49	B+
3.22-3.43	B
3.0-3.21	B-
2.83-2.99	C+
2.5-2.82	C
0-2.49	F (No Credit)
Competency Recovery	INC (No Credit)

GPA

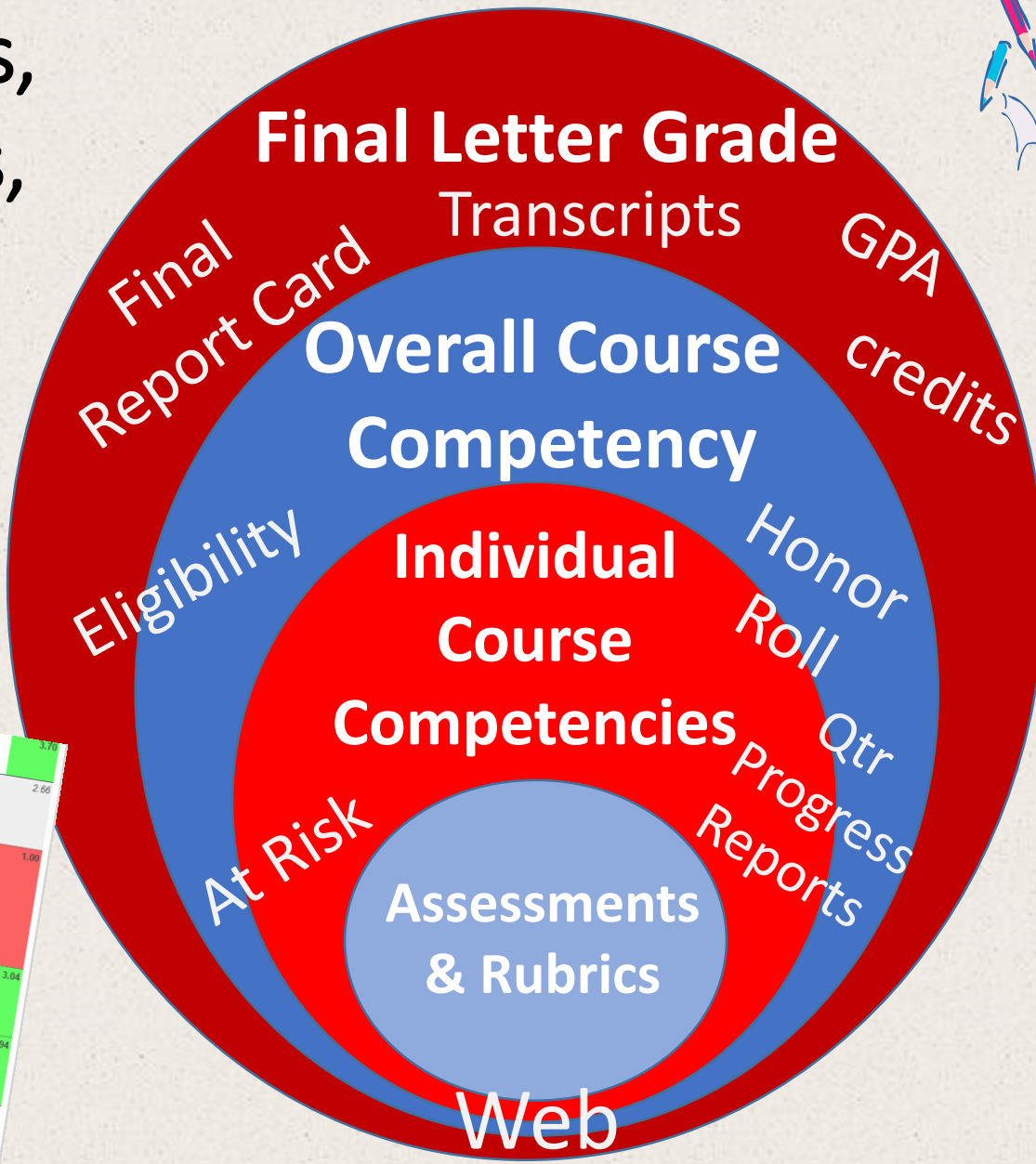
Teachers manually enter letter grade...  
We haven't settled on a scale...





# Reporting:

Different Audiences,  
Different Purposes,  
Different Formats.



**Pittsfield High School**  
23 Oneida Street  
Pittsfield, NH 03263  
Phone: (603) 435-6701  
Fax: (603) 435-7087

Student Name: [REDACTED]  
Date of Birth: [REDACTED]  
Gender: Male  
NH SASID #: [REDACTED]

Expected Graduation Year: 2015  
Graduation Status: Not Graduated  
Withdrawal Date: N/A

Cumulative Information  
GPA: 3.7141  
Earned Credits: 20.24  
Class Rank: 3 out of 30

Grade	GPA: 3.7953	Credits: 7.25				
	Q1	Q2	Q3	Q4	F	Credits
<b>11-12 Pittsfield Middle High School</b>	P	P	P	P	P	0.25
Advisory 9	A-	A-	A-	A-	A-	1.00
Biology	A-	A-	A-	A-	A-	1.00
English 9	A-	A-	A-	A-	A-	1.00
Geometry	B+	A-	A-	A-	A-	0.50
GeoPolitical Studies	B	A-	A-	A-	A-	0.50
Health	A-	A-	A-	A-	A-	0.50
Personal finance	A-	A-	A-	A-	A-	1.00
Physical Ed. 9 & 10	A-	A-	A-	A-	A-	0.50
Pin. Art & Design	A-	A-	A-	A-	A-	0.50
<b>10-11 Pittsfield Middle High School</b>	A-	A-	A-	A-	A-	0.50
Algebra (MS)	A-	A-	A-	A-	A-	0.50
Computer Competency (MS)	A-	A-	A-	A-	A-	0.50
<b>Grade 10</b>						Credits
Advisory 10						A 0.25
Algebra II						A 1.00
American Govt.						B 0.50
CAD I						B 0.50
Economics						A 1.00
English 10: Individual and Society						B 1.00
Physical Science						B 1.00
Spanish I						B 1.00
						C12

**Grade 11**  
13-14 Pittsfield Middle High School  
Advanced Math  
Advisory 11  
Chemistry  
Driver Education  
English 11: American Literature  
Learning Studio B: Film  
Spanish II

Course	Competency	Score
08/16/2014 1307 - Physics Overall Course Competency	This full year course has 6 Competencies. 10-14 Ryan is behind on his lab challenges. He should arrange to come afterschool for more lab time. 10-31 Ryan has completed all lab challenges and is doing a great job in the course!	3.77
07/01/2015	C11 - Students will understand that people continually revise their understanding of their world by asking relevant questions, seeking related research, forming testable hypotheses, conducting careful investigations, analyzing data, and evaluating the validity of results in open dialogue among peers. This is an OPEN competency that has assessments throughout the year. 11-24-14 Ryan has made progress on his crystal radio, and partially completed a communication poster project. However, he has not finished this major EM summative project.	2.66
	C13 - Students will understand that electricity and magnetism are two aspects of a single electromagnetic force, which provides the basis for many modern technologies. <b>Completed</b> This is a CLOSED Competency that we work on in class ONLY during SEPT - OCT. Ryan may complete his EM project by Jan 16, 2015 to improve this mark.	1.00
	C14 - Students will understand that unbalanced forces on everyday objects cause predictable and explainable changes in their motion, in accordance with F=ma and T=1/alpha.	3.04
09/11/2014 9999A - Online Course F Overall Course Competency		3.94
07/01/2015		4.00
12/18/14: eStart Intro to Psychology (1.0 credits) - 100%	Ryan has completed this class.	4.00



# PMHS Quarterly Progress Reports

Custom "Standards" Tab  
From Quick Lookup →  
Shows Course Competencies  
AND Comments

Print the screen and mail it home each quarter...

Transitioning parents away from need for printed copy...

PowerSchool

Welcome: [Name] Help | Sign Out

School: Pittsfield Middle High School Term: 14-15 Year

Start Page > Student Selection > Standards Grades

Quick Lookup Standards Grades

### Pittsfield Middle High School

Report of Current Progress for [Name] as of 01/08/2015

Grade Description	Marks
Exceeding Expectations	4.00 - 3.50
Meeting Expectations	3.49 - 2.50
Approaching Expectations	2.49 - 1.50
Below Expectations	1.49 - 0.00

An "Open" competency will have multiple assessments throughout the year. A "Closed" competency has assessments over a defined period of time.

If you have concerns regarding any of these scores, please contact the course teacher directly.

Which classes do you want to see?  
 Show this year's classes  
 Include dropped classes  
 Classes As Of: [Date] (Note to admin users: You can only pull classes for the term you are working in)

#### Current Academic Progress

Dates	Competency	Teacher Comment	CURRENT Mark
08/16/2014 - 07/01/2015	0567 - Composition Overall Course Competency	Grades updated 12/29/14	3.62
07/01/2015	C1 - Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.		3.80
	C3 - Students will demonstrate the ability to write effectively for a variety of purposes and audiences.		3.88
	C4 - Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively across the content areas.		3.88
	C5 - Students will demonstrate the ability to listen and view critically and speak purposefully and effectively.		3.88
	C6 - Students will demonstrate the ability to research and investigate topics and analyze, integrate, and present the synthesized information.		3.00
08/16/2014 - 07/01/2015	0713 - Spanish III Overall Course Competency	This full year course has three competencies.	4.00
07/01/2015	C2 - Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts.	This is an OPEN competency - we will be working on assignments related to this competency throughout the school year.	4.00
	C3 - Students will demonstrate the ability to write effectively for a variety of purposes and audiences.	This is an OPEN competency - we will be working on assignments related to this competency throughout the school year.	4.00
08/16/2014 - 07/01/2015	1119 - Calculus Overall Course Competency	[Name] exhibits a superior work ethic in class.	3.79
07/01/2015	C11 - Students will understand how limits are used to evaluate functions for continuity and differentiability.		3.88
	C12 - Students will understand that differential calculus can be used to solve problems in physics, engineering, etc.		3.76
08/16/2014 - 07/01/2015	1307 - Physics Overall Course Competency	This full year course has 6 Competencies. 10-14 [Name] is behind on his lab challenges. He should arrange to come after school for more lab time. 10-3 [Name] has completed all lab challenges and is doing a great job at the course!	2.66
	C11 - Students will understand that people continually revise their understanding of their world by asking relevant questions, seeking related research, forming testable hypotheses, conducting careful investigations, analyzing data, and evaluating the validity of results in open dialogue among peers.	This is an OPEN competency that has assessments throughout the year. 11-24-14 [Name] has made progress on his crystal radio, and partially completed a communication poster. However, he has not finished this major EM summative project.	1.00
	C13 - Students will understand that electricity and magnetism are two aspects of a single electromagnetic force, which provides the basis for many modern technologies.	[Name] This is a CLOSED Competency that we work on in class ONLY during SEPT - OCT. [Name] may complete his EM project by Jan 16, 2015 to improve his mark.	3.04
	C14 - Students will understand that unbalanced forces on everyday objects cause predictable and explainable changes in their motion, in accordance with F=ma and T=alpha.		3.84
09/11/2014 - 07/01/2015	9998A - Online Course 1 Overall Course Competency		4.00
07/01/2015	12/18/14 eStart Intro to Physiology (1.0 credits) - 100%	[Name] has completed this class.	4.00

These marks only reflect aspects of competencies and indicators that have been assessed so far in the course. A current mark of 2.5 or higher should NOT be interpreted to mean that a student has "finished" (demonstrated mastery of) a competency. When a student has demonstrated mastery of a competency, the teacher will indicate that achievement in the comment.

#### Learning Studio

Competency	Teacher Comment	CURRENT Mark
Learning Studio Overall Competency	11/4/14: In Engineer II learning studio we are completing our first project where students designed and tested bridges. The grade is a formative assessment based on the student's journal entry.	

\*Rolling Grades!  
LIVE on Web!

Overall & Comments

Competencies & Comments





# Communicating Grades...



**Report Works**

“Standards-Based  
Report Card”

It's the 21<sup>st</sup>  
Century!!!!

WHY put time &  
effort into  
something to be  
printed on paper  
by office/admin  
personnel????

Grades on Standards are NOT  
“STORED” in historical, only  
calculated “term grades” are stored.







# Traditional Year End Report Card

Pittsfield Middle High School  
23 Oneida Street, Pittsfield, NH 03263

School Year: 2013-2014

**Final Grade Report for** [REDACTED]

Grade: [REDACTED]

**Final Grades**

A = 3.5 - 4.0  
B = 3.0 - 3.499  
C = 2.5 - 2.99  
F = 2.499 or less

WP=Withdrew Passing  
WF=Withdrew Failing  
INC= Incomplete

PowerSchool Username: [REDACTED]  
PowerSchool Password: [REDACTED]

Please login to PowerSchool in August for updated 2014-2015 student schedules.

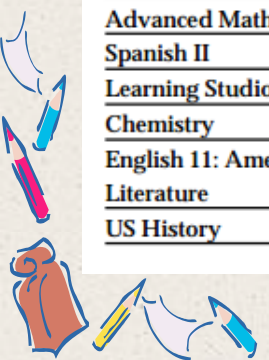
Once a student has demonstrated mastery of all of the competencies in a course, the teacher uses the overall course grade to determine whether the student has earned an "A", "B" or "C".  
If the student has not yet demonstrated mastery of all course competencies, then he/she may be eligible for competency recovery. If the student temporarily receive an "INC". Competency recovery plans for courses below will be included with this report. If the student completes the recovery plan by the issued date, the grade will change from "INC" to a passing letter grade. If the student does not complete the recovery plan by the issued date, the grade will change from "INC" to "F".  
If the student is not eligible for competency recovery, he/she will receive an "F". \*Please note that only high school courses are eligible for competency recovery toward graduation requirements.

Disappearing Soon??

Courses taken Online (through VLACS or VHS), at Concord Regional Technical Center or through an Extended Learning Opportunity (ELO), will not appear on this report. Refer to the enclosed unofficial transcript for these final course grades. Please note that teacher comments on this report only indicate course completion status.

Course Name	Teacher	Grade	Credits*	Course Completion Status
Yearbook Production	Massey, Jennifer	A	1	[REDACTED] has demonstrated mastery of all competencies and earned credit for this course.
Advisory 11	Dunlavey, Christie	A	0.25	[REDACTED] has successfully demonstrated mastery of this course competency.
Advanced Math	Strickhart, Paul	B	1	[REDACTED] has demonstrated mastery of all competencies and earned credit for this course.
Spanish II	Billings, Warren	A	1	[REDACTED] has demonstrated m
Learning Studio B	Armour, Kiza	P	0.12	[REDACTED] has demonstrated m
Chemistry	Therriault, Charles	A	1	[REDACTED] has demonstrated m
English 11: American Literature	Wellington, Jenny L	A	1	[REDACTED] has demonstrated m
US History	Heppler, Alissa	A	1	[REDACTED] has demonstrated m

Standardized teacher term comments just indicate completion, or NOT eligible for comp recovery, or comp recovery plan due date xxxxxx.



# Custom Scores Detail Page

Course Competency AND  
Indicator Marks and comments

Overall course competency &  
comments

Individual assignments

- Competency/indicator
- Assignment name
- Assignment comments
- Due Date
- Competency Mark
- Missing / Late / Exempt / ✓

PowerSchool

Welcome [Name] Help | Sign Out

School: Pittsfield Middle High School Term: 14-15 Year

Start Page > Student Selection > Quick Lookup > Scores

### Physics Scores

Name: [Name] Grade: 12 SASID: [ID] LASID: [ID]

Advisor: [Name] School: Pitts

Class Description	PMHS Quick Reference Table
Teacher: Armour, Woz	3.5 - 4.00 Exceeding Expectations
Physics Course: Verbeke	2.5 - 3.49 Meeting Expectations
	1.5 - 2.49 Approaching Expectations
	1.0 - 1.49 Below Expectations
	0.0 - 0.99 Not completing work

Progress as of right now (from teacher's gradebook) on Physics Course Competencies and Indicators...

CURRENT Mark	Competency/Indicator	Teacher Comment (Competencies Only)
1.0	C11 - Science Process	This is an OPEN competency that has assessments throughout the year. 11-24-14 [Name] has made progress on his crystal radio, and partially completed a communicative poster. However, he has not finished this major EM summative project.
3.1	C13 - EM	Completed This is a CLOSED Competency that we work on in class ONLY during SEPT - OCT. [Name] may complete his EM project by Jan 16, 2015 to improve this mark.
3.2	C14 - Mechanics	This is a closed content competency that we work on from Dec - April.

These marks only reflect aspects of competencies and indicators that have been assessed so far in the course. A current mark of 2.5 or higher should NOT be interpreted to mean that a student has "finished" (demonstrated mastery of) a competency. When a student has demonstrated mastery of a competency, the teacher will indicate that achievement in the comment.

#### Current Overall Progress in Physics

Course	Teacher Comment	CURRENT Progress
1307 -	This full year course has 6 Competencies. Physics 10-14 [Name] is behind on his lab challenges. He should arrange to come afterschool for more lab time. 10-3 [Name] has completed all lab challenges and is doing a great job in the course! 1-2 [Name] is doing a fine job with the content of this course. He is just behind on his science process skills (EM project). Science process is an open competency, so there are plenty of other opportunities to improve that mark.	2.5

#### Assignment Scores in Physics

Many different learning activities and assessments happen in a classroom. Teachers may choose to record information on some learning activities, such as homework, without "counting" them toward assessment of a competency; these assignments have a mark of "NA" for "Not Assessed." Some minor assessments may "count," but only in a small way (less than 20%); the names of these begin with "FA" for "Formative Assessment."

KEY to Assignment Codes: ■ Collected, ▲ Late, ■ Missing - Can still be turned in / redone, ■ NOT INCLUDED in final grade, ♦ Exempt from calculations

Competency / Indicator	Assignment	Assignment Comment	Date	Codes	Mark
C11 - Science Process	EM Project - Communication	11-24 Partial poster for partially completed project; need to more deeply engage in feedback / questioning of peers	11/24/2014		2
C11 - Science Process	EM Project - Engineering		11/24/2014		1
C11 - Science Process	EM Project - lab report		11/24/2014		NE
C13 - EM	EM-2 Problem Set		09/16/2014		2
C13 - EM	Statics - Fields Summative Exam		09/26/2014		3
C13 - EM	Circuits #2 Network Challenge		10/09/2014	▲	4
C13 - EM	Circuits #4		10/09/2014	▲	4
C13 - EM	EM Project Formative		11/17/2014		3
C13 - EM	EM Project - Content		11/24/2014		2
C13 - EM	EM - MISTERY EXAM		01/21/2015		3.43
C14 - Mechanics	Problem Set M1		12/10/2014		3.5
C14 - Mechanics	Problem Set M2		12/12/2014		4
C14 - Mechanics	Force Table Challenge		12/17/2014	■	4
C14 - Mechanics	Projectile Motion Challenge	1-13-15 Missed the practice attempt 1-12. Missed first challenge attempt (did not add height from table to cannon to determine correct vertical distance); missed second attempt - correct method, but data from lab is incorrect for this angle. Calculate initial velocity from horizontal distance lab data for 42 degrees to bump this to a 3.5.	01/13/2015		3.5
C14 - Mechanics	Kinematics Exam		01/19/2015		2.5
	Problem Set M3		12/19/2014		

# Individual Assessments...





# Overall vs Content Competencies

Overall: Used midcourse to determine NHIAA eligibility (“passing 4 courses...”)

Course/Competency	Score
08/16/2014 - 1307 - Physics Overall Course Competency	3.70
07/01/2015 - C11 - Students will understand that people continually revise their understanding of their world by asking relevant questions, seeking related research, forming testable hypotheses, conducting careful investigations, analyzing data, and evaluating the validity of results in open dialogue among peers	2.66
C12 - Students will understand that electricity and magnetism are two aspects of a single electromagnetic force, which provides the basis for many modern technologies	1.00
C13 - Students will understand that unbalanced forces on everyday objects cause predictable and explainable changes in their motion, in accordance with $F=ma$ and $T=I$ alpha	3.04
09/11/2014 - 9999A - Online Course 1 Overall Course Competency	3.94
12/18/14: eStart Intro to Psychology (1.0 credits) - 100%, Ryan has completed this class	4.00
	4.00

Content: Used to begin competency recovery & to determine “at-risk”

Honor Roll & Academic Eligibility have been transitioning – from overall to individual content competencies

