# PowerTeacher – Points to Ponder

This is the first of several inserts that will provide overviews and tips to ease the transition into the PowerTeacher gradebook.

Learning the PowerTeacher Terminology

The language used in PowerTeacher varies slightly from the language used on the provincial report card. Here is a guide that correlates the terminology used in each.
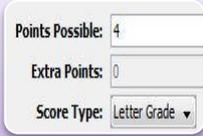

"Letter Grade" = Report Card Rubric Scale

- If an assignment is to be assessed using the report card rubric scale (4-3-2-1-ND), choose"letter grade" as the score type and set the points total to 4 when you create that assignment.
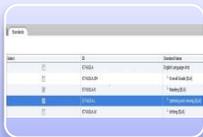
"Standards" = Report Card Categories

- To link a particular assignment to one or more report card categories, choose the "Standards" tab in the assignment creation window to make your selections.
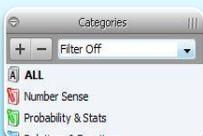
"Categories" = Curricular Groupings

- Consider the content and focus of your curriculum when determining these categories. See below for some examples.
- Avoid setting up categories by method of assessment (tests, quizzes, projects, etc.).

Curricular Categories

The default categories in PowerTeacher focus on methods of assessment, but teachers are strongly discouraged from using these since they are hard to link to curricular goals and outcomes. Instead, categories in PowerTeacher are best thought of as broad curricular groupings that focus on content and processes. Some questions that are worth considering when thinking about possible categories:

- Does the curriculum separate into natural components that would be assessed differently (e.g. content vs. skills)
- Are there distinct units of study (e.g. clusters or strands)?
- Are there common themes that thread through the entire curriculum (e.g. enduring understandings)?
- Are there parts of the curriculum that would be weighted differently in the final grade calculation (e.g. general learning outcomes)?

Here are a few examples of how these categories might be set up:

| Grade 9 Math using enduring understandings | Grade 12 Phys. Ed. / Health using GLOs | Grade 5 ELA using report card categories | Grade 3 Social Studies using curriculum clusters | Grade 7 Woodworking using focus of assessment |

Final Grade Setup

The final mark determination has been set up across ALL GRADES to be similar to this structure, with minor variations to accommodate different reporting periods:

FINAL (1-12)

Is determined by weighting the cumulative term mark

with the final assessment (if there is one). This mark is printed on the report card.

CUMULATIVE TERM

Is determined by defined category weights or total accumulated points across ALL terms. This is an internal calculated value only, and does not appear on the report card.

EXAM

Holds the score(s) for any final assessment given. This mark is printed on the report card.

TERM 1

Contains the assessment data for this reporting period and is printed on the report card.

TERM 2

Contains the assessment data for this reporting period and is printed on the report card.

TERM 3...

Contains the assessment data for this reporting period (this is not printed on the report card).

> On rare occasions, it might be appropriate to weight the individual terms, but this practice is discouraged in light of the provincial policy on grading based on year-end outcomes.
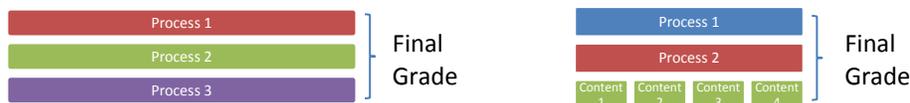
Assessment Thoughts: Creating the Final Grade

The intent of the final grade is to communicate to parents a student's achievement over the entire school year. As teachers consider their school year and how they will determine a final grade, they should keep these three questions in mind:

- ➤ How are my students growing as learners as they interact with the content outcomes (knowledge & understanding)?
- ➤ How are my students growing as learners in the process outcomes (e.g. design & inquiry, research/communication, critical thinking/citizenship, problem solving, reading comprehension, …)?
- ➤ How will I best represent both the process and the content outcomes in the final grade?

Some outcomes, such as process outcomes are covered multiple times and data is collected throughout the school year. Other outcomes, such as specific content outcomes, may only be covered within a discrete unit of study and so data might be collected only within a given term. However, both outcomes need to be reflected in the final grade:

Process 1
Process 2
Process 3

Final Grade

Process 1
Process 2

| Content 1 | Content 2 | Content 3 | Content 4 |

Final Grade

> Teachers are asked to go back and review their data to look for trends and patterns within units, across units, and across curriculum categories.

Good assessment dictates that teachers include the most recent and most consistent data about student achievement around the outcomes when calculating a final grade for the course.