The main purpose of Empower is to serve as a Learning Management Tool to support recording and reporting of student progress in a Competency Based System. The system is not meant to serve as a traditional grade book. As we move forward using Empower it is important to remember this distinction.

TEACHER SOPS

1. Data Entry Deadlines
2. Scoring Guide
3. Entering Score 2.0s in Empower
4. Overall Learning Target Scoring
5. Shortcut for Updating the Overall Proficiency Scale Score
7. Using Scantron Performance Series as evidence of Proficiency on Proficiency Scales
8. Overall Performance Level/Course Scoring
9. Expectations for Traveling Elementary Physical Education, Performing Arts and Visual Arts Teachers

CLD SPECIALIST SOPS

1. English Learners Assessment and Placement Requirements
2. Level Placement Example
3. Entering Evidence
4. Scaffolding Instruction

ADMINISTRATOR SOPS

1. Initial Student Placement
2. Level Transition Process in Building
3. Level Movement Process in Empower
4. Accessing Withdrawn Student Progress
5. Printing Progress Reports for Withdrawn Students
6. Progress Periods
1. **Data Entry Deadlines:** Student performance data must be up-to-date in Empower by the end of the day each Wednesday to ensure all stakeholders have access to accurate and up-to-date student data. Data may be accessed by students, parents, interventionists, other content teachers and receiving district schools. *Non-negotiables for the system include building and scoring student evidence and scoring overall Proficiency Scales.*

2. **Scoring Guide:** Scoring of evidence is based on the new [Proficiency Scales](#). The generic description below will support understanding of the scoring methodology in our Competency-Based System.

   Score 4: In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught. (Indicates that the student has gone beyond what was explicitly taught. This is at the Knowledge Utilization level.)

   Score 3: No major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught. (Indicates proficiency of the Proficiency Scale. This is at the Analysis or Knowledge Utilization level.)

   Score 2: No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes. Here the student needs more support to master the more complex items or tasks. (Score 2.0 information is what is needed for mastery of the Proficiency Scale to occur. This is at the Comprehension or Retrieval level.)

   Score 1: With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes. (Indicates that the student can demonstrate partial understanding of the simpler details and processes “with help” or support from the teacher in the way of cues, questioning or modeling.)

   Score -: *HS ONLY* - The dash (-) score signifies that a student has not yet met the course requirements at the end of the designated term. This score is only for use at the high school level to serve as a placeholder to denote the number of terms a student was enrolled in a course prior to meeting the course requirements.

3. **Entering Score 2.0s in Empower** ([Empower Scoring Tutorial](#)): Given the reduction of standards that teachers are required to record on and with the rollout of the Proficiency Scales; entering 2.0 scores (or any score below a 3.0) into Empower is a useful and required component of Competency Based scoring. When students are addressing the prerequisite skills that are found in the 2.0 section of a Proficiency Scale, the accompanying evidences that are created in Empower should be marked with a maximum achievable score (MAS) of 2.0 as well.

4. **Overall Learning Target Scoring:** Teachers will determine the overall Learning Target score by reviewing a student’s complete body of evidence in accordance with the corresponding Proficiency Scale. While Empower does update a student’s in progress overall score based on that student’s body of evidence in Empower, it will not make the determination that a student is proficient. Because of this, the highest score that Empower will automatically award is a 2.5.

5. Teachers have various tools within Empower that help them decide what a student’s Overall Proficiency Scale score should be. If needed, teachers can reference the information in the Playlist Grading Spreadsheets, Detailed LT Analysis tool, and the Student Snapshots in Empower to help determine a student’s Overall Learning Target Score.

6. There is no set rule that can address how many times and how often a student needs to demonstrate proficiency in order to be awarded a score 3.0 or higher for a Learning target. The body of evidence that a teacher collects in Empower, made up of observations, assignments, projects and assessments (evidences), will vary in size and duration based on the specific needs of students and the Proficiency Scale that is being addressed.

7. **Shortcut for Updating the Overall Learning Target Score:** The “Update Overall” scoring button serves as a shortcut to updating the overall Learning Target score when entering a student’s final piece of evidence. This option should not be selected unless the Proficiency Scale has been deemed proficient. This step serves as a shortcut so you
will not have to enter the overall Proficiency Scale score separately. This feature can only be used if the score for the final piece of evidence is the same score the student will receive for the overall Learning Target.

8. **Gap Filling/Dangling Proficiency Scales:** In Empower, teachers should utilize the *Domains* in the *Target Browser* to help identify instructional gaps and to develop a plan to bring a learner back up to grade level expectations. The Domain concept now included in the Target Browser will allow a teacher to target instruction for a below grade level learner that will take them from their active instructional level to grade level expectations. For instance, if an age based 5th grade learner is going to be working on the Math Level 02 Shapes Proficiency Scale the teacher can use the Target Browser to access each scale that addresses Shapes from Level 02 to Level 05. This information can be used to develop a unit of instruction that will intentionally fill gaps while bringing a student to grade level within that Domain.

If the student is filling gaps in prior learning, one piece of proficient evidence may be enough. Teacher discretion will prevail in these situations. If the learning is new for the student, a complete body of proficient evidence should be gathered. Use your professional judgment to determine if the student is gap filling or learning something new as part of the instructional planning process.

9. **Using Scantron Performance Series as evidence of Proficiency on Proficiency Scales:** A teacher may use the results of a student’s Performance Series assessment as evidence of proficiency for Proficiency Scales. When this is done, the results will be created as a task or quick score in Empower with a description that says “Proficiency based on Performance Series”, and a score 3.0 will be given for that task.

In order to record this evidence in Empower, the Scantron Suggested Learning Objectives (SLO) or the Classrooms Profile Reports on the Scantron site must be analyzed to determine which student demonstrated proficiency on which portions of the Proficiency Scales. (shown in the screenshot to the right). The Scantron Learning Objective will reference the former Learning Targets numbers. These former numbers are included in the descriptions found on the new Proficiency Scales. When analyzing the results from the Performance series assessment, please make sure only evidence is being entered into Empower in the form of an activity or quick score, and not as Overall Proficiency Scale scores. Please adhere strictly to the protocol for this process.

10. **Overall Performance Level/Course Scoring** *(Empower PL Scoring Tutorial) or (HS Teacher Verification Report):* The only time the District supports the use of averages in the Competency Based System is in the case of assigning an overall Performance Level/Course score. To calculate the Overall Performance Level/Course Score, use the following chart to convert the average of all Proficiency Scale scores into a Performance Level score.

<table>
<thead>
<tr>
<th>LT Average</th>
<th>Level Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 3.76</td>
<td>4.0</td>
</tr>
<tr>
<td>3.26 – 3.75</td>
<td>3.5</td>
</tr>
<tr>
<td>3.0 – 3.25</td>
<td>3.0</td>
</tr>
<tr>
<td>&lt;3.0</td>
<td>(Not Yet Complete)</td>
</tr>
</tbody>
</table>

**NOTE:** The overall Performance Level/Course can only be assigned a 3.0, 3.5, 4.0 or -.

**Elementary and Middle School Teachers** must submit the recommended overall Performance Level score and the date the Performance Level was completed to the designated building personnel so Empower and Infinite Campus can
be updated. PK-8 students must demonstrate proficiency on 100% of the Proficiency Scales to move on to the next Performance Level unless otherwise stipulated in an IEP.

High School Teachers will use the following guidance to determine final course scores with the Empower Teacher Verification Report (TVR) as reference.

To be eligible for course credit a student must earn a 2.0 or higher on 100 percent of the associated course Proficiency Scales with 80 percent of the course Proficiency Scales at a 3.0 or higher. The TVR will provide a Suggested Course Grade and a designation if the student has met the eligibility requirements to earn Credit. If the rounded Proficiency Scale average is 3.0, 3.5, or 4.0, the equivalent score will be applied to the Suggested Course Grade column. If the average is between 0.0 through 2.5 the Suggested Course Grade column will report a dash (-) to reflect that course requirements have not been met. The Credit column will reflect “Yes” if the % of Targets Scored a 2.0 or higher column is 100% and the % of Proficient Targets column is 80% and the Rounded Lvl Avg column is 3.0 or higher.

Additional Notes on TVR:

- Comments entered on the TVR will only be viewable from the TVR screen only. The comment will not export to IC or print on any Empower or Infinite Campus reports.
- The TVR will by default run for the selected course. The report includes a dropdown in the top left to allow teachers to view student progress for any course in the system. Only the teacher of record should enter final grades.
- Unscored Proficiency Scales will be figured into the LT Avg column as a 0.
- Scores of “AP” will be figured as a 3.0.
- A Course Grading Spreadsheet icon has been added to the top right corner of the TVR as a quick reference to the Learning Target scores associated with the displayed course. This quick link will allow teachers to score overall Proficiency Scales which will immediately impact the TVR.

Entering Final Grade: Teachers will utilize the Blue scoring buttons at the top of the screen to enter scores in the Final Grade column using the Suggested Course Grade column as a key data point. The dash (-) score should be entered for students that have not yet met the course requirements.

11. Expectations for Traveling Elementary Physical Education, Performing Arts and Visual Arts Teachers: Traveling elementary specials teachers will only be required to enter overall Proficiency Scale scores and final Level scores due to the large number of students served across multiple buildings. Evidence should be entered, if possible. Traveling specials teachers are still required to assess and track a proficient body of evidence for each Proficiency Scale. Tracking tools may include Instructional Progression charts, class level growth charts, goal setting sheets, etc.
CLD SPECIALIST DATA ENTRY IN EMPOWER

English Learners Assessment and Placement Requirements

1. New students to district who may be identified as an EL student (based on the HLS), should be administered the W-APT prior to Scantron, if necessary, so appropriate Scantron accommodations are included and informed decisions can be made for Level Placement by the CLD Specialist.

2. All CLD Specialists must review a body of evidence over the NEP or LEP student’s first two weeks of attendance for the purposes of: (a) making appropriate Level Placement decisions and (b) informing effective instructional practices. Level Placement decisions for NEP or LEP students shall not be based on a single Scantron score. Assessment data or additional information to consider for a body of evidence may come from, but are not limited to, the following:
   a. Achievement data from prior school
   b. Scantron results
   c. ACCESS scores and growth
   d. Native language proficiency indicators
   e. Classroom products/results (from current or native country)
   f. Language-free or non-verbal assessments
   g. Classroom Spanish materials
   h. Writing from Write From the Beginning rubrics
   i. DIBELS Next scores and growth
   j. Curriculum-based Assessments and other progress-monitoring tools
   k. Parent interview information

3. District-level assessment information (e.g., Scantron, ACCESS, DIBELS, etc.) is accessible electronically via the T-Drive, Infinite Campus and Alpine in the future.

4. Any school-level assessment information (e.g., classroom products) is accessed at the school.

CLD Specialists Data Entry in Empower

1. Level Placement Example: If the body of evidence reflects a Literacy Level 07 for a NEP student while the Scantron PS score reflects a Literacy Level 02 placement, the Active Level for Educate will be marked at Literacy Level 07.

2. CLD Specialists or other Specialists will enter evidence towards proficiency of Proficiency Scales into Empower in collaboration with general educators.

3. General educators and Specialists should scaffold lessons with the inclusion of LTs from earlier Levels (e.g., Level 02 – 06), but it is not required to record evidence of prior levels into Empower.
1. **Initial Student Placement** (*Empower Level Placement Tutorial*): New students will be initially placed in Math and Literacy Performance Levels based on their Scantron Performance Series scores, but additional teacher assessment/judgment will be taken into account during the initial 2-week window before a final determination is made. It is the buildings responsibility to set Active Levels in Empower for Math and Literacy. Please follow the following chart below for placement of all other content areas.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mat</th>
<th>Lit</th>
<th>Sci</th>
<th>Soc Ed</th>
<th>Physical Ed</th>
<th>Technology</th>
<th>Visual</th>
<th>Performing Arts</th>
<th>World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>PK</td>
<td>PK</td>
<td>PK</td>
<td>PK</td>
<td>00</td>
<td>PR</td>
<td>00</td>
<td>00</td>
<td>Teacher Placement</td>
</tr>
<tr>
<td>Kinder</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>00</td>
<td>PR</td>
<td>00</td>
<td>00</td>
<td>Teacher Placement</td>
<td></td>
</tr>
<tr>
<td>1st</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>PR</td>
<td>01</td>
<td>01</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>PR</td>
<td>02</td>
<td>02</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>IN</td>
<td>03</td>
<td>03</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>IN</td>
<td>04</td>
<td>04</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>IN</td>
<td>05</td>
<td>05</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>MS</td>
<td>06</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>MS</td>
<td>08</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>MS</td>
<td>08</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>09</td>
<td>09</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>Records</td>
<td>Records</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th</td>
<td>Records</td>
<td>Records</td>
<td>Teacher Placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Effective for the 2016-2017 School Year*

2. **Level Transition Process in Building** (*Process and Documentation*): Students qualify for transition to the next Performance Level upon earning a Score 3.0 or higher on all Proficiency Scales in their Active Performance Level. The teacher must enter a score for each Proficiency Scale in Empower. These Proficiency Scale scores will be reviewed by the teacher to determine a final Overall Performance Level Score (see Teacher SOP #4). The average of all Proficiency Scale scores will determine the Overall Performance Level Score of a 3.0, 3.5, or 4.0.

3. **Level Movement Process in Empower**: Submission of a Level Movement Form or Level Movement Worksheet to the building principal or designee will initiate the process of updating the student Performance Level in Empower. Four key pieces of information must be provided to complete the Level Movement process in Empower: Student Name, Content Level, Overall Level Score, and the date the Level was completed. The Level completion date must be accurate. Each building has created a flow chart to ensure all teachers understand the process for submitting Level changes.

**Steps for Level Movement:**

- a. Log into Empower and navigate to the **Student Snapshot** tool under **Progress Reporting** in the **Menu**.
- b. Select the **Student Name**
- c. Select “Level Score” in the **Score Options** dropdown menu.
- d. Click the performance level that has been completed
e. Select the 3.0, 3.5, or 4.0 score
f. Enter the **Effective Date** and the click “Save”

4. **Accessing Withdrawn Student Progress**: Student data remains in the Empower system indefinitely. Notice the **Enrollment Status** filter to the left of the **Student Name** dropdown on the **Student Snapshot**. Selecting the **Withdrawn** status will allow users to access information on students who have left the district. This option is available throughout the Empower system for all users.

5. **Printing Progress Reports for Withdrawn Students**: When printing Progress Reports, the **Withdrawn** status must be selected from the **Enroll Status** dropdown in column 2 of the **Progress Period Filters**. This will allow users to print or view any students that have been withdrawn from the district. All other steps are the same for printing reports.

6. The following **Progress Periods** apply for all schools in the district for the 2018-2019 school year.

<table>
<thead>
<tr>
<th>Progress Period</th>
<th>Dates</th>
<th>Used For</th>
<th>Notes Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Aug. 15 – Dec. 20, 2018</td>
<td><strong>Track and report student performance and goal setting</strong></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Semester 2</td>
<td>Dec. 21 – May 24, 2019</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Hexter 1</td>
<td>Aug. 15 – Sept. 30, 2018</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Hexter 2</td>
<td>Sept. 21 – Nov. 01, 2019</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Hexter 3</td>
<td>Nov. 02 – Dec. 20, 2018</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Hexter 4</td>
<td>Dec. 21 – Feb. 15, 2019</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Hexter 5</td>
<td>Feb. 16 – April 12, 2019</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
<tr>
<td>Hexter 6</td>
<td>April 13 – May 24, 2019</td>
<td></td>
<td>Schools need to print reports at the end of this period for parents.</td>
</tr>
</tbody>
</table>
Clarifying a Score 3.0

Score 3.0 is achieved with a demonstrated performance on the Analysis (Specifying, Generalizing, Error Analysis, Classifying, Matching) level on the Marzano taxonomy. A Score 3.0 can be earned on the first attempt of achieving proficiency, however, the teacher should ensure the learner has demonstrated understanding of the precursor Score 2.0 skills.

Clarifying a Score 4.0

Score 4.0 does not equate to more work but rather a higher level of performance on the Knowledge Utilization (Investigating, Experimenting, Problem Solving, Decision Making,) level on the Marzano taxonomy. A Score 4.0 can be earned on the first attempt of mastering the Proficiency Scale, however, the teacher should ensure the learner has demonstrated understanding of the precursor Score 2.0 and 3.0 skills.