The main purpose of Empower (EmpowerWPS.org) 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.

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TEACHER SOPS

1. **Data Entry Deadlines**: Student performance data must be up-to-date in Empower by the end of the day each <u>Wednesday</u> 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 Learning Targets.*

2. **Scoring Guide**: Scoring of evidence is based on the new <u>Proficiency Scales</u>. 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 Learning Target. 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 Learning Target 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 cuing, 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 Learning Targets 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 Learning Target 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 Learning Target 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 UO 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 Learning Target has been deemed proficient. This step serves as a shortcut so you will

not have to enter the overall Learning Target 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 Learning Targets**: 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 Learning Targets**: A teacher may use the results of a student's Performance Series assessment as evidence of proficiency for individual Learning Targets. 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 Learning Target Scores. Please adhere strictly to the protocol for this process.
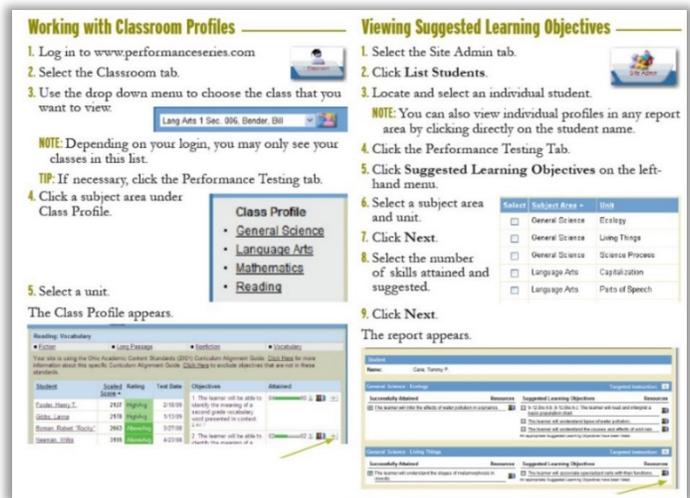
10. **Overall Performance Level/Course Scoring** (Empower PL Scoring Tutorial) or (HS Teacher Verification Report) or (IC Score Entry): The only time the District supports the use of averages in the Competency Based System is in the case of assigning an overall Performance Level/Course score. To calculate the Overall Performance Level/Course Score, use the following chart to convert the average of all Learning Targets into a Performance Level score.

LT Average	Level Score
≥ 3.76	4.0
3.26 – 3.75	3.5
3.0 – 3.25	3.0
<3.0	- (Not Yet Complete)

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 Learning Targets 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 Learning Targets with 80 percent of the course Learning Targets 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 learning target 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:

- 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 Learning Targets 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 Learning Targets which will immediately impact the TVR.
- **"A" Score.** For courses that are worth 1 credit, the "A" Score column is used to award the first half of a course's credit when the semester expectations have been met. This "A" Score is transcripted and will figure into the GPA, so therefor it should reflect the score a student in on track to receive for the course.
- **Final Score.** This column is used to award a score and credit for the second half of a 1 credit course. Half credit courses will use this column for their final course score. This column is locked until a score is given in the "A" Score column. This score is based on the total completion of a course and the average score on all standards. A Suggested Course Score is provided to help teachers.
- **Post**. When the post button is clicked, all entered scores of 3.0 or higher will be locked. A comment will be entered in the system that indicates when the score was given, which course the score is applied to, and the teacher who awarded the score. Teachers can enter scores and continue to update them in the TVR during the semester as needed, as long as they don't click the "Post" button. After posting these scores, all score changes will need to be done manually in IC and Empower by an administrator.

Entering Scores: Teachers will utilize the Blue scoring buttons at the top of the screen to enter scores in the "A" or 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.

Name	Grade Level	% of Targets Scored at 2.0 or Higher	% of Proficient Targets	"A" Score	LT Avg	Rounded Lvl Avg	Suggested Course Score	Credit	Final Grade	Comment
	12	100.00	100.00	3.0	3.05	3.0	3.0	YES	3.0	MA10AG11RA - 11/04/16 (3.0) MA10AG11RB - 11/04/16 (3.0)
	WD	52.38	33.33		1.67	1.5	-	NO		
	12	80.95	80.95	3.0	2.50	2.5	-	NO	-	MA10AG11RA - 11/04/16 (3.0) MA10AG11RB - 11/04/16 (-)
	12	100.00	90.48		3.05	3.0	3.0	YES		
	12	100.00	100.00	3.0	3.19	3.0	3.0	YES	3.0	MA10AG11RA - 11/04/16 (3.0) Northcott MA10AG11RB - 11/04/16 (3.0) Northcott
										MA10AG11RA - 11/04/16 (3.0)

11. **Expectations for Traveling Elementary Physical Education, Performing Arts and Visual Arts Teachers**: Traveling elementary specials teachers will only be required to enter overall Learning Target scores and final Level scores due to the large number of students served across multiple buildings. Traveling teachers will still follow the weekly data entry guidelines to ensure Learning Target completion is up-to-date for school and parent use. Evidence should be entered, if possible. Traveling specials teachers are still required to assess and track a proficient body of evidence for each Learning Target. Tracking tools may include Instructional Progression charts, class level growth charts, goal setting sheets, etc.

CLD SPECIALIST SOPS

English Learners Assessment and Placement Requirements
1. New students to district who may be an 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 Specialist 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 Learning Targets 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*.

ADMINISTRATOR SOPS

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.

Grade	Math	Lite	Science	Social S	Physical Education	Technology	Visual .	Performing Arts	World Language
Preschool	PK	PK	PK	PK	00	PR	00	00	*Teacher Placement*
Kinder	00	00	00	00	00	PR	00	00	*Teacher Placement*
1st	*Level Placements is completed at the building level based on Scantron Performance Series scores and BOE.*	*Level Placements is completed at the building level based on Scantron Performance Series scores and BOE.*	01	01	01	PR	01	01	*Teacher Placement*
2nd			02	02	02	PR	02	02	*Teacher Placement*
3rd			03	03	03	IN	03	03	*Teacher Placement*
4th			04	04	04	IN	04	04	*Teacher Placement*
5th			05	05	05	IN	05	05	*Teacher Placement*
6th			06	06	06	MS	06	*Teacher Placement (05)*	*Teacher Placement*
7th			07	07	07	MS	08	*Teacher Placement (05)*	*Teacher Placement*
8th			08	08	08	MS	08	*Teacher Placement (05)*	*Teacher Placement*
9th			09	09	*Teacher Placement*				
10th			*Records (09)*	*Records (09)*	*Teacher Placement*				
11th			*Records (09)*	*Records (09)*	*Teacher Placement*				

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 Learning Targets in their Active Performance Level. The teacher must enter a score for each Learning Target in Empower. Learning Target scores will be reviewed by the teacher to determine a final Overall Performance Level Score (see Teacher SOP #4). The average of all Learning Target 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 2017-2018 school year.

Progress Period	Calendar	Used For	Notes/Comments
Progress Period 1	**Fall:** Aug. 15 – Oct. 15, 2017	Track and report student performance and goal setting	Optional report window
Progress Period 2	**Fall:** Oct. 16 – Jan. 7, 2018		Schools need to print reports at the end of this progress period for parents.
Progress Period 3	**Winter:** Jan. 8 – March 11, 2018		Optional report window
Progress Period 4	**Spring:** March 12 – June 4, 2018		Schools need to print reports at the end of this progress period for parents.
Trimester 1	Aug. 15 – Nov. 5, 2017		Schools need to print reports at the end of this progress period for parents.
Trimester 2	Nov. 6 – Feb. 19, 2018		Schools need to print reports at the end of this progress period for parents.
Trimester 3	Feb. 20 – June 4, 2018		Schools need to print reports at the end of this progress period for parents.

Adams County School District – Competency-Based Scoring Guide

		Adams 50 Scoring Scale
Score	**GPA Value***	**What the Learner Knows**
4.0	4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
3.5	3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
3.0	3.0	No major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught. (Learning Target)
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).
2.0		No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content). (Performance Indicators)
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).
1.0		With help, a partial understand 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).
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).
0.0		Even with help, no understanding or skill demonstrated.

*GPA is utilized when applicable.

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 of the Learning Target. 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 Learning Target. However, the teacher should ensure the learner has demonstrated understanding of the precursor Score 2.0 and 3.0 skills.