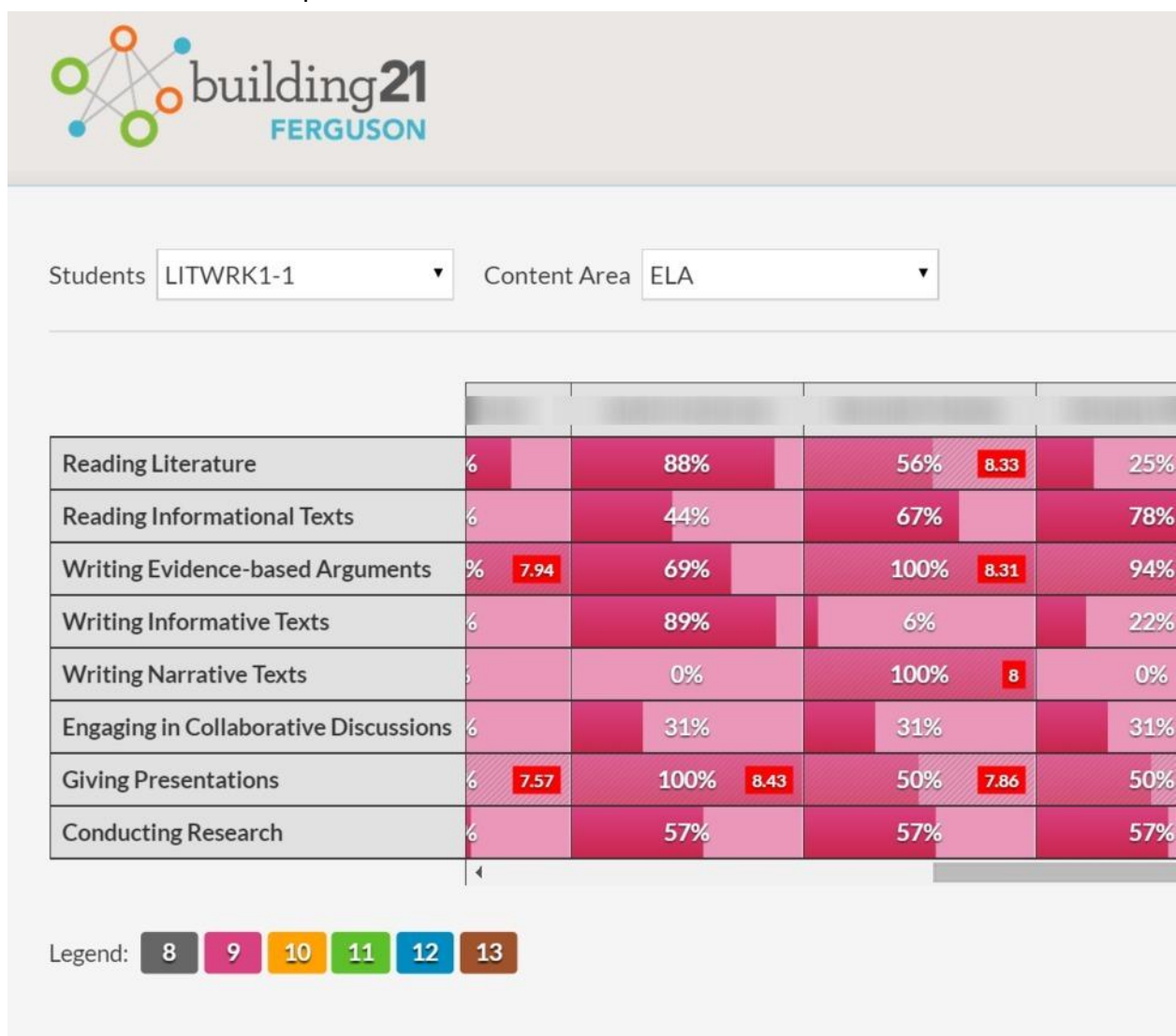


Teacher dashboard collapsed



The image above shows our teacher dashboard. Competencies are listed on the right and students are listed across the top. Each progress bar represents a completion percentage of tasks completed on grade level. When you see a red boxed number, that means that the current performance level falls below the threshold for credit. In other words, You have to achieve 100% at or above the performance level.

Teacher dashboard expanded

Students	LITWRK1-1		Content Area	ELA	
Reading Literature	6%	88%	56%	8.33	25%
Reading Informational Texts	6%	44%	67%		78%
Writing Evidence-based Arguments	7.94	69%	100%	8.31	94%
Introduce claims	9	10	8	8	8
Use evidence to develop claims and coun...	8	9	9	9	8
Use words and transitions to create cohe...	8	9	8	8	7
Maintain a formal style and objective tone	8	9	10	8	8
Provide a compelling conclusion	7	10	7	8	8
Strengthen writing through revision	8	9	9	9	7
Use technology to share work	9	9	9	9	9
Acquire and use academic vocabulary	8	9	9	8	8
Writing Informative Texts	6%	89%	6%		22%
Writing Narrative Texts	6%	0%	100%	8	0%
Engaging in Collaborative Discussions	6%	31%	31%		31%
Giving Presentations	7.57	100%	8.43	50%	7.86
Conducting Research	6%	57%	57%		57%

When an individual competency is expanded, the skills, evidence requirements, and ratings are displayed. For the skill, “Introduce claims”, the student will need to provide two artifacts on grade level in order to master that skill on this current level. We say that this skill has two evidence requirements.

Log a demonstration

Log a demonstration

Student:

Demonstrated:

05/20/2015

Type of Experience:

Core Studio

Context:

Mythbusters

Performance Task:

Lab report

Artifact (URL):

<https://docs.google.com/document/d/1T-JJPpU/>

SCI.1

ELA.4

SCI.5

+ Add competency

Lead Scientific Investigations

Plan and carry out a scientific investigation.

Ask scientific questions:

×

9

Formulate hypotheses:

×

8

Define and analyze variables:

7

Plan an investigation:

×

10

Organize and strengthen plan:

N/A

The teacher dashboard acts as a progress monitoring tool as well as the competency based gradebook. A teacher can Log a Demonstration and define a task that has multiple competencies in the same content area as well as different content areas. The colors you see represent the different levels of ratings (8-13. 8 is the equivalent of 8th grade and 13 is first year of college).

Student dashboard



Classes

Info

Tools

Me

History

Refresh

Recent Progress

Scoring Domain	Level
Evaluate historical outcomes in context Evaluate Change, Continuity, and Context,	7
Analyze outcomes as either change, continuity, or both Evaluate Change, Continuity, and Context,	7
Evaluate the importance of people's actions in shaping outcomes	7

Evaluate Change, Continuity, and Context

L9

100%

7.83

Demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

Evaluate historical outcomes in context

7

8

Analyze outcomes as either change, continuity, or both

7

8

Evaluate the importance of people's actions in shaping outcomes

9

8

Analyze Perspectives

L9

67%

8.5

Analyze and evaluate the motives, actions, values, and attitudes of individuals and groups to understand the significance of events and developments from a range of perspectives.

Analyze factors that shaped perspectives of people in the past

9

9

Analyze how the perspectives of writers of history shape our perception of the past

7

9

Critique present perspectives of past events

Evaluate Historical Sources and Evidence

L9

75%

7.33

Analyze, synthesize, and evaluate information from a range of primary and secondary sources.

Assess the usefulness of historical sources

8

7

Analyze the limitations of historical sources

7

Analyze Causation and Argumentation

L9

75%

8.67

Explain and analyze the causes and effects of events and developments in the modern world.

Analyze causes and effects of past events

9

9

Distinguish between long-term causes and triggering events

9

9

Critique central arguments in secondary works

8

Critique sources used in secondary interpretations

8

Student dashboard standard details

Writing Narrative Texts

100%

8

Engaging in Collaborative Discussions

L9

31%

Standard Overview

Standard: Engage and orient the reader in the opening

Date	Level	Experience	Context	Performance Task
1 04/09/2015	9	Choice Studio	Music Production	Narrative Writing

Artifact:

https://docs.google.com/a/philasd.org/document/d/1BjK5ydE8JPKW5JUBGTm9dWOgrw2hW

Comments:

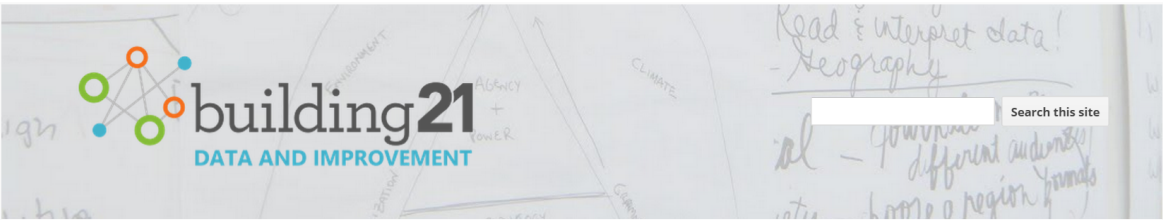
-- you worked hard to get this piece of writing to this point. With one more revision y

Demonstration #6785 · Laura Shubilla · April 28, 2015, 9:16 pm

8

Pose and respond to questions

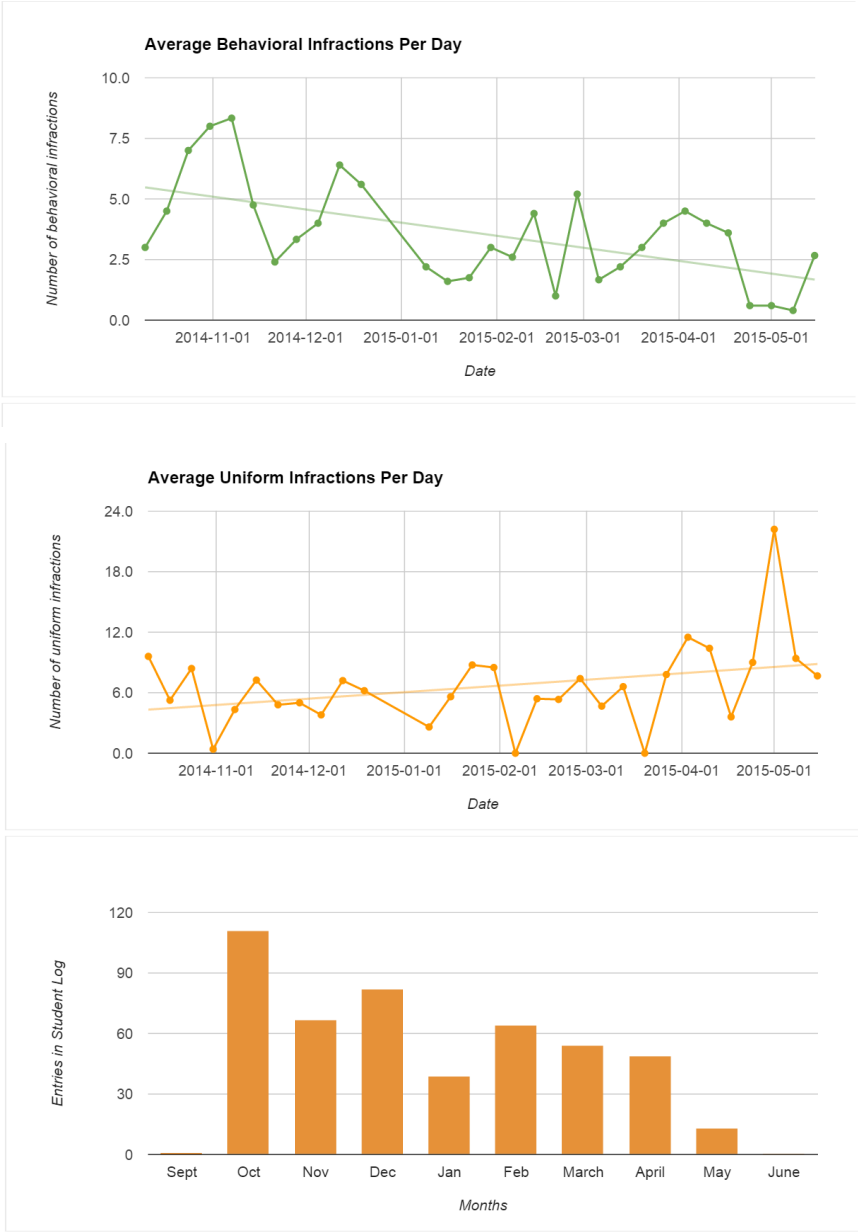
9



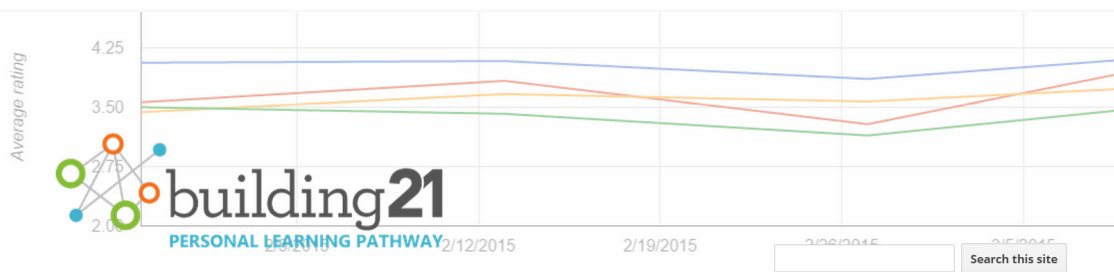
HOME THEORY OF ACTION STAFF PERSONAL LEARNING PATHWAYS

- HOME
- ATTENDANCE
- BEHAVIOR
- DATA SOURCES
- GALLUP POLL
- STAFF PERSONAL LEARNING PATHWAYS
- THEORY OF ACTION

Behavior

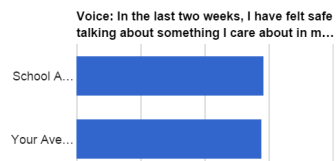
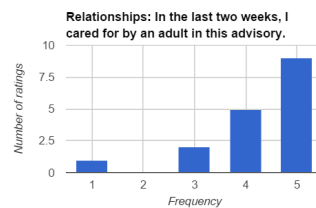
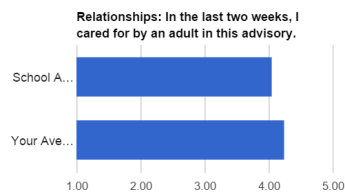
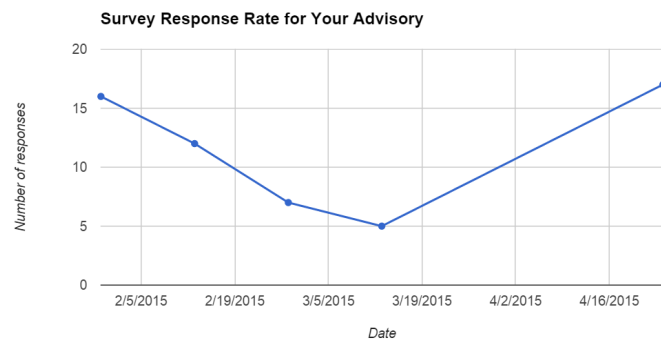
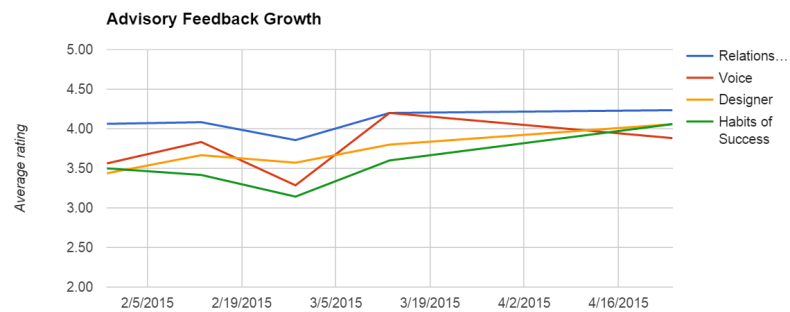


Teacher PLP



DATA AND IMPROVEMENT

CORE STUDIO



Student PLP - Profile

Student Progress Dashboard 1.0

File Edit View Insert Format Data Tools Add-ons Help Last edit was made 9 days ago by Gabriela Loreda

f1x

A B C D E F G H I J K L M N O P Q R S

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47

My 2014-15 Goals

Click here to create or update your goals!

Academic

Personal

Click here to take the 'Career Interest Inventory' survey!

My Career Interests

Click here to create or update your career interests!

At this stage in my life, I think I might want to become a(n)...

Surgeon

Im interesting on being a surgeon because my choice studio is Health Care and we learning about doctors and about body's.

OR

Pediatrician

Im interesting on being a pediatrician because I like helping kids and family.

OR

Beautician

Im interesting on being a beautician because when I was smaller I always liked it to do nails and hair.

Click here to take the 'Learning Style' survey!

My Learning Style

Click here to add or update your Learning Style!

Learning Style

Visual

I like to see or draw things in order to understand.

Auditory

I like to listen or hear an explanation in order to understand.

Tactile

I like to use my hands and try things in order to understand.

Reflection:

1

2

3

4

5

6

7

8

My Habits of Success Self-Assessment

Click below to take one of your four self-assessments!

From now until the end of the school year, you will complete four different Habits of Success self-assessments. Click "#1" to take your first!

2/27/2015

#2

#3

#4

Growth

Approaching challenges

3

Dealing with obstacles

2

Desire to learn

3

About Me

Click here to add or update your 'About Me' information!

I am passionate about:

Fashion

On Sept 1st, 2018, I will be:

College because I want to have a great future for mys

The most important people in my life are:

My grandparent's, my parents and my brothers,sister.

The person I most often go to for advice is:

My mom, my grandma and my aunt.

Home

My Profile

My Growth

My Progress

Grades Chart

My Activities

Graduation Credits

Links

Student Progress Dashboard 1.0

Last edit was made 9 days ago by Gabriela Loreda

My Reading Growth

"Reading growth" refers to how much progress you are making on: 1) understanding the texts that you read, 2) building your vocabulary, and 3) increasing your ability to read more challenging texts.

Test #	Testing Date	My RIT Score	National Avg	Test Duration
1	9/16/2014	176	221.4	59 m
2	1/7/2015	168	221.6	34 m
3	5/4/2015	195	221.9	82 m
4			222.9	

At my current growth rate, I will reach the national average for a 9th grader in about 0.7 school year(s).

My Reading Growth goal is:

My reading growth goal is...

My Science Growth

"Science growth" refers to how much progress I am making in building my understanding of basic science concepts.

Testing Date	My Lexile Range	My Reading Grade Level is:
9/16/2014	69-219L	Grade 1
1/7/2015	BR	
5/4/2015	411-561L	Grade 2

Lexile Level Chart

Grade Level	Lexile Level (Range)
Grade 1	0-300
Grade 2	140-500
Grade 3	330-700
Grade 4	445-810
Grade 5	565-910
Grade 6	665-1000
Grade 7	735-1065
Grade 8	805-1100
Grade 9	855-1165
Grade 10	905-1195
Grade 11-12	940-1210

What can I do to improve my reading level?

- Find and read books that are on your reading level and that are interesting to you!
- Set a weekly goal to read no less than 25-30 minutes every day (that's ~3 hours per week!).
- After reading something, write and/or draw about what you read.
- Use a note-taking system (e.g. Cornell Notes) when reading or studying to make sure you're reading actively.
- Build your vocabulary by looking up words you don't know, then practice using them.