Using the Competency Based Gradebook

January 2023 v2.8

FUJITSU

Version History

Version	Date	Description
1.0	Aug 2017	Initial draft document created by Judy Smith, District Liaison
2.0	Oct 2017	Reviewed and updated by Judy Smith; formatted and posted as MyEdBC resource
2.1	Jul 2018	Added Save Functionality section
2.2	Aug 2018	Reviewed and edited in preparation for Learning Event
2.3	May 2019	Added hyperlinks to Table of Contents
2.4	Jul 2019	Release 5.10 updates to section 4, 7
2.5	May 2020	Updated the document for the relabeling of *Reporting Standard* to *Curricular Competencies*
2.6	July 2022	Release 6.1 updates, screenshots updated in section 4.0
2.7	Dec 2022	Added section 6.1 Competency Summary Report
2.8	Jan 2023	Standards button, 5.7 Follett release

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Table of Contents

1.0 Overview

This document provides instructions on how to use learning standards (curricular competencies) in the teacher gradebook in MyEducation BC.

The competencies are assigned to each course by the school and prepared each year as a part of the Grade Management process. Once prepared, the competencies are available in the Staff View for use with assignments.

If the Curricular Competencies are not available for use, contact the school office or District Level 1 Support for assistance.

Helpful end user videos for teachers, prepared by the Student Learning committee on this topic, are available on the Ministry's learning support site:
http://www.mytrainingbc.ca/learningsupport/

2.0 Save Functionality

As with any software, users should ensure that they are saving often to avoid loss of work. **Save** buttons are available at the top and bottom of screens throughout the application.
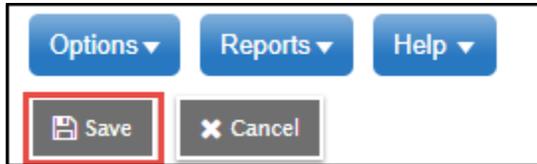
2.1 Auto-Save

In addition to the Save buttons, many screens in MyEdBC have an Auto-Save feature. While this is handy functionality, users should not rely on it as a means of saving their work. Regular use of the save buttons should ALWAYS be the primary method for saving. See the separate *Fundamentals Appendix: Auto-Save Statistics* for a list of screens that provide the Auto-Save functionality as a back-up measure.

Note: The auto-save interval (number of minutes before a screen is auto-saved) is determined by the user preference settings as outlined in the *Preferences - General* section in the Fundamentals guide.

2.2 Gradebook and Grade Input Scores Save Functionality

Staff > Gradebook > Scores

School > Grades > Grade Input > Input Grid

The grade entry screens in School and Staff view have a save-as-you-go functionality. When a score is entered and the user moves out of the cell, the message: *Saving, Please Wait….* displays above the score grid and the cell will turn yellow. The mark column entry is saved when both the message and the yellow cell colour have cleared the screen. To avoid loss of work, do not begin entering information into the next cell until both the message and the yellow colour are no longer displayed on the screen, indicating the save has completed.

Comment character limit and count display in the bottom right of the comment entry text box, providing teachers the opportunity to edit the comment before saving if it is over the character limit.

If the comment is over the character limit, the comment cell displays red, and an error message shows at the top of the scores screen. The comment will not be saved if it is over limit. Edit the comment prior to leaving the scores screen to avoid duplicated efforts in recreating the comment.

3.0 Setup for Competency-based Gradebook

Refer to the Grade Management guide at *www.MyEducationBC.info > School User Resources* for instructions on preparing curricular competencies in the School view.

The **Transcript Definition** is required for each course and defines the Grade Scale for the marks/scores that are entered into the **report card term columns**.

The **Rubric Definition** defines the Grade Scale for the marks/scores that are entered into the **assignments**.

Both the Transcript Definition and Rubric Definition are applied at the school level.

When the Transcript Definition and Rubrics match, the *assignment scores* and the *report card scores* will use the same Grade Scale and can be used in both assignments and in term marks for report cards.

> **Example:** Transcript Definition *05 Single Term EMG-DEV-PRF-EXT* and *05 BC Applied Design, Skills and Technology* use the same Grade Scale (*EMG-DEV-PRF-EXT* and Letter Grades). Teachers can use the same scores for both assignments and term marks.

However, this is not always possible or preferable and Schools can use Transcript Definitions that use one Grade Scale for term columns on report cards and a Rubric that uses a different Grade Scale for assignment scores in the Competency Based gradebook assignments. This is not problematic, but may be confusing for users, and clear end user instructions will be helpful in this scenario.

> **Example:** Grade 10-12 courses reporting with percentages on report cards (and TRAX) can use the Competency Based gradebook assignments.
>
> Transcript Definition Quarterly No Calculated Final (Provincial Grade Scale % and Letter Grade in the term report card columns) and *05 Applied Design, Skills and Technology (*EMG-DEV-PRF-EXT* and Letter Grades in the Competency Based gradebook assignments).

4.0 Staff View

Staff view > Gradebook top tab > Details side tab

Teacher settings in the competency-based gradebook:
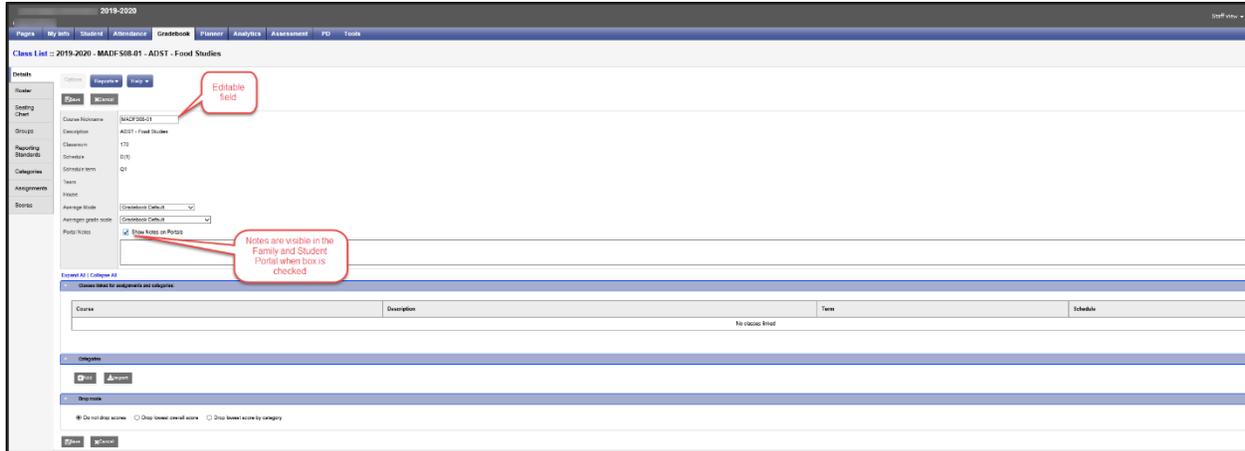
4.1 Curricular Competencies in the Gradebook

Staff view > Gradebook top tab > Curricular Competencies side tab

The BC curricular competencies are available in the Curricular Competencies side tab once the school has run the Prepare Curricular Competencies procedure.

The standards are nested by category.

The standard called **ALL** provides a way to see all assignments in the gradebook.
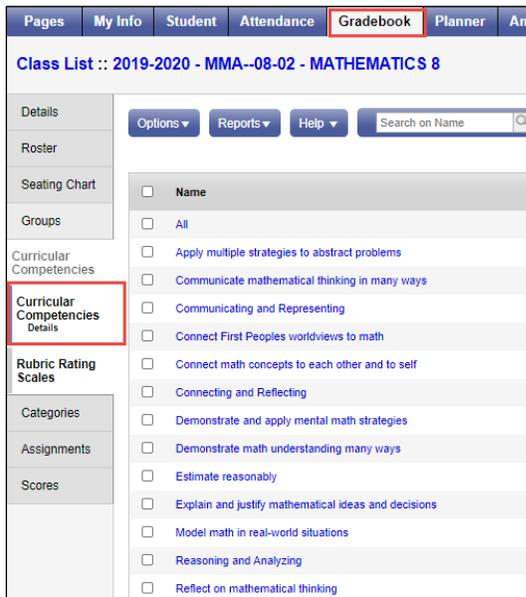
4.1.1 Manually Adding a Reporting Standard

Curricular Competencies can also be added manually for individual users. For example, a class may master a standard and begin working on the next level up.

Note: *Manually added* curricular competencies ***do not copy to linked classes**, nor will they still be attached to an assignment that is imported from a previous year.*

Select **Options > Add** and then click on the **Multi-Add** button at the bottom of the screen:
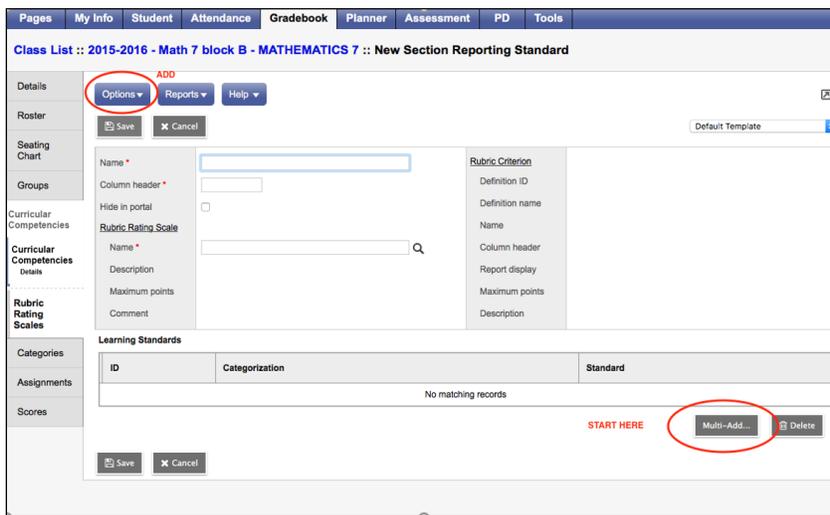
The standards are categorized by area of learning and competency category. Grade levels are indicated.
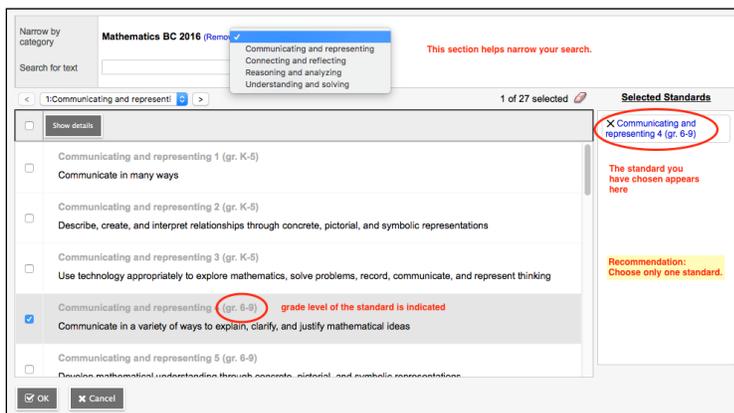
Recommendation: Create the standard called ALL, if it does not already exist, and apply it to all assignments. This creates a way to see all assignments in the gradebook later.

Enter the details about the standard:

4.2 Categories

Staff view > Gradebook top tab > Details side tab

One category is needed in the competency-based gradebook to group assignments. Example name: *Evidence of Learning (EOL)*.

> **Notes from the Student Learning Committee:** Many learning opportunities cover more than one Big Idea or content area. The type of learning opportunity (project, discussion, assignment, etc.) is irrelevant when assessing competencies. Competencies are assessed in all types of learning opportunities. A single category is a good way to set up a gradebook.

4.2.1 Category Defaults

Defaults are set the way a teacher most commonly enters information about their assignments. The default settings can be overwritten for individual assignments.
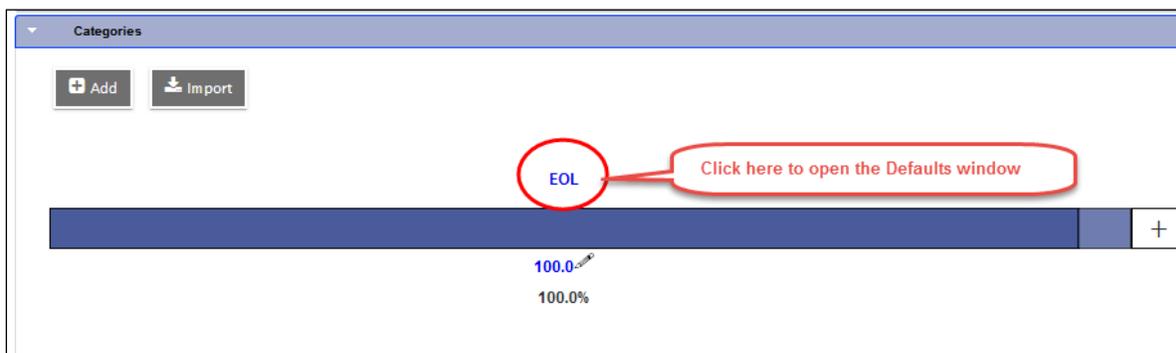
The recommended default Visibility type is **Private**. With the Private setting default all assignments are created with the visibility of Private, **allowing the teacher to determine when (or if) each individual assignment is ready to be viewed in the Student and Family Portal.**

4.3 Assignments

Gradebook top tab > Assignments side tab

4.3.1 General tab

Add the assignments details on the General tab:

4.3.2 Portal Description tab

If Portal is in use, add a Portal Description so details of the assignment will display there:
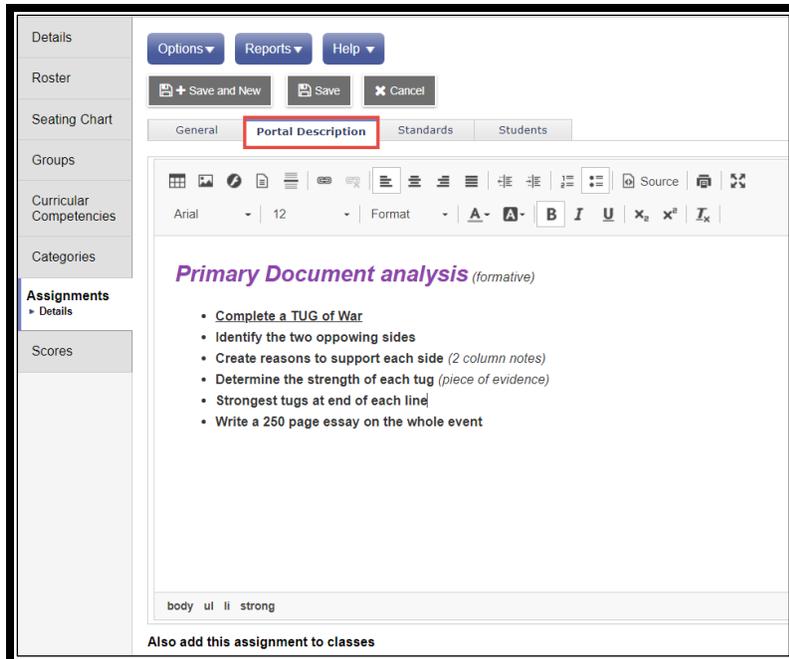
4.3.3 Standards tab

For each assignment, attach the standards that will be assessed, one or many. Choosing the standard called ALL provides a way to see all assignments in the gradebook. Clicking the plus sign expands the selection to display the individual standards.
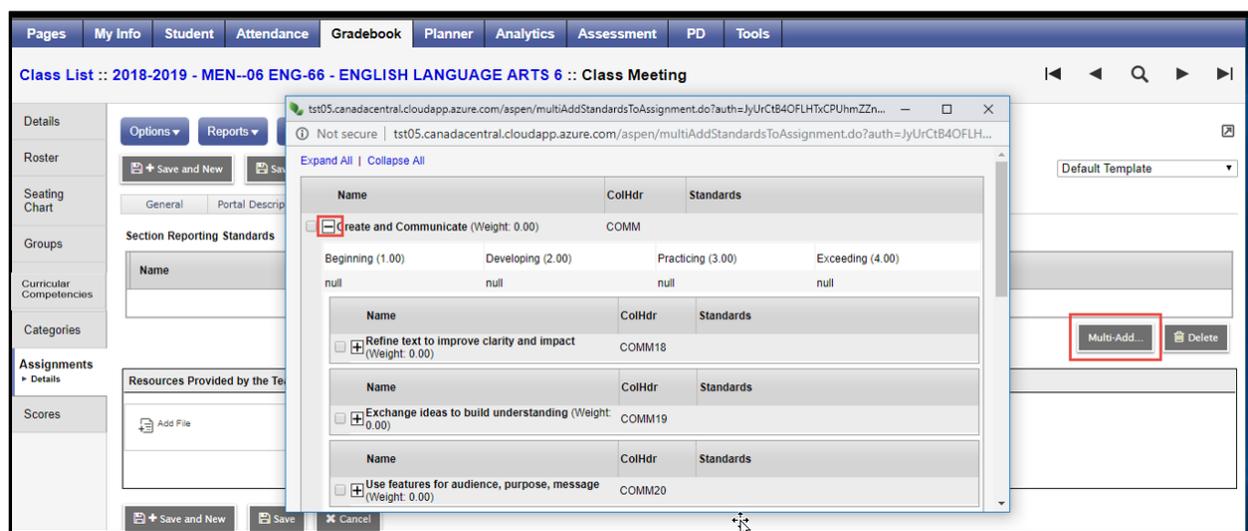
4.3.4 Students tab

To apply an assignment to specific students:

- Click the 'Student' sub top tab.
- Select the student(s) that will not receive the assignment
- Click Exclude.

The student(s) will not see the assignment in their To Do widget or on the assignments list in the Student portal.

On the Scores page, the grading cell for the assignment is grayed out for students that have been excluded from the assignment. No mark can be entered. The assignment does not affect the student's average; it does not exist for that excluded student.

5.0   Enter Assessment Information

In the competency-based gradebook, assessment information can be entered in three ways:

1. By standard
2. By student
3. By assignment

5.1 By Standard

When you first enter the Scores Side Tab, you are in Standard View. In this view, you can enter all the assessment information from your assignments that relates to one standard only. As you change the standard, the assignments available on the page change. The assessment information entered is for that specific standard only.

The standards-based view will now display buttons for "add Assignment" or Update Post columns" and "Post Grades, so that these actions can be taken during the Standards View. This can be changed for the viewer in Staff View and School View.

In addition to the existing drop-down menu containing standards, teachers can select Post column views, so that they do not need to switch to traditional view. Teachers can edit term grades if Post Columns- Term is selected in Standards drop down menu

*If grades were posted during the posting window, the posted values are locked in the Staff View after the posting windows are closed.
*If grades were not posted during the posting window, the post columns are editable in the Staff View

5.2 By Student

Click on the "Student" leaf under the Scores side tab or on a student's name. One student's information is on the screen. Entering assessment information by student is also related to a specific standard. Attach the standard "ALL" to every assignment to see all assignments on the screen. Hover over the column header, to see a short version of the competency.

5.3 By Assignment

Click on the "Assignment" leaf under the Scores side tab. This view allows data entry for all standards for one assignment. Click on the magnifying glass icon next to the column header in other views to enter assignment view.

6.0 Reports

6.1 Competency Summary Report

The Competency Summary report provides teachers with the ability to print a summary by standard, listed alphabetically, for a student or all students in the course section.

Navigation to report:

- Staff view > Gradebook Top tab > Scores Side tab > Reports > Competency Summary
- Staff view > Gradebook Top tab > Scores Side tab > Student Sub-side tab > Reports > Competency Summary

The report runs for all the students in the course section if the student parameter is blank, or it can run for one student if selected from the pick list. You can also choose to not have assignment feedback displayed on the report by unchecking the Display Feedback checkbox.
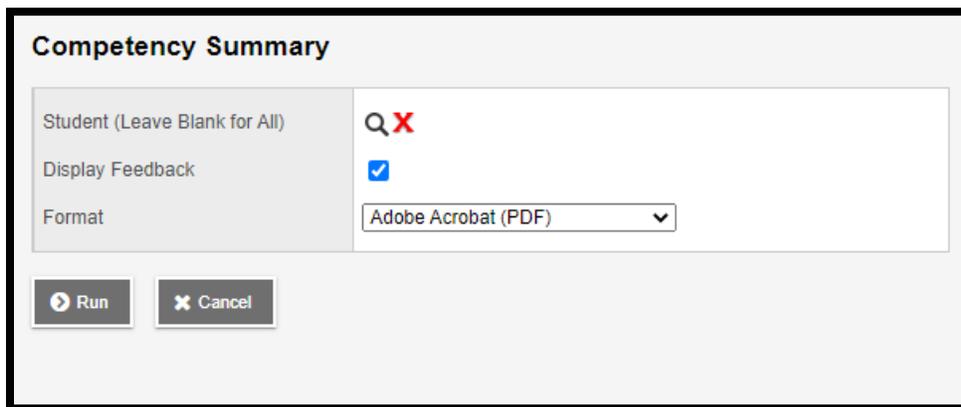
The report output:

- Shows the student's proficiency for the standards defined for the course section
- Prints standard "All" on the report only if a proficiency is entered for that standard
- Displays the Proficiency Scale based on the Rubric Definition assigned to the course

Competency Summary

Zynyn Abdulbaqi
MEN--07----111 ENGLISH LANGUAGE ARTS 7
Mrs. Parasdeep Afosamunoz

Proficiency Scale
Emerging   Developing   Proficient   Extending

23/11/2022	**Assignment:**	**Assignment 1**
	Feedback:	*Assignment feedback comment*
	Extending	Access ideas and evaluate relevance, accuracy
	Proficient	Apply comprehenshion strategies, inquiry
	Developing	Comprehend and Connect
	Emerging	Construct connections between self, text, world
	Emerging	Recognize features etc. have different purposes
	Developing	Recognize how language constructs identity
	Extending	Recognize range of text structures
	Proficient	Recognize role of contexts in texts
	Developing	Recognize story & oral tradition for First People
	Emerging	Recognize validity of First Peoples oral tradition
	Extending	Respond to text - personal, creative, critical
	Developing	Synthesize ideas to build understanding
	Proficient	Think critically, creatively, reflectively
	Extending	Understand how literary elements enhance meaning

23/11/2022	**Assignment:**	**Assignment 2**
	Feedback:	*Assignment feedback comment*
	Extending	Create and Communicate
	Developing	Exchange ideas to build understanding
	Emerging	Express an opinion and support it with credible evidence
	Extending	Refine text to improve clarity and impact
	Extending	Transform ideas and information to create original texts
	Proficient	Use and experiment with oral storytelling processes
	Extending	Use features for audience, purpose, message
	Developing	Use increasing repertoire of conventions
	Extending	Use writing and design processes to create text

7.0 Other Features

7.1 Special Codes

Tools top tab > Special Codes side tab.

Special codes offer additional methods of noting information to student assignments. Refer to the Traditional Gradebook reference guide for more information on entering special codes.

7.2 Setting Colours to Proficiency Scales

Gradebook top tab > Curricular Competencies side tab > Rubric Rating Scales > Ratings

Showing colours in Gradebook

7.3 Report Card Comments

7.3.1 Move Between Students When Entering Report Card Comments

*School View> Grades top tab > Grade Input side tab*

Staff View > Gradebook top tab > Scores side tab

When entering comments for a student, click [Save ◀] or [Save ▶]. This saves the comment and opens the Edit Text Comment box for the previous or next student. Continue to click the buttons and enter comments as needed. Then click Save to close the pop-up.
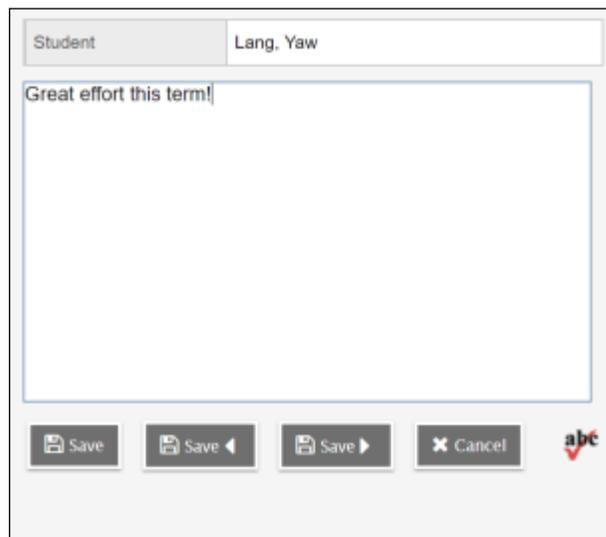
7.3.2 Character Count for Post Column/Report Card Comments

When teachers in Staff view, or school staff in School view, enter a post column/report card comment in the Gradebook, the character count and limit appear at the bottom right of the text comment box. This guide helps teachers stay within the report-defined text area. If the teacher enters a comment that exceeds the limit, the character count and limit are highlighted in red. This gives the teacher a chance to edit the comment and reduce its length. MyEducation BC will not save a comment if its length exceeds the limit.