

PCSSD GradeQuick/Edline Guidelines

The GradeQuick/Edline district committee composed of district building administration, teachers, a board representative and Instructional Technology staff recommends the following guidelines for the implementation of GradeQuick electronic grade reporting and corresponding Edline webpage for parental communication. This is meant to be **minimum** requirements and will be forwarded to each school so that a committee may be formed to further enhance these guidelines according to individual school needs while staying within the bounds of board action as approved in May 2007.

Edline page

Each teacher is provided a PCSSD teacher email account for the purpose of communicating with parents, students, school and district administration. This email address should be published on the teacher's Edline page. While email is not the only means of communication, it is considered a vital component of communicating with parents.

Reports

All grades collected should be posted weekly to Edline. The suggested report style is Single Term Only (which is the district default report style). Interim reports can be printed using the Single Term Parent Signature. End of semester reports should reflect semester grades in accordance with district grading policies. Reports posted to Edline should reflect the subject reported for elementary and the report date for secondary, for example:
Elementary: Math current grades. The report will also overwrite the previous report.
Secondary: Algebra grades. It is recommended to use accumulated grade reports that will overwrite previous reports.

Assignments

Assignments should be posted weekly, however some assignments will take more than a week complete and are considered posted at the assignment inception. Information posted should be in brief summary format to include parent friendly Student Learning Expectations (SLEs), a description of activities, and the project and rubric definition, etc. The following samples are offered as examples only.

Sample: 8th grade Science with Language Arts

Over the next two weeks we will master the following **learning expectations**:

- Read and analyze, verbally in writing, literature, poems, stories, and books.
- Use reference aids (dictionary, atlas, thesaurus, periodical guide, anthologies, specialized encyclopedia and computer software).
- Identify common rocks, minerals, and fossils.

Some of the **activities** we will complete include:

- Watch a video to prepare comparison charts and graphs
- Student teams will use a WebQuest for on-line and print research (interview a scientist via technology resources available)
- Students will create a student friendly encyclopedia entry for the assigned/selected rock, mineral, and/or fossil for the electronic class encyclopedia
- Conduct lab experiments

Assessments for the unit will be taken from:

- Daily work: experiments, charts, tables, graphs
- Team work peer evaluation
- Encyclopedia entries
- Periodic reviews, quizzes, and a chapter test

Sample: 5th grade Social Studies with Language Arts

Over the next two weeks we will master the following **learning expectations**:

- Use resources to conduct research on entrepreneurs in Arkansas
- Plan, research, write, and present information in teams and individually.

Some of the **activities** we will complete include:

- Visit with a guest speaker who is a local entrepreneur
- Student teams will use a WebQuest for on-line and print research
- Students will create an informative writing (individually) and will publish an ePoster as a group on the assigned/selected entrepreneur.

Assessments for the unit will be taken from:

- Daily work: charts, graphs, writing organizers
- Team work peer evaluation
- Informative writing publication
- Periodic reviews, quizzes, and a chapter test

Assignments should be posted through the Assignment Category from News and Calendar pages so that events will be displayed in multiple locations.

School management of school Edline home page

Each school may appoint one lead teacher designee tasked with building level support of simple GradeQuick questions and look up activation codes for staff and parents. Activation codes should be distributed to parents no later than the mid-point of the first nine week grading period. One building administrator has the responsibility to ensure teachers have appropriate training as well as meet the guidelines set forth in this document and enhanced by each school committee.

Training and Support

The Instructional Technology Department will continue to provide on-going training and support throughout the school year as well as summer training opportunities

Technical Difficulties

In the event that there are technical difficulties either with GradeQuick/Edline or Network connectivity, assignment posting can be completed when the difficulties have been resolved with no penalty to the teacher.

School committee

If this benchmark document is to be enhanced by a school a committee of the following should be formed:

- All building administrators

- A minimum of three (3) Teacher(s)

- A minimum of two (2) Parent(s)

- One student at the secondary level, optional at elementary

All members of the school community who are interested in serving should be included
Committee membership and policies should be reviewed annually.

The intent of the District Committee is to have a balanced perspective from all stakeholders.

Any changes to this document by the school committee must be submitted to the Director of Instructional Technology to be approved by the district GradeQuick/Edline Policy Committee.

Teachers and schools who wish to go above and beyond the scope of this document are encouraged to do so.