

Producing a Relevant *Academic Competencies* Report from a Grade Book with CTESTAR® and Grade Book Integration

1) Revise Grade Book Descriptions

Assignment descriptions such as “Test on Preventing Food Borne Illness” work better than assignments such as “Test on Chapt. 4.1”. It is easier to correlate the descriptive assignment with academics, and readers of the reports can more easily confirm the validity of the academic competency.

2) Choose Good “Bracket Codes”

Similar to step 1, choose bracket codes with longitudinal stability. Again, “Food Borne Illness” is more stable than “Chapt 4.1” in the event the publisher revises the textbook. When the curriculum is revised, the topic will surely still be present in some form, regardless of the location in the curriculum. It should also still cross walk to the same state standards. As it is more descriptive, it is also more clearly related to certain Biology topics for anyone who may read the reports.

3) Use “Rules” for Repeating Assignments

Many repeating assignments address the same tasks and academic standards. By using a rule, it is possible to easily cross-walk many assignments without editing your grade book, and without cross walking the assignment repeatedly. Cross walk it once, apply it daily!

4) Use Assignment Categories to Group Similar Assignments

By grouping similar assignments, such as labs, or work habits, it is possible to cross-walk many of them more efficiently through a rule without the use of a bracket code.

5) Add indicators such as WA or PA.

By adding in indicators within the bracket codes, you can more fully explain the type of assessment. However, if you do this, provide a legend to the reader. Embedded indicators such as WA (written assessment) or PA (practicum assessment) may also be referenced by rules to tie the assignments to a set of academic skills related to the type of assessment, such as the ELA skills for writing.