Standards Based Grading reports a student’s ability to demonstrate mastery of a given standard. This Excel spreadsheet is designed to support this method of assessing and reporting student learning.

Purpose of the document: To provide a general overview of the components of the excel template including the color coding, data validation and student summary report. The excel template follows the Illinois sample report card. View the IL sample report card at www.isbestandardsbasedreporting.com.

Intended Use of the document: Teachers who are using standards based reporting in their classrooms.

Targeted Outcome: This online grade book records each entry with both the numerical score and color. At the conclusion of a grading period the teacher can then look at the trend in the standard or standard cluster to determine the final score to report on the report card. The final score will reflect the student’s ability to demonstrate the standard(s) with greater emphasis on the later data rather than averaging which can penalize students for earlier learning missteps.
An Overview of the excel file: The layout

The blank master Excel file has editable cells for inputting your lesson/unit plans name and your student’s names. The intention is to create a workbook for each quarter or semester grading period.

There is room for 39 student names to be entered. They must be entered on each of the “tabbed” subject sheets. This can be done with a copy/paste command after entering them on the first sheet. The blank sheets allow for 20 lesson/unit entries for each subject area.

The workbook has a tabbed sheet for each content area on the report card. ELA and Mathematics sections are combined on one sheet.
An Overview of the File: Color Coding, Choosing Standards for Lessons/Units, Data Validation

Each Lesson/Unit section has 4 placeholders for selecting the standards that will be assessed within the lesson/unit. There may be more standards in place for this lesson, but usually no more than four are being assessed for grading purposes. The items within the drop down menu are retrieved from the Data Validation section of the spreadsheet.

Color Coding of Grades — The spreadsheet automatically generates a color code associated with the grade entered.  
1= RED Below Standards  
2= YELLOW Approaching Standards  
3= GREEN Meets Standards  
4= BLUE Exemplary

*Data Validation is an Excel spreadsheet term used to identify the content to be used within a drop down list on a spreadsheet.

The Data Validation section is located at the far right of the main spreadsheet.
An Overview of the File: Data Validation

Each tabbed sheet in the gradebook has a different content area to match with the Illinois Standards Based Reporting template. The data validation lists for each content area are on the next three pages with reference information.

Literacy/Reading

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCW-W1</th>
<th>CCW-W2</th>
<th>CCW-W3</th>
<th>CCW-W4</th>
<th>CCW-W5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons.</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</td>
<td>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</td>
<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
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<tr>
<td>CCW-W1</td>
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<td>CCW-W9</td>
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<td>SL1</td>
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<tr>
<td>SL7</td>
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</tbody>
</table>

CCRA-R1 = Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA-R2 = Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCRA-R3 = Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
CCRA-R4 = Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA-R5 = Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCRA-R6 = Assess how point of view or purpose shapes the content and style of a text.
CCRA-R7 = Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCRA-R8 = Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCRA-R9 = Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCRA-R10 = Read and comprehend complex literary and informational texts independently and proficiently.
Mathematics

CC = Counting and cardinality  
OA = Operations and algebraic thinking  
NBT = Number and operations in base ten  
MD = Measurement and data  
G = Geometry  
NF = Number and operations—Fractions  
MP1 = Make sense of problems and persevere in solving them.  
MP2 = Reason abstractly and quantitatively.  
MP3 = Construct viable arguments and critique the reasoning of others.  
MP4 = Model with mathematics.  
MP5 = Use appropriate tools strategically.  
MP6 = Attend to precision  
MP7 = Look for and make use of structure.  
MP8 = Look for and express regularity in repeated reasoning.

Science

Domain 1 = Practices  
Asking questions (for science) and defining problems (for engineering)  
Developing and using models  
Planning and carrying out investigations  
Analyzing and interpreting data  
Using mathematics and computational thinking  
Constructing explanations (for science) and designing solutions (for engineering)  
Engaging in argument from evidence  
Obtaining, evaluating, and communicating information  

Domain 2 = Cross Cutting Concepts  
Patterns  
Cause and effect  
Scale, proportion, and quantity  
Systems and system models  
Energy and matter: Flows, cycles, and conservation  
Structure and function  
Stability and change  

Domain 3 = Disciplinary Core Ideas  
Physical Sciences  
Life Sciences  
Earth and Space Sciences  
Engineering, Technology and Applications of Sciences

Social Studies

Dimension 1 = Developing Questions and Planning Inquiries

Dimension 3 = Evaluating Sources and Using Evidence

Dimension 4 = Communicating Conclusions and Taking Informed Action

Dimension 2 = Applying Disciplinary Concepts and Tools

CIVICS = Civic and Political Institutions, Participation and Deliberation: Applying Civic Virtues and Democratic Principles, Processes, Rules, and Laws


HISTORY = Change, Continuity, and Context, Perspectives, Historical Sources and Evidence, Causation and Argumentation

GEOGRAPHY = Geographic Representations: Spatial Views of the World, Human-Environment Interaction: Place, Regions, and Culture, Human Population: Spatial Patterns and Movements, Global Interconnections: Changing Spatial Patterns
Physical Education/Health

Goal 19 = Movement Skills
Goal 20 = Physical Fitness
Goal 21 = Team Building
Goal 22 = Health Promotion, Prevention and treatment
Goal 23 = Human Body Systems
Goal 24 = Communications and Decision Making

Visual Arts

Goal 25 = Language of the Arts
Goal 26 = Creating and Performing
Goal 27 = Arts and Civilization

Music

Vocabulary
Creating
Performing
Historical
Cultures
An Overview of the Student Summary Report

The Student Summary Report shows a break down of standards for each section of the report card template. The report section is not an average of scores from the above spreadsheet, but a student specific collection of scores per standard in chronological order based on the input of the lessons/units in the main section of the spreadsheet.

Select a student’s name in row 48 of this report area and then the lesson information will populate with data for that student. The list in the drop down menu will reflect the names of students entered in the above spreadsheet.

If a standard is not assessed in a lesson/unit in the main section of the spreadsheet then a #N/A will appear in the cell. This will allow the educator to see where each standard is being included within their lesson plans and where a need to increase or decrease standard assessments within the quarter/semester.
### Student Summary Report

The formula placed in the student summary report section is based on the INDEX, MATCH, MATCH structure.

**Formula Breakdown:**

\[ =\text{INDEX(}B2:B41, \text{MATCH(}A48, A2:A41, 0)\), MATCH(}A50, B2:E2, 0)\) \]

This section tells the calculation to look in all the cells from B2 to BU41. This is the entire gradebook section of the spreadsheet.

\[ , \text{MATCH(}A50, B2:E2, 0)\) \]

This section tells the calculation to “match” the text that is in cell A48 (the name of the student selected in the drop down box in the student summary report) with the text in cell A2 through A41. (the list of student names in the gradebook section.)

\[ , \text{MATCH(}A50, B2:E2, 0)\) \]

This section tells the calculation to “match” the text that is in cell A50 with text that is in cells B2:E2 (The standards listed for each lesson/unit) This part of the calculation will change in each lesson section of the summary report to reflect the correct cells for the corresponding lesson/unit.

**NOTE:** The use of the $ prior to some cell names and numbers allow the formula to be copied and maintain the absolute text in the formula.