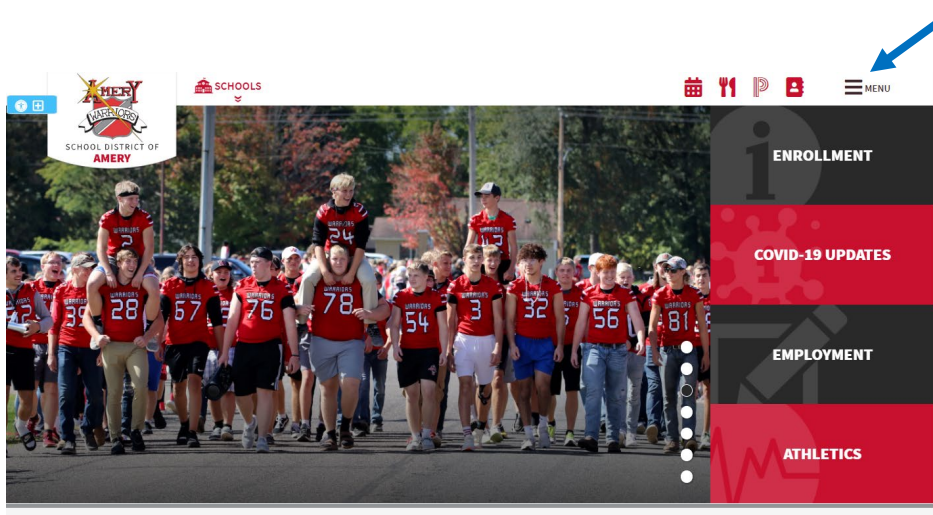


# Amery Middle School

## Power School Parent Portal

### How to Look Up Student Grades

1. Open the School District of Amery Website and click on [Menu - Families](#)



2. This will open the parent page where you will find all types of information including the link to the parent portal. You will find access to links to create a [Power School account](#) and a link [to log into Power School](#).

#### POWERSCHOOL INFORMATION

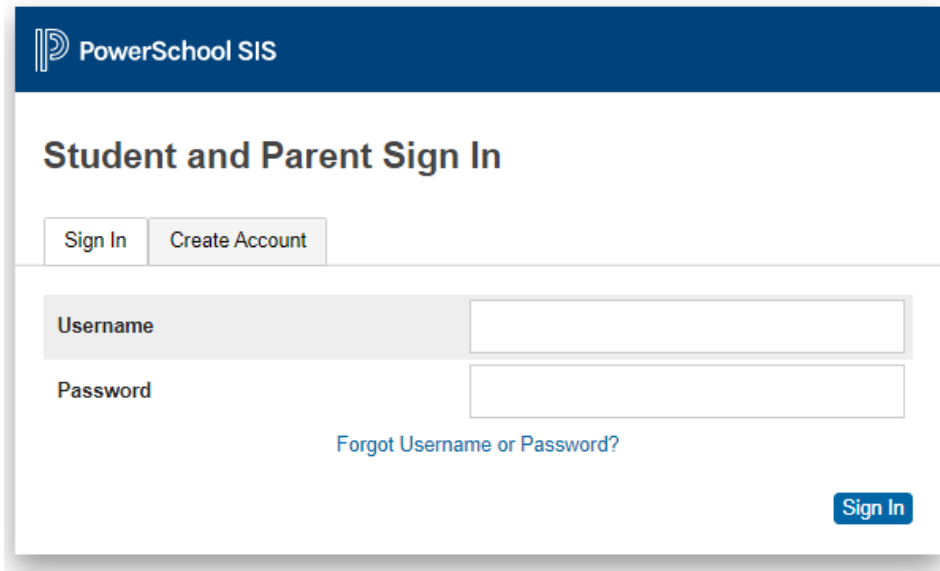


**Login to PowerSchool** to access student grades, schedules, assignments, attendance, lunch account balance, daily bulletin announcements, and more.

#### *How do I create an account?*

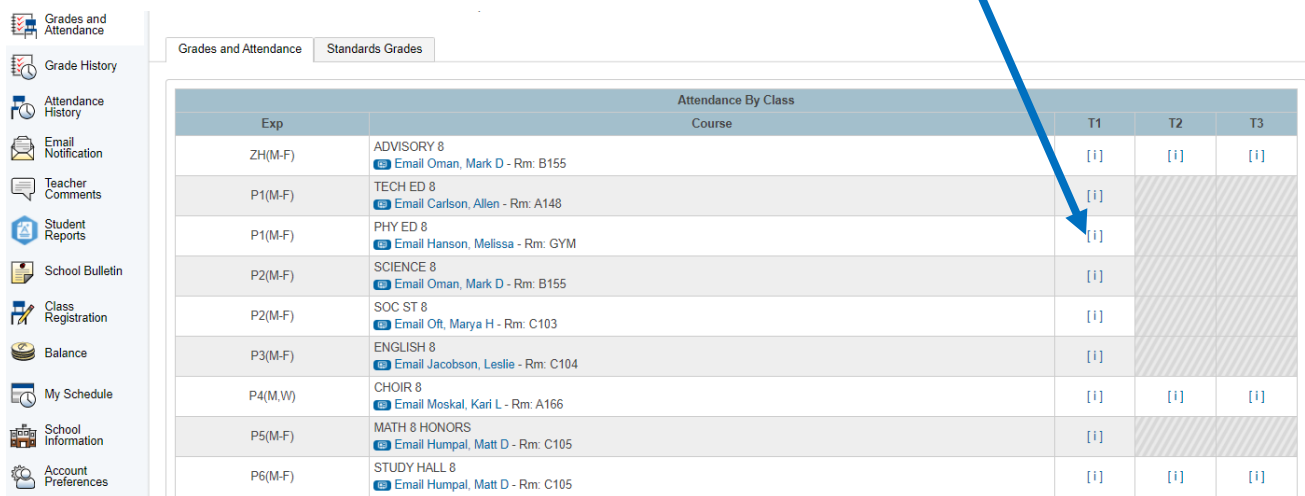
1. Obtain your child's Access ID & Access Password from your child's school office. You will use these in Step #5.
2. Visit the **Amery PowerSchool Parent Portal**
3. Click on 'Create Account.'
4. Enter your parent/guardian information & create your own password.
5. After login, use the Access ID & Access Password for each student you would like to add to your account. The Access ID & Password are available from your child's school office.
6. Each student included in your family will have a separate tab.

3. This will lead you to the log in page. Enter your username and password. If you need help setting up your username and password, please call the school office.



The image shows the PowerSchool SIS login page. At the top is the PowerSchool SIS logo. Below it is the heading "Student and Parent Sign In". There are two buttons: "Sign In" and "Create Account". Below these are two input fields for "Username" and "Password". A link "Forgot Username or Password?" is located below the password field. A "Sign In" button is at the bottom right.

4. Power School will open to a page that will provide you with links to grades, attendance, school announcements, lunch balances, etc. Click on any grade link for any class in the correct Trimester [i].



The image shows the "Standards Grades" page in PowerSchool SIS. A blue arrow points from the text "[i]" in the instruction above to the first cell of the "T1" column in the table below.

Attendance By Class		T1	T2	T3
Exp	Course			
ZH(M-F)	ADVISORY 8 Email Oman, Mark D - Rm: B155	[i]	[i]	[i]
P1(M-F)	TECH ED 8 Email Carlson, Allen - Rm: A148	[i]		
P1(M-F)	PHY ED 8 Email Hanson, Melissa - Rm: GYM	[i]		
P2(M-F)	SCIENCE 8 Email Oman, Mark D - Rm: B155	[i]		
P2(M-F)	SOC ST 8 Email Ort, Marya H - Rm: C103	[i]		
P3(M-F)	ENGLISH 8 Email Jacobson, Leslie - Rm: C104	[i]		
P4(M,W)	CHOIR 8 Email Moskal, Kari L - Rm: A166	[i]	[i]	[i]
P5(M-F)	MATH 8 HONORS Email Humpal, Matt D - Rm: C105	[i]		
P6(M-F)	STUDY HALL 8 Email Humpal, Matt D - Rm: C105	[i]	[i]	[i]

5. This will open the grade book for any teacher / class where you can see if assignments have been completed and turned in. You can also click on the blue assessments that will show scores that will transfer into the school report card.

Assessment Scores – Completed Assignment – Missing Assignment.

Due Date	Category	Assignment	Flags	Score
11/23/2020	Daily Work	GGG Inv 2.1	⚠	--
11/20/2020	Daily Work	GGG Inv 1.3	✓	--
11/19/2020	Daily Work	GGG Inv 1.2	✓	--
11/17/2020	Daily Work	GGG Inv 1.1	✓	--
11/13/2020	Daily Work	LFP Unit Assessment	📄	--
11/12/2020	Daily Work	MathXL LFP Unit Review	✓	--
11/11/2020	Daily Work	LFP Inv 5.3	✓	--
11/10/2020	Daily Work	LFP Inv 5.2	✓	--
11/09/2020	Daily Work	LFP Inv 5.1	✓	--
11/05/2020	Daily Work	LFP Inv 4.4	⚠	--
11/04/2020	Daily Work	LFP Inv 4.3	✓	--
10/30/2020	Assessments	LFP Inv 3 Assessment	📄	--
10/30/2020	Daily Work	MathXL LFP Inv 3 Review	✓	--
10/29/2020	Daily Work	LFP Inv 3.3	✓	--
10/28/2020	Daily Work	LFP Inv 3.2	✓	--

6. By clicking on a blue assessment score, you will see the scores for each standard that was scored for that assessment.

10/12/2020	Assessments	TWMM Unit Test	📄	✓	⚠	--
	📄	MS.8.MA.4 - Interprets the slope and y-intercept from linear data and equations				2
	📄	MS.8.MA.5 - Graphs and interprets linear equations using slope-intercept form				3
	📄	MS.8.MA.6 - Describes, analyzes and sketches a graph that is increasing, decreasing, linear or non-linear				3

7. To get a quick look at your child's report card at any given moment, you can click on the [student reports link](#).

The screenshot shows a web application interface. On the left is a sidebar with various navigation options: Grades and Attendance, Grade History, Attendance History, Email Notification, Teacher Comments, **Student Reports** (highlighted with a blue arrow), School Bulletin, Class Registration, Balance, My Schedule, School Information, and Account Preferences. The main content area is titled 'Attendance By Class' and contains a table with columns for 'Expression', 'Course', and three terms: 'T1', 'T2', and 'T3'. The table lists various courses such as ADVISORY 8, TECH ED 8, PHY ED 8, SCIENCE 8, SOC ST 8, ENGLISH 8, CHOIR 8, MATH 8 HONORS, and STUDY HALL 8, each with a corresponding teacher's name and email address.

8. Click on [MS Report Card](#)

The screenshot shows a dropdown menu with the text 'Currently Published Reports' at the top. Below it, 'MS Report Card' is selected and highlighted in blue.

9. This will create a report card with standards-based grades that are current at the time the report was run. (below is part of a report card)

Academic Standards				Behavior Standards			
4	Exemplary	3	Meets Expectations				
3	Proficient	2	Approaching Expectations				
2	Developing	1	Needs Improvement				
1	Beginning						
0	No Evidence						
		Attendance		TR1	TR2	TR3	
		Days Absent		0			

Expression	Course Name	Teacher
ZH(M-F)	ADVISORY 8	Oman
P1(M-F)	TECH ED 8	Carlson
P1(M-F)	PHY ED 8	Hanson
P2(M-F)	SCIENCE 8	Oman
P2(M-F)	SOC ST 8	Oft
P3(M-F)	ENGLISH 8	Jacobson
P4(M,W)	CHOIR 8	Moskal
P4(T,R-F)	STUDY HALL 8	Humpal
P5(M-F)	MATH 8 HONORS	Humpal
P6(M-F)	STUDY HALL 8	Humpal

ENGLISH 8 Grades				SOC ST 8 Grades			
Uses reading strategies to analyze text structure, story elements, and author's purpose	T1	T2	T3	Uses geographic tools and ways of thinking to analyze the world	T1	T2	T3
Demonstrates command of capitalization, punctuation, grammar, spelling, and sentence structure	3			Analyzes human movement and population patterns	3		
Produces effective, supported writing for a range of purposes/audiences	4			Examines the impacts of global interconnections and relationships			
Engages in discussions, building on others' ideas, and clearly expressing their own				Evaluates the relationship between identity and place			
Behavior - Uses time wisely and meets deadlines	3			Environment Interaction: Evaluates the relationship between humans and the environment			
Behavior - Follows classroom expectations	3			Creates valid arguments to support a claim			
Behavior - Treats others and school property with respect	3			Behavior - Uses time wisely and meets deadlines	3		
English-Comment				Behavior - Follows classroom expectations	3		
				Behavior - Treats others and school property with respect	3		
				Social Studies-Comment			

MATH 8 HONORS Grades				PHY ED 8 Grades			
Solves linear equations in one variable	T1	T2	T3	Demonstrates knowledge of key physical activity skills, concepts, and strategies	T1	T2	T3
Performs operations with numbers expressed in scientific notation				Demonstrates the skills and knowledge to achieve and maintain a health-enhancing level of fitness	4		
Uses and applies the Pythagorean Theorem to solve the problems related to right triangles	3			Identifies the ten components of fitness and demonstrates positive social interaction during activity	3		
Interprets the slope and y-intercept from linear data and equations	3			Behavior - Uses time wisely and meets deadlines	3		
Graphs and interprets linear equations using slope-intercept form	3			Behavior - Follows classroom expectations	3		
Describes, analyzes and sketches a graph that is increasing, decreasing, linear or non-linear	3			Behavior - Treats others and school property with respect	3		
Behavior - Uses time wisely and meets deadlines	3			Physical Education-Comment			
Behavior - Follows classroom expectations	3			Teacher Comments:			
Behavior - Treats others and school property with respect	3			She is talking in study hall right now!			
Math-Comment				Keep Up the Good Work!			

10. On this page you can see current academic grades for each standard that was assessed for each class (at that current time) as well as behavior scores. [Academic Rubric](#) [Behavior Rubric](#)

Academic Standards	
4	Exemplary
3	Proficient
2	Developing
1	Beginning
0	No Evidence

Behavior Standards				
3	Meets Expectations			
2	Approaching Expectations			
1	Needs Improvement			
Attendance		TR1	TR2	TR3
Days Absent		0		

Expression	Course Name	Teacher
ZH(M-F)	ADVISORY 8	Oman
P1(M-F)	TECH ED 8	Carlson
P1(M-F)	PHY ED 8	Hanson
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P4(M,W)	CHOIR 8	Moskal
P4(T,R-F)	STUDY HALL 8	Humpal
P5(M-F)	MATH 8 HONORS	Humpal
P6(M-F)	STUDY HALL 8	Humpal

ENGLISH 8 Grades	T1	T2	T3
Uses reading strategies to analyze text, structure, story elements, and author's purpose			
Demonstrates command of capitalization, punctuation, grammar, spelling, and sentence structure	3		
Produces effective, supported writing for a range of purposes/audiences	4		
Engages in discussions, building on others' ideas, and clearly expressing their own			
Behavior - Uses time wisely and meets deadlines	3		
Behavior - Follows classroom expectations	3		
Behavior - Treats others and school property with respect	3		
English-Comment			

SOC ST 8 Grades	T1	T2	T3
Uses geographic tools and ways of thinking to analyze the world	3		
Analyzes human movement and population patterns			
Examines the impacts of global interconnections and relationships			
Evaluates the relationship between identity and place.			
Environment Interaction: Evaluates the relationship between humans and the environment			
Creates valid arguments to support a claim			
Behavior - Uses time wisely and meets deadlines	3		
Behavior - Follows classroom expectations	3		
Behavior - Treats others and school property with respect	3		
Social Studies-Comment			

MATH 8 HONORS Grades	T1	T2	T3
Solves linear equations in one variable			
Performs operations with numbers expressed in scientific notation			
Uses and applies the Pythagorean Theorem to solve the problems related to right triangles	3		
Interprets the slope and y-intercept from linear data and equations	3		
Graphs and interprets linear equations using slope-intercept form	3		
Describes, analyzes and sketches a graph that is increasing, decreasing, linear or non-linear	3		
Behavior - Uses time wisely and meets deadlines	3		
Behavior - Follows classroom expectations	3		
Behavior - Treats others and school property with respect	3		
Math-Comment			
Teacher Comments:	She is talking in study hall right now!		

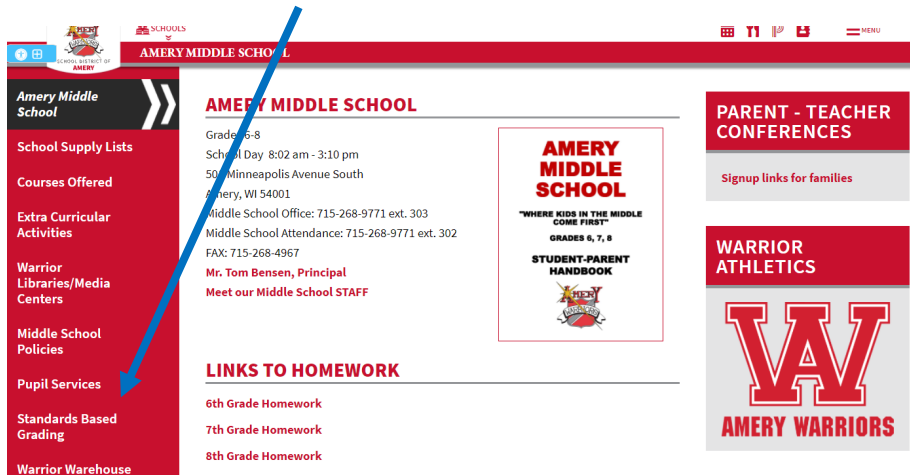
PHY ED 8 Grades	T1	T2	T3
Demonstrates knowledge of key physical activity skills, concepts, and strategies	4		
Demonstrates the skills and knowledge to achieve and maintain a health-enhancing level of fitness	4		
Identifies the ten components of fitness and demonstrates positive social interaction during activity	3		
Behavior - Uses time wisely and meets deadlines	3		
Behavior - Follows classroom expectations	3		
Behavior - Treats others and school property with respect	3		
Physical Education-Comment			
Teacher Comments:	Keep Up the Good Work!		

Standard Based Scores

11. To get more information on standards-based grading, you can return to the school district website. And click on [schools – Amery Middle School](#).



12. Then click on [Standards Based Grading](#).

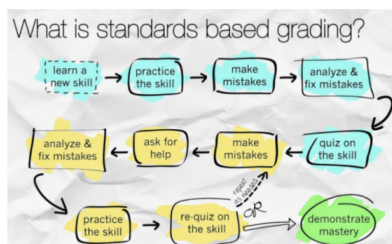


13. Then click on [Middle School](#).

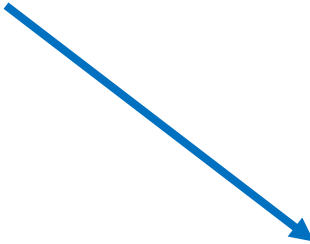
**STANDARDS BASED GRADING (SBG)**

Standards Based Grading (SBG), also known as Learning for Learning, communicates how students are performing on essential learning targets that are created from the Wisconsin Academic Standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

- Amery Middle School Standards Based Grading
- Amery Intermediate School Standards Based Grading



14. On this page, you will see links from our standards-based grading manual. It has 18 different links to help guide you through standards-based grading. To see what each academic score represents, click on [what each of the numbers in the 4.0 scale represent.](#)



**What is standards-based grading?**  
 Standards-based grading (SBG), also known as Grading for Learning, communicates how students are performing on essential learning targets that are created from the Wisconsin Academic Standards. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

- + Why have we moved to Standards-Based Grading?
- + How long have standards been around?
- + What are the advantages of standards-based grading?
- + How will Standards-Based Grading benefit students?
- + How does standards-based grading differ from traditional grading?
- + How are my child's marks determined?
- + **What will each of the numbers in the 4.0 point scale represent?**
- + What is considered to be an A in a standards-based grading system?
- + How will I know if my child needs help?
- + How can my child earn a 4?
- + How will Honor Roll be determined?
- + How does Standards-Based report card improve teaching and learning?
- + Isn't basing grades on standards and rubrics really subjective?
- + What is a Personal Accountability grade?
- + How will athletic eligibility be determined using SBG?
- + Where else in the area is standards-based grading being implemented?
- + How will Standards-Based Grading prepare student for the high school where letter grades are still in place?
- + How will Standards-based Grading benefit the district?


15. This will show you the overall academic score rubric showing what each score represents.

Score	Short Descriptor	Staff Descriptor	Parent and Staff Descriptor (to go home to parents)
0	No Evidence	Not enough data to measure standard	No evidence means that a student did not complete the required assessments to provide the data for the grade-level learning target.
1	Beginning	Significantly below grade-level learning target	Beginning means that a student demonstrates limited understanding of the grade-level learning target.
2	Developing	Below grade-level learning target	Developing means that a student requires teacher assistance and support in order to demonstrate grade-level understanding of the learning target.
3	Proficient	Meets grade-level learning target (goal for all students)	Proficient means that a student consistently and independently demonstrates grade-level understanding of the learning target.
4	Exemplary	Exceeds the grade-level learning target	Exemplary means a student demonstrates and applies learning above grade level proficiency on a consistent and independent basis. Student can apply learning skills to new and more complicated tasks.

16. To see a more detailed explanation of every standards-based score on the report card for every class click on the appropriate [grade level](#).


**STANDARDS BASED GRADING**

**AMERY MIDDLE SCHOOL**




[6TH GRADE](#)   [7TH GRADE](#)   [8TH GRADE](#)

17. Click on the [class](#) you would like to view.

7TH GRADE STANDARDS BASED GRADING				
<a href="#">ENGLISH</a>	<a href="#">MATH</a>	<a href="#">SCIENCE</a>	<a href="#">SOCIAL STUDIES</a>	
<a href="#">ART</a>	<a href="#">TECH - ED</a>	<a href="#">PHY - ED</a>	<a href="#">KEYBOARDING</a>	
<a href="#">FACE</a>	<a href="#">BAND</a>	<a href="#">CHOIR</a>	<a href="#">SPECIAL EDUCATION</a>	



18. This will open all the standard rubrics for each class. In this example, it shows what a beginning score to an exemplary score represents on the report card for that specific standard.

<b>CORE IDEA:</b> <b>7TH GRADE MATH</b> 			
<b>Report Card Statement:</b> NUMBER SYSTEM: Solves problems involving the four operations with rational numbers.			
<b>Essential Standard:</b> Solve real-world and mathematical problems involving the four operations with rational numbers.			
<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>• I can solve problems involving the four operations with rational numbers.</li> <li>•</li> </ul>			
Exemplary	Proficient	Developing	Beginning
Solves and applies algorithms with problems involving all four operations with rational numbers in real world contexts with a complete understanding of all algorithms associated with the four operations.	Solves and applies algorithms to problems involving all four operations with rational numbers.	Solves and applies algorithms to problems involving at least two operations with rational numbers.	Has a basic understanding of the algorithms associated with all the four operations and rational numbers.