



STANDARDS BASED REPORT CARD (SBRC)

Requirements Specification

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North Carolina Department of Public Instruction

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1.0.2	Removed Distribution and Sign-off columns from 1.4 Stakeholders, already provided in Distribution List. Distribution List, changed A=Approver to S=Sign-Off. Section 3.5, removed words 'Printed' and 'Online' from titles.	George Phelps	02-04-09	

Document Revision History

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Distribution List

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1. Introduction

This document will provide the users with a formal written description of what the proposed system will do. However, the document does not address how the system responds to the agreed upon request. Additionally, this document will serve as the basis for an agreement on requirements and use-cases between the project sponsor, business owner, and Technology Services, and will be used by the developers and testers to implement and verify the original agreement was satisfied.

1.1 Scope

The listing below shows the in scope and out of scope requirements for this project.

In Scope

- PowerSchool will be within the guidelines of North Carolina Standards Based Report Card

Out of Scope

- Standards Based Report Card not ready by the end of the 2013-2014 school year.

1.2 Project References

Reference Name	Date	File Location/Tracking Number
N/A		

Table 1 – Project References

1.3 Stakeholders

Stakeholder Name, Title Organizational Unit	Stakeholder Abbreviation	Contact Information (address, email, phone, fax)	Group	Project Role
Rosalyn Galloway PowerSchool Manger				Sponsor
Dr. Robin McCoy Curriculum and Instruction				Sponsor
Dr. Sarah McManus Learning Systems				Sponsor
LEAs/Public Schools				External Customer
Charter Schools				External Customer

Table 2 – Stakeholders

2. Justification

2.1 General Statute/Mandate/Critical Business Need Deficiency

Both parents and teachers want accurate, understandable, and useful methods of measuring and reporting student progress. In order to provide it, North Carolina Department of Public Instruction must provide the LEAs a report card format to compare their performances against North Carolina essential standards.

2.2 Risks and Issues

The primary risks associated with this project are:

- There was a very limited amount of time to put the requirements together and some features may have been overlooked
- Parents not knowing how to best use and/or process the information in the report card.
- The report card may not be ‘user friendly’ for teachers, with lots of extra work and time spent on adding and selecting standards, based on the options their LEA chooses to implement.
- The possibility that there would be no DPI provided template for use by the state if this is delayed.
- Trainings and time to learn and implement professional development on this may be limited if rollout is delayed.
- The fall of 2014 may be too soon to implement the report card.
- Principals and district administrators may want more time for training and implementation if a late summer rollout is planned.
- Year-round schools could face challenges and a lack of training if the report card comes out in the summer.
- Issues in communicating the purpose, use, and implementation of the standards-based report card could leave students, parents, teachers, and administrators with questions.
- The 80 character limit on the standards box can limit understanding of the full standards if more words cannot appear.
- The product may not be fully useable when provided back to the committee

2.3 Assumptions and Constraints

The following is a listing of assumptions and constraints for this project.

Assumptions

- Compliance with all standards and policies documented in Section 1.3 Project References.

- This requirements document is the only living document to contain all requirements for this project.
- Final product will have the same feel as the example provided

Constraints

- Resources to do quality assurance
- Time to plan training and implement at the LEA level
- Time to produce a viable product
- Committee is unable to see the product as it is being developed
- Time to test the product
- This product must compete for time and resources with other Pearson development priorities



3. Requirements

Use the following priority scale for both functional and non-functional requirements.

Priority	Definition
1	High priority. Item must be implemented because there is a legal, audit, or regulatory requirement.
2	Medium priority. Item should be implemented due to mandatory business function justification.
3	Low priority. This requirement can increase customer productivity but it lacks the justification of a priority 1 or 2.
4	Very low priority requirement for which the customer asked and will remain listed, but customer is aware that no resources will be assigned to the request for this release.

Table 3 - Requirements Priority Scale

Use the following requirements status abbreviations for both functional and non-functional requirements.

Status Abbr.	Status	Definition
I	Implemented	The requirement listed was implemented into the system. A requirement must have an Approved date in order to be implemented.
A	Approved	The requirement listed was Approved for inclusion in the system; however it may not have been implemented.
D	Denied	The requirement listed was Denied by the inclusion in the system.

Table 4 - Requirements Status Abbreviation

Use the following ratings to determine Severity. Software defects/nonconformities fall into three severity groups defined below.

Severity Level	Definition
1	The defect/nonconformity renders the application or parts of the application, such as modules, functions, or objects are inoperable. The end user cannot use the application or parts of the application, or there is critical impact to the customer's operations that requires an immediate resolution.
2	The defect/nonconformity results in one or more functions of the application to be disabled or incorrect. The end user can use the application, but functional restrictions exist, and operations are impacted.
3	The defect/nonconformity is superficial and has no impact on operations. Examples include a typographical error on a field label or inconsistent coloration.

Table 5 -Severity Status Ratings

3.1 Functional Requirements

3.1.1 Overall System Diagram

The following is a high level outline of the Standards Base Report Card

3.1.2 Requirement Name – SBRC

3.1.2.1 Description – High level requirements for SBRC

Req #	Requirement Description	Business Req (s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A /D Date
FR-1.0	SBRC will be supported by the same browsers that PowerSchool is supported by.	BR-#.#				
FR-2.0	SBRC will have the option to print the following: <ul style="list-style-type: none"> Principal’s phone number Principal’s email address 					
FR-3.0	SBRC header will have the following: <ul style="list-style-type: none"> North Carolina Standards Based Report Card School Name School Address (city, State, Zip) School Phone Number School Fax Number 	BR-#.#				

Req #	Requirement Description	Business Req (s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A /D Date
	<ul style="list-style-type: none"> • Print date • Principal's Name • Student Grade Level • School Year • Student Name • Teachers Name <p>See Appendices for example</p>					
FR-4.0	SBRC will print on a 8 1/2 X 11 with the option for Portrait or Landscape.	BR-#.#				
FR-5.0	Attendance (present and absences) and Tardy will print on SBRC. Attendance will be consistent with and include Cumulative Days: ADA	BR-#.#				
FR-6.0	<p>All final grade box columns will have titles over the column indicating the relevant grading period.</p> <p>There will be a maximum of nine (9) boxes for final grades:</p> <p>The school will have the ability to choose (from a drop down) the number of columns, the title of the columns,</p>	BR-#.#				

Req #	Requirement Description	Business Req (s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A /D Date
	<p>and from what grading term the grades are populated. This is in order to accommodate multiple calendar types.</p> <p>An example for a school with four (4) quarters and two(2) semesters and giving the LEAs three (3) more columns for marking periods:</p> <ul style="list-style-type: none"> • 1st 9 weeks • 2nd 9 weeks • Semester 1 • 3rd 9 weeks • 4th 9 weeks • Semester 2 • Final <p>3 more columns for LEA</p>					
FR-7.0	<p>The following comments section will be options for the LEA to decide to print on SBRC:</p> <ul style="list-style-type: none"> • Summary Comment: To provide a general over all summaries for that local reporting period. • Comment box for each standard 	BR-#.#				
FR-8.0	Parent conference box will be optional on the SBRC	BR-#.#				

Req #	Requirement Description	Business Req (s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A / D Date
FR-9.0	SBRC will have the following on the last page: <ul style="list-style-type: none"> • Parent Signature • Teacher Signature • Principal Signature 	BR-#.#				
FR-10.0	SBRC will have a grade scale explanation box above the reporting periods. See appendices	BR-#.#				
FR-11.0	SBRC will have the ability to display both traditional and standards-based reporting on the same report card. To include the ability to differentiate between the two if needed.	BR-#.#				
FR-12.0	SBRC will have the option for dot notation or not	BR-#.#				
FR-13.0	SBRC will have a run time option to be parent friendly. LEAs should also have choice as to which level of standard appears from the spreadsheet on the report card. LEAs will have the following options for putting standards by course on their report cards: <ul style="list-style-type: none"> • All standards will appear on the report card • Standards only with a grade from the Power School grade book appear • No standards will appear 	BR-#.#				

Req #	Requirement Description	Business Req (s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A /D Date
FR-14.0	SBRC will have an option for Credits earned and option for promotion or retained	BR-#.#				

3.1.2.2 Presentation Requirements

See Appendices

3.1.2.3 Data Requirements

Final grades will be stored in historical data. All data will be stored to produce a report card for the present school year.

3.1.2.4 Business Rules

Req #	Requirement Description	Business Req (s) #	Status I / A /D Date
BU-1.0	N/A	BR-#.#	

3.1.2.5 Workflow/Process/Sequence Diagrams

None

3.1.2.6 Data Security

The data security attributes are listed below:

(R)ead – read only (A)dd – create new records (M)odify – edit existing (D)elete – delete records ALL – all attributes above

User Roles	Attributes	Special Data Requirements
Data Managers	All	
District level	All	
School Counselors	All	

3.1.2.7 Additional Information

3.2 Non-Functional Requirements

3.2.1 General Requirements

Req #	Requirement Description	Business Req(s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A / D Date
GR-1.0	All courses will be store during the scheduled time.	BR-#.#				

3.2.2 Business Rules

Req #	Requirement Description	Business Req (s) #	Status I / A / D Date
BU-#.#	N/A	BR-#.#	

3.3 Reporting Requirements

3.3.1 Report Name – Graduation Plan Reports

3.3.1.1 Description – The following reports will be needed to assist the different department in there gathering of data.

Req #	Requirement Description	Business Req (s) #	Defect (D)/ Enhancement (E)	Priority 1-4	Severity 1-3	Status I / A /D Date
RR-1.0		BR-#.#				

3.3.1.2 Presentation Requirements

See Appendices

3.4 End-user Deliverables

Please check all that apply and/or add other deliverables as appropriate.

End-user Deliverables	Denote "X" where appropriate	Description	Owner
Training Materials	X	Documentation on how to use this module	Training Team
End-user Document/Manual	X	Documentation on how to use this module	Training Team
Technical Manual			
FAQ Document			
Configuration/Setup Document			
Application Software Disks			
Release Notes			

4. Appendices

4.1 Sample Report Card

Student: A
Grade: 0

Hoke County Schools
K-2 Report Card
2013-14
J W McLauchlin Elementary
326 N Main St
Raeford, NC 28376-2601

Laurie Ashley, Principal
lashley@hcs.k12.nc.us
(910)875-8721

GRADE LEVEL PROFICIENCY MARKINGS

M = Mastery (The student demonstrates knowledge of and the ability to apply the entire standard in all appropriate situations at an end of grade level.)
P = Progressing (The student demonstrates knowledge of and the ability to apply the standard in appropriate situations and is on track to having mastered the standard by the end of the year.)
LP = Limited Progress (The student demonstrates knowledge of and the ability to apply the standard in limited situations.)
WA = With Assistance (The student needs direct teacher assistance to complete a task that they should be able to complete independently based on the instruction given.)
NA=Not Attempted

O = Outstanding
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

Course Name	Teacher	Comment	S1
Conduct	Natalie Vandeventer		--

Academic

Course	Identifier	Standard	Comment	Q2	S1
General	R.M.K2	Music	Outstanding performance.		S
Math (K-5)	K.CC.01	Count to 100		P	P
	K.CC.03	Write numbers to 20		P	P
	K.CC.04	Understand the relationship between numbers and quantities		P	P
	K.CC.04a	Say number names		P	P
	K.CC.04b	Understand number of objects counted			P
	K.CC.04c	Understand that each successive number is one larger		P	P
	K.CC.05	Count to 20 to answer how many \hat{r} questions			P
	K.CC.06	Compare groups of objects using greater than, less than, or equal			P
	K.G.01	Describe objects using names of shapes		P	P
	K.G.02	Correctly name shapes			P
	K.MD.01	Describe measurable attributes of objects			P

Parent Signature _____

Date _____

Print Date
Jan 22, 2014

Principal/Teacher Signature _____

Date _____

Hoke County Schools
K-2 Report Card
2013-14

Course	Identifier	Standard	Comment	Q2	S1
Math (K-5)	K.MD.03	Classify objects into categories			P
	K.OA.01	Represent addition and subtraction with objects		P	P
	K.OA.02	Add and subtract within 10 using objects		P	P
Physical Ed	R.PE.K2	Physical Education	Works neatly and to the best of his/her ability.		S
Reading (K-2)	K.RF.01a	Follow words from left to right, top to bottom, and page by page			P
	K.RF.01c	Understand that words are separated by spaces			P
	K.RF.02	Understand spoken words, syllables, and sounds		P	P
	K.RF.02a	Recognize and produce rhyming words			P
	K.RF.02b	Count, pronounce, blend, and segment syllables		P	P
	K.RF.02d	Pronounce the initial/medial vowel/final sounds in 3-phoneme words		P	P
	K.RF.03a	Demonstrate knowledge of 1-to-1 letter-sound correspondences		P	P
	K.RF.03c	Read common high-frequency words			P
	K.RI.01	Ask and answer questions about key details		P	P
	K.RI.02	Identify the main topic and retell key details		P	P
	K.RI.04	Ask and answer questions about unknown words		P	P
	K.RI.05	Identify parts of a book			P
	K.RI.09	Identify similarities and differences between two texts		P	P
	K.RL.01	Ask and answer questions about key details		P	P
	K.RL.03	Identify characters, settings, and major events			P
	K.RL.04	Ask and answer questions about unknown words		P	P
K.RL.06	Name the author and illustrator			P	
K.RL.09	Compare adventures and experiences of characters		P	P	

Parent Signature _____

Date _____

Print Date
Jan 22, 2014

Principal/Teacher Signature _____

Date _____

Hoke County Schools
K-2 Report Card
2013-14

Course	Identifier	Standard	Comment	Q2	S1
Reading	K.SL.03	Ask and answer questions in order to seek help		P	P
Science (K-5)	K.P.1.1	Compare the relative position of various objects		P	P
	K.P.2.1	Classify objects by observable physical properties			P
	K.P.2.2	Compare the observable physical properties of different kinds of			P
Social Studies (K-5)	K.C.1.1	Explain similarities in self and others.			P
	K.G.1.1	Use maps to locate places in the classroom, school and home.		P	P
	K.G.1.3	Identify physical features (mountains, hills, rivers, lakes, roads,		P	P
Spelling	K.L.02d	Spell simple words phonetically		P	P
Visual Arts	R.VA.K2	Art	Pleasure to have in class.		O
Writing (K-2)	K.L.01a	Print many letters			P
	K.L.01d	Understand and use question words		P	P
	K.L.02a	Capitalize first word in a sentence and pronoun I		P	P
	K.L.02b	Recognize and name end punctuation		P	P
	K.L.02c	Write letters for most consonant and short-vowel sounds		P	P
	K.W.01	Compose opinion pieces		P	P
	K.W.02	Compose informative/explanatory texts		P	P
	K.W.03	Narrate events in order			P

Parent Signature _____

Date _____

Print Date
Jan 22, 2014

Principal/Teacher Signature _____

Date _____

4.2 Appendix B: Sign-Off

Name	Location	Signature/Date
Dr. Robin McCoy	Curriculum and Instructions Business Owner	
Dr. Sarah McManus	Learning Systems Director	
Roselyn Galloway	PowerSchool Manager	
Roselyn Covington	QA	
Kristi Rhodes	Project Manager	
LaDansa Ussery	PowerSchool Functional Systems Analyst/SME	