

## JumpRope Frequently Asked Questions

### What is JumpRope?

JumpRope is Clinton's online assessment program. You can access it from [app.jumpro.pe/parent/Clinton](http://app.jumpro.pe/parent/Clinton) or [app.jumpro.pe/student/Clinton](http://app.jumpro.pe/student/Clinton).

### How do I login?

The username is your child's Clinton email (first.lastname@theclintonschool.net) **The password is your child's 9 digit id number**. The ID number can be found on the student's Clinton ID card. If you are unable to login, please contact Mr. Greenawalt ([mgreenawalt@theclintonschool.net](mailto:mgreenawalt@theclintonschool.net)). The login is the same for both student and parent.

### What does the 7 point scale mean?

The 1 - 7 scale is aligned with the International Baccalaureate grading scale. As a school, we use the scale to measure a student's understanding on each given assignment. In general, level 2 is considered passing, a level 5 shows a student is showing full understanding on a given standard and a level 7 suggests that a student has shown understandings above and beyond the expectations. The following section gives general descriptors to better understand what each level means.

Level	Descriptors
Level 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Level 6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Level 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Level 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Level 3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Level 2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Level 1	Minimal achievement in terms of the objectives. No course credit awarded.

Many standards based schools are working with the New York City Department of Education, but currently we are required to convert our levels into percentages. On final report cards, a 7.0 mark translates to 100%, 6.0 translates to a 93%, 5.0 translates to 85%, 4.0 to 80%, 3.0 to 70%, 2.0 to 65% and 1.0 to 55%.

**Grade of M** - Teachers can mark an assignment ‘M’ for a grade if a student doesn’t do the task at all or a missing assignment should be factored into their ‘mastery’ of a given standard. This grade factors into a child’s overall average.

**Grade of X** - Teachers can mark an assignment ‘X’ for a grade if a student was absent or did not hand in a given assignment. This grade does not factor into a child’s overall average. It serves as a placeholder until a student is assessed.

### **What is the difference between “Academic” and “Hawk Habit” outcomes?**

Academic outcomes are outcomes that a teacher designs that are content specific. For example, a social studies teacher might have an outcome that says “Students can explain the causes of the Civil War,” or a math teacher might have an outcome that says “Students can multiply and divide fractions.” After creating the outcomes and teaching the topic or skill, the teacher then assesses what level a student achieves on an assessment. From there, a teacher might decide to move on to the next topic or reteach.

Hawk Habits are outcomes that the whole faculty has agreed are important skills for success in school. These are not subject specific, but are related to student effort, organization, participation and readiness.

### **How do I know what my child is missing?**

There are two ways to see what your child is missing. First, when you login, there is a tab called “grade alerts.” This tab shows the missing assignments for each class. You also will see if something is missing when you look at the “Current Grade” tab and click on the subjects until you get down to the assessment level (if that doesn’t make sense, just keep clicking the little arrow icons until you find an assessment). If an assessment is missing, it will be marked with an “M”. If an assignment is missing and cannot be made it, it may show as a zero.

### **What do I do if my child is not doing well?**

It is to be expected that at the beginning of the year or a new unit of study, a child will not have fabulous grades in JumpRope. If they already knew the causes of the Civil War or how to multiply fractions, why would we teach them that? As time progresses, children should improve their scores. In other words, be patient, particularly if there are only a couple of assessments related to a particular outcome. Of course, seeing where a child struggles is great information to use to help support your child’s growth. For example, if your child is not doing well in getting homework done on time, you can make a habit of checking the homework each night.

### **What is a “Decaying Average”?**

A *Decaying Average* is a way of averaging a grade that rewards students for showing growth. It weighs new assessments more heavily than old ones so that students are rewarded for showing growth on given standards.

### **Where is the attendance?**

A parent can check daily period attendance by logging in and clicking the attendance tab on the left.

### **What if I can’t login?**

If you are unable to login to JumpRope, try using a different browser. JumpRope works best on Google Chrome, and though it should work with any browser, there have been times when Safari and Firefox have had trouble logging in. You may have to update your browser to the most recent version for JumpRope to work. Make sure that you allow *Java* to load. If changing the browser doesn’t work, email Matthew Greenawalt

[mgreenawalt@theclintonschool.net](mailto:mgreenawalt@theclintonschool.net)

**Conversion Scale (for reporting scores to DOE) - In a perfect world we wouldn't assign numbers to students at all. We could just write that a student is "at grade level" or "Above grade level." Of course, this is not a perfect world and the DOE still mandates we reports scores on the 100 point scale. To be consistent, below is our conversions scale.**

JumpRope Scale	100 Point Scale		JumpRope Scale	100 point scale
7.0	100		3.75	77.5
6.75	98.5		3.5	75
6.5	96.5		3.25	72.5
6.25	94.5		3.0	70
6.0	93		2.75	68.5
5.75	91		2.5	67.5
5.5	89		2.25	66.5
5.25	87		2.0	65
5.0	85		1.75	65
4.75	83.5		1.5	55 - failing
4.5	82.5		1.25	55 - failing
4.25	81.5		1.0	55 - failing
4.0	80		Below 1.0	55 - failing

**Overall grade** = 90% Academic, 10% Work Habits (this is set schoolwide)

What is a decaying average?

This calculation type assigns progressively-decreasing weights to older assessments. Working backwards, each assessment is worth 66.667% of the teacher-assigned weight, compounded exponentially. In effect, newer assessments automatically "count more" in the overall score. Teacher weights still apply. See this calculation explanation for more details:

<https://goo.gl/BMstTY>