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# **Standards Based Report** Card Manual



Prepared by: Custom Computer Specialists, Inc. **Professional Development Team** 





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## Infinite Campus and Custom Computer Specialists, Inc.

#### About Infinite Campus

Infinite Campus is a comprehensive, Web-based K-12 student information system (SIS) with real-time access to administration, instruction, communication, curriculum, reporting and analysis, data warehousing functionality and more. For more than 20 years, Infinite Campus has successfully implemented its solutions for customers of all sizes. Managing 7.8 million students in 45 states, Infinite Campus is the most trusted name in student information. Infinite Campus customers range from school districts with fewer than 100 students to those with more than 600,000, as well as regional consortia, state departments of education and the federal government.

#### About Custom Computer Specialists, Inc.

Headquartered in Hauppauge, NY, Custom Computer Specialists, Inc., is a leading privately held Long Island based technology solution provider. Custom delivers a wide array of technology services including: project management, on-site staffing, managed services, networking and wireless solutions, desktop installation, and service and support.





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## **STANDARDS REPORT CARD**

#### Description

Standards based report cards can be created in Infinite Campus. These types of report cards allow teachers to report on students' abilities and progress towards achieving the standards rather than subject grades (i.e., Participates in class, Understands Math concepts).

#### **Target Audience**

This manual is intended for District and School administrators who determine the standards requirements for grades.

#### **Objective**

The purpose of this manual is to assist administrators in creating and maintaining Standards Based Report Cards.

#### Vocabulary

Active Mask – Standards must be 'activated' in order for the teachers to post grades. Usually they will be activated for a short time, and then deactivated. This will prevent the teachers from changing the grades after the report cards have been printed.

**Grading Comments** – This is a list of pre-determined comments that can be added to the report card. They are set up at a School Level.

**Rubric Score Group** – The Rubric Score Group is used to create the list of grades to be posted to each standard (i.e., 4 – Exceeds Standards, 3 – Meets Standards). The Rubric Score Group is set up at a District Level.

**Standards** – These are the abilities/goals that the student is graded on (i.e., Verbally expresses ideas clearly, Participates in Math Class). The standards are usually set up at a District Level.

**Standards Bank** – In Infinite Campus, all Standards are created and stored in the Standards Bank.

**Power Law** - Power law is a mathematical calculation that determines a student's proficiency on a standard based on the trend shown by the scores a student has earned.





## **SET UP RUBRICS**

#### Description

The Rubric is the list of grades to be posted to each standard (i.e., 4 - Exceeds Standards, 3 - Meets Standards, etc.). The Rubric is set up at a District Level.

- 1. Navigate to *Grading & Standards > Score Groups & Rubrics*.
- 2. Click on the <New Rubric> button.
- 3. Type the *Name* of the Rubric. It is recommended to use names that define the type of grades being calculated (i.e., Standards, Effort).
- 4. Type the *Sequence* this will determine the order that the scores display. Rubrics must be in order of highest grade to lowest grade.
- 5. Type the *Name* of the first score this can be viewed by the teacher when grading and can print on the report card in a legend (i.e., Exceeds Standards, Needs Improvement). This field has a 30-character limit.
- 6. Type the *Score* this is the score that will print on the report card (i.e., 1, 2, 3, 4) and the rubric scores teachers will use to grade assignments.
- 7. Check the *Passing* checkbox for all scores that are considered passing scores. This will highlight the non-passing grades in the Grade Book. It is recommended to check these boxes after the Rubric is completed.
- 8. Click the <Add> button for additional rubric items.

Rubric Detail									
*Name S	how Power	Law Field	ls						
Arthur Elementary Rubric									
Rubric List Items Detail									
			Credit	Minimu	im Rollup	GPA	GPA	GPA	
Sequence Name	Score	Passing	Coeff.	%	%	Value	Unweighter	d Bonus	Class Detail Outcome
		Score			Value		Value	Points	Code
X 1 Exceeds Standard	4		1	0	0			0	~
X 2 Meets Standard	3		1	0	0			0	~
X 3 Partially Meets Star	nda 2		0.5	0	0			0	~
X 4 Does Not Meet Star	nda 1		0	0	0			0	~
X 5 Not Assessed	0		0	0	0			0	~
Add									

If a score needs to be removed, click on the  $\mathbf{x}$  to the left of the score name, and it will be deleted when the changes are saved.

# For most Elementary Report Cards, the next fields are not necessary. Only complete them if needed.





9. Type the *Credit Coeff*. This number acts as a multiplier and will take part in determining the amount of credits that will post to the Transcript for a particular standard based on the rubric score the student receives. For example, if a student receives a score of 4 for a standard that 'Posts to transcript,' and the course is worth 3 credits, he/she will earn 3 credits for that standard on the transcript.

R *N H:	ub am S F	ric Detail Ie Rubric (0-5	Shov	v Power	Law Field	S		/					
R	ub	ric List Ite	ems Detail			Crodit	Minim		ollur		CDA	CDA	
		Sequence	Name	Score	Passing Score	Coeff.	%	um R % V	oliup 5 alue	Value	Unweight Value	ed Bonus Points	Class Detail Outcome
>	<	1	Highly Proficient	4		1	95	] [9	)5	4	4	0	×
>	<	2	Proficient	3		1	85	8	85	3	3	0	~
>	<	3	Minimally Proficient	2		0.5	70	7	0	2	2	0	~
>	<	4	Emerging Proficency	1		0	60	6	60	1	1	0	~
>	<	5	Not assessed	0		0	0		)	0	0	0	~
	Ad	d			_								

- 10. If needed, type the *Minimum % (Percent)*. The Minimum Percent does not need to be populated if teachers will be subjectively assessing students at the end of the grading period. This *does need* to be populated if teachers want to create assignments aligned to Standards and have Campus auto-calculate rubric scores based on a minimum percent.
- Enter the *Minimum % (Percent)* value for the score in the *Rollup % (Percent)* Value field. This is used for automatic rollup calculations for parent standards. This cannot be lower than the scores entered minimum percent.
- 12. Type the *GPA Value*. This is the Weighted GPA score that will be used in the GPA calculations (both Term and Cumulative). If entering a 'non-grade' (i.e., Pass, Fail, Incomplete), it is recommended to leave this field blank so it is not included in GPA calculations. If the standard is 'Posting to Transcript' and should be incorporated into a GPA for the student, enter the GPA points for each score.
- 13. Type the Unweighted GPA Value. If the GPA Value is being used to create a weighted grade (usually for Honors or AP courses), enter the unweighted GPA value here. It is recommended to enter the unweighted value in this field regardless of whether this rubric is creating a 'weighted' GPA since this GPA can be used to calculate an Unweighted Cumulative GPA, if needed. This GPA cannot be used to calculate the Term GPA. If entering a 'non-grade' (i.e., Pass, Fail, Incomplete), it is recommended to leave this field blank so it is not included in GPA calculations. If the standard is 'Posting to Transcript' and should be incorporated into a GPA for the student, enter the GPA points for each score.



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14. Type the *Bonus Points* the student receives for achieving the score. If bonus points are not used, leave this field blank. If bonus points are to be used, the field must be checked on the Course tab and in the *Allow GPA Bonus Points* field in *System Administration > Preferences > System Preferences*. Bonus points will add directly to the calculated GPA average (both Term and Cumulative). For example, the student received a '90' in a course, and the Term GPA is 89.52. If the '90' in the Rubric had Bonus Points of '3', the student's Term GPA will be 92.52.

Rub	oric Lis	t Ite	ems Detail								
						Credit	Minimum	Rollup	GPA	GPA	GPA
	Seque	nce	Name	Score	Passing	Coeff.	%	%	Value	Unweighted	Bonus
					Score			Value		Value	Points
$\mathbf{X}$	1		Highly Proficient	4		1	95	95	4	4	0
$\mathbf{X}$	2		Proficient	3		1	85	85	3	3	0
$\mathbf{X}$	3		Minimally Proficient	2		0.5	70	70	2	2	0
$\mathbf{X}$	4		Emerging Proficiency	1		0	60	60	1	1	0
$\mathbf{X}$	5		Not assessed	0		0	0	0	0	0	0
Ad	ld										

15. Click on the <Save> button.

If a score needs to be removed, click on the  $\mathbf{x}$  to the left of the score name, and it will be deleted when the changes are saved.

## Special Note:

It is not recommended to make changes to a rubric after grading has occurred. Rubrics are not calendar specific, therefore changes made will effect historical data, such as legends on a report card.

#### Power Law Rubric

If using the Grade Book in Infinite Campus, teachers can choose to use Power Law to determine a students' overall proficiency for a standard over time. Campus calculates power law by converting rubric scores into numeric values and applying a standard power law formula to determine the trend of the student's proficiency. The Power Law process is based on the number of assignments to which the rubric is applied and the student score entered. The Power Law can be applied to calculate the trend in a student's learning if there are at least 3 assignments with fairly equal intervals between assignment due dates. In order for this to function, the rubric must be set up to calculate power law.

- 1. Navigate to: Grading & Standards > Score Groups & Rubrics.
- 2. Click on the <New Rubric> button.





- 3. Type the *Name* of the Rubric. It is recommended to use names that define the type of grades being calculated (i.e., Standards, Effort).
- 4. Click the checkbox next to the Name to *Show Power Law Fields*. Three additional fields will display for the rubric (see steps 16 18 on page 7).

Rub	oric Detail												
*Nan	ne	St	now Power	Law Field	Is								
HS F	Rubric (0-5	) 🖸	2										
Rub	oric List Ite	ems Detail									_		_
					Credit	Minimum	i Rollup	GPA	GPA	GPA	Power	Power	Power
	Sequence	Name	Score	Passing	Coeff.	%	%	Value	Unweight	ed Bonus	Law	Law	Law
				Score			Value		Value	Points	Numeric	Minimum	Maximun
											Value	Trend	Trend
$\mathbf{X}$	1	Highly Proficient	4		1	95	95	4	4	0	4	3.59	10
$\boldsymbol{\times}$	2	Proficient	3		1	85	85	3	3	0	3	2.59	3.58
$\boldsymbol{\times}$	3	Minimally Proficient	2		0.5	70	70	2	2	0	2	1.59	2.58
$\boldsymbol{\times}$	4	Emerging Proficience	:y 1		0	60	60	1	1	0	1	0.59	1.58
$\boldsymbol{\times}$	5	Not assessed	0		0	0	0	0	0	0	0.1	0.01	0.58
Ad	ld												

- 5. Type the *Name* of the first score this can be viewed by the teacher when grading and can print on the report card in a Legend box (i.e., Exceeds Standards, Needs Improvement). This field has a 30-character limit.
- 6. Type the *Score* this is the score that will print on the report card (i.e., 1, 2, 3, 4) and the rubric scores teachers will use to grade assignments.
- 7. Type the *Sequence* this will determine the order that the scores display. Rubrics must be in order of highest grade to lowest grade.
- 8. Click on the <Add > button for additional rubric items.
- 9. Check the *Passing* checkbox for all scores that are considered passing scores. This will highlight the non-passing grades in the Grade Book. It is recommended to check these boxes after the Rubric is completed.

Rubric Det *Name HS Rubric (f	ail St D-5)	now Power	Law Fields	
Rubric List	Items Detail			
Sequer	ice Name	Score	Passing Score	
<b>X</b> 1	Highly Proficient	4	] 🗹 [	
<b>X</b> 2	Proficient	3	] 🖂 🤺	
Х 3	Minimally Proficient	2	] 🗹 [	
★ 4	Emerging Proficience	:y 1	] 🗆 [	
<b>X</b> 5	Not assessed	0	] 🗆 [	

For most Elementary Report Cards, the next fields are not necessary. Only complete them if needed.





10. Type the *Credit Coeff*. This number will determine the amount of credits that will post to the Transcript for a particular standard based on the rubric score the student receives. For example, if a student earns a 4 for a standard that 'Posts to transcript, he/she will earn 1.5 credits for that standard on the transcript.

Sequer	nce Name	Score	Passing Score	Credit Coeff.	
1	Exceeds Standards	4		1.5	
2	Meets Standards	3		1 4	
3	Minimally Meets Standards	2		.5	
4	Below Standards	1		0	
5	Not Applicable	N/A		0	

- 11. If needed, type the *Minimum % (Percent)*. The Minimum Percent does not need to be populated if teachers will be subjectively assessing students at the end of the grading period. This *does need* to be populated if teachers want to create assignments aligned to Standards and have Campus auto-calculate rubric scores based on a minimum percent.
- 12. Enter the *Minimum* % (*Percent*) value for the score in the *Rollup* % (*Percent*) field. This is used for automatic rollup calculations for parent standards. This cannot be lower than the scores entered minimum percent.

Ru	bric List	Items Detail							
	Sequenc	ce Name	Score	Passing Score	Credit Coeff.	Minimun %	n Rollup % Value	GPA Value	GPA Unweighted Value
×	1	Highly Proficient	4		1.5	95	95	4	4
×	2	Proficient	3		1	85	85	3	3
×	3	Minimally Proficient	2		0.5	70	70	2	2
×	4	Emerging Proficiency	1		0	60	60	1	1
$\mathbf{x}$	5	Not assessed	0		0	0	0	0	0

- 13. Type the *GPA Value*. This is the Weighted GPA score that will be used in the GPA calculations (both Term and Cumulative). If entering a 'non-grade' (i.e., Pass, Fail, Incomplete), it is recommended to leave this field blank so it is not included in GPA calculations. If the standard is 'Posting to Transcript' and should be incorporated into a GPA for the student, enter the GPA points for each score.
- 14. Type the Unweighted GPA Value. If the GPA Value is being used to create a weighted grade (usually for Honors or AP courses), enter the unweighted GPA value here. It is recommended to enter the unweighted value in this field regardless of whether this rubric is creating a 'weighted' GPA since this GPA can be used to calculate an Unweighted Cumulative GPA, if needed. This GPA cannot be used to calculate the Term GPA. If entering a 'non-grade' (i.e., Pass, Fail, Incomplete), it is recommended to leave this field blank so it is not included in GPA calculations. If the standard is 'Posting to Transcript' and should be incorporated into a GPA for the student, enter the GPA points for each score.



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15. Type the *Bonus Points* the student receives for achieving the score. If bonus points are not used, leave this field blank. If bonus points are to be used, the field must be checked on the Course tab and in the *Allow GPA Bonus Points* field in *System Administration > Preferences > System Preferences*. Bonus points will add directly to the calculated GPA average (both Term and Cumulative). For example, the student received a '90' in a course, and the Term GPA is 89.52. If the '90' in the Rubric had Bonus Points of '3', the student's Term GPA will be 92.52.

#### The next fields are necessary if using Power Law Grade Book Calculations.

- 16. Type the *Power Law Numeric Values* the rubric scores will be mapped to for calculation. The field defaults to whole numbers for each rubric score, but can be changed as needed. Note: Even if the rubric uses numbers (i.e. 4, 3, 2, 1), these are considered symbols to represent proficiency, and numeric values still need to be established.
- 17. Type the *Power Law Minimum Trend* for each rubric score. After the students' trend score is calculated, this is the lowest score that will be converted back into the corresponding rubric value in the Grade Book. It is recommended to allow up to two decimal places. *The lowest minimum trend score should be set as 0.*
- 18. Type the *Power Law Maximum Trend* for each rubric score. After the student's trend score is calculated, this is the highest score that will be converted back into the corresponding rubric value in the Grade Book. It is recommended to allow up to two decimal places. The highest maximum trend score should be set to no more than 2 times the highest numeric value to avoid skewed results.

Rut *Nan HS I	bric Detail <mark>ne</mark> Rubric (0-5	Sho )	w Power	Law Field	ls								
Rut	bric List It	ems Detail									_		
					Credit	Minimun	n Rollup	GPA	GPA	GPA	Power	Power	Power
	Sequence	Name	Score	Passing	Coeff.	%	%	Value	Unweighted	Bonus	Law	Law	Law
				Score			Value		Value	Points	Numeric	Minimum	1 Maximum
				-							Value	Trend	Trend
$\times$	1	Highly Proficient	4		1.5	95	95	4	4	0	4	3.59	10
$\mathbf{X}$	2	Proficient	3		1	85	85	3	3	0	3	2.59	3.58
$\mathbf{x}$	3	Minimally Proficient	2		0.5	70	70	2	2	0	2	1.59	2.58
$\mathbf{x}$	4	Emerging Proficiency	1		0	60	60	1	1	0	1	0.59	1.58
$\mathbf{X}$	5	Not assessed	0	] 🗆	0	0	0	0	0	0	0.1	0.01	0.58
Ac	bb												

19. Click on the *<*Save*>* button.

If a score needs to be removed, click on the  $\mathbf{x}$  to the left of the score name, and it will be deleted when the changes are saved.





## Special Note:

It is not recommended to make changes to a rubric after grading has occurred. Rubrics are not calendar specific, therefore changes made will effect historical data, such as legends on a report card.

Example of a Power Law Rubric

				1	5								
Rul	bric Detail												
*Nar	ne	St	how Power I	Law Field	s								
HS	Rubric (0-5	) 🖸	2										
					_								
Rul	bric List Ite	ems Detail			Crodit	Minimun	Dollup	CDA	CDA	CDA	Dowor	Dowor	Dowor
	Sequence	Name	Score	Passing	Coeff	%	%	Value	Unweighted	Bonus	Law	Law	Law
	ocquence	Hume	00010	Score	00011.		Value	Value	Value	Points	Numeric	Minimum	Maximun
											Value	Trend	Trend
$\mathbf{X}$	1	Highly Proficient	4		1.5	95	95	4	4	0	4	3.59	10
×	2	Proficient	3		1	85	85	3	3	0	3	2.59	3.58
$\mathbf{x}$	3	Minimally Proficient	2		0.5	70	70	2	2	0	2	1.59	2.58
×	4	Emerging Proficience	cy 1		0	60	60	1	1	0	1	0.59	1.58
×	5	Not assessed	0		0	0	0	0	0	0	0.1	0.01	0.58

Example of a Teacher's Grade Book using Power Law Rubric

Ś	Savo		itals		Pos	sted	in Pro	ogress		Categories		c2	C3	C4
Setting	Students •		Grade To	Percent	Grade	Fill Rpt Crd Comments	Trend ≑	Post Rubric	Classwork	Homework \$	Tests, Quizzes, and ¢	Due: 09/06 Classwork	Due: 09/07 Classwork	Due: 09/15 Classwork
11	Atwood, Nada L	ullilili	۲		4	сс	4.01	4	3.71	3.63	N/A	3	3	4
11	Baum, Mary		٠		2	сс	2.36	2	3.00	2.30	N/A	3	3	3
11	Campus, Alan	mpum	۲		3	сс	3.06	3	3.00	3.03	N/A	3	3	3
11	Cardinal, Peggy M		۲		3	сс	3.00	3	3.00	3.00	N/A	3	3	3
11	Connor, Darlene	ulddll	•		4	сс	3.94	4	3.71	3.67	N/A	3	3	4

In the example above, there are several assignments aligned to a specific standard. As the teacher enters rubric scores for each assignment for the standard, the scores are converted into their corresponding Power Law numeric value. The Power Law Trend score is then calculated and displayed under the Trend column in the 'In Progress' area of the Grade Book. Using the Minimum and Maximum trend scores, this numeric value is then converted back into the corresponding Rubric Score which can be posted to a report card and/or transcript.





## **SET UP STANDARDS**

#### Description

Standards are the abilities/goals on which students are assessed. They must be set up under a group (or Parent) heading (i.e., Reading, Mathematics, Work Habits). They will print on the report card under that group name. A district can choose to create Major (or Grandparent) groups as well. When the Campus report card is printed, only the highest group (or grandparent) will print as a shaded header.

- 1. Choose the school using the Standards in the header toolbar. If multiple schools are using the group (two Elementary Schools), choose one here and activate the Standards on the others (refer to the section 'STEPS TO ACTIVATE THE STANDARDS').
- 2. Navigate to Grading & Standards > Standards Bank.
- 3. Click on the <New> button. A pop-up will appear asking what to create.

Create New Standard	s Bank Item 🛛 🗙
What would you like to do Create a new Create a new Create a new Create a new	? Group Standard One-Time Standard
	Ok Cancel

- 4. Select <Create a New Group>. Click <Ok>.
- 5. Type the *Group Name* of the group (50-character limit). This name will display on the report card as the Header for the group. The groups will display on the report card in sequential order. If no sequence is given, groups will display in alphabetical order. Groups will print on the report cards in all upper case letters, even if they were entered here in lower case.

= Group Detail	
*Group Name	
Secondary English for Speakers of Other Languages	
*Scoring Rubric Sequence Accept Credit Overflow	
HS Rubric (0-5)	
Standards Bank Location	Select Location
No Parent. Root Level Grup	
Comments	
•	
Description	





- 6. Choose the 'Scoring Rubric' from the dropdown list. All of the Standards attached to this Group will use the same Scoring Rubric. Therefore, if different Scoring Rubrics need to be used within the same group, the user must create a 'child' group (or sub-group) using the different Scoring Rubric.
- 7. Type the *Sequence* number for this group. Groups will display on the report card in sequential order. If no sequence is given, groups will display in alphabetical order.
- 8. Check 'Accept Credit Overflow' if this standard will be used if the district allows the excess credits earned to be applied to this standard. It is used to roll credits when the current credit type has met its credit requirements. The credits from the course will first try to roll to the override credit type. If that credit type has met its requirements, it will then look at the overflow setup for the course's credit type.
- 9. If creating a 'child' group (or sub-group), highlight the immediate *Parent Group/Standard* before selecting <New> to place it in that 'parent' group or use the <Select Location> button to search for the 'parent' group.
- 10. Enter *Comments* and *Description* if needed. These do not print on the report card and are for informational purposes only.
- 11. Click on the <Save> button.
- 12. Repeat for all groups.
- 13. To add the standards, click on the <New> button. A pop-up will appear asking what to create.



14. Select < Create a New Standard >. Click <Ok>. The Standards Detail box will display.

a school setting. uctional purposes within the school setting.
a school setting.
uctional purposes within the school setting.
uctional purposes within the school setting.
uctional purposes within the school setting.
uctional purposes within the school setting.
e Dosts to Transcript Dower Standard State Deported External LMS Eve
Select Loca

- 15. Type in the *Display Name* of the standard. Standards must have a unique name, so if they need to be included under several parents (i.e., Participates in class), the name can be changed subtly to create different standards. (i.e., Participates in Math class, Participates in Science class).
- 16. Type in the *Abbreviation* of the standard (10-character limit). This field will display when scoring items in the Grade Book and Post Grades tools. This field can be used as a Search when associating standards with a course.
- 17. Type in the *Number* if necessary. This is a pre-defined number by the State if required. The number will display on the report card set-up page however the number will not display on the report card.
- 18. Type in the Code if necessary. This is a pre-defined code by the State if required.
- 19. Type in the *Seq* of the standard. This will determine the order that the Standards display for the teacher when grading and the order they will print on the report card under their parent group. For organizational purposes, it is not recommended to reuse sequence numbers for standards. It is recommended to skip numbers when sequencing to allow for flexibility of adding standards in the future (see the Special Note for sequencing suggestions).
- 20. *Posts to Transcript* click on this box to place a checkmark if the standard should post to the student's transcript.
- 21. *Power Standard* this field can be used to flag certain standards for the Course Standards report or to create Ad Hoc reports to filter scores for these standards. It is generally used if the district creates standards above those required by the state.
- 22. *State Reported* this field can be used to create Ad Hoc reports to filter scores for these standards.
- 23. Choose the *Parent Group/Standard* by searching using the <Select Location> button. The Standards will print on the report card in order within the Parent Group selected (if Seq was not entered, the standards will print in alphabetical order). Users can





avoid searching for the parent group by highlighting the immediate parent group in the Standards Bank before creating a new standard.

- 24. Enter Full Standard Description or Comments if needed.
- 25. Aligned Assessments Use the dropdown to add an aligned 'Assessment'. Assessments are added in *Assessment* > *Test Set Up*. This will allow the district to report on this information.
- 26. Click on the <Save> button. 'Add Assessment'(s) as necessary.
- 27. Repeat for all standards.

🕶 🗖 Standard Detail		
*Display Name		
Communication for social, intercultural, and instructional purposes within a school setting.		
Full Standard/Description		
English language learners communicate for social, intercultural, and instructional purposes within	the school setting.	
*Abbreviation         Number         Code         Sequence         Posts to Transcript           ESOL: 1         0         □	ot Power Standard State I	Reported External LMS Exclude
*Standards Bank Location (Parent Group/Standard)		Select Location
Secondary English for Speakers of Other Languages		
Aligned Assessments for Communication for social, intercultural, and instructional purpose Assessment (* Indicates teacher-scored test)	s within a school setting.	
X NYSESLAT Listening Test (raw score)		
X NYSESLAT Reading Test (raw score)		
X NYSESLAT Speaking Test (raw score)		
X NYSESLAT Writing Test (raw score)		
Add Assessment		





## Special Note:

When Creating Standards, consider creating a similar sequencing to allow for flexibility:

Grade	Subject	Sequencing	Examples
Kindergarten		0-999	
Kindergarten	Reading	10-99	10,20,30
Kindergarten	Writing	100-199	100,110,120
Kindergarten	Math	200-299	200,210,220
Kindergarten	Science	300-399	300,310,320
Kindergarten	Social Studies	400-499	400,410,420
First Grade		1,000-1,999	
First Grade	Reading	1,000-1,099	1000, 1010, 1020
First Grade	Writing	1,100-1,199	1100, 1110, 1120
First Grade	Math	1,200-1,299	1200, 1210, 1220
Second Grade		2,000-2,999	
Second Grade	Reading	2,000-2,099	2000,2010,2020,2030

Example of Grade Level/Subject Level Standards:

Example of Subject Level Standards (Not Grouped by Grade Level):

Subject	Sequencing	Examples
Reading	1000-1999	1000,1010,1020
Writing	2000-2999	2000,2010,2020
Math	3000-3999	3000,3010,3020
Science	4000-4999	4000,4010,4020
Social Studies	5000-5999	5000,5010,5020

If a district does not want to use the Sequence numbers to organize standards, they can sequence in the Name of the standard (ex. 1.1 Reads on Grade Level), however the number will display on report cards.





## STEPS TO ACTIVATE THE STANDARDS

#### **Description**

Curriculum Standards Groups will be automatically activated for the school that was in the header toolbar when they were created. If Curriculum Standard Groups are to be used in additional schools (i.e., additional Elementary, Middle or High schools), they must be activated in order to be attached to a course. All the Curriculum Standards Groups set up for the district will display (in addition to the School Credit Groups).

- 1. Choose the Year and School needed in the header toolbar.
- 2. Navigate to System Administration > Resource > Resources.
- 3. Click on the School Standards tab.
- 4. Click on all the Curriculum Standards Groups (parents or grandparents) created that are needed at the school.
- 5. Click on the <Save> button. Repeat for all schools as needed.

Hip	po High			
Scho	ol Number: 1	717 Headm	naster: Cyrus Pumpernick	el
Depa	rtments	Rooms	School Standards	
	Save			
	iculum Stand Elementary High School G Middle School Retired Cred Vocational Tr Participation Social Studie Kindergarten 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade Middle School	ards Credit it Groups aining Credits s Middle Schoo	D	
	Secondary A	lgebra athematics		
	Secondary E	LA		
	Secondary S	ocial Studies		
	Secondary S	cience		
	Secondary E	nglish for Spea	akers of Other Languages	





## ADDING THE STANDARDS TO COURSES

#### Description

The Standards must be added to each course in which they will be used. In most Elementary schools, the courses are set up as their grade level/subject area. In addition to adding the standards to the course, the Homeroom checkbox must be checked (on the Homeroom course) in order for the teacher's name to display on the report card.

- 1. Navigate to *Scheduling* > *Courses*. Search for the Course.
- 2. If this is the homeroom course, click on the *Homeroom* checkbox on the **Course** tab. This will display the teacher's name for this section on the report card. Then, click on the <Save> button.

10	0 Firs	st Grade Ho	omeroom					
Соц	irse	Sections	Grading Tasks	Standards	Categories	Grade Calc Optio	ons	Course Rules
	Save	8 Delete						
٠	E Cou	rse Information						
	Coursell	D 24914						
	*Number	r	*Name			Standards-based Act	tive Extern	al LMS Exclude
	100		First Grade Home	room				
			Subject Type					
	State Co	ode	Denartment		<u> </u>			
			1st Grade V					
	Schedul	e Load Priority	Max Students			Terms Schedules Perio	ods Se	ctions to Build
			25			3 1 2	7	
						Section Template Group		
	GPA We	eight	Bonus Points		Transcript	Re	equired	
	U							
	Type		~				cuit	
	Res	sponsive	Activity					
I.		<b>•</b> •••••••••••••••••••••••••••••••••••						
	Homero	om Allow studen	t requests Allow 1	eacher requests/rec	ommendations	Repeatable A	Attendance	Positive Attendance

3. If the course will only be graded using Standards (not grading tasks), click on the *Standards-based* checkbox.

110 Reading 1									
Course	Sections	Grading Tasks	Standards	Categories	Grade Calc Options				
Save	× Delete								
+ Coursell	rse Information								
*Numbe	J 24337	*Name			Standards-based Active				
110		Reading 1							
		Subject Type							
Otata O		Desertement		~					
State Co	ode	1st Grade	7						
Schedul	e Load Priority	Max Students			Terms Schedules Periods				
	· · · · · · ,	25			3 1 1				
					Section Template Group				

4. On the Standards tab, add all of the Standards needed for the report card.



- a. Click on the <Add> button.
- b. A Search box will display along with a list of all activated standards for the school. Use the Search to type the abbreviation of the standard or choose the *Standard* from the list. As text is entered in the Search box, the list will filter to results that contain what has been typed.

110 R	eading 1					
Course	Sections	Grading Tasks	Standards	Categories	Grade Calc Options	Cours
🕛 Sav	e 🛨 Add	🗘 Сору				
Standard	s Alignment (23 st	andards)			Standard	Crown
	RL.1.1: Ask and a	nswer questions about k	ey details in literatur	e	Key Idea	s and Details
D	RL.1.2: Retell stor	ies including key details	and central messag	e	Key Idea	s and Details
D	RL.1.3: Describe of	characters, setting, and r	major events using ke	ey details	Key Idea	s and Details
D	RL.1.4: Find words	s/phrases in stories/poer	ns that relate to stud	lent's emotions	Craft and	Structure
D	RL.1.5: Explain dif	ferences between fiction	/nonfiction and a vari	ety of text types	Craft and	Structure
î	RL.1.6: Identifv wh	o is tellino the storv at v	arious points in a tex	đ	Craft and	Structure
Standar Search	d Reading					
Readin	K 10: Engages in g g and Level of Text	group <mark>reading a</mark> ctivities (F Complexity)	Kindergarten > KG E	LA > Kindergarten Li	teracy > Range of	
Range	K.10: Engages in g of Reading and Lev	rour reading activities (K el or rext Complexity)	ündergarten > KG EL	A > Kindergarten Inf	ormational Text >	
Grade	. <b>2.6</b> : <b>Speak in a diff</b> Literature > Craft ar	erent voice for each char nd Structure)	acter when reading o	dialogue aloud. (2nd )	Grade > ELA > 2nd	
2nd Gr	2.3-a: Use knowledg ade Language > Kn	e of lang./conventions w owledge of Language)	hen writing/speaking	/reading/listening. (2	nd Grade > ELA >	





a. Click on the Standard (s) to associate them to the course.

standard			
Search historical			
RI.9-10.9: An Reading for Infor	nalyze Us documents for historical and literary s mational Tex. > Integration of Knowledge and Ide	ignificance (Secondary ELA > Grade 9-10 as)	
Crade 11-12.9: #	nalyze the theme, ourpose, & rhetoric of signific Informational Text >Notegration of Knowledge a	ant historical documents (Secondary ELA > nd Ideas)	
9.1.5.10.2: E government and Government > R	valuate the effectiveness of diplomacy and other other nations in historical or contemporary times elationships of the United States of Other Natior	foreign policy tools used by the United States . (Secondary Social Studies > Citizenship and . > Understand U.S. role in world affairs)	
9.1.1.2.2: Ex	aluate alternative interpretations on historical we ions. (Secondary Social Studies Shistory	nts; use historical evidence to support or refute torical Thinking Skills > Understand the historical	
9.4.3.9.4: De Studies > Histor	escribe the intensified exchanges of scientific, ar y > World History > Understand effects of innova	tistic and historical knowledge. (Secondary Socia tions)	
	, ,		
			J
Click on a standa	rd to add it to the Aligned Standards list located	below	
Click on a standa Aligned Standar	rd to add it to the Aligned Standards list located ds (1 standards selected)	be/ow	
Click on a standa Aligned Standar 9.4.1.2.2: support or re Understand t	rd to add it to the Aligned Standards list located ds (1 standards selected) Evaluate alternative interpretations of his fute those interpretations. (Secondary So he historical inquiry process)	<i>below</i> storical events; use historical evidence to cial Studies > History > Historical Thinking :	kills
Click on a standa Aligned Standar 9.4.1.2.2: support or re Understand t Click on a standa	rd to add it to the Aligned Standards list located ds (1 standards selected) Evaluate alternative interpretations of hi fute those interpretations. (Secondary So he historical inquiry process) rd to remove it from the list	below storical events; use historical evidence to cial Studies > History > Historical Thinking :	kills
Click on a standa Aligned Standar 9,4,1,2,2: support or re Understand t Click on a standa	rd to add it to the Aligned Standards list located ds (1 standards selected) Evaluate alternative interpretations of his fute those interpretations. (Secondary Sone historical inquiry process) rd to remove it from the list	<i>below</i> storical events; use historical evidence to cial Studies > History > Historical Thinking :	kills
Click on a standa Aligned Standar 9,4,1,2,2: support or re Understand t Click on a standa	rd to add it to the Aligned Standards list located ds (1 standards selected) Evaluate alternative interpretations of hi fute those interpretations. (Secondary So he historical inquiry process) rd to remove it from the list	below storical events; use historical evidence to cial Studies > History > Historical Thinking :	ikills
Click on a standa Aligned Standar 9,4,1,2,2: support or re Understand t Click on a standa Standards Term Mask	rd to add it to the Aligned Standards list located ds (1 standards selected) Evaluate alternative interpretations of hi fute those interpretations. (Secondary So he historical inquiry process) rd to remove it from the list Term 1 1 Term 2 Term 3 Term 4	below storical events; use historical evidence to cial Studies > History > Historical Thinking :	ikills
Click on a standa Aligned Standar 9.4.1.2.2: support or re Understand t Click on a standa Standards Term Mask Active Mask	rd to add it to the Aligned Standards list located ds (1 standards selected) Evaluate alternative interpretations of hi fute those interpretations. (Secondary So the historical inquiry process) rd to remove it from the list Term 1 [2] Term 2 [2] Term 3 [2] Term 4 [3] Term 1 [3] Term 2 [3] Term 4	below storical events; use historical evidence to cial Studies > History > Historical Thinking :	kills

- b. Check each term the standard will be needed in the *Term Mask* section. This defines when the teacher is supposed to assess students on the standard(s). All terms are automatically checked as the default.
- c. If needed, check the term to activate the standard in the *Active Mask* section. When the term is active, the teachers can post the grades for that standard. Although the standard can be activated (or deactivated) on each course individually by checking the box here, the Active Masks are usually controlled *en masse* by using the wizard in *Grading & Standards* > *Grading Window*.
- d. Click on the <Save> button. Repeat for all Standards and all courses.

120 M	ath 1								
Course	Sections	Grading Tasks	Standards	Categories	Grade Cal	c Options	Course Rules	Fees Build	Constraints
🕂 Add	🗘 Сору								
Standard	s Alignment (24 st	andards)							
Star	ndards					Standard Gr	oup	Scoring Rubric	Post-only
D	1.OA.1: Solve addi	tion/subtraction word p	roblems up to 20 usin	g various strategies		Represent/ subtraction	solve addition and problems	Arthur Elementary Rubric	^
	1.OA.2: Solve addi	tion story problems with	h 3 numbers up to 20	with an unknown		Represent/ subtraction	solve addition and problems	Arthur Elementary Rubric	
	1.OA.3: Use strategies to solve add/sub problems using properties     Undrstd/apply prpties of oprtns & Arthur Elementary     dtshp btwn +/-     Rubric								
D	1.OA.4: Use additi	on facts to solve subtra	ction problems			Undrstd/app rltnshp btwr	ly prpties of oprtns &	Arthur Elementary Rubric	
D	1.0A.5: Relate cou	nting to addition and su	btraction			Add and su	btract within 20	Arthur Elementary Rubric	
<u> </u>	1.OA.6: Fluently a	dd and subtract up to 1	0			Add and su	btract within 20	Arthur Elementarv	~





# SET UP GRADING COMMENTS

#### Description

Grading comments can be set up at a school level and used by all teachers in that school. They are used to keep comments consistent throughout the school.

- 1. Navigate to *System Administration* > *Grading & Standards* > *Grading Comments*.
- 2. Select the school in the header toolbar.
- 3. Click on the <New> button.
- 4. Type the *Comment* maximum of 200 characters.
- 5. *Code* type in the code if used by the district. The code allows the teacher to choose comments by typing in the codes needed as well as choosing from a list.
- 6. Click on the <Save> button.
- 7. Once saved, the comments will display in the Grading Comment Editor. Repeat for all comments needed.

Grading Comments			
🕒 Save 🕂 New	S Delete		
Grading Comment Editor School	Name		Code
Arthur Elementary Arthur Elementary Arthur Elementary Arthur Elementary Arthur Elementary Arthur Elementary Arthur Elementary	A pleasure to have in class Always puts forth best effort Excellent worker Much improved Unfocused Very sociable in class. Easily distracted	Periods can be added to end of Comment Name, but are not necessary.	10 20 30 40 50 60 70
Grading Comment Detail School Arthur Elementary			Code 80
Not completing assigned wo	ork.		.::





## Special Note:

- 1. The comment field can be 'spell-checked.' Misspelled words will appear with a tell-tale red line. Right-clicking on the word will reveal possible word choices.
- 2. Many districts need the comments to display ordered by type (i.e., positive, negative, improved, behavior). This can be achieved by using the code field and assigning specific codes for positive comments (e.g. 1-50) and other codes for more negative comments (e.g. 51-100).
- 3. Many teachers will choose more than one comment to display on the report card. If periods are not included in the comment, the system will automatically add them when applied to a student (in order for them to be separated on the report card). If periods are included, the system will recognize them and not add an additional period.
- 4. If the district is using a custom report card, there will be a character limit on the comments entered based on the size of the field. If the district is using a Campus report card, there is a 1200-character limit on the comment field.
- 5. Comments can be district or school specific. This is determined by the selection in the School dropdown in the Campus toolbar.





## SET UP STANDARDS REPORT CARD

#### Description

A basic report card consists of Standards for the terms needed. Comments can be added by term or for all terms.

The following must be set up before configuring the grades to print to the report card and transcript correctly:

- Rubric (see page 2)
- Standards (see page 9)
- Adding Standards to Courses (see page 15)

Report cards must be created before they can be used. While many districts choose to have a customized report card created for them, most still need to create a standard report card using the options provided by Campus so "canned" report cards can be printed any time during the year for parent meetings.

- 1. Navigate to *System Administration* > *Preferences* > *Reports*.
- 2. Click on the <New> button.
- 3. Type in the report Name (i.e., Grade 1 Report Card, Second Grade Report Card).
- 4. Choose 'Report Card' from the *Type* list.
- 5. Click on the 'Publish to Portal' checkbox if this report card should display on the Campus Portal. Grades will display on the portal as soon as they are posted, so it is recommended to uncheck this box when the Grading Window is open and teachers are posting grades.
- 6. Type in a *Description* if needed. This is for informational purposes only and will not display on the report card.
- 7. Click 'Available in Campus Instruction' to make it available to teachers for printing.

Report Detail		
*Name	*Type	Publish to Portal
Grades 1 & 2 Report Card	Report Card ~	
Description		Available in Campus Instruction

8. *Report Display Name* – This is the name that will appear on the Report Card. Example: Quarter 1 Report Card.

Report Detail	
*Name	*Type
Grades 1 & 2 Report Card	Report Card ~
Description	
Report Options	
Report Display Name	
Grades 1 & 2 Report Card - 1st Trimester	





9. Report Type – Click on the <Standards-Based Report Card> button.



10. Display Grades – used to display either Posted Grades or In-Progress Grades.

Display Grades *
Posted Grades
In-Progress Grades

11. Standards Display Options – This is used by schools who grade a student on a standard multiple times (similar to an Assessment that is re-taken by a student). Those districts have the option to print <Display All Scores>, <Display Best Score Only>, <Display Most Recent Score Only> (would display the current term score only). The Default is <Display All Scores>, and this is the option used by most Elementary Schools.



12. Placement and Signature Options – This is used to place lines on the report card for the teacher to fill in the next year's grade, as well as various signature lines.



- 13. Page Layout
  - a. Click on the layout needed <Portrait> or <Landscape>
  - b. Check <Additional space for terms> if all Standards Groups included in this report card should be printed in a single column.
  - c. Check <Prepare report for duplex printing> to format report card printing for the back and front side of a sheet of paper. This will also apply if parents print the report from the portal.
- 14. Display Options –



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- a. Header Options These items, if checked, will print in the header of the report card.
  - i. <Student ID> student number
  - ii. <State ID> state number
  - iii. <Student Counselor> student's guidance counselor
  - iv. <Homeroom Teacher> student's homeroom teacher
  - v. <Date/Time Stamp> date and time the report card was generated

Header Options
Student ID
State ID
Student Counselor
Homeroom Teacher
Date/Time Stamp

- b. Attendance Summary Check to print the attendance on the report card. Choose one of the following options to display the attendance:
  - i. <Period> attendance by period
  - ii. <Course> attendance by course
  - iii. <Daily Exact Term> exact daily attendance (with decimal values)
  - iv. <Daily (Half/Whole Day) Term> attendance by half and whole days



c. Standards Based report cards generally do not utilize <Cumulative GPA>, <Class Rank>, and <Term GPA> checkboxes.

Cumulative GPA
Class Rank
Term GPA

- d. Click on the <Period> checkbox to print the period of the courses on the report card.
- e. <Score Comments> Check the Score Comments box on the report card. Click on the Terms to print – for all terms, mark all boxes.

Score Comments				
🗹 Term 1	Term 2	🗹 Term 3		
🗹 Term 4				





- f. <Show Report Comments> allows districts to add customized text that will appear on printed student reports. These comments can be school or district specific, or even state specific. Any number of comments can be created and marked and unmarked active as needed.
- g. School Comments (printed on all) Comments entered here will print on all report cards.



15. *Grading Tasks* – All the standards as well as the district's grading tasks will display. Choose each standard to print on the report card. More than one can be chosen by using the <CTRL> or <SHIFT> keys. The user might need to use the scroll bar to scroll down to choose all the standards needed. If all standards associated to courses the student is enrolled should display on the report card, click the <Select all grading tasks> and all applicable standards will display for the student.



16. Choose Score Group/Rubrics to be printed – All of the score groups and rubrics for the district display. Choose the rubric(s) to print on the report card as a legend. More than one can be chosen by using the <CTRL> or <SHIFT> keys. The user might need to use the scroll bar to scroll down to choose all the rubrics needed. Hold the <CTRL> key to deselect a rubric.

*Print GPA values associated with scores*: Check this box if GPA values need to be printed on the report card.





Choose Score Groups/Rubrics to be printed			
Print GPA values associated with scores			
Performance	*		
Prog Rpt			
Prog Rpt Indicators			
Reading Level	-1		
Rubric			
Standards Score			
Work Habits	<b>–</b>		
CTRL-click and SHIFT-click for multiple			

17. Click on the <Save> button. Repeat for all report card templates needed.

#### Rolling Forward the Report Card to Next Calendar Year

Report cards are created in the current school calendar year. If the report cards are needed in the next year, they must be 'rolled forward' to each year as it is created.

- 1. Select the *Year* and *School* where the reports are currently running.
- 2. Navigate to System Administration > Preferences > Reports Roll Forward.
- 3. *Select Source Reports* choose the report(s) needed. More than one can be selected by using the <CTRL> or <SHIFT> keys.
- 4. 'Select A Target Calendar' choose the next calendar year from the dropdown (this can only be chosen after the calendar year has been created).

Report Roll Forward This tool will copy the selected repo	rts format to the target calendar.		
Select Source Reports ReportCard Q1 Report Card Q2 Report Card Q3 Report Card Q3 Report Card Q4 Standards RCQ1 Transcript Schedule Schedule eTranscript			
Select calendar(s) you would like to ro	Il selected report(s) to:		
O list by year			
18-19 Arthur Elementary Baker High School 18-19 Baker High School Darin High School	^		
19-20 Darin High School 18-19 Darin High School Harrison High 19-20 Harrison High 18-19 Harrison High			
Hippo High 18-19 Hippo High Jackson High School 18-19 Jackson High School			
Van Buren High School 19-20 Van Buren High School CTRL-click or SHIFT-click to select mi	vitiple		
RUN			

5. Click on the <RUN> button.





6. The system will display the results.

<u> </u>	occurrence iernane.	
Report Name	Target Calendar	Туре
Report Card Q1	19-20 Van Buren High School	reportCard
Report Card Q2	19-20 Van Buren High School	reportCard
Report Card Q3	19-20 Van Buren High School	reportCard
Report Card Q4	19-20 Van Buren High School	reportCard
Standards RC Q1	19-20 Van Buren High School	reportCard





## GRADE STUDENTS AND RUN REPORT CARDS

#### Description

Prior to running the report cards, the Active Mask on Standards must be opened, and the teachers must post grades to the students.

#### Activating the Standards

In order for grades to be entered, the 'Active Mask' checkboxes in the Standards must be turned on. They are generally turned on by the Grading Window (although they can be turned on or off for a specific course using the Standards Tab on the Course).

- 1. Navigate to *Grading & Standards > Grading Window*.
- 2. Select the School Year from the dropdown list
- 3. Select the Calendar from the list



- 4. Click on the <Next> button.
- 5. Select the Standards for which the Active Mask should be opened (i.e., Participates in Math class). More than one can be selected by using the <CTRL> or <SHIFT> keys. The user might need to use the scroll bar to scroll down to choose all the standards needed.





Select Standards	
CTRL-click and SHIFT-click for multiple	
[1-1] LISTENING/SPEAKING	~
EFFORT	
[1-1-E] Listening/Speaking Effort	
[1-1-1] Asks questions for clarification	
[1-1-2] Comments appropriately	
[1-1-3] Listens and applies information	
[1-1-4] Verbally expresses ideas clearly	
[1-2] READING	
[1-2-1] Applies decoding strategies	
[1-2-2] Comprehension	
[1-2-3] Reads aloud fluently	
[1-2-4] Recalls and applies vocabulary	
[1-3] WRITTEN COMMUNICATION	
[1-3-1] Applies spelling skills to writing	
[1-3-2] Expresses ideas clearly	
[1-3-3] Spells assigned words correctly	

- 6. Click on the <Next> button.
- 7. Choose which Term(s) will be active (i.e., Term 1 for quarter 1, Term 2 for quarter 2).



8. Click on the <Update Active Masks> button.

All the Standards selected will be active for the term chosen.

## Special Note:

The Active Masks should be turned off when the grading period has been completed and before the report cards are printed. This will prevent the teacher from changing the grade after the report cards have been mailed out.

The user will turn them off by completing all the steps above, but leaving all the Terms unchecked in step 7.

#### Activate Canned Comments (Teacher Task)

In order for the teachers to be able to use the comments entered by the administrators, they must activate them. This is only done once per year (for each course/section needed) and will remain in the teacher's account settings until turned off.

1. Navigate to *Campus Instruction*. Only Teachers assigned to teach the section will be able to change these preferences.



2. Click on the Account Settings located in the top right navigation.

	18-19 Harrison High	٠	?	•
	Ima Admin			^
,	Account Settings			
	Campus Learning Hom	e		
	Log Off			

3. Click on the Use Canned Comments checkbox. Select <Save>.

Preferences Notifications Save	
Account Settings - Preferences	
Select the application you would prefer to load on Campus log in. Campus Tools	
Select your student display preferences. Select your student display preferences. Show Active Students Only Affects display in Control Center, Course Requests, Grade Book, Lockers, Post Grades, Standardized Test, Student Course Recommendations, Student	Groups
Show Student Number Affects display in Attendance List, Class Serve, Control Center, Course Requests, Lockers, Post Grades, Roster, Roster Verification, Standardized Test,	Student Course Recommendations, Student Summary, Student Groups
Show Student Picture Affects display in Attendance, Class Serve, Control Center, Course Requests, Grade Book, Lockers, Post Grades, Roster, Roster Verification, Seating Cl	harts, Standardized Test, Student Course Recommendations, Student Groups
Lise Seating Chart for Attendance	
Use Canned Comments	

### Manually Entering Grades (Teacher Task)

Teachers can use the Campus Instruction Grade Book to 'Post' student proficiency levels (see Campus Instruction Grade Book Manual) or manually record grades for report cards and/or transcripts. When recording grades manually, teachers can choose to 'Post' by standard/task or 'Post' by student.

If *Posting by Standard/Grading Task*, the teacher will choose the Task (Standard) and grade all students for each Task. The teacher will have the ability to post the same grade for all the students.

1. Navigate to *Campus Instruction* > *Post Grades* (*Post by Standard/Grading Task* is the default selection).





2. Choose the correct section, term, and standard from the dropdown 'Task' list (on the top gray toolbar). *Note: If the standard has not been activated, the term will display but grades cannot be entered.* 

Term	۱ Q	21 (	07/01	18 -	10/19/1	€	Section	01	I) 0100-1 English for A	.11	-	Task	Quarter Grade 🛛 🔫	
Sa	ave		Fill P	ercer	nt, Grad	e, (	Comment		Multi-Post Grades	Graphs	Show	Post b	y Standard/Grading Task	▼

- 3. Choose the correct 'Grade' for each student from the dropdown list. The grades appearing in the list are the grades that will print on the report card.
- 4. Click on the <Manage> button to select comments from the Canned Comments list. More than one comment may be chosen. The teacher can enter customized comments in the *Report Card Comments* field in place of (or in addition to) the canned comments. These comments can be 'spell checked' by right clicking on the underlined red word and selecting the correct spelling of the word.

3: Does not complete assignments
 4: Does not prepare for tests
 5: Excessive socializing in class
 6: Low test scores
 7: Poor daily work

8: Required project not submitted
 9: Student has missing assignments
 10: A pleasure to have in class







5. Alternately, the teacher can choose to mass-fill the Grades and/or comments for students by choosing the <Fill Percent, Grade, Comment> button.

Term 1 (	07/03/18 - 10/31/18) - Section 1) 1400-1 Integrated Math IV - Task Term Grade			<b>•</b>			
Save	Fill Percent, Grade, Comment         Multi-Post Grades         Graphs         Show •         Post by         Standard	rd/Grading Tasl	k 🔻				
Post	by Standard/Grading Task						
				Posted		In	Progress
Student	8	Percent	Grade	Report Card Comments	Canned Comment	Grade	Evidence
	11 Addams, Wendy #17 1900005		B+ 🐨	Respectful student.	Manage		
1	11 Adele, Anjeli #103739		B+ 🐨	Respectful student.	Manage		
	10 Cutter, Christopher #035460003		B+ 💌	Respectful student.	Manage		
	10 Haggar, Alexandra #666060		B+ 💌	Respectful student.	Manage		
X	10 Painter, Maggie R #666287		B+ 💌	Respectful student.	Manage		
3	10 Poser Tally #126726		B+ 💌	Respectful student.	Manage		
	10 Rayling, Izzy #127425		B+ 💌	Respectful student.	Manage		
	10 Ressing, Ripley #127861		B+ 💌	Respectful student.	Manage		

Fill: Percent, Grade, Comment Applies the same value to multiple students	
Percentage Grade B+ Comment	
Students          All           Canned Comments           Selection Method           Enter Code(s):           1. Disorganized           2: Disruptive behavior           3: Does not complete assignments           4: Does not prepare for tests           5: Discuptive behavior	
S. Excessive socializing in class     S. Excessive socializing in class     S. Excessive socializing in class     T: Poor daily work	
	Fill Cancel

6. Click on the *<*Save> button.

If using 'Post by Student' dropdown, the teacher will choose the student from the list and grade all standards for that student.

1. Navigate to *Campus Instruction > Post Grades* ('Post by Task/Standard' is the default selection). Select 'Post by Student' from the dropdown.





- 2. Choose the correct section, term, and 'Student' from the dropdown list (on the top gray toolbar). All standards will display in order. They will display with the standard description entered in the Standard/Grading Task field to assist the Teacher in identifying the Standard. *Note: If the standard has not been activated, the term will display but grades cannot be entered.*
- 3. Choose the correct 'Grade' for each standard from the dropdown list. The grades appearing in the list are the grades that will print on the report card.
- 4. Click on the <Manage> button to select comments from the Canned Comments list. More than one comment may be chosen. The teacher can enter customized comments in the *Report Card Comments* field in place of (or in addition to) the canned comments. These comments can be 'spell checked' by right clicking on the underlined red word and selecting the correct spelling of the word.
- 5. Alternately, the teacher can choose to mass-fill the Grades and/or comments for each student by choosing the *'Fill Percent, Grade, Comment'* button.

Term 1	(07/03/18 - 10/31/18) Section 1) 1400-1 Integrated Math IV v Student Addams, Wendy v	Previous by Student	Next	•		
Post	by Student					
				Posted		In Progress
Term	Standard/Grading Task	Percent	Grade	Report Card Comments	Canned Comment	Grade Evidence
1	A.SSE.1a.b: Interpret parts of an expressions		<b>3</b>		Manage	
1	HS.A.APR.1: Add/subtract/multiply polynomials with order of operations.		4 3	t.	Manage	
1	HS.A.APR.2: Use remainder theorem to show relationship between factors and zeros		2 1		Manage	

6. Click on the *<*Save> button.

### Editing Grades when Grading Window is Closed

Occasionally, administrators will need to edit grades after the grading window is closed. This can be accomplished in the individual Course Section by using either the Grading by Task or Grading by Student tab. The tasks (standards) are always open here.

- 1. Navigate to *Scheduling* > *Courses*.
- 2. Choose the course AND section to be edited using the *Course/Section Search* tool.
- 3. Click on either the Grading by Task or Grading by Student tab.
- 4. Choose either the 'Task' to be edited (i.e., the standard), or the 'Student' to be edited from the dropdown list.
- 5. Choose the correct 'Score' from the dropdown list.
- 6. Click on the notepad icon () to choose comments from the Canned Comments list. More than one comment may be selected. Customized comments can be entered in the *Comments* field in place of (or in addition to) the canned comments. These comments can be 'spell checked' by right-clicking on words underlined in red.





7. Click on the <Save> button.

110-1 Re	eading 1									
Teacher: Add	lerley, Joanne		_							
Section	Staff History	Roster	Attendance	Grading E	By Task	Grading By St	udent	Roster Setup	Roster B	atch Ed
Save										
T1 - RI.1.8: I	dentify the author's r	easons to supp	ort points in a text		~	·				
Show/Hide Ru	bric									
Fill Grades										
Task				Percent	Score	Comments				
T1 - RI.1.8: I	Identify the author's r	easons to supp	ort points in a text $\!$		~				.:	₽×
			Select items to fill:	Percent	Score	Comments	Fill Empty	Fill All		
Name				Percent	Score	Comments				
Name 02 Aarens, 4 #104368	Joey			Percent	Score	Comments Excellent worker .	A pleasure to	have in class.		×
Name           02         Aarens,           #104368            02         Anthoni,           #104122	Joey Gayan			Percent	Score     4 ~     3 ~	Comments Excellent worker . A pleasure to have	A pleasure to	have in class.		ex ex
Name           02         Aarens, , #104368           02         Anthoni, #104122           02         Argast, B #104215	Joey Gayan Brutus			Percent	Score 4 ~ 3 ~ 2 ~	Comments Excellent worker . A pleasure to have Disorganized. Doe	A pleasure to in class. Exco s not complete	have in class. ellent worker . eassignments.		ĕ× ĕ×

### Print Report Cards

Report cards can be printed for a batch of students or for an individual student.

#### Print report cards for a batch of students:

- 1. Navigate to *Grading & Standards > Reports > Report Card*.
- 2. Report Options Select the report card to print from the list. All the report cards created for the school will display on the list. Selecting *Display Options* will allow the user to create a report card for one time use only. The choices are the same as creating a standard report card, (see page 20). Note: Selecting Display Options here does not save the report card options for future use.
- 3. *Ad Hoc Filter* **or** 'Grade' Select an Ad Hoc filter or a grade to limit the number of students' report cards printing. This is a very complex report, so it is suggested to limit the number of students printing in a batch. However, 'All Students' for the school can be selected as well.
- 4. 'Active Only' Check this box to choose only active students' report cards.
- 5. *Effective Date* Enter the effective date of the report cards.
- 6. <Sort Options> Select the sort option needed (Alpha, Grade/Alpha, Zip, Teacher).





7. Click the <Generate Report> button. The report cards for all students selected will display in Adobe Acrobat format in a separate window. They can be saved or printed, but not edited.

Ad Hoc Filter	
OR Grade	All Students ~
Active Only Effective Date	01/02/2019
Sort Options	● Alpha ○ Grade/Alpha ○ Zip ○ Teacher

#### Print report card for a single student:

- 1. Navigate to *Student Information* > *General*. Search for and select the desired student.
- 2. Click on the Grades Tab.
- 3. 'Choose a Report Card Format' Select a report card format from the dropdown list.

The report card for the individual student will display in a separate window in Adobe Acrobat format. It can be saved or printed, but not edited. If the report card does not fit on a single page, it will continue on a second page.





#### Sample Landscape Report Card

						SECO	ONDARY	ELA			
tudent: Stark,	lrya								Te	erm	
Ichool: Van Bu	ren High Sch	ool						Q1	Q2	Q3	Q4
						GRADE 11-12 ELA WRIT	ING				
						TEXT TYPES AND PURP	OSES				0.
-	ATTENDA	INCE				Organize topics, ideas & in	formation	50 3	2	2	2
Term Dave Precent	22	64.9	23	-	04	the elements create a unit	IEG WITOIE				
Days Absent	0	0.17	0	-	0						
Periods Tardy	0	0	0	-	Ő						
н	GH SCHOO		пт							_	_
	0001100			Term		SECON	DARY SC	IENCE	-		
			Q1 0	22 0	13 Q4			01	102	eim 02	04
SCIENCE						PHYSICAL SCIENCE			1.02	1 43	1.04
Final Grade						MATTER					
SOCIAL STUDIES						UNDERSTAND CHEMICA	L REACT	ONS ON	ATO	MIC	
Final Grade						LEVEL				-	_
	SECONDA					Relate exothermic and en-	dothermic	4	1	1	1
	SECONDA	TELA		Torm		energy changes	verature an	۳	1	1	1
			01 0	22 0	3 04	CHEMISTRY			-	-	
GRADE 9-10 REAL	ING FOR LIT	ERATUR	E			PHYSICAL SCIENCE					
KEY IDEAS AND D	ETAILS					MATTER					
Analyze how comp	ex characters		3*, 3	3* 3	3* 3*	DESCRIBE CHEMICAL R	EACTION	\$			_
develop, interact, a	nd advance the	e plot				Classify chemical reaction	s as double	4			
CRAFT AND STRU	CTURE					replacement, single replace	ement, or				
Analyze author's ch	oices in text		4	4* 4	4*	combustion.					
structuring and ord	ring of events		EAG		_	Balance chemical equation	ns by	3			
Angelera have a	NHOWLEDG		3	2* 3	* 3*	applying the laws of conse	rvation of		1	1	1
source materials in	uses & transf a specific worl	k k	~   ·	·   `	`   <b>*</b>	mass and constant compo	sition.	-	-	-	
GRADE 9-10 REAL	ING FOR INF	ORMAT	ONAL	TEXT		Recognize that some cher	nical				
KEY IDEAS AND D	ETAILS					chemical reactions do to c	ompletion.				
Evaluate the author	's use of detai	Is and	3	2* 2	2" 2"				-		
how they are conne	cted					GPA	SUMMA	RY			
GRADE 11-12 ELA	LITERATUR	E				Term	Q1	Q2	Q3		Q4
INTEGRATION OF	KNOWLEDG	E AND IL	JEAS	24 2	21	Unweighted GPA	3.5				_
Analyze and evaluations of a	te multiple		4	e   1	r 2*	0					
and prototions of a						Scores with an ast	erisk (*	) indic	cate	an	
						in-progress score.					

Sample Portrait Report Card

arade 10 Report Ca 018-2019 age 1 of 1	ard					School	v	'an Bur	en High S	Schoo	H		
	ATTEND	ANCE					SEC	ONDA	RY SC	IENCE			
Term	Q1	Q2		Q3	(	24						Term	
Days Present	23	64.8		2		0				0	1 0	22 (	23 Q4
Days Absent	0	0.17		0		0	PHYSICAL SCIENCE						
Periods Tardy	0	0		0		0	MATTER						
							UNDERSTAND CHEMICA	L REAC	TIONS	ON ATO	MIC L	EVEL	
H	IGH SCHO	OL CRED	IT				Relate exothermic and end	othermic	c chemic	al 4			
				Te	erm		reactions to temperature an	d energ	y chang	es			
			Q1	Q2	Q3	Q4	CHEMISTRY						
SCIENCE						-	PHYSICAL SCIENCE						
Final Grade							MATTER						
SOCIAL STUDIES						-	DESCRIBE CHEMICAL RE	ACTIO	NS				
Einal Grade							Classify chemical reactions	as dout	ole	4			
r indi Orduo							replacement, single replace	ment, s	ynthesis				
	SECOND						decomposition or combustion	on.					
	SECONDA			т.			Balance chemical equation:	s by app	lvina th	e 3			
			01		102	04	laws of conservation of mas	s and c	onstant				
		ATUDE	Q1	02	03	024	composition.						
GRADE 9-10 READING	FORLITER	ATURE					Recognize that some chem	ical rea	ctions a	re 3			
KET IDEAS AND DETA	ul 5		28.2	2*	2*	24	reversible and that not all cl	hemical	reaction	IS			
Analyze how complex c	haracters dev	elop,	37, 3	3.	3.	3.	go to completion.						
Interact, and advance tr	ie piot												
CRAFT AND STRUCT			4	41	41	40	(	SPA SU	JMMA	RY			
Analyze author's choice	s in text struc	turing	4	4	4	4	Term		Q1	Q2	(	23	Q4
and ordering or events						-	Unweighted GPA		3.5				
INTEGRATION OF KN	JWLEDGE A	ND IDEAS	2	24	24	28							
Analyze how author use	s & transform	is source	3	3	3	3	Scores with an aste	erisk (	* ) in	dicate	an		
materials in a specific w	OIK		TEM	-			in-progress score						
GRADE 9-10 READING	FOR INFOR	MATIONA	LIEX	I			in progross score.						
KEY IDEAS AND DETA	uls			0.0	0.0								
Evaluate the author's us	e of details a	nd how	3	2^	2^	2^							
tney are connected													
GRADE 11-12 ELA LII	ERATURE												
INTEGRATION OF KN	JWLEDGE A	ND IDEAS											
Analyze and evaluate m of a text	ultiple interpr	etations	4	2×	2*	2*							
GRADE 11-12 ELA WR	IIING												
TEXT TYPE'S AND PUT	RPOSES												
Organize topics, ideas & elements create a unifie	k information d whole	so the	3	2*	2*	2*							





## PRINT NON-RUBRIC GRADES ON REPORT CARD

#### **Description**

Non-rubric grades do not display on a Standards-Based Report Card. There are two options if a school needs to print Quarterly or Final Grades as well as Standards for some subjects:

- 1. Use the existing Standards/Rubric tools to enter the information:
  - a. Create a Rubric with the 'grades' needed (i.e., 0-100 or 'A', 'A+').
  - b. Create a Standard (i.e., 'Quarterly Math Grade', 'Final Science Grade')
  - c. Add the Standard to the course, have the teachers grade as needed
- 2. Design a Conventional Report Card. This will display allow both Grading Tasks and Standards (See the *Grades & Report Card Manual* for proper set up of Grading Tasks).