

TEACHER FAQ'S
Report Card, Grade Book and Standards-Based Grading
Also found on: <http://www.scusd.edu/infinitecampussupport>

REPORT CARD - ELEMENTARY

How are alpha scores (OSPNS) turned into grades?

This is covered in the report card training video located on the website: <http://www.scusd.edu/k6rctraining>

Was Insufficient Evidence (IE) removed from the report card? If so, why?

Yes. Insufficient Evidence (IE) has been removed. N/A has been added. If there is not enough evidence to determine marks, this should be noted in the comments section of the report card with explanation of why there is insufficient evidence.

How can we tell which standards should be scored with alpha scores and which should be scored with numeric scores?

Sections entitled STANDARDS ACHIEVEMENT receive a numerical mark. Sections falling under LEARNING EXPECTATIONS receive an alpha mark. Infinite Campus will not allow you to enter the incorrect type of mark in each of those spots; there is drop-down menu in each of those sections with only the correct type of scores listed.

Is curriculum available for health?

Health can be addressed through the PE curriculum and some of the science curriculum. If the site is using a social emotional learning curriculum, some aspects of Health are also included. It is important that teachers familiarize themselves with the Health standards as many can be addressed within the contexts of other subject areas.

Are scores manually entered or is there a drop-down menu?

A drop down menu is used to enter marks. Directions are posted on the district's website at: <http://www.scusd.edu/infinite-campus-staff-resources> and on <http://scusd-math.wikispaces.com/Elementary+Grading>. If you have set up your grade book as described in the Elementary Grading iBook, you may simply hit POST in your grade book and the Achievement scores will be automatically posted from the sections/subjects for which you are using the grade book. For the Expectations scores, you can then use the numeric category marks to determine the alpha scores using the report card scale. If you do not use the grade book at all or for those sections/subjects for which you may not be using the grade book, you can manually post grades by student or by grading task using the drop-down menus described above.

How are Visual and Performing Arts combined into one score?

If students are taking more than one course in visual and performing arts, the school site must determine how these grades will be posted on the report card. Explanation of the various VAPA courses taken can be described in comments.

REPORT CARD - GENERAL

Will the Report Cards be printed in Spanish?

The report card completed in Infinite Campus will only be available in English. However, the report card is being translated into the major languages spoken in district and can be manually attached to the report card. A Parent Guide will be available in Spanish.

How long do you anticipate it should take to fill-out?

The time to complete the report card will vary dependent upon the teacher's method of collecting evidence on student learning throughout the trimester. The "Auto Fill" feature will reduce the amount of time it takes to complete the report card. If a teachers uses the Infinite Campus grade book as outlined in the iBook, this time will be greatly reduced as some sections of the report card will automatically populate.

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REPORT CARD – GENERAL - (Cont.)

Will we be compensated for the amount (hours) that we put into filling out this report card for 33 students?

Completion of the report card is a component of a teacher's normal responsibilities. There are measures that can be taken to reduce the amount of time to complete the report card such as using the grade book as outlined in the iBook manual.

Will the CELDT scores automatically be populated?

No. The system does not allow this feature.

Are we supposed to use last year's CELDT score?

If you have last year's scores, they could go into the first trimester as a starting point. New scores will be included in subsequent trimesters once available.

Would long-term subs get access from the office or the person they're subbing for?

Yes. Principals of long-term substitutes must complete a Network Access Form for their substitute and submit it to the Help Desk via support@scusd.edu in order to fulfill the request.

Where are we going to get EL Proficiency scores?

EL information is located in Infinite Campus. Search for the student, and go to the Assessment Tab.

Will special programs be automatically completed by district?

Special programs will need to be completed by the classroom teacher.

Can a committee of each grade level go through curriculum maps and list evaluations to use each standard?

The math curriculum maps have assessments and tasks outlined for each of the units. The ELA maps are being revised to identify tasks and assessments from the supplemental materials that can be used to assess student performance.

Who enters P.E. grades if classroom teacher also teaches P.E.?

The P.E. teachers should enter P.E. grades for P.E. If both the classroom teacher and P.E. teacher teach P.E., the person teaching the majority of the content should enter the grades with the other teacher providing supporting documentation and evidence of learning.

Will RSP have access to the on-line report card?

No. RSP Teachers are "co-teachers" and do not have a class assigned to them.

GRADE BOOK - ELEMENTARY

Will P.E. teachers be getting students listed by class? Will they have to input grades and comments individually?

P.E. teachers will have access to the class rosters of the classes they teach. The students will be grouped by homeroom teacher. P.E. teachers will now input their own grades for students and can also add comments, if desired.

How will the P.E. Teachers receive the report card trainings? Will other support be provided to them?

All teachers responsible for grades are expected to go through the report card training. The materials are located on the curriculum and instruction website and Directions are posted on the district's website at: <http://www.scusd.edu/k6rctraining> and <http://www.scusd.edu/infinitecampussupport>. In addition, the district's Physical Education Coordinator is offering specific training on the report card for Physical Education teachers.

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GRADE BOOK – ELEMENTARY – (Cont.)

Can I use points and percentages instead of rubric scores for assignments?

Although using rubric scores is the truest way to grades students in a standards-based method, you may use whatever scoring criteria you choose. The district mandate is for elementary teachers to provide students with report card scores based on their progress in mastering grade-level standards, so the Infinite Campus rubric grading is set up to make it easiest for teacher to complete the standards-based report card.

How do you get a Trending score?

Power Law is the research-based method for determining student grades based on mastery of set standards. It is an algorithm that, over time, predicts what the next score would be. More information on this is available by simply searching the internet or by looking on Community.InfiniteCampus.com.

What additional training is available for teachers with setting up their grade book?

Yes. Teachers will be given up to three hours of additional training with their teacher coaches and/or Teachers on Special Assignment. To view the memo which was sent to the principals, [click here](#).

GRADE BOOK - SECONDARY

In which task, progress or term, would you enter your categories and assignments?

Categories and assignments are ALWAYS entered in the grading task that will be used last to give students grades. For instance, middle school teachers must enter all scores into the TERM grading task so scores do not disappear after the Progress grading window closes. High school teachers must enter scores in the SEMESTER grading task so grades will continue to count past the progress window and the HQ1/HQ3 quarter windows (since grades are cumulative over the course of the entire semester).

If you want an assignment to count for both the Progress and Term grading tasks, do you have to enter two sets of grades?

No. You must attach all categories to either TERM or SEMESTER and add assignments grades in those same grading tasks. There is no need to double-enter assignments. (See grade book training resources at: <http://www.scusd.edu/infinitecampussupport> or <http://scusd-math.wikispaces.com/Elementary+Grading>.)

How do we make the grade book default on HQ1 and/or Semester?

This is not presently available.

GRADEBOOK - GENERAL

How can parents and students see the grades I enter?

Parents and Students may access grades through the Parent Portal.

Where can we find the gradebook and report card presentation?

iTunes University course, accessible only iOS on iPad or iPhone. Email shonna-franzella@scusd.edu for the enrollment code. These documents are also posted on the district's website at: <http://www.scusd.edu/infinite-campus-staff-resources> and on <http://scusd-math.wikispaces.com/Elementary+Grading>. The report card training materials can be found at <http://www.scusd.edu/k6rctraining>.

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GRADEBOOK – GENERAL – (Cont.)

How are we going to get information out to parents about grade book?

The Academic Office is putting together a document to be distributed to parents along with the new report card at Trimester #1 conferences.

Will grade books have to be set up every year?

You have the option of rolling over your grade book from the previous year.

How do we prevent duplicate grades on report cards?

The Office Managers can print out a template report card and teachers can write in the grade rather than entering it into Campus. For a memo and printing directions, [click here](#).

Will inactive students always be shown in red, for instance, when they are concapped out? Will they ever be removed from the list?

You may hide INACTIVE students in your grade book by clicking on "Account Settings" – a tab on the lower left side of the main screen. Check the box next to "Show Only Active Students" and you will no longer see inactive students in your grade book or roster.

STANDARDS-BASED GRADING (SBG)

What is the definition of Standards-Based Grading?

Grades are *feedback* to the learner on the degree to which he/she has the *knowledge* in standards (benchmarks, indicators, learning goals, etc.) at a particular point in time.

Why do I have to give a standards-based grade?

The district adopted standards-based grading for grades K-6 in when the Board choose to adopt a standards-based report card a few years ago. Now, with the full adoption of the CCSS, the district is providing more resources to teachers to ensure that this type of grading is being utilized at all school sites. Research on grading practices support standards-based grading to provide students and parents with grading information that reflects progress on standards mastery.

Why is the grade not calculated based on all my assignments categories?

The student grades are calculated using all categories and assignments unless you specifically choose not to include some.

Can I use points and percentages instead of rubric scores for assignments?

You can, although, rubric scores are recommended for true standards-based grading. The use of points and percentages will not result in a trending student scores that can be automatically posted to the report card. You can also include *some* assignments scored using points, percentages, fluency counts, etc. (Directions are posted on the district's website at: <http://www.scusd.edu/infinite-campus-staff-resources> and on <http://scusd-math.wikispaces.com/Elementary+Grading>).

Will the State be giving us samples, i.e. "this is a sample of what a 4 is. This is a sample of what a 3 is, etc."?

We are predicting that samples of student performance will be provided by the state as there are more administrations of the CAASPP assessments.

Could a student earn a score of 4 in the first trimester?

Yes. If you the student is consistently able to demonstrate that they have exceeded a standard at the independent level, they can get a 4. Exceeding the standard means that the students has met all of the standards in a given area and is working at the next grade level of standards.

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STANDARDS-BASED GRADING (SBG) - (Cont.)

How can we determine if a student receives a 3 or a 4?

If you're going to give the student a 3, he/she needs to receive all S's and O's in the Expectations sections. If you're going to score a 4, the student needs to receive all O's in the Expectations sections.

A 4 is a demonstration of strong independence, if they do not need assistance at all? Even if they get all of the answers correct?

A 4 is based on the student's ability to demonstrate consistent ability to independently exceed the standards expectations for the grade level. If both pieces are not there, then it's not a 4.

What if a student truly is exceeding a standard?

If a student is exceeding the standards, we need to differentiate instruction to provide opportunities for students to work at the next grade level's standards expectations and/or assign tasks where students are able to explore the content in more challenging ways such as through real-world applications and problem solving.

What if a student has an N/A?

If a student has an N/A, that means that the content has not been addressed. It should not factor into the student's overall mark or grade. Within the Grade book, it does not contribute into the overall grade at all.

Will this program go to 101% if a student gets over a 100?

Yes, but only at the Secondary level will Standards Based Grading include opportunities for extra credit.

Can a student do additional work to display that evidence?

Yes, students can be provided with extra opportunities to show additional evidence that they have mastered the standards. A teacher should allow students as many opportunities as possible to demonstrate standards mastery

As a 6th grade teacher, how are students going to transition from this grading system to the ABCD practiced in middle and high schools? Parents are asking, "Where's the A, B, C, D?" because this is what they know.

The district has been engaged in standards-based grading at the elementary level for years and students have transitioned into middle and high school grading without issue. It is important that we continue to educate parents about standards-based grading and tools and resources are being developed to do so.

Should we look at the average grade over time to assess our student?

No. We need to look at the trend in student performance and pay closer attention to the most recent performance. Averages are inaccurate and do not provide a clear picture of where the student is in relationship to standards mastery.

If consistency is desired within the district, are there going to be anchor rubrics?

Currently the district does not have rubrics for each standard. As we continue our journey with CCSS implementation, rubrics and anchor papers will be developed.

How will the amount of grading required by teachers change?

We anticipate that once teachers are fully using SBG, the amount of grading will decrease and they will focus more on providing students with meaningful feedback rather than grading. At least two assignments must be entered to utilize the Power Law trending feature. Some assignments will be graded and some will not. First attempts and beginning practice should be corrected for feedback, but the marks should not be used to determine report card grades. If it's practice, it will not be included in a final mark.