

## Best Practice in Grading - Infinite Campus FAQ

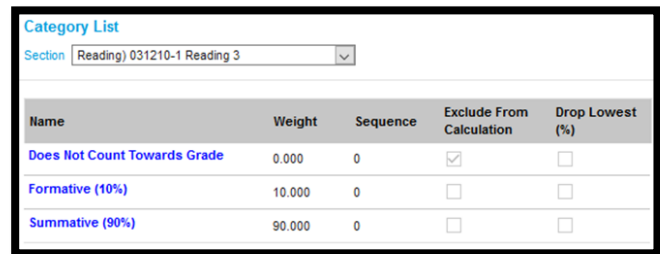
1. **QUESTION:** Should guidelines be developed for assigning the categories (weight) of assessments recorded in the grade book? Should this be decided at the district, school, grade, or classroom level?

Example:

Formative 0-10%  
Summative 90-100%

**RECOMMENDATION:** Assignment of categories for assessments recorded in the grade book will be a site-based decision and will be consistent across grade levels within the school. Formative assessments should have a minimal impact on student grades, as this category represents a student's practice with grade-level content in a low-risk environment. Summative assessments represent a student's most recent and most powerful level of mastery on grade-level content.

**RECOMMENDATION:** Grades recorded in the grade book should reflect balanced formal and informal assessments of mastery towards the grade level standards and should be consistent across grade levels within the school. Category weights given to assignments can be used to emphasize summative assessments over formative assessments. For example, in-class assignments providing students practice with content aligned to standards could be worth minimal weight (0-10%) while end-of-unit tests and other summative demonstrations of mastery could be worth more weight (90-100%). Students should be given multiple opportunities to show mastery on grade level standards, and the gradebook should be updated to reflect the most recent and accurate evidence of a student's true achievement level.



Name	Weight	Sequence	Exclude From Calculation	Drop Lowest (%)
Does Not Count Towards Grade	0.000	0	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Formative (10%)	10.000	0	<input type="checkbox"/>	<input type="checkbox"/>
Summative (90%)	90.000	0	<input type="checkbox"/>	<input type="checkbox"/>

2. **QUESTION:** Since the Clark County School District (CCSD) Report Card reflects a student's mastery of grade-level standards, how should grades be recorded for assessments measuring standards below the student's grade level? Example: 5th grade student receives an 88% or "Meeting" on an assessment based on 3rd grade standards.

**RECOMMENDATION:** Grades recorded in the grade book reflect a student's proficiency on grade level standards. Teachers can maintain records on non-grade level work, but this information should not be reflected in the letter grade recorded on the report card. The comment section of a progress report/report card should be used to offer further explanation when needed.

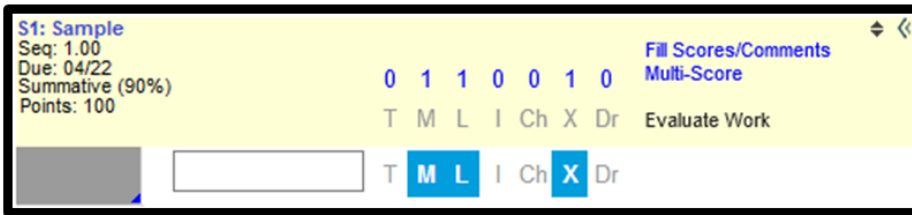
**INFINITE CAMPUS PROCESS:** Teachers can report student performance on assessments that are below grade level in the category Does Not Count Towards Grade. This category should be set with the checkbox Exclude from Calculation with a weight of 0%, as shown in the sample above. This will allow teachers to track and communicate student progress to parents using the portal without impacting the student's overall grade. Specific steps are outlined in the Infinite Campus Grade Book Guide for teachers.

3. **QUESTION:** How many assessments should be recorded for a content area per week?

**RECOMMENDATION:** The key is in the quality of evidence showing students have achieved mastery of grade level standards and not the quantity. Sites may determine if a minimum number of assessments is required. Student performance on formative assessments should be tracked with little or no value to communicate student progress on practice before a summative assessment score is recorded. All assignments/assessments placed in the grade book can be viewed on the parent portal in real time.

4. QUESTION: How should codes be utilized in Infinite Campus? (e.g., Missing, Absence, etc.)

INFINITE CAMPUS PROCESS: Teachers can utilize codes already embedded in Infinite Campus to communicate missing/late work and absences. To record a missing assignment, best practice in grading is to use the "L" code. The "L" will communicate the assignment was not received without being punitive to the student. This results in an accurate reflection of academic



Shortcuts for grading	
T	Turned in but not graded yet
M	Missing (calculates as 0)
L	Late
I	Incomplete
CH	Cheated (Calculates as 0)
X	Exempt
Dr	Dropped

achievement on the report card. The "L" is visible on the portal and displays on the elementary custom progress report. The practice of using the "M" in these situations should be discontinued because it calculates as a zero, distorting student achievement when assigned in this punitive manner. To show the student is exempt from the assignment, possibly due to an absence, the "X" can be used.

6. QUESTION: How do I generate a report showing late assignments flagged by an "L" in the Infinite Campus Grade Book?

INFINITE CAMPUS PROCESS: The Late Assignment Report is available to communicate with parents and students that an assignment has not yet been turned in. This report is available using the following path: Campus Instruction Index Menu > Custom Links and Reports > Late Assignment Report.

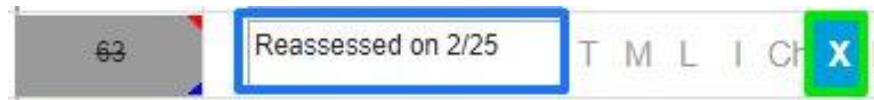
7. QUESTION: How do I show an updated mastery score when a student has been reassessed on end-of-year standards?

INFINITE CAMPUS PROCESS: You can accurately show the current mastery level of a student by using one of the three options below. NOTE: This can be done in semester 1 or semester 2 for elementary grades, however this must be done within the same term for secondary grades.

**Option 1:** Find the original assignment and replace the score. Use the comment field next to the score to indicate that the student was reassessed and include the original score.

**Option 2:** Exempt the original score by selecting the assignment and clicking on the white expand arrows by the score.

Click on the "X" from the codes next to the student's score. Use the comment box to indicate that the

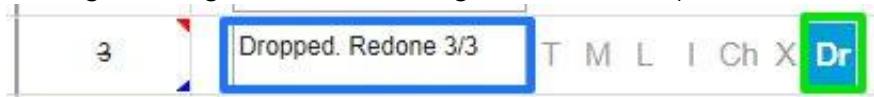


student was reassessed. This exempt assignment will no longer calculate in the grade and will no longer be visible in the portal.

Next, add a new assignment (elementary only: selecting the same cluster) that was assessed, and record the new score for that student. Adding a comment regarding the achievement on the original assessment would allow you to track progress. You can use the "X" to exempt all of the other students from this new assignment.

**Option 3:** Drop the original score by selecting the assignment and clicking on the white expand arrows by the score.

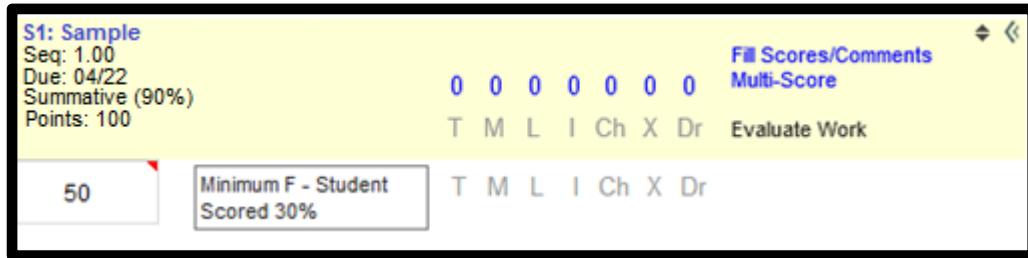
Click on the "Dr" from the codes next to the student's score. Use the



comment box to indicate that this assessment has been dropped and the student was reassessed. This dropped assignment will no longer calculate in the grade. This will still show on the Student Summary report and in the portal as a dropped assignment, with the comment included. Next, add a new assignment (elementary only: selecting the same cluster) that was assessed, and record the new score for that student. Adding a comment regarding the achievement on the original assessment would allow you to track progress. You can use the "X" to exempt all of the other students from this new assignment.

8. QUESTION: How will the minimum F be utilized in Infinite Campus?

RECOMMENDATION: When recording the student's score, populate a 50 percent in the score field and insert a comment indicating the original score and the minimum F was used. Please see the screenshot provided for guidance. For a deeper understanding of the minimum F, please refer to the online module *15 Fixes for Broken Grades*, available in the Enterprise Learning Management System (ELMS).

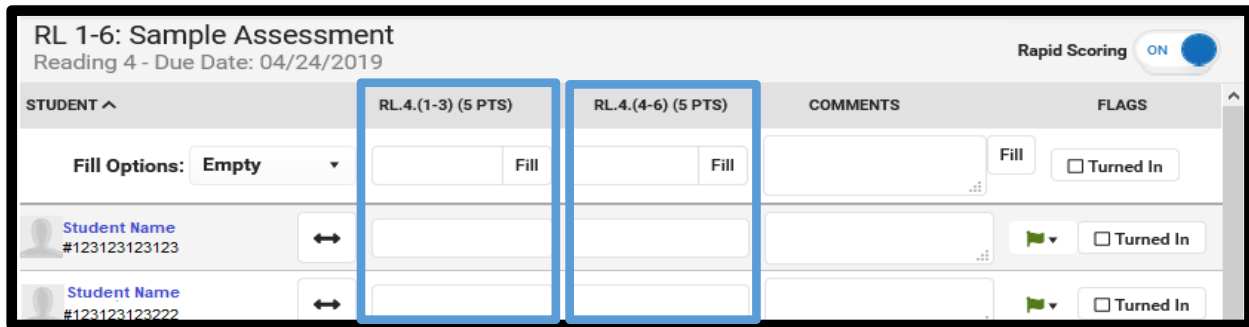
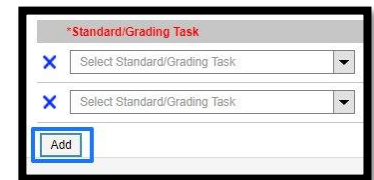


9. QUESTION: How are Unsatisfactory Notices printed?

RECOMMENDATION: Utilize Infinite Campus for the printing of Unsatisfactory Notices. There are many printing options. See the Infinite Campus Grade Book Guide for specific directions on how to print progress reports. These reports must be signed by the parent and returned back to the site.

10. QUESTION: How can I record multiple scores on an assessment evaluating more than one standard/cluster within a content area?

RECOMMENDATION: When creating an assignment, flexibility in the system allows teachers to select more than one standard/cluster within a content area. Teachers are able to ensure that student progress is clearly communicated because scores are entered separately for each of the standard/clusters associated with that particular assessment in the grade book.



11. QUESTION: Where do I find resources supporting best practice in grading?

- [carsi.ccsd.net](http://carsi.ccsd.net) > Assessment > Assessment Literacy
- [teachingandlearning.ccsd.net](http://teachingandlearning.ccsd.net) > Licensed Personnel Resources > Assessment Resources > Assessment Literacy

12. QUESTION: How do I get transfer grades for a new student?

INFINITE CAMPUS PROCESS: Contact clerk for information stored in the snapshot or use the Score Copier tool to access the student progress report.