## Infinite Campus Training for Assessment Boot Camp 2.0



## Agenda

- Overview of new Infinite Campus interface and "Campus Instruction" module for teachers
- Introduction of new 0-4 point equal incremental scale
- Understanding of scoring rubric for 0-4 scale
- Formative vs. Summative assessments and how to set up in IC
- Standards-based Grading in IC


## Overview of Campus Instruction

## Coming this summer

## Campus Instruction

In today's busy classrooms, teachers need the best tools to help them focus on what's important: teaching. With this in mind, Campus Instruction is designed to minimize administrative tasks and support student learning all in one place.

## Included in your SIS at no additional cost.




Two grading / assessment options for U46 secondary teachers in 2014-15
"Shallow end" of pool - move to marks only using new 4-point scale

- "Deep end" of pool - allow teachers to set up standards-based gradebooks


## Standards-Based Grading ("the deep end")

- Teachers will select a scoring type of
 "rubrics" for all assignments
- Teachers will tie each assignment to established learning standard(s) for the course
- Teachers will manually assign letter grades based on student achievement against established standards
- Infinite Campus will not calculate in-progress grades to be posted to IC portal or appear on report cards


## Definition of new U-46 4-point mastery scale for 2014-15



All assignments will be scored using this rubric in 2014-15

## Why a 0-4 scale?

- A 4-point scale has high inter-rater reliability. Students' work is connected to a detailed descriptor and growth and achievement rally around listed benchmarks. (wormeli)
- ...With more levels (in a grading scale), more students are likely to be misclassified in terms of their performance on a particular assessment. (Guskey, Education Leadership, September 2013)


## Wormeli's Working Definition of Mastery a 4.0 in our new scale

Students have mastered content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it.

Anyone can repeat information; it's the masterful student who can break content into its component pieces, explain it with alternative perspectives regarding it cogently to others, and use it purposefully in new situations.

## Is it Mastery?

Student A uses primarily the bounce pass in the basketball game regardless of its potential effectiveness because that's all he knows how to do.

Student B uses a variety of basketball passes during a game, depending on the most advantageous strategy at that moment in the game.

## Is it Mastery?

Student A can match each of the following terms to its definition accurately: noun, pronoun, verb, adverb, adjective, preposition, conjunction, gerund, and interjection.

Student B can point to any word in the sentence and explain its role (impact) in the sentence, and explain how the word may change its role, depending on where it's placed in the sentence.

## So how does it all work in IC?

## Infinite <br> Campus



Transforming K12 Education ${ }^{\ominus}$

## Category set-up

Category List
Step 1:

| Sequence | Category | Weight | Exclude | Drop Lowest (\%) |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 1 | Formative | 0.0 | $\square$ | $\square$ |
| 2 | Summative | 0.0 | $\square$ | $\square$ |

Create
categories, do not need to assign weighting

## Category set-up (continued)

Category Detail
vowni,umin

|  |  | IV |
| :---: | :---: | :---: |
| EN120HN2-4 HON FR ENG | Q3, Q4 | V |
| EN120HN2-6 HON FR ENG | Q3, Q4 | V |

Select which Standards will use this category
Step 2:

| Abbr | Standards | $\nabla$ |
| :---: | :---: | :---: |
| listen | Honors Freshman English - Listening | V |
| read | Honors Freshman English - Reading | V |
| speak | Honors Freshman English - Speaking | V |

Align standards to each category (formative, summative)

Select which Grading Tasks will use this category

| Grading Task | $\square$ |
| :--- | :---: |
| HS Progress | $\square$ |
| HS Quarter | $\square$ |
| Semester Coursework | $\square$ |
| Semester Exam | $\square$ |
| Semester | $\square$ |

Note: you do not need to align grading tasks as IC calculation is turned off

## Standards from C\&I team will be pre-loaded for each course*

## EN120HN2 HON FR ENG

Catalog: High School
Course Master Info Grading Tasks Standards
$\square$ Add
Standards Alignment (4 standards)

| Standards | Standard Group | Scoring Rubric |
| :---: | :---: | :---: |
| $\square$ listen: Honors Freshman English - Listening | SBG Demo Standards May 2014 | U-46 4-point scale |
| $\square$ read: Honors Freshman English - Reading | SBG Demo Standards May 2014 | U-46 4-point scale |
| $\square$ speak: Honors Freshman English - Speaking | SBG Demo Standards May 2014 | U-46 4-point scale |
| $\square$ write: Honors Freshman English - Writing | SBG Demo Standards May 2014 | U-46 4-point scale |

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## Assignment set-up



## Assignment Scoring

## Score

Assignment:
Due:

## Students A <br> Att $01 / 2$



Note: scores are entered for both standards being assessed in this assignment

Fill Scores/Comments 01/24/2014


1/24
$\square$

$\square$
Assignment Comments






Can resume using "missing" checkbox in '14-' 15

## IC can calculate level of mastery for each standard

```
Grade Calculation
```

Standards

TermiStandards:
Show All
Term
Standard
Composite
All All

| Proficiency Estima |
| :--- |
| *Method: |
| Power Law |
| Power Law |
| Highest Score |
| Mode of Last 3 |
| Mode of Last 5 |

## Calculation

## Type:

Proficiency Estimate (Rubrics) $\square$
*Method:

Power Law

Mode of
Mode of Last 5

Power Law is a mathematical calculation that assigns a proficiency estimate by using trend analysis - essentially trying to predict the student's next score based on scores already collected

Note: Power Law assumes standards are assessed at consistent intervals, such as weekly

## More on Power Law Calculation

|  | Assessment <br> \#1 <br> (least <br> weight) | Assessment <br> \#2 | Assessment <br> \#3 | Assessment <br> \#4 <br> (greatest <br> weight) | Power Law <br> Score | Interpretation of the Power Law Score |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Student <br> \#1 | 1.00 | 2.00 | 3.00 | 4.00 | 4.00 | The scores show continuous improve- <br> ment. The student will likely demonstrate <br> mastery on the next assessment. |
| Student <br> \#2 | 1.00 | 3.00 | 2.00 | 4.00 | 3.66 | The scores show irregular improvement. <br> The student will likely demonstrate high <br> but not complete mastery on the next <br> assessment. |
| Student <br> \#3 | 2.00 | 4.00 | 1.00 | 3.00 | 2.16 | The scores show very uneven perfor- <br> mance. The student will likely demon- <br> strate a mid-level of achievement on the <br> next assessment. |
| Student <br> \#4 | 4.00 | 3.00 | 2.00 | 1.00 | 1.28 | The scores show continuous decline. The <br> student will likely demonstrate a low level <br> of achievement on the next assessment. |

For those with the inclination, here's the power law formula used by Easy Grade Pro where $x$ is the ordinal number of the score, $s$ is the score and $N$ is the number of scores with all scores in date order:


## Posting Grades



Teachers will manually post grades to grading tasks that appear on progress reports, report cards, transcripts

These grading tasks will be the same as last year:

## High School

- HS Progress
- HS Quarter
- Semester Coursework
- Semester Exam
- Semester

Middle School

- MS Progress
- MS Quarter
- Final


## First step in grade posting is to post score for each standard



Teachers have the option of creating composite grading relationships to assist in determining final letter grades
No Calculation $\quad-$

|  | *Child Task/Standard |  | *Weight | Effective <br> 听 |
| :---: | :---: | :---: | :---: | :---: |
| $\times$ | Q3 Honors Freshman English - Listening | $\square$ | 0.0000 | 0.00 |
| $\times$ | Q4 Honors Freshman English - Listening | $\cdots$ | 0.0000 | 0.00 |
| $\times$ | Q3 Honors Freshman English - Reading | $\checkmark$ | 0.0000 | 0.00 |
| $\times$ | Q4 Honors Freshman English - Reading | $\checkmark$ | 0.0000 | 0.00 |
| $\times$ | Q3 Honors Freshman English - Writing | $\checkmark$ | 0.0000 | 0.00 |
| $\times$ | Q4 Honors Freshman English - Writing | $\checkmark$ | 0.0000 | 0.00 |
| $\times$ | Q3 Honors Freshman English - Speaking | $\checkmark$ | 0.0000 | 0.00 |
| $\times$ | Q4 Honors Freshman English - Speaking | $\pm$ | 0.0000 | 0.00 |

## Teachers have the option of creating composite grading relationships to assist in determining final letter grades



## Semester Exam scores can be entered directly as letter grades - without creating a category or assignment



## Example of Composite Grading to assist in determining Semester grades



## Grade Book Assignments for EN120HN2-1 HON FR ENG

## Teacher's comments about

## EN120HN2-1 HON FR ENG

Teacher: Besch, Jane

| Standards Summary |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Legend: $\square$ Final Grade $\square$ In-Progress Grade $\square$ Grade Not Available Yet |  |  |  |  |  |
| Standard | Quarters Q1 | Quarters Q2 | Quarters Q3 |  | Quarters Q4 |
| Honors Freshman English - Listening |  |  |  | 3 |  |
| Honors Freshman English - Reading |  |  | 3 | 3 |  |
| Honors Freshman English-Speaking |  |  |  | 3 |  |
| Honors Freshman English - Writing |  |  |  | 3 |  |
| Grading Task Summary |  |  |  |  |  |
| Legend: $\square$ Final Grade $\square$ In-Progress Grade $\square$ Grade Not Available Yet |  |  |  |  |  |
| Grading Task ${ }^{\text {Guarters Q }}$ | Q1 Quart | ters Q2 Qu | arters Q |  | uarters Q4 |
| HS Progress |  |  | 日 |  |  |
| HS Quarter |  |  |  |  |  |
| Semester Coursework |  |  |  |  |  |
| Semester Exam |  |  |  |  |  |
| Semester |  |  |  |  |  |
| Term Q3 Honors Freshman English - Listening Detail |  |  |  |  |  |
| Formative |  |  |  |  |  |
| Name | Due Date | Assigned Date | Score | Turned In | Comments |
| Clauses and Sentence Structure | 01/24/2014 | 01/08/2014 | 4 |  |  |
| Hero Cycle Assessment | 01/24/2014 | 01/08/2014 | 3 |  |  |
| Vocabulary 87 through 102 | 01/24/2014 | 01/17/2014 | 3 |  |  |
| Sentence Structure - clauses | 02/07/2014 | 02/03/2014 | 2 |  |  |
| Sentence Structure | 02/13/2014 | 02/12/2014 | 0 |  |  |
| Body Paragraphs | 03/11/2014 | 03/07/2014 | 3 |  |  |
| Forbidden Words, Format, Mechanics | 03/11/2014 | 03/07/2014 | 4 |  |  |
| Intro | 03/11/2014 | 03/07/2014 | 3 |  |  |
| Sentence Structure | 03/11/2014 | 03/07/2014 | 2 |  |  |
| Summative |  |  |  |  |  |
| Name | Due Date | Assigned Date | Score | Turned In | Comments |
| Appeals Test | 02/07/2014 | 02/03/2014 | 4 |  |  |
| Appeals - LEAP | 02/10/2014 | 02/05/2014 | 3 |  |  |


[^0]:    * pending availability

