Infinite Campus Training
Summer 2014

Agenda

- Introduction to new Infinite Campus interface and "Campus Instruction" module for teachers
- New 0-4 point marks scale
- Understanding of scoring rubric for 0-4 scale
- Formative vs. Summative assessments and how to set up in IC
- Weighting categories and assigning value to assignments

Overview of Campus Instruction

Coming this summer
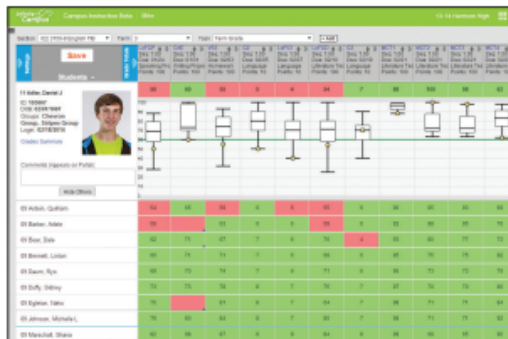

Campus Instruction

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.

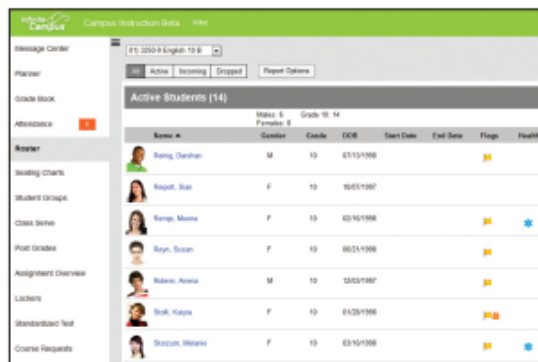Included in your SIS at no additional cost.

Grade Book
› Create assignments
› Provide immediate feedback
› Support standards-based learning

Roster
› See students on one screen
› Access criteria (IEPs, health flags, etc.)
› View start and end dates

Campus Instruction

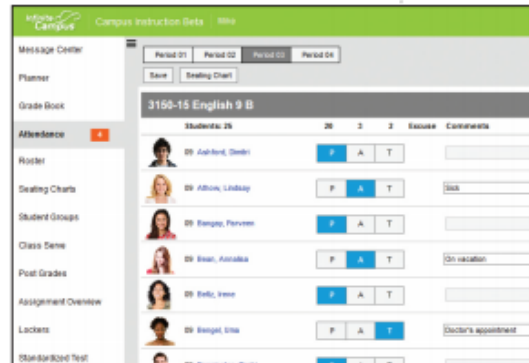Everything you need in one place!

Let's see how it actually looks

Seating Charts
› Drag and drop setup
› Create flexible configurations
› Reuse charts as needed
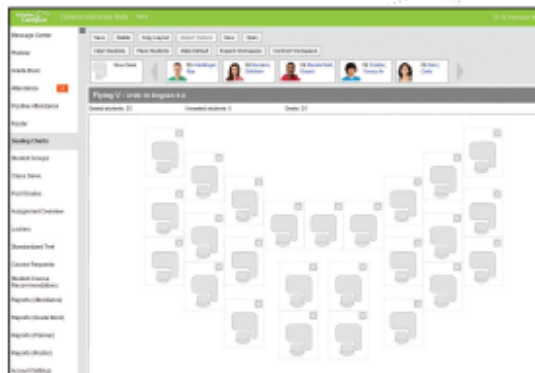
Attendance
› Use student list or seating chart
› Display attendance needed
› Eliminate duplicate data entry

Two grading / assessment options for U-46 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
  - Covered in SBG 2.0 Boot Camp sessions this summer

Overview of new grading system for 2014-15

- Teachers will have a default scoring type of "marks" for all assignments with our new 4-point scale pre-assigned
- Student scores will not be converted back to a 0-100% percentage score
- Teachers can give individual assignments more value by assigning appropriate value
- Teachers will be encouraged to set up their gradebook with formative, summative weighted categories
- Teachers will follow the same procedure for posting grades using IC's calculated figures

No longer requires conversion script overnight

Definition of new U-46 4-point mastery scale for '14-'15

Rubric Detail

*Name

U-46 4-point scale

Rubric List Items Detail

Del	Name	Score
✕	Mastery	4
✕	Proficiency	3
✕	Developing Proficiency	2
✕	Initial Proficiency	1
✕	No Evidence of Proficiency	0

All assignments will be scored using this rubric in '14-'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.

Formative Assessment

Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning

Summative Assessment

Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness

Think how cooking works…

Formative assessment is when the chef tastes and checks the food to see what is working and what isn't. The chef then makes changes and adjustments.

Summative assessment occurs when adjustments are finished and the food is eaten.

So how does it all work in IC?

Grading scale comparison

'13-'14

Grading Scale Items Detail

	Name	Score	Min Percent
✕	A+	A+	98
✕	A	A	92
✕	A-	A-	90
✕	B+	B+	88
✕	B	B	82
✕	B-	B-	80
✕	C+	C+	78
✕	C	C	72
✕	C-	C-	70
✕	D+	D+	68
✕	D	D	62
✕	D-	D-	60
✕	E	E	0

'14-'15

Grading Scale Items Detail

	Name	Score	Min Percent
✕	A	A	3.51
✕	B	B	2.51
✕	C	C	1.51
✕	D	D	0.51
✕	E	E	0

Add Grading Scale Item

Category set-up

Category List

Sequence ▲	Category	*Weight	Exclude	Drop Lowest (%)
1	**Formative**	20.0	☐	☐
1	**Summative**	80.0	☐	☐

Step 1:

Create categories, assign proper weight

Q4	Semester Coursework	☐

Type:
In Progress Grade ▼

*Grading Scale
U-46 Grade Scale ▼
☑ Weight Categories
☐ Use Score's % Value

Step 2:

Select "Weight Categories" in grade calculation options

Assignment set-up

Assignment Detail

~~No Categories~~

Grading Tasks

Select which grading tasks get this assignment

Grading Task	Scoring Type	*Total Points	*Multiplier
☐ HS Progress			
No Categories			
☐ HS Quarter			
No Categories			
☑ Semester Coursework	○ Points	4	1.000
● Formative	● Marks		
○ Summative			

*Assignment Marks

U-46 0-4 point mark scale ▼

All assignments initially worth 4 points

To increase the value of an assignment <u>within a category</u>, assign a multiplier

Assignment scoring

Score

Assignment:	resol: NY resolutions									Fill Scores/Comments	
Due:	01/14/2014										

Students	Att 01/14	GT1	Dr	Assignment Comments	T	M	L	I	Ch	X	Student Submissions
		4 ▾	Dr		T	M	L	I	Ch	X	
		3 ▾	Dr		T	M	L	I	Ch	X	
		4 ▾	Dr		T	M	L	I	Ch	X	
		4 ▾	Dr		T	M	L	I	**Ch**	X	
		4 ▾	Dr		T	M	L	I	Ch	X	

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

Gradebook

Posting Grades

High School example

Middle School example