

# TEACHER COACH 1

**Description:** This course will prepare learners to assist teachers in navigation, set up, and processes of the Attendance and Instruction functions of Campus. Teaching others how to take attendance, create a grade book and seating chart, and generate applicable reports will be the focus of this training session

**Time:** 4 hours

Campus Overview (15 minutes)	Learn how to: <ul style="list-style-type: none"><li>• Navigate</li><li>• Use help options</li><li>• Use search procedures</li></ul> Discuss the importance of: <ul style="list-style-type: none"><li>• Account settings</li><li>• Logging off</li></ul>
Attendance (15 minutes)	Learn how to: <ul style="list-style-type: none"><li>• Take attendance from the home page</li><li>• Edit attendance during the day</li></ul>
Admin (30 minutes)	Understand the options and how to set up teacher: <ul style="list-style-type: none"><li>• Preferences</li><li>• Curves</li><li>• Seating Chart</li><li>• Composite Grading (if applicable)</li></ul>
Grade book Demonstration (15 minutes)	Demonstration of the Campus Grade book. <ul style="list-style-type: none"><li>• Navigating the grade book window</li><li>• Different types of scores (colors/flags)</li><li>• How to enter scores for assignments</li></ul>
Lesson Planner (45 minutes)	Understand the: <ul style="list-style-type: none"><li>• Setup of the lesson plan preferences located on the grading task</li><li>• Choices for grade calculation currently available</li><li>• Lesson Plan Copier</li><li>• Learn how to:<ul style="list-style-type: none"><li>• Create groups, the options available on a group, and the Copy Group function</li><li>• Create assignments and the options available</li><li>• Create activities</li></ul></li></ul>

Grade book (30 minutes)	Learn all of the features of the grade book: <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Expand and collapse capabilities</li> <li>• Right click and hover options</li> <li>• Different types of scores (colors, flags)</li> <li>• Entering scores</li> <li>• Clearing Scores</li> <li>• Fill Empty Scores</li> <li>• Overwrite All Scores</li> <li>• Implications of choices selected in the lesson planner (dropped lowest score, percent calculation, etc)</li> <li>• Scores in the yellow area</li> <li>• Comments on a student</li> </ul>
Posting Grades (15 minutes)	Learn how to post grades: <ul style="list-style-type: none"> <li>• Within the grade book</li> <li>• By task</li> <li>• By student</li> </ul>
Daily Planner (5 minutes)	View and learn about the information available in the Daily Planner
Roster (15 minutes)	Learn about the information available in the Roster
Teacher Messenger (25 minutes)	Learn how to use the following messenger templates: <ul style="list-style-type: none"> <li>• Failing Grades</li> <li>• Missing Assignments</li> <li>• Teacher Messages</li> </ul>
Reports (20 minutes)	Learn information available in Reports: <ul style="list-style-type: none"> <li>• Attendance Register</li> <li>• Attendance Summary</li> <li>• Blank Spreadsheet</li> <li>• Missing Assignments</li> <li>• Portal Usage</li> <li>• Roster Label</li> <li>• Section Summary</li> <li>• Student Assessment Summary</li> <li>• Student Summary</li> <li>• Teacher Schedule</li> </ul>

## Review Questions

1. What is the implication of selecting dropping the lowest score on a group at the end of a term?
2. What is the purpose for assigning a curve on an assignment?
3. What is the difference between selecting percent calculation instead of weighting on groups?
4. Where can you view any flags students have?
5. Name two ways that a teacher can take attendance.
6. Name three ways you can post grades at the end of a term.
7. What marks can be used in the grade book to flag a student's assignment as Missing, Cheated, and Exempt?

## Campus Key Words

Grading Task

Weighting

"Use Each Scores Percent Values"

Exempt

Missing

Cheated

Dropped

Late

Incomplete

Post Grades



# LOGGING IN & NAVIGATION

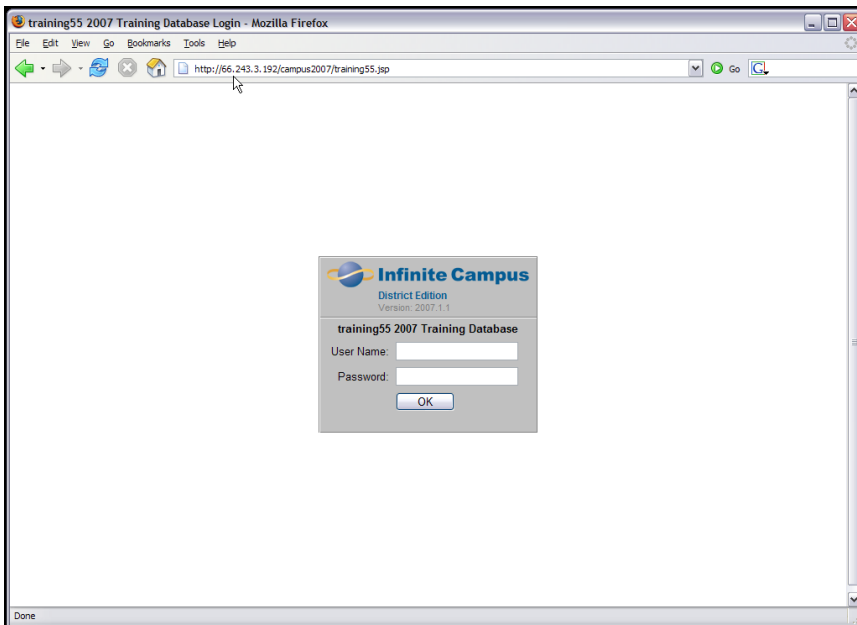
## OVERVIEW

In this lesson, you will be introduced to the Infinite Campus system.

## OBJECTIVES

At the conclusion of this lesson, you should be able to:

- Log in to Campus
- Know and accurately describe the three tabs in your outline.
- Know and accurately describe the three areas of the window.
- Log out of Campus
- 



## Access & Logging In

Each district's data is stored in a different location on the Internet and is accessed through a Web browser such as Internet Explorer, Firefox or Camino. The web address used in training will be different than the address you will use in your everyday use of your school's Campus application.

1. Launch a web browser such as Internet Explorer, Firefox or Camino on your computer.
2. Enter the web address (URL) provided by your trainer in the location bar of your browser.
3. When the page loads, your screen should display the login screen for Infinite Campus.
4. Enter the user name and password provided by your trainer.
5. Click OK.

Training Site:

User Name:

Password:



*Since Campus is a web-based product, it is accessible anywhere in the world.*

*Since it is accessible anywhere, the data within the system is protected with passwords and security measures. In many districts Campus passwords are "strong passwords." A strong password is at least six characters long with a combination of letters, numbers, or special characters. In all districts, if your password is entered incorrectly five times, the account will be disabled. You will then need to contact a designated individual in your school or district office to have your password reset.*

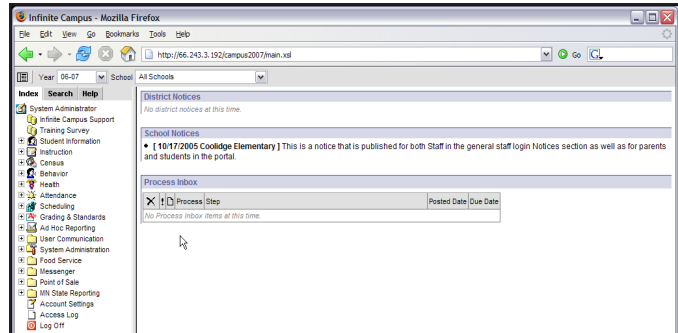
**Calendar-** a data element in Campus that defines the terms, periods, instructional days and grade levels at a school for a year. State reporting data is extracted and aggregated out of a particular calendar.

**Schedule Structure-** a sub-division of a calendar for the purposes of setting up a group of students on a different scheduling pattern, such as different terms, periods or set of instructional days.

## Navigation

Once you have logged into the Campus application, you will notice your screen is divided into three main areas.

1. The gray header bar contains drop down menus to select which year, school, calendar, schedule structure, and if you are a teacher, which



section you are working with. ***Your account's rights will determine which schools and what years' data you can access.***

2. The space to the lower left contains three tabs. The first tab, the Index tab, contains all your tools in Campus. The tools you have rights to will vary from user to user. The tools are collected into groups called modules. To open a module, click on either the plus sign or the name of the module.
3. The second tab, the Search tab, allows you to quickly find particular pieces of information, such as student information, course information, and help topics.
4. The third tab is context-sensitive help. As you are working with certain tools in Campus, related help articles can be found by switching to the help tab. As an example, if a question arises during taking attendance, clicking the help tab will pull up an article describing how to take attendance in Campus. In addition, related topics will be linked at the bottom and quick reference help documents in Adobe PDF can also be obtained.
5. The space on the right is your main workspace. The tools that you select on the index tab will load into this space. When you first start Campus, you will see announcements and reminders posted by your district or building. This space may include notices about campus updates and/or other announcements that have been posted by your school. At the bottom of your workspace is an item called the process inbox—your “to do” list in Campus today. Depending on your role and tools, different items will appear in this area to remind you to complete particular tasks in Campus.

## Logging Out of Campus

When finished with your Campus session, or when you will be away from your computer for an extended amount of time, you should end your Campus session by clicking on log off. Your session will close and you will then be back at the login screen. You may then close your browser.

## OVERVIEW

The Instruction module of Campus holds the tools commonly used by a classroom teacher. These tools interface with the student schedule and attendance components of the system allowing for one-time entry of student information. This lesson will cover the administrative tools for taking attendance, generating a roster and creating a seating chart.

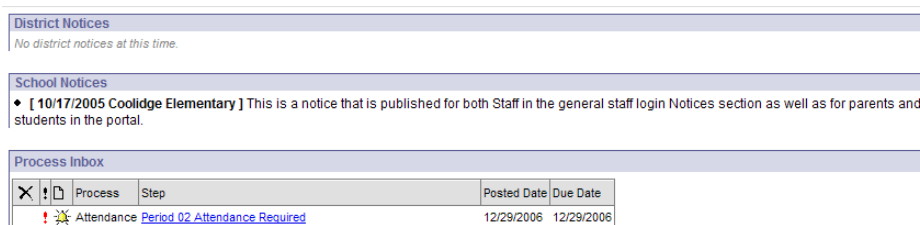
## OBJECTIVES

In this lesson you will learn:

- How to take attendance in the instruction module.
- Setting preferences in Instruction>Admin>Preferences.
- How to create and print multiple seating charts for a section.
- How to use seating charts when taking attendance.
- How to view and print class rosters.

## ATTENDANCE

There are two paths to accessing the attendance tool in Campus, the Process Inbox and the Attendance tool in the instruction module.



District Notices  
No district notices at this time.

School Notices  
• [ 10/17/2005 Coolidge Elementary ] This is a notice that is published for both Staff in the general staff login Notices section as well as for parents and students in the portal.

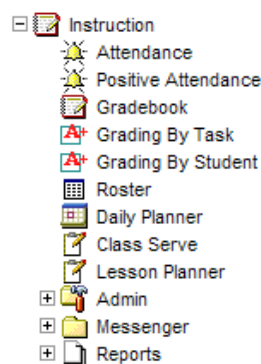
Process Inbox

Process	Step	Posted Date	Due Date
Attendance	Period 02 Attendance Required	12/29/2006	12/29/2006

### To access attendance from the Process Inbox

To access attendance from the Process Inbox, click on the link “Period \_\_ Attendance Required.”

Once attendance is saved for a particular period, the reminder will disappear from the Process Inbox. If the teacher has taken attendance for all periods, the Process Inbox will be empty at the end of the day.



- Instruction
  - Attendance
  - Positive Attendance
  - Gradebook
  - Grading By Task
  - Grading By Student
  - Roster
  - Daily Planner
  - Class Serve
  - Lesson Planner
  - Admin
  - Messenger
  - Reports

### To access attendance from the Index Outline

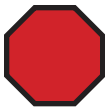
1. To access attendance from the Index Outline, expand the Instruction module and select attendance.
2. Select the tab for the period to take attendance in.



*Teachers are only allowed to enter attendance for the current day until midnight. After that time, attendance must be entered by the Attendance Office. In addition, teachers can only change attendance up to the point that the attendance office processes the events. Since the time frame will vary from school to school, check with your district's policy and procedure for more information.*

**Process Inbox-** a tool found on the user's home page in Campus listing items that need the user's attention. On school days, the teacher's process inbox will have a reminder to take attendance for each period that attendance should be taken in.

**Positive Attendance-** a model of attendance taking or clock hours used in some alternative learning centers. Students are not expected in a course at a given time, rather they clock in and clock out when they work on a course.

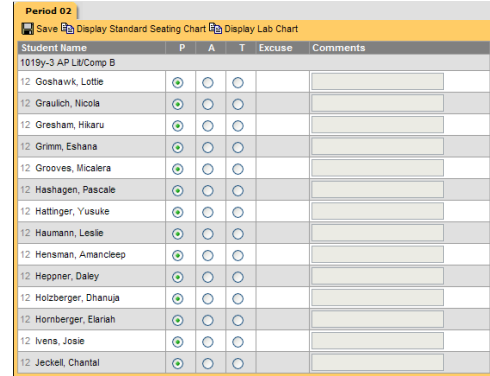


*Teachers CANNOT excuse an absence or a tardy; teachers may only report the attendance. Excusing is done by the attendance office. Students who have been already marked absent by the attendance office will have their attendance pre-marked and greyed out. If the student is marked absent but is in class, consult with your district's policy and procedures for the way to address this issue.*

## Instruction: Attendance, Roster, Seating Chart

### Taking Attendance

1. To mark a student absent, select the A for absent,
2. To mark a student tardy, select the T for tardy. The comment box for each student can be edited once a child is marked absent or tardy.
3. Comments become part of the students attendance records and are visible in the attendance tools that are used to process attendance by the attendance clerk.
4. When finished taking attendance, click Save.



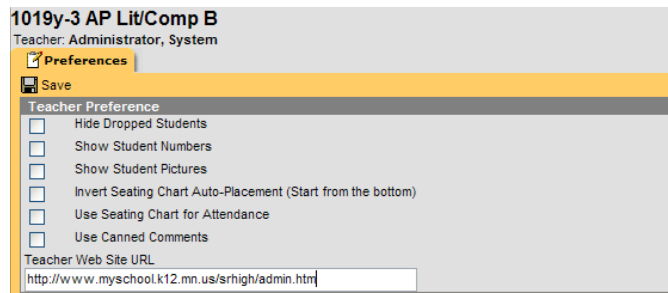
Student Name	P	A	T	Excuse	Comments
12 Goshawk, Lottie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Graulich, Nicola	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Gresham, Hikaru	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Grimm, Eshana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Grooves, Micalera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Hashagen, Pascale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Hattinger, Yusuke	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Haumann, Leslie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Hensman, Amandeep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Heppner, Daley	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Holzberger, Dhanuja	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Hornberger, Elariah	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Ivens, Josie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12 Jeckell, Chantal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

### Editing Attendance

If attendance needs to be changed after it is submitted, attendance must be accessed from the attendance tool in the Instruction module.

1. Select the period that needs to be edited and make any changes as needed.
2. When finished click Save.

## TEACHER PREFERENCES



1019y-3 AP Lit/Comp B  
Teacher: Administrator, System

**Preferences**

Save

**Teacher Preference**

Hide Dropped Students

Show Student Numbers

Show Student Pictures

Invert Seating Chart Auto-Placement (Start from the bottom)

Use Seating Chart for Attendance

Use Canned Comments

Teacher Web Site URL

Preferences are section-specific options to set how the Campus system will work for the teacher. Each section may have different options set.

### Navigating to Preferences.

1. In the Section dropdown on the grey header bar, select the section.
2. In the Instruction Module, expand the Admin sub-folder.
3. Select Preferences.
4. Click save when finished.

**Hide Dropped Students** will remove the student from a teachers view in the Gradebook. Normally, a student that has dropped a class will appear in the teachers' Gradebook in red. The scores will be preserved behind the scenes.

**Show Student Numbers** will include the Student ID number on the attendance tools.

**Show Student Pictures** will display the students picture for attendance.

**Invert Seating Chart Auto-Placement:** Applies to both the Standard and the Lab Seating Chart. When creating a seating chart the student names will populate the chart from the bottom up.

**Use Seating Chart for Attendance:** Changes the default attendance view to the Standard Seating Chart. The teacher can switch the attendance view by selecting the Display Lab Chart or Display Atten-

dance Roster buttons on the top of the tab.

**Use canned comments:** When Grading By Task or Grading By Student this options allows the teacher to select from a list of canned comments that were entered in System Administration>Grading & Standards> Grading Comments.

**Teacher Website URL:** A teacher can enter the URL for a class website for display on the portal.

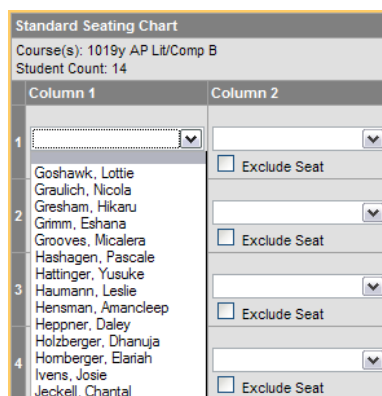
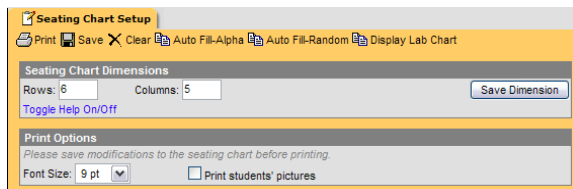
## Instruction: Attendance, Roster, Seating Chart

### SEATING CHARTS

Teachers can set up two Seating Charts per section, a Standard Chart and a Lab Chart. The options set in Admin>Preferences apply to both charts.

#### To Create a Seating Chart

1. Enter the dimensions of the classroom by entering the row and column numbers and save the dimension.
2. If a new chart is desired the Clear button can be used to remove the current arrangement of students from the existing chart.
3. The Exclude Seat checkbox is used to leave empty seats on the chart during the Auto-fill process. It can be used to group desks into table-like arrangements.
4. Seats can be filled one at a time using the drop down lists on the chart, alphabetically by selecting the Auto Fill-Alpha button, or randomly by selecting the Auto Fill-Random button.
5. When the layout is complete click save.
6. The Display Lab Chart button allows the setup of a second seating chart for the same group of students. It is saved separately and can have different dimensions than the Standard Chart.



#### To Print a Seating Chart

1. Select the Font Size in the Print Options box and then click the Print button.
2. Select the option to Print Student Pictures, if desired. Choose the size of the pictures in the dropdown menu.
3. Click Print.
4. The chart will be displayed in a new window. Any students missing from the chart will be listed at the top of the Seating Chart.

### ROSTERS

06-07 4T4P Block - Harrison High 383 Resolute Parkway, Metro City MN 55436 Generated on 12/29/2006 02:07:28 PM Page 1 of 1		Seating Chart Report For Administrator System 1019y-3 AP Lit/Comp B Seating Chart: 4 * 4 Period - Time - Font Size: 9pt Students in Seating Chart: 14/14			
	1	2	3	4	
1	Hornberger, Elariah Grade:12	Grooves, Micalera Grade:12	Holzberger, Dhanuja Grade:12	Graulich, Nicola Grade:12	
2	Ivens, Josie Grade:12	Heppner, Daley Grade:12	Hensman, Amancleep Grade:12	Hattinger, Yusuke Grade:12	
3	Grimm, Eshana Grade:12	Goshawk, Lottie Grade:12	Hashagen, Pascale Grade:12	Haumann, Leslie Grade:12	
4	Jeckell, Chantal Grade:12	Gresham, Hikaru Grade:12			

## Instruction: Attendance, Roster, Seating Chart

The roster lists the students who are scheduled into the section selected in the section dropdown on the grey header bar. In addition to the name and contact information for the student, three additional columns on the right of the roster provide additional information. **Program flags** are visible from the roster. Hovering on the will

2024s-3 Algebra I b  
Teacher: Lifelearn, Casey

Print

Active Students: 19

Name	Student #	M/F	Birth Date	Home Phone	Address	Flags	EP	PLP	Gradebook
10 Aldred, Sandor	103854	M	10/23/1991	(555)475-1424	5848 117TH St. E. Rexburg, MD 14378				
10 Ashby, Lara	104317	F	05/09/1991	(555)867-9114	9742 13TH Ave. E. Sanroft, MD 14378				
10 Bambridge, Brock	104672	M	11/04/1991	(555)751-1337	4169 3RD Ave. W. Driggs, MD 13749				(Not a member of d
10 Berwick, Teah	106892	F	04/07/1991	(555)366-3555	676 AIDA Rd. Star, MD 14161				
10 Bickelhaub, Madoc	105832	M	12/30/1991	(555)889-0708	3803 ALEXANDER Rd. Nampa, MD 13749				
10 Bowen, Isaac	106831	M	07/10/1991	(555)886-1990	9207 AVON Rd. Boise, MD 15704				
10 Bream, Rea	107077	F	06/19/1991	(555)886-3123	643 BARCLAY Blvd. Wendell, MD 15704				
10 Burns, Callum	107938	M	01/06/1991	(555)888-1821	9182 BIRCH COVE Blvd. Clarkia, MD 13257				

display additional information, such as medical or custody issues.

- If a student has a Locked IEP, an icon will display in the **IEP** column. If the teacher is on the students Special Education Team, they will be able to open the IEP and determine if they need to make any adaptations for the student.
- If the student has a personal learner plan (PLP), an icon will display in the PLP column.
- The **Gradebook** icon will allow the teacher to view the gradebook as it will look to the child or his/her parents through the Portal.

A paper copy of the roster can be printed using the Print button at the top of the tab. A PDF will then be generated of the roster.

Clicking on the name of a student in the roster provides a shortcut to that students Student Information>General tab set.

Teacher: Administrator, System  
Term(s): 1 2 3 4  
Period(s): 02

Section Roster Report  
1019y-3: AP Lit/Comp B

Page 1 of 1

Active Students: 14		Males:5		Females:9	
Name	Student	Gender	Home Phone	Address	
12 Goshawk, Lottie	114554	F	(555)781-5142	7184 ENGLISH Ave. E. Caldwell, MD 13257	
12 Graulich, Nicola	114772	F	(555)889-2653	1276 EUROPA Ave. E. Carey, MD 14161	
12 Gresham, Hikaru	114906	M	(555)888-4468	9389 EVERTON Ave. Emmett, MD 15704	
12 Grimm, Eshana	114967	F	(555)888-9545	6713 EXECUTIVE Ave. Nezperce, MD 14161	
12 Grooves, Micalera	115044	F	(555)781-8354	2527 FAIRLANE Ave. McCall, MD 14378	
12 Hashagen, Pascale	115991	F	(555)752-6424	4140 FRANK Rd. McCall, MD 14378	
12 Hattinger, Yusuke	116044	M	(555)844-8990	6497 FRANKLIN Rd. Moscow, MD 14161	
12 Haumann, Leslie	116104	M	(555)889-2246	3450 FREMONT Rd. Shelley, MD 14378	
12 Hensman, Amancleep	116759	M	(555)319-1582	2588 Georgeson Bay Rd. Potlatch, MD 14161	
12 Heppner, Daley	116794	M	(555)664-9438	6276 Georgeson Bay Rd. Potlatch, MD 14161	
12 Holzberger, Dhanuja	117734	F	(555)663-4695	810 GRIGGS Blvd. Weippe, MD 13749	
12 Hornberger, Elariah	117863	F	(555)442-9730	7891 GROVE Blvd. Kuna, MD 14378	
12 Ivens, Josie	118430	F	(555)455-0741	6949 HATHWAY Blvd. Malad, MD 13257	
12 Jeckell, Chantal	118587	F	(555)664-9186	7780 HAZEL Blvd. Riggins, MD 13749	
Dropped Students: 0		Males:0		Females:0	
Name	Student	Gender	Home Phone	Address	

## OVERVIEW

The Lesson Planner provides instructors a tool to set calculation preferences for the Campus gradebook and create groups to organize assignments in the Gradebook. Assignments can be part of multiple groups, allowing one assignment to count towards a term grade and as evidence of mastery towards a state or district-defined standard.

## OBJECTIVES

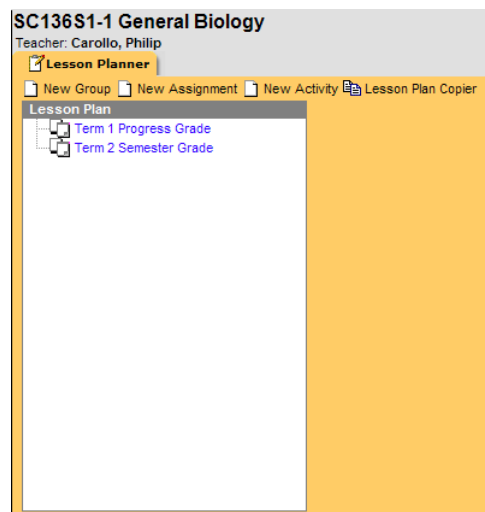
At the end of this lesson, learners will be able to:

- Set preferences for grade calculation
- Create groups to organize assignments
- Create assignments
- Create activities
- Copy Lesson Plans from one section to another using the Lesson Plan Copier
- Copy particular assignments from one section to another using the Copy Group function.

## Navigating to Lesson Planner

Lesson Planner is a section-specific tool. Each section may have a different setup in the Lesson Planner; or a Lesson Plan may be copied from one section to another.

1. Select the section in the section dropdown on the grey header bar.
2. Expand the Instruction module by clicking the name of the module or the plus sign.
3. Select the Lesson Planner.



## Overview

When Lesson Planner is opened, the Lesson Planner will show all grading tasks and/or standards that have been assigned to the course. Each task and/or standard is assigned to a course for a particular term (division of the year). A task may be used multiple terms or only in one term. If a grade or standard is missing from this list, consult your building teacher coach for further instructions.

**Grading Task-** a grade or mark that is to be turned into the school reporting a student's progress or achievement

**Standard-** a performance-phrased expectation of what a student will be able to do, assessed with a rubric.

**Group-** a collection of assignments that count towards a particular grading task or standard

**Assignment-** an event that students are scored on. Assignments are part of groups in Campus.

**Activity-** a non-scored event. Activities may be entered to inform parents of the daily happenings in a classroom through the Portal.

**Curve-** a grading scale. Curves may be created by the district or by teachers. Teachers who are team-teaming a section will see each other's personal curves in the Lesson Planner



*If a curve is not set in the Lesson Planner, Gradebook will not display the points earned by*

*a student or the resulting letter grade. Opening the Lesson Planner and selecting a curve will rectify this situation.*

A student receives 20/20 on one assignment and a 50/100 on another.

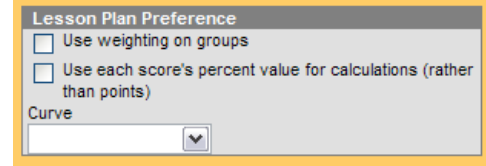
The normal Campus grade calculation will be a 58.3% (70/120).

If "Use each score's percent value" is checked, the same student for the same scores will be 75% ((50%+100%)/2).

## Instruction: Lesson Planner

### Setting Lesson Planner Preferences

To set how Campus calculates student grades for a particular grading task, click the grading task in the Lesson Planner. A Preferences panel will appear.



The screenshot shows the 'Lesson Plan Preference' panel with the following options:

- Use weighting on groups
- Use each score's percent value for calculations (rather than points)
- Curve: [Dropdown menu]

- Weighting on groups will allow a percentage to be set on groups attached to the task, such as tests being 40%, projects 40% and homework 20% towards a term grade.
- Use each scores percent value will change the way Campus calculates grades. The normal method will add the points earned and divide that total by the total number of points possible. This number is converted to a percentage. If "Use each scores percent value" is checked, the percentages are calculated first and then the percents are averaged. (See example to the left.)
- Select the curve (grading scale) that will be used to convert student percentages to a letter grade.
- Click save when finished.

### Creating Groups

Once preferences for a task are set, a group or multiple groups can be created and attached to the task. There are three common setups that will require a different setup for groups:

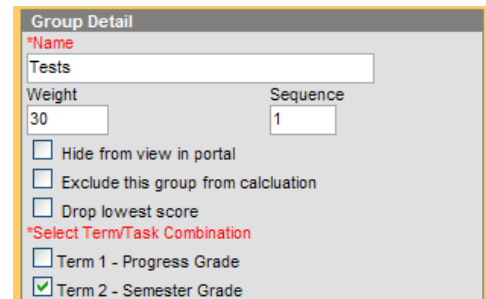
Gradebook Organization Scheme	Example	Process
<b>Weighted Groups</b>	Tests 40%, Quizzes 25%, Daily work 35%	<ol style="list-style-type: none"> <li>1. Select "Use Weighting on Groups" on task preference.</li> <li>2. Create multiple groups.</li> </ol>
<b>Unweighted Groups</b>	Unit 1 Assignments are grouped together, Unit 2 assignments grouped together.	<ol style="list-style-type: none"> <li>1. Leave "Use Weighting on Groups" unchecked.</li> <li>2. Create multiple groups</li> </ol>
<b>All Points, 1 group</b>	All Points	<ol style="list-style-type: none"> <li>1. Create one group, all assignments are grouped within it.</li> </ol>

**Hide from View in Portal** will keep assignments in the group hidden; however all scores will still count in the overall grade.

**Drop lowest score** will automatically exclude the lowest score (by percentage). As scores are entered, whichever score is dropped will change based upon the impact of the score.

To create a new group:

1. Click new group.
2. Enter a name for the group.
3. If using weighted groups, enter a weight for this group. No decimal or percentage is needed.
4. Select the term/task combination that the assignments in this group will count towards.
5. Click Save when finished.



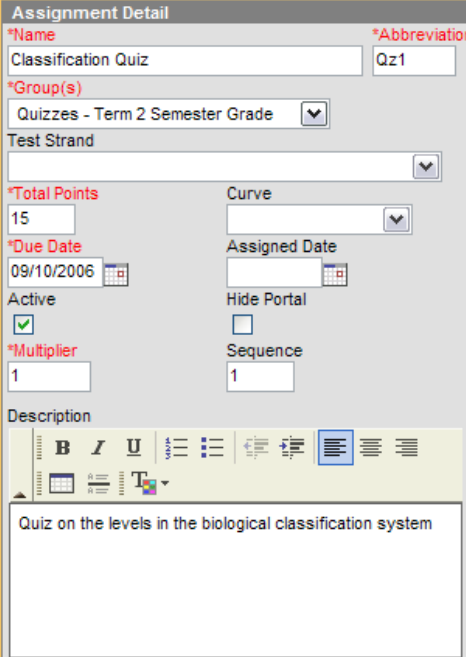
The screenshot shows the 'Group Detail' panel with the following fields and options:

- \*Name: Tests
- Weight: 30
- Sequence: 1
- Hide from view in portal
- Exclude this group from calculation
- Drop lowest score
- \*Select Term/Task Combination:
  - Term 1 - Progress Grade
  - Term 2 - Semester Grade

## Instruction: Lesson Planner

### Creating Assignments

1. To create a new assignment, click New Assignment. The assignment detail will open. Fields in red with an asterisk are required fields.
2. Enter the name of the assignment. This field is 50 characters and is seen on reports and the Portal.
3. Create an abbreviation for the assignment. This 5 character field is seen by the teacher in the grade book.
4. Select the group for the assignment.
5. Select the standardized Test Strand that the assignment is preparing students for, if applicable.
6. Enter the number of total points possible on the assignment.
7. The Curve dropdown on an assignment MAY be used to allow the teacher to enter in values from the curve. For example, if a curve is selected on an assignment, the teacher may enter the letter grades found on the curve. Campus will then multiply the minimum percentage for that letter on the curve times the number of points possible and use the result in the overall grade calculation.
8. Enter a due date for the assignment, or use the calendar icon to select the due date.
9. Enter the date assigned if needed.
10. If the assignment should be included in the student grade, check active. If the assignment will not count towards a grade (such as a pre-test), the active box may be unchecked.
11. Hide Portal will hide the assignment from the Portal, but the impact of the student's score on the assignment will still be seen in the overall grade.
12. The multiplier field works in conjunction with the points possible field to set how the assignment affects the child's grade. For example, a 50 point assignment with a multiplier of .5 will actually be calculated as being a 25 point assignment.
13. Assignments will be sorted within their group by due date and then alphabetical order on due date. If a different order is desired, use the Sequence field to set the order assignments appear in the gradebook.
14. Description, objectives, and references fields are provided to give more information to the parents on reports and the Portal. The WYSIWYG editor may be used to format the text for these fields.
15. Click save when finished.



**Assignment Detail**

\*Name: Classification Quiz      \*Abbreviation: Qz1

\*Group(s): Quizzes - Term 2 Semester Grade

Test Strand: [Dropdown]

\*Total Points: 15      Curve: [Dropdown]

\*Due Date: 09/10/2006      Assigned Date: [Calendar Icon]

Active:       Hide Portal:

\*Multiplier: 1      Sequence: 1

Description: Quiz on the levels in the biological classification system

**WYSIWYG**- "what you see is what you get." A type of editor used in web design that offers real time review of formatting and style changes.

## Instruction: Lesson Planner

### Creating Activities

An activity is a non-scored event that can be entered into Campus so it can be seen by parents on the Portal. It has no due date nor points possible.

To create a new activity:

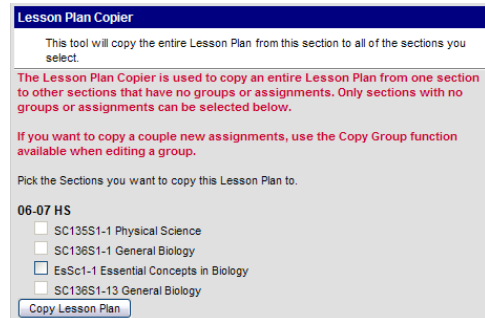
1. Select New Activity in the Lesson Planner.
2. Enter the name of the activity. The name will be seen in the Portal.
3. Enter the start and end dates for the activity. The activity will display on a calendar on the Portal on those dates.
4. Enter a description to provide more detail if needed.
5. Click Save when finished.

### Lesson Plan Copier

The Lesson Plan Copier can be used to copy the group structure, assignments and activities from one section to another. It may also be used to copy from one calendar to another, making it possible to copy forward last year's gradebook to the next year.

To use the Lesson Plan Copier:

1. Select the source section in the section dropdown menu.
2. Click Lesson Plan Copier
3. Select the destination section(s).
4. Click Copy Lesson Plan.
5. On the second screen, if any groups should NOT be copied, select them.
6. Click Update Groups.



**Lesson Plan Copier**

This tool will copy the entire Lesson Plan from this section to all of the sections you select.

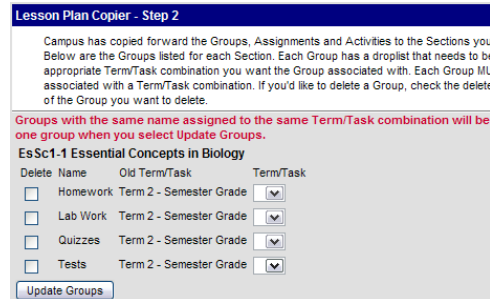
The Lesson Plan Copier is used to copy an entire Lesson Plan from one section to other sections that have no groups or assignments. Only sections with no groups or assignments can be selected below.

If you want to copy a couple new assignments, use the Copy Group function available when editing a group.

Pick the Sections you want to copy this Lesson Plan to.

**06-07 HS**

- SC135S1-1 Physical Science
- SC136S1-1 General Biology
- EsSc1-1 Essential Concepts in Biology
- SC136S1-13 General Biology



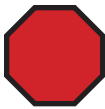
**Lesson Plan Copier - Step 2**

Campus has copied forward the Groups, Assignments and Activities to the Sections you Below are the Groups listed for each Section. Each Group has a droplist that needs to be appropriate Term/Task combination you want the Group associated with. Each Group ID associated with a Term/Task combination. If you'd like to delete a Group, check the delete of the Group you want to delete.

Groups with the same name assigned to the same Term/Task combination will be one group when you select Update Groups.

**EsSc1-1 Essential Concepts in Biology**

Delete	Name	Old Term/Task	Term/Task
<input type="checkbox"/>	Homework	Term 2 - Semester Grade	<input type="button" value="v"/>
<input type="checkbox"/>	Lab Work	Term 2 - Semester Grade	<input type="button" value="v"/>
<input type="checkbox"/>	Quizzes	Term 2 - Semester Grade	<input type="button" value="v"/>
<input type="checkbox"/>	Tests	Term 2 - Semester Grade	<input type="button" value="v"/>



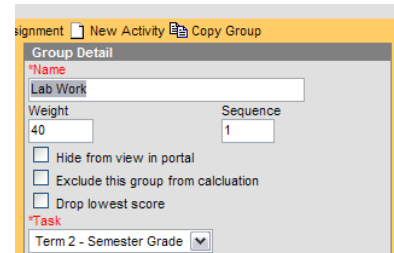
*The Lesson Plan Copier can only be used to copy into a section that has nothing set up in the Lesson Planner, in order to avoid the possibility of overwriting assignments that have grades attached. If the destination section has groups or assignments, the Copy Group utility should be used.*

### Copy Group

The Copy Group tool will allow users to copy assignments from one section to another, once the destination sections has groups created.

To use the Copy Group utility:

1. Select the source section in the section dropdown menu.
2. Select the group that contains the assignment(s) to be copied.
3. Click Copy Group.
4. Select the assignments to be copied.
5. Select the group(s) to be copied to.
6. Click save when finished.



Assignment

**Group Detail**

\*Name:

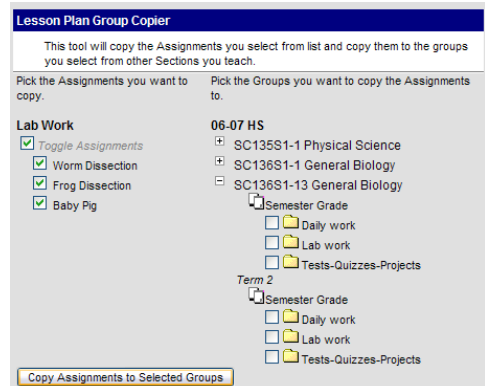
Weight:  Sequence:

Hide from view in portal

Exclude this group from calculation

Drop lowest score

\*Task:  Term 2 - Semester Grade



**Lesson Plan Group Copier**

This tool will copy the Assignments you select from list and copy them to the groups you select from other Sections you teach.

Pick the Assignments you want to copy.

**Lab Work**

- Toggle Assignments
- Worm Dissection
- Frog Dissection
- Baby Pig

Pick the Groups you want to copy the Assignments to.

**06-07 HS**

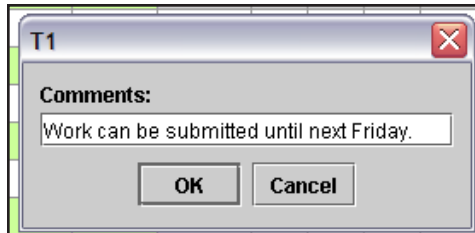
- SC135S1-1 Physical Science
- SC136S1-1 General Biology
- SC136S1-13 General Biology
  - Semester Grade
    - Daily work
    - Lab work
    - Tests-Quizzes-Projects
  - Term 2
    - Semester Grade
      - Daily work
      - Lab work
      - Tests-Quizzes-Projects





ferent than report card comments, which are entered elsewhere.

To create a score-level comment, right click (Mac users control-click) on the score and select edit comment. Enter comments as needed.



To create a student-level comment, right click (Mac users control-click) on the student's name and select edit comment. Enter comments as needed.

## Saving the Gradebook

To save the gradebook, click the Save button at the top of the gradebook. Users working on laptop computers or on wireless connections should save frequently and often.

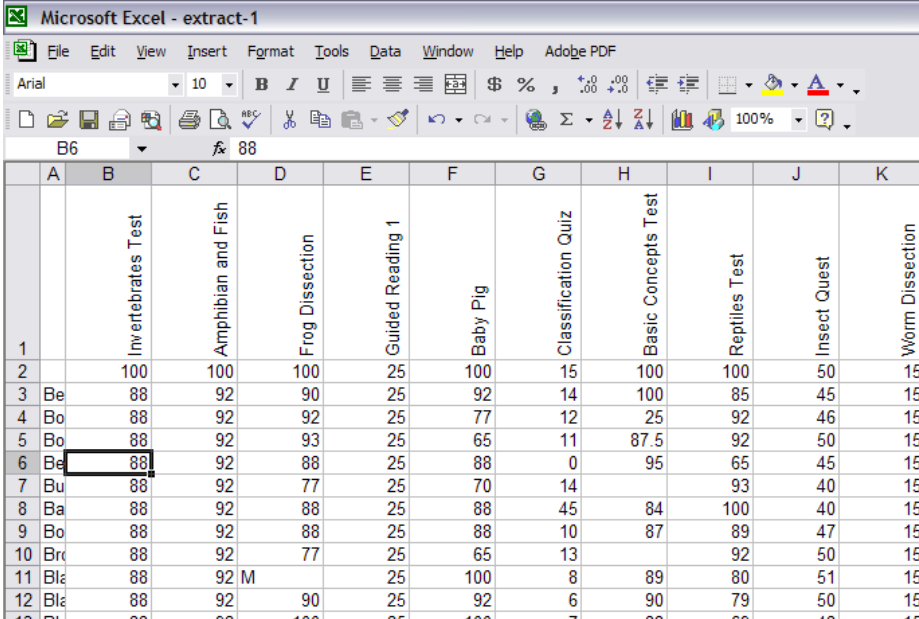
The Campus servers in your district are backed up nightly and backup files are saved for 30 days. There is no need to save a backup copy locally.

## Exporting Scores

An option exists in Instruction>Reports to export the gradebook to a different file type such as a CSV file for analysis

To export the gradebook:

1. Expand reports.
2. Select Gradebook Export
3. Select the export format
4. Click Generate Report.



	A	B	C	D	E	F	G	H	I	J	K
		Invertebrates Test	Amphibian and Fish	Frog Dissection	Guided Reading 1	Baby Pig	Classification Quiz	Basic Concepts Test	Reptiles Test	Insect Quest	Worm Dissection
1											
2		100	100	100	25	100	15	100	100	50	15
3	Be	88	92	90	25	92	14	100	85	45	15
4	Bo	88	92	92	25	77	12	25	92	46	15
5	Bo	88	92	93	25	65	11	87.5	92	50	15
6	Be	88	92	88	25	88	0	95	65	45	15
7	Bu	88	92	77	25	70	14		93	40	15
8	Ba	88	92	88	25	88	45	84	100	40	15
9	Bo	88	92	88	25	88	10	87	89	47	15
10	Br	88	92	77	25	65	13		92	50	15
11	Bl	88	92	M	25	100	8	89	80	51	15
12	Bl	88	92	90	25	92	6	90	79	50	15



*While scores may be exported for analysis or other uses, the scores cannot be re-imported.*

						Tests				Homework		Lab Work			Quizzes				
						%	T1 [100]	Test2 [100]	Test [100]	4 [100]	%	Gr1 [25]	Bugs [50]	%	Worm [15]	Frog [100]	BbFrog [100]	%	Qz1 [15]
Pts	Poss	%	Grd	%	Grd														
665.00	705.00	120.83	A			91.00	84	88	92	100	86.67	25	40	88.84	15	88	88	300.00	45
646.00	705.00	92.03	A					88	92	85	93.33	25	45	91.63	15	90	92	93.33	14
601.00	705.00	75.03	C-					88	92	65	93.33	25	45	88.84	15	88	88	0.00	0
627.00	705.00	83.83	B-								100.00	25	50	91.63	15	90	92	40.00	6
548.00	705.00	70.77	D								86.67	25	51	53.49	15	M	100	53.33	8
632.00	705.00	86.88	B			84.25	88	88	92	59	97.33	25	48	100.00	15	100	100	46.67	7
629.00	705.00	86.63	B			89.00	87	88	92	89	96.00	25	47	88.84	15	88	88	66.67	10
564.00	705.00	82.71	B-			74.25	25	88	92	92	94.67	25	46	85.58	15	92	77	80.00	12
618.50	705.00	85.15	B			89.88	87.5	88	92	92	100.00	25	50	80.47	15	93	65	73.33	11
517.00	705.00	77.61	C			88.00		88	92	92	100.00	25	50	73.02	15	77	65	86.67	13
514.00	605.00	84.44	B			91.00		88	92	93	86.67	25	40	75.35	15	77	70	93.33	14
456.00	505.00	89.50	A-			89.00		88	92	87	85.33	25	39	100.00	15		100	66.67	10

## Posting Grades from Gradebook

The Green area allows for a fast submission of grades (such as term grades or midterm progress marks) from the gradebook. When the Grading Window is open, a teacher may post grades with a three click process.

1. Right click in the green grade totals area. (This area is the posted grade for the task selected in the Select a Task dropdown)
2. Select Post Grades if it is time to submit that mark OR select Post Grades to Other Task if submitting a progress mark such as midterm or Weekly Eligibility.
3. Click Save.

## Changing Posted Grades

1. Repost using process described in "Submitting Scores"
2. Click on the child's posted grade. A drop down will open showing allowable scores. Select the correct mark.
3. If using composite grading, the percentage will need to change as well.
4. Click Save.

Pts	Poss	%	Grd	%	Grd
665.00	705.00	120.83	A	120.83	A
646.00	705.00	92.03	A	92.03	A
601.00	705.00	75.03	C-	75.03	C-
627.00	705.00	83.83	B-	83.83	B-
548.00	705.00	70.77	D	70.77	D
632.00	705.00	86.88	B	86.88	B
629.00	705.00	86.63	B	86.63	B
564.00	705.00	82.71	B-	82.71	B-
618.50	705.00	85.15	B	85.15	B
517.00	705.00	77.61	C	77.61	C
514.00	605.00	84.44	B	84.44	B
456.00	505.00	89.50	A-	89.50	A-

## OVERVIEW

The Grading by Task/Student options give teachers an opportunity to add comments or modify percentages and letter grades. Grades can be posted from the Gradebook view as well.

Grades can only be posted to open (or active) grading tasks/standards. If a task is selected that has no visible dropdown selections, the task is not active for grading at this time. The district's Campus administrator will need to open the Grading Window before grades can be posted. Teachers can assign grades to grading tasks for the entire class roster (Grading by Task) or for one student at a time (Grading by Student).

## OBJECTIVES

The learner will learn:

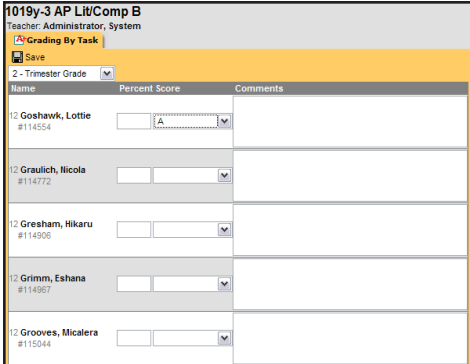
- How to enter grades and scores using Grading by Task and/or Grading by Student.
- How to enter canned comments.
- How to enter freehand comments.

## Navigating to the Grading Options

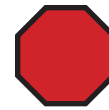
1. Select the School and Section for which to submit grades by choosing from the drop-down list
2. From the Index, expand the Instruction folder by clicking the plus (+) sign or by clicking on the name of the folder.
3. Select the Grading by Task or Grading by Student folder.

## Using the Grading by Task Option

1. After selecting the Grading by Task from the Index, select the task to be graded from the dropdown list. A list of students will appear. This list will be all students in the chosen section.
2. If the district uses the Auto Grader to calculate scores in composite grading, enter the student's Percentage in the Percent field.
3. Select the score to assign to the student by clicking in the dropdown box.
4. Enter any comments to attach to this score in the Comments field. Comments can be up to 255 characters in length.
5. Click the Save icon when finished entering comments or modifying grades.



Name	Percent Score	Comments
12 Goshawk, Lottie #114524	<input type="text" value="A"/>	
12 Graulich, Nicola #114772	<input type="text"/>	
12 Gresham, Hikaru #114900	<input type="text"/>	
12 Grimm, Eshana #114987	<input type="text"/>	
12 Grooves, Micalera #115044	<input type="text"/>	

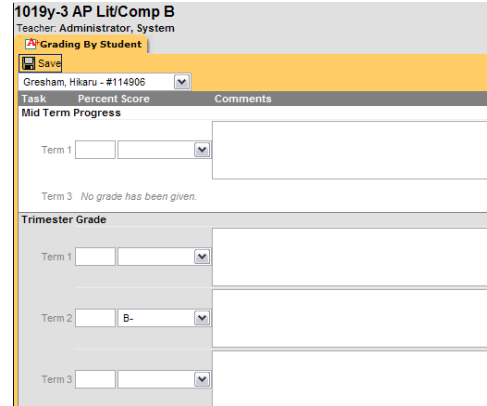


*Grades submitted by the teacher will be available for viewing on the administrative side of Campus on the students' grades tab and in the Portal as soon as it is saved. If changes are needed, Teachers can change the score as often as needed, as long as the task is still available for grading (is active) in the dropdown list.*

## Instruction: Grade Submission

### Using the Grading by Student Option

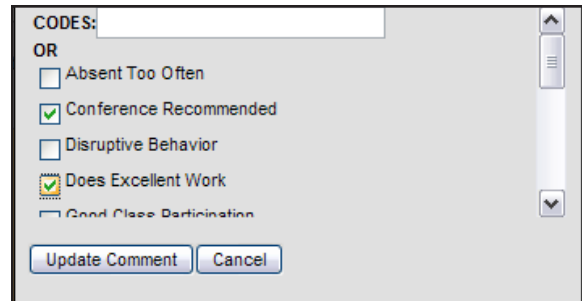
1. After selecting the Grading by Student option from the Index, select the student to be graded from the drop-down list. Available tasks for grading will appear.
2. If the district uses the Auto Grader to calculate scores in composite grading, enter the student's Percentage in the Percent field.
3. Select the score to assign to the student by clicking in the dropdown box.
4. Enter any comments to attach to this score in the Comments field. Comments can be up to 255 characters in length.
5. Click the Save icon when finished entering comments or modifying grades.



1019y-3 AP Lit/Comp B  
Teacher: Administrator, System  
Grading By Student  
Save  
Gresham, Hilanu - #114906  
Task Percent Score Comments  
Mid Term Progress  
Term 1  
Term 3 No grade has been given.  
Trimester Grade  
Term 1  
Term 2 B-  
Term 3

### Using the Canned Comments Feature

Canned comments are available for both the Grading by Task and Grading by Student tools if the preference to use canned comments was set in Admin preferences. Comments are created by district or school administration



CODES:  
OR  
 Absent Too Often  
 Conference Recommended  
 Disruptive Behavior  
 Does Excellent Work  
 Good Class Participation  
Update Comment Cancel

1. When assigning grades, select the paper icon to the right of the comments field. A Comment selection window will appear.
2. Canned comments may be selected by entering the code (if codes have been entered for the grading comments, they are listed before the text of the comment) or by selecting the checkbox to the left of the comment.
3. Click the Update Comment button to add the comment to the student's comment field.
4. To add multiple comments at one time, either select the appropriate checkboxes next to the comment OR enter the codes for the comments by typing without spaces the code number, a comma and the second code number (Example: 123,456). The related comments will display in the Comments fields.
5. Any checkboxes selected will be ignored if a code is entered into the code field.

**Description:** This course will prepare learners to assist teachers in teaching navigation, set up, and processes of the Attendance and Instruction functions of Campus based on their policies and procedures. This is a workshop and Q/A session to prepare for teaching attendance, grading, and the electronic gradebook.

**Time:** 4 hours

<p>Campus Overview (30 minutes)</p>	<p>Review:</p> <ul style="list-style-type: none"> <li>• Navigation</li> <li>• Help options</li> <li>• Search procedures</li> </ul> <p>Discuss the importance of communicating the districts practices and procedures regarding the instruction module.</p>
<p>Elementary Teachers (1.5 hours)</p>	<p>Review how your school's elementary school teachers will:</p> <ul style="list-style-type: none"> <li>• Take attendance</li> <li>• Grade Students                             <ul style="list-style-type: none"> <li>• Grading by Student</li> <li>• Grading by Task</li> <li>• Posting in the Grade book (if applicable)</li> </ul> </li> <li>• Understand the options for using the gradebook (if applicable):</li> <li>• Submit and track standards, if standards will be implemented.</li> </ul> <p>Review reports that will be used</p>
<p>Secondary Teachers (1.5 hours)</p>	<p>Review how your school's elementary school teachers will:</p> <ul style="list-style-type: none"> <li>• Take attendance</li> <li>• Grade Students                             <ul style="list-style-type: none"> <li>• Grading by Student</li> <li>• Grading by Task</li> <li>• Posting in the Grade book (if applicable)</li> </ul> </li> <li>• Understand the options for using the gradebook (if applicable):</li> <li>• Submit and track standards, if standards will be implemented.</li> </ul> <p>Review reports that will be used</p>
<p>Planning (30 minutes)</p>	<ul style="list-style-type: none"> <li>• Q/A with the trainer</li> <li>• Next Steps                             <ul style="list-style-type: none"> <li>• Determine what handouts, if any, need to be prepared and who will take care of this task</li> <li>• Confirm who will instruct teachers, lab set up, and date/times</li> </ul> </li> </ul>

