Clark County School District
2021-2022 Infinite Campus Grade Book
Frequently Asked Questions

Please note: Infinite Campus (IC) is the official Grade Book used to report student progress.

1. *What are the guidelines for assigning the categories (weight) of assessments recorded in the Grade Book?*

The guidelines for the assignment of categories for assessments recorded in the Grade Book will be a site-based decision and will be consistent across grade levels/content areas within the school. Category weights must be within the parameters below:

2021-2022 School Year: Formative 0-25%, Summative 75-100%
2022-2023 School Year: Formative 0-20%, Summative 80-100%
2023-2024 School Year: Formative 0-10%, Summative 90-100%

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.

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 are 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 should be worth more weight (90-100%). Students should be given multiple opportunities to show mastery on grade-level standards, and the Grade Book should be updated to reflect the most recent and accurate evidence of a student's achievement level.

2. *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: A Grade 5 student receives an 88% or "Meeting" on an assessment based on Grade 3 standards.*

Grades for assessments measuring standards below the student's grade level 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. Grades recorded in the Grade Book reflect a student's proficiency on grade-level standards and District curriculum.

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/guardians using the portal without impacting the student's overall grade. Specific steps are outlined in

the *Infinite Campus Grade Book Guide for Teachers*.

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

Communication of student progress must be provided weekly via Campus Parent. Schools may determine if a minimum number of assessments are required to be recorded. 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. The key is in the quality of evidence showing students have achieved mastery of grade-level standards and not the quantity.

4. How should codes be utilized in IC (e.g., Late, Missing)?

Teachers can utilize codes already embedded in IC to communicate missing/late work. 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's grade. This results in an accurate reflection of academic achievement on the report card. The "*L*" is visible through Campus Parent and displays on the *Late Assignment* report. To show the student is exempt from the assignment, possibly due to an absence, the "*X*" can be used.
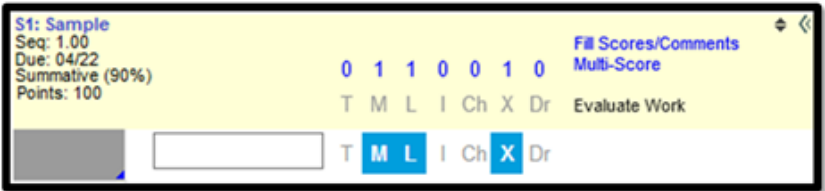
After the *"L"* has been flagged on the assignment, teachers must follow up with the students to obtain evidence of student learning connected to the learning task, potentially through an alternate assessment method (i.e., checklist, interview with a rubric). If a teacher is unable to obtain evidence of student learning within the school's designated late work time frame, the *"L"* may be replaced by the *"M"* for *Missing*, which calculates at a 50 percent.

For Canvas users:
- Any assignment that has been historically defined as *"Missing,"* past the due date, in Canvas (no score/submission) will be sent to IC as an *"L" flag*.
- The Canvas grade passback feature will send any score change in Canvas for three consecutive calendar days. For example, if on Monday, a new score is added for a student for any assignment, that change will be sent to IC on Monday night, Tuesday night, and Wednesday night.
  - For assignments not submitted by the due date, an *"L"* will passback into IC for three consecutive days.
- Canvas Grade Books have settings for automatically adjusting missing and late submissions through the

Late Policies feature that should not be used, as it does not align to the updates in [Regulation 5121](#).
- Canvas auto-grade assignments, such as quizzes and integrated apps, will need to be adjusted if students score below the grading scale floor of 50 percent.
- Auto-graded assignments with any numerical score (either above or below 50 percent) will be sent to IC.
  - The [Grade Book in Canvas can be sorted](#) from low to high to help teachers quickly identify grades impacted and update scores as needed.
  - Weekly error checks will be conducted by the Student Information Services Department. School administration will be notified of any grades entered below a 50 percent.
- When evidence of student learning has been obtained, teachers will update Canvas with the score and may also color code the score with the Late designation (blue).
- If student evidence is not obtained within the school's designated time frame, the score of 50 percent may be applied to the assignment in Canvas.
  - *Optional: To facilitate consistent communication, add a comment next to the score in IC indicating the student received a 50 percent due to "No Evidence."*
  - The "No Evidence" comment in IC can be added on any date as it will not be overridden by the Canvas grade passback.
- IC is no longer labeling any assignment as "Turned In" automatically.

5. How do I generate a report showing late assignments flagged by an "L" in the IC Grade Book?

The *Late Assignment* report is available using the following path: *Campus Instruction Index Menu > Custom Links and Reports > Late Assignment*. This report is available to communicate with parents/guardians and students that an assignment has not yet been turned in or was turned in late.

### 6. Should the Late flag be removed from an assignment once a score is entered?

The late flag should not be removed from an assignment after a score is entered. It is important to communicate with parents/guardians student behaviors as well as academic performance through Campus Parent.

7. How do I show an updated mastery score when a student has been reassessed on standards?

Teachers can update a mastery score when a student has been reassessed on standards by using one of the three options below. NOTE: This can be done in semester one or semester two for elementary grades; however, this must be done within the same term for secondary grades.
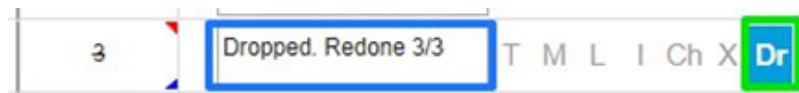
Option 1: Find the original assignment/assessment and replace the score. Use the comment field next to the score to indicate that the student was reassessed and include the original score.

Option 2: Exempt the original score by selecting the assignment/assessment 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/assessment will no longer be calculated in the grade and will no longer be visible through Campus Parent. Next, add a new assignment/assessment (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 the teacher to track progress. The teacher can use the "*X*" to exempt all of the other students from this new assignment/assessment.
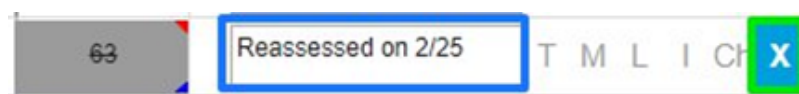
Option 3: Drop the original score by selecting the assignment/assessment and clicking on the white expand

arrows by the score. Click on "*Dr*" from the codes next to the student's score. Use the comment box to indicate that this assignment/assessment has been dropped and the student was reassessed. This dropped assignment/assessment will no longer be calculated in the grade. This will still show on the *Student Summary* report and in Campus Parent as a dropped assignment/assessment, with the comment included. Next, add a new


assignment/assessment (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 assignment/assessment would allow the teacher to track progress. The teacher can use the "*X*" to exempt all of the other students from this new assignment/assessment.

8. How are Unsatisfactory Notices shared with parents/guardians?

Parents/Guardians will access student progress reports and report cards through Campus Parent by clicking on the *Documents Tab* on the *Index Menu*. This method allows immediate access for parents/guardians to review students' progress and grades. As parents/guardians have immediate access to grades through Campus Parent, schools will no longer print and distribute progress reports and the District will no longer print and mail report cards home. Parents/Guardians who require a printed report may contact their student's school to request a copy. The District will communicate centrally through ParentLink with parents/guardians regarding progress reports and grade postings in alignment with the reporting calendar.

9. How can I record multiple scores on an assessment evaluating more than one standard within a content area?

IC allows more than one standard to be selected when creating an assignment/assessment within a content area. Scores are entered separately for each of the standards/clusters associated with that particular assessment in the Grade Book allowing teachers to clearly communicate student progress.
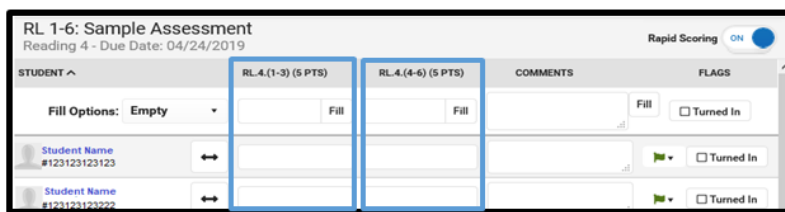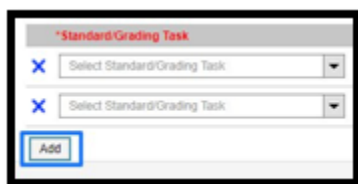
10. How do I get transfer grades for a new student?

Contact the school clerk or registrar for information stored in the snapshot or use the *Score Copier* tool to access the *Student Summary* report.

11. I have received an email indicating there are grading errors in my Grade Book. How do I fix these errors?

Guidance on how to resolve assignment grades that are calculating as less than 50% can be found here.

12. Where do I find resources supporting best practice in grading?

- Canvas Courses: Grading Reform
  - Part 1- Ensuring All Students Succeed

- ○ Part 2- Removing Behaviors from Grades
  - ○ Part 3- Reassessment
- ● Teachingandlearning.ccsd.net > Licensed Personnel Resources > Assessment Resources > Assessment Literacy