



MT 3080 Report Templates

August 2009

CONTENTS

| | |
|--------------|----------|
| REPORT CARDS | 3 |
| TRANSCRIPTS | 4 |
| SCHEDULES | 7 |

Product Version: 2009.2
Last modified: 04 August 2009

©2009 Infinite Campus, Inc. All rights reserved.
INFINITE CAMPUS, the INFINITE CAMPUS logo and Transforming K12 Education are the trademarks of Infinite Campus, Inc. This publication, or any part thereof, may not be reproduced or transmitted in any form or any means, electronic or mechanical, including photocopying, recording, storage in an information retrieval system, or otherwise, by anyone other than Infinite Campus, Inc. without written permission of Infinite Campus, Inc., 4321 109th Ave NE, Blaine MN 55449. (651) 631-0000; email info@infinitecampus.com

REPORT CARD/TRANSCRIPT SETUP



OVERVIEW

This lesson will provide an overview of the processes involved in creating report card and transcript templates and how to post scores to the student transcript tab.

OBJECTIVES

At the conclusion of this lesson, the learner will be able to:

- Create a report card template.
- Post scores to transcripts.
- Create a transcript template.

Path: System Administration > Preferences > Reports

Report Cards

A template for a report card may be created in System Administration and then used to batch print or individually print report cards. Templates are built on a building by building basis and may be copied forward from year to year. Two types of report cards exist in Campus, conventional secondary report cards and standards-based. Traditional report cards (at right) will show the selected grades (and standards) a student has received organized by class, while the standards-based report card (below) will show student progress in terms of the standards bank. Classes and grades do not show on the standards-based report card.

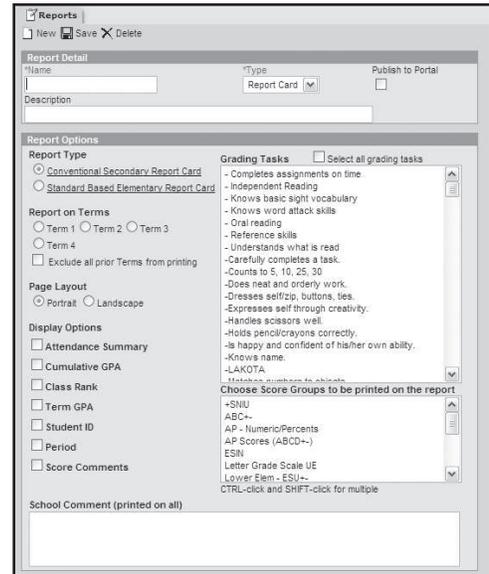
| | | | | | | | | |
|---|-------------------|---|----------|----------|----------|----------|----------|----------|
| 4T4P Block - Harrison High 585 Peachtree Parkway Metro City, MN 55436 (987)999-9876 | | Abegg, Dylan 2006 - 2007 Report Card Grade: 10 | | | | | | |
| GPA Summary: | | | | | | | | |
| Cumulative GPA | Term 1 | Term 2 | Term 3 | Term 4 | | | | |
| 0.0 | | 3.33 | 2.67 | | | | | |
| Attendance Summary: | | | | | | | | |
| | Term 1 | Term 2 | Term 3 | Term 4 | Total | | | |
| Period | Absent | Tardy | Absent | Tardy | Absent | Tardy | Absent | Tardy |
| 01 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| 02 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| 03 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 04 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| ADJ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ACT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 |
| Grade Report | | | | | | | | |
| 00:1205-6 Adv. Composition [Liana, Maria Jose] | Task | T1 | T2 | T3 | T4 | | | |
| | Mid Term Progress | | | | | | | |
| 01:2025-4 Algebra Ia [Lillian, Clara] | Trimester Grade | B | B | | | | | |
| | Quarter Grade | B | B | | | | | |
| | Semester | B | B | | | | | |
| To Parent/Guardian of Dylan Abegg 2178 Airport Rd. St. Paul, MN 55116 | | | | | | | | |

| | | | | | | | | | | | | | | | | |
|--|---|----|---|----|---|------|---|---|------------------------------------|---|--|--|------------------------------------|--|--|--|
| PLAINVIEW SCHOOL DISTRICT SCHOOL DISTRICT GRADE 03 REPORT CARD 2005-2006 | | | | | Page 1 of 1 | | | | | | | | | | | |
| Student: Puttrich, Mikkel | ELEMENTARY | | | | INTERMEDIATE/PRIMARY | | | | | | | | | | | |
| Student ID: 127009 | Term | | | | Term | | | | | | | | | | | |
| School: 3 Period-Cleveland Elementary | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | | | | | |
| Teacher: Goulet, Chris | GRAMMAR | | | | GRAMMAR | | | | | | | | | | | |
| Signatures: _____ | Quarter Grade B | | | | Quarter Grade B | | | | | | | | | | | |
| | INTERMEDIATE/PRIMARY | | | | INTERMEDIATE/PRIMARY | | | | | | | | | | | |
| | Term | | | | Term | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | | | | | | |
| | GRAMMAR | | | | GRAMMAR | | | | | | | | | | | |
| | Grammar Quarter Grade | | | | Grammar Quarter Grade | | | | | | | | | | | |
| | Write and speak for a variety of purposes & audiences | | | | Write and speak for a variety of purposes & audiences | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | Write and speak using conventional grammar, usage, etc. | | | | Write and speak using conventional grammar, usage, etc. | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | PERFORMING ARTS | | | | PERFORMING ARTS | | | | | | | | | | | |
| | Performing Arts Work Habits | | | | Performing Arts Work Habits | | | | | | | | | | | |
| | PHYSICAL EDUCATION | | | | PHYSICAL EDUCATION | | | | | | | | | | | |
| | Physical Education Work Habits | | | | Physical Education Work Habits | | | | | | | | | | | |
| | Read & understand a variety of material | | | | Read & understand a variety of material | | | | | | | | | | | |
| | 1 | | | | 1 | | | | | | | | | | | |
| | Apply thinking skills to their reading, writing, speaking, listening, and v | | | | Apply thinking skills to their reading, writing, speaking, listening, and v | | | | | | | | | | | |
| | 3 | | | | 3 | | | | | | | | | | | |
| | Read to locate, select, and make use of relevant information from a variety | | | | Read to locate, select, and make use of relevant information from a variety | | | | | | | | | | | |
| | 1 | | | | 1 | | | | | | | | | | | |
| | Read and recognize literature as a record of human history | | | | Read and recognize literature as a record of human history | | | | | | | | | | | |
| | 1 | | | | 1 | | | | | | | | | | | |
| | SCIENCE | | | | SCIENCE | | | | | | | | | | | |
| | Scientific investigation and design | | | | Scientific investigation and design | | | | | | | | | | | |
| | 4 | | | | 4 | | | | | | | | | | | |
| | Physical Science | | | | Physical Science | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | Life Science | | | | Life Science | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | Earth and Space Science | | | | Earth and Space Science | | | | | | | | | | | |
| | 1 | | | | 1 | | | | | | | | | | | |
| | Interrelationships among science, technology, human activity | | | | Interrelationships among science, technology, human activity | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | Science connections | | | | Science connections | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | SOCIAL STUDIES | | | | SOCIAL STUDIES | | | | | | | | | | | |
| | GEOGRAPHY | | | | GEOGRAPHY | | | | | | | | | | | |
| | Construct maps, globes, and other geographic tools | | | | Construct maps, globes, and other geographic tools | | | | | | | | | | | |
| | 1 | | | | 1 | | | | | | | | | | | |
| | Know physical, human characteristics of places | | | | Know physical, human characteristics of places | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | Understand how physical processes shape Earth's surface | | | | Understand how physical processes shape Earth's surface | | | | | | | | | | | |
| | 1 | | | | 1 | | | | | | | | | | | |
| | Understand how cultural, social | | | | Understand how cultural, social | | | | | | | | | | | |
| | 2 | | | | 2 | | | | | | | | | | | |
| | ATTENDANCE | | | | ATTENDANCE | | | | | | | | | | | |
| | Term | 1 | 2 | 3 | 4 | Term | 1 | 2 | 3 | 4 | | | | | | |
| | Days Present | 50 | 3 | 60 | 50 | 38 | | | | | | | | | | |
| | Days Absent | 0 | 7 | 0 | 0 | 0 | | | | | | | | | | |
| | Periods Tardy | 0 | 0 | 0 | 0 | 0 | | | | | | | | | | |
| | WORK HABITS, STUDY SKILLS | | | | WORK HABITS, STUDY SKILLS | | | | | | | | | | | |
| | Term | | | | Term | | | | | | | | | | | |
| | 1 | | | | 2 | | | | 3 | | | | 4 | | | |
| | 6.1 Participation | | | | 6.1 Participation | | | | 6.1 Participation | | | | 6.1 Participation | | | |
| | + | | | | + | | | | + | | | | + | | | |
| | 6.2 Difficult or challenging tasks | | | | 6.2 Difficult or challenging tasks | | | | 6.2 Difficult or challenging tasks | | | | 6.2 Difficult or challenging tasks | | | |
| | / | | | | / | | | | / | | | | / | | | |
| | 6.3 Class work completion | | | | 6.3 Class work completion | | | | 6.3 Class work completion | | | | 6.3 Class work completion | | | |
| | / | | | | / | | | | / | | | | / | | | |
| | 6.4 Homework completion | | | | 6.4 Homework completion | | | | 6.4 Homework completion | | | | 6.4 Homework completion | | | |
| | + | | | | + | | | | + | | | | + | | | |
| | 6.5 Cooperation | | | | 6.5 Cooperation | | | | 6.5 Cooperation | | | | 6.5 Cooperation | | | |
| | + | | | | + | | | | + | | | | + | | | |
| | 6.6 Shows respect | | | | 6.6 Shows respect | | | | 6.6 Shows respect | | | | 6.6 Shows respect | | | |
| | / | | | | / | | | | / | | | | / | | | |
| | 6.7 Works independently | | | | 6.7 Works independently | | | | 6.7 Works independently | | | | 6.7 Works independently | | | |
| | + | | | | + | | | | + | | | | + | | | |
| | 6.8 Conflict resolution | | | | 6.8 Conflict resolution | | | | 6.8 Conflict resolution | | | | 6.8 Conflict resolution | | | |
| | / | | | | / | | | | / | | | | / | | | |
| | 6.9 Quality Work | | | | 6.9 Quality Work | | | | 6.9 Quality Work | | | | 6.9 Quality Work | | | |
| | - | | | | - | | | | - | | | | - | | | |
| To Parent/Guardian of Mikkel Puttrich 2499 OAKMEDE Blvd. S. Bancroft, MD 14376 | | | | | | | | | | | | | | | | |

Record Card & Transcript Setup

Creating a Report Card Template

1. Expand System Administration.
2. Expand Preferences.
3. Select Reports.
4. Click New.
5. Enter a name for the report card. This name will be seen in the dropdown menu used to select report cards when printing, so the name should be descriptive of the setup.
6. Publish to Portal will make the report card available for parents in the Reports area of the Portal.
7. Choose the Report Type - conventional secondary or standards-based.
8. If using the secondary report card format, select the terms the report card should include. If the report card should only include the current grades, click "Exclude all prior terms."
9. Select the layout of the report card.
10. Select the display options needed on the report card.
11. Period will indicate the period next to the course name.
12. Score Comments are the comments teachers entered in Grading by Task or Grading by Student. Select which term(s) comments should be included on the report card.
13. Select the grading task(s) and/or standards that should be included on the report card, or click Select All. Only the grading tasks and standards that were assigned to the classes the student has a roster entry for will show for each class.
14. To include a grading scale or rubric on the report card as a key, select a score group.
15. The School Comment will print at the bottom of the report card for all students. Common uses include announcements about parent/teacher conferences, next term's grading dates, etc.
16. Click Save when finished.



TRANSCRIPTS

As the permanent academic record of a student, transcripts in Campus are separate from report card grades. A tool called Post to Transcript can be used to enter report card grades on the transcript; keep in mind that this tool is designed to avoid duplicates on the transcript. Once this tool is run, a student's grade in a course for a particular term cannot be copied again by the tool; any changes to the grade will need to be made on the transcript manually.

Record Card & Transcript Setup



Transcript Templates

A template for a transcript may be created in System Administration and then used to batch print or individually print transcripts. Templates are built on a school by school basis and may be copied forward from year to year. The courses on a transcript may be grouped by year (all credits earned in 10th grade in 2006-2007), or by term (all courses in 1st term 2006-2007, 2nd term 2006-2007, etc).

Creating a Transcript Template

1. Expand System Administration.
2. Expand Preferences.
3. Select Reports.
4. Click New.
5. Enter a name for the transcript. This name will be seen in the drop-down menu used to select the template when printing, so the name should be descriptive of the setup.
6. Select transcript in the report type options.
7. Publish to Portal will make the transcript available for parents in the Reports area of the Portal.
8. Choose how courses should be grouped, by year or by term.
9. The School Year Options dropdown may be used to exclude any grades from years after the selected year.
10. Select the GPA to include on the transcript. Once checked, a pop-up will open showing the options associated with GPA, such as a weighted or unweighted GPA, as well as class rank and percentile.
11. Select the credit and standard groups that should be included on the transcript. If a group is selected, credits from other groups will be excluded. If no credit group is checked, all credits will display.
12. Select which test scores should print on the transcript.
13. Select the display options. Depending on the grouping type chosen, different display options may or may not be selectable.
14. Click Save when finished.

A screenshot of the "Report Detail" form in a web-based system administration interface. The form is titled "Report Detail" and contains several sections for configuring a transcript template. At the top, there are fields for "Name" (containing "Official Transcript"), "Type" (a dropdown menu set to "Transcript"), and a "Publish to Portal" checkbox. Below this is a "Description" field. The "Report Options" section includes "Group Options" with radio buttons for "Grade" (selected) and "Term", and a "School Year Options" dropdown. Under "Grade Level Options", there is a checkbox for "Exclude grades flagged as 'Exclude from GPA/Class Rank'". The "GPA/Class Rank Calculation Options" section has a checked checkbox for "GPA" with a sub-option "w/ GPA (rank, %)". The "Credit Groups" section has checkboxes for "High School" and "Middle School". The "Standard Groups" section lists numerous subject areas with checkboxes, including "High School", "READING AT GRADE LEVEL", "READING", "WRITING, SPEAKING AND LISTENING", "MATH CONCEPTS AND APPLICATIONS", "SCIENTIFIC CONCEPTS AND APPLICATIONS", "DECISION MAKING/PERSONAL HEALTH", "SOCIAL STUDIES", "PHYSICAL EDUCATION", "VISUAL ART", "MUSIC", "VISUAL ART/MUSIC", "TASK MANAGEMENT", "BAND", "ORCHESTRA", "INQUIRY", "READING IN SPANISH", "READING IN ENGLISH", "WRITING, SPEAKING AND LISTENING IN SPANISH", "WRITING, LISTENING AND SPEAKING IN ENGLISH", "WRITING", "SPEAKING AND LISTENING", "Alan Standards", "MN-CAG Standards", "COMMUNICATION", and "Tom's Standards". The "Standards Display Options" section has radio buttons for "No Standards Display", "Display All Scores", "Display Best Score Only", and "Display Most Recent Score Only". The "Standardized Testing" section includes a "Display Options" subsection with a checked checkbox for "Display Best Score only", and checkboxes for "National Tests (Tests flagged as ACT, SAT, PSAT, SAT2)", "State Tests (State Code & Type defined)", and "District Tests". Below this is a "Standard Test Format" section with radio buttons for "Tests and Strands as List" (selected) and "Tests and Strands as Tree". The "Display Options" section has a "Report Contents" subsection with checkboxes for "Enrollment History", "In Progress Courses", "Activity Courses", "Credit Summary", "Immunization", "Credits Attempted", and "Standard Rubric", and a "Report Header & Format" subsection with checkboxes for "No Shading", "Blank Header", "Official Transcript", "Official Signature", "District Name", "School CEEB Code", "School Code", and "Student's Phone". The "Student Information" section has checkboxes for "Student Picture", "Race/Ethnicity", "Place of Birth", "Guardian", "State ID", "Counselor", and "SSN (Require SSN right to print SSN)". At the bottom, there is a "School Comment (printed on all)" field with a text area and a "Save" button.



Record Card & Transcript Setup

SCHEDULE SETUP

OVERVIEW

This lesson will provide an overview of the processes involved in creating student schedule templates.

OBJECTIVES

At the conclusion of this lesson, the learner will be able to create a schedule template.

Schedules

A template for a student schedule may be created in System Administration and then used to batch print or individually print schedules. Templates are built on a building-by-building basis and may be copied forward from year to year.

| 08-09 | | Student Schedule For Afam, Bethany M | |
|---|--|--|--|
| 4T4P Block - Harrison High | | Grade: 12, School: Harrison - 08100001, Operator: Afam, Bethany M, Created: 08/24/2009 10:32:51, A&P, Page: 1 of 1 | |
| Comments: Schedule changes must be made by the end of the first week of each quarter. | | | |
| Term 1 (08/23/08-11/05/08) | Term 2 (11/10/08-01/22/09) | Term 3 (01/26/09-04/04/09) | Term 4 (04/06/09-06/12/09) |
| 2300-1 US History A Rtn, David Rtn | 2300-1 English 11 B Admin, David Rtn | 1300-1 Integrated Math III A Rtn, David Rtn | 1300-8 Integrated Math III B Rtn, Kevin Rtn |
| 200-1 (Day A) English Administrator, System Rtn | 200-1 (Day A) English Administrator, System Rtn | 200-1 (Day A) English Administrator, System Rtn | 200-1 English Administrator, System Rtn |
| 6560-2 (Day B) Family, Christina A. Rtn | 6560-2 (Day B) Family, Christina A. Rtn | 6570-2 (Day B) Family, Christina B. Rtn | 6570-2 (Day B) Family, Christina B. Rtn |
| 6540-1 (Day A) Family, David Rtn | 6540-1 (Day A) Family, David Rtn | 6550-1 (Day A) Family, David Rtn | 6550-1 (Day A) Family, David Rtn |
| 2300-8 English 11 A Rtn, David Rtn | 2300-3 US History B Rtn, David Rtn | 2400-11 US Government Rtn, David Rtn | 2300-10 US History B Rtn, David Rtn |
| 88 EMPTY | EMPTY | EMPTY | EMPTY |
| ACT EMPTY | EMPTY | EMPTY | EMPTY |

1. Select New.
2. Enter a Name for this schedule. This name should reflect the type of schedule it is so that users can quickly generate the correct report.
3. Select the Schedule option from the Type dropdown list.
4. If this report should be available on the Portal, check the Publish to Portal box.
5. If desired, enter a Description for this schedule.
6. Select the appropriate Report Options for the schedule.
7. Click Save when finished. The new schedule will be listed in the Reports Editor and can also be selected on students' Schedule tab and Schedule Batch wizard in the Scheduling Reports section.

Report Detail

*Name: Student schedule *Type: Schedule Publish to Portal:

Description:

Report Options

Report Format: Table List

Group By: Course Days

Courses: Display Active Courses Only
 Display Active and Dropped Courses

Term Options: Main Q1 Q2 Q3 Q4

Period Sequence: 1 2 3 4 5 6 7 8 9

Display Option: Counselor Lock Combo Locker

School Comment (printed on all):



Record Card & Transcript Setup