



Handbook for Grading and Reporting the EC Way

PK-5th Grade

A Message from Superintendent of Schools

Grading and Reporting the EC Way has been years in the making and is the result of countless hours of research, trial and error, collaboration, and revision. ECISD faculty have worked diligently to design a grading system that is informed by the best thinking of teachers, students, parents, principals as well as many of the top researchers and “experts” in education. Grading and Reporting the EC Way is an important undertaking that we strongly believe will be advantageous for teachers, parents and, most of all, our students. Specifically, this grading system has been designed to support continuous learning and growth for every student. Our aim has been to create a system of grading and reporting that aligns with district curriculum standards and accurately represents a student’s progress towards mastering them. Grading the EC Way is meant to be a user-friendly system that clearly conveys what is being taught and how well it is being learned. Our ultimate goal is to improve the quality of communication between a teacher, student, and their parents while advancing teaching and learning.

Additionally, this system includes a grading and reporting component for behavior. Like academic content, desirable behavior will be explicitly taught, graded, and reported. Behavioral skills will be categorized under the standards of safe, respectful, and responsible and will be reported separate from academic progress. Our intent is for every student to be challenged, encouraged, and motivated to persistently work to master academic skills and content while, at the same time, developing the strength of character that reflects the values of the East Central community (link to POG). We believe that an academically capable student, who also demonstrates sound judgment, reliability, and a relentless work ethic, will have more options available to them in their future than those who do not.

Although our secondary campuses are applying the same grading and reporting guidelines, a standards-based system for these grade levels is still under review with the goal of implementation in the 2016-2017 school year.

As always, it is an honor to serve the children and families of the East Central community and I look forward to your feedback. Thanks to each of you for your ongoing support and continued partnership in the education of our children!

Sincerely,
Roland Toscano

What exactly are Standards?

Standards are specific statements of what students should know and be able to do. Standards are written at each grade level and are developed in a way so that one grade level leads to another, forming a strong foundation for future learning as the student progresses throughout his/her schooling. In Texas, the standards that each district adheres to are called the Texas Essential Knowledge and Skills (TEKS) for grades K-12, and Pre-Kindergarten Guidelines for Pre-K. These standards and guidelines are determined by the state of Texas. The most important thing that all parents, educators, and community members can do is help students master the standards for their grade level so that they can continue to progress at an appropriate pace.

A Look at K - 12 Standards Across the Grade Levels

The example below illustrates how standards build from grade level to grade level.

Samples from Mathematics

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Addition	Addition	Addition	Addition	Addition	Addition
Students can model addition as joining objects (sums to 10).	Students can add to solve problems.	Students can add up to four 2 digit whole numbers to solve problems.	Students can solve one-step and two-step addition problems (within 1,000) using a variety of strategies.	Students can solve addition problems (up to 1,000,000) using the standard algorithm.	Students can solve addition problems involving decimals (up to the thousandths place) fluently.

Samples from Reading

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Comprehension of Fiction Text	Comprehension of Fiction Text	Comprehension of Fiction Text	Comprehension of Fiction Text	Comprehension of Fiction Text	Comprehension of Fiction Text
Students can retell a main event from a story read aloud.	Students can describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events.	Students can describe similarities and differences in the plots and settings of several works by the same author.	Students can sequence and summarize the plot's main events and explain their influence on future events.	Students can sequence and summarize the plot's main events and explain their influence on future events.	Students can describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.

Components of a Standards-Based System

Four components of a standards-based system are:

1. The content standards (TEKS/Pre-K Guidelines) that describe what a student should know and be able to do at a given grade level;
 2. The ECISD standards-based curriculum that teachers use to ensure that instruction focuses on these standards;
 3. The rubrics teachers use to measure learning and the extent to which a student has met or exceeded the standards;
 4. The reporting tool that allows teachers to accurately communicate a student's progress toward meeting standards at appropriate regular intervals throughout the school year.
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The ECISD Grading System in Pre-Kindergarten

Students in Pre-Kindergarten are marked on a scale ranging from Emerging to Mastery for each item on the report card to reflect the state guidelines.

Pre Kindergarten Marking System Academic Performance Criteria

- + **Mastery:** Consistently demonstrates understanding and application of skills in a variety of ways/works independently after initial instruction
- ✓ **Progressing Toward Mastery:** Demonstrates minimal understanding and inconsistently applies skills/requires additional opportunities or support for skill mastery
- **Emerging:** Demonstrates initial stages of understanding of skills/requires teacher intervention and reinforcement for application

The ECISD Grading System in K-5th Grade

Students in Kindergarten through Fifth Grade are marked on a scale ranging from 1-5 for each item on the report card to reflect the state standards for that grade level.

Kindergarten through Fifth Grade Marking System Academic Performance Criteria

5 (100) Highly Developed: Consistently demonstrates understanding and independently applies skills in a variety of ways

4 (90-99) Developed: Demonstrates understanding and independently applies skills

3 (80-89) Developing: Demonstrates understanding and inconsistently applies skills and/or requires additional opportunities for skill mastery

2 (70-79) Beginning to Develop: Demonstrates limited understanding and requires teacher intervention and reinforcement for application

1 (0-69) Development not Apparent: Demonstrates lack of understanding with an inability to accomplish tasks and requires consistent reteaching

In Kindergarten through Fifth Grade, students who receive marks of a 5, 4, 3, or 2 on his/her report card for a given item are progressing at an appropriate pace in that area. A student marked with a 1 in an area will require consistent reteaching to meet the grade level standards by the end of the school year. A mark of 4 indicates that a child has proficient understanding and can independently apply skills. A mark of 5 indicates application in a variety of ways.

Throughout the year, the academic content standards remain the same. However, behavior expectations may increase as the year progresses.

A Body of Evidence in: Reading, Writing, Math, Science, and Social Studies

In order to determine the grade on a student's report card, the classroom teacher collects evidence in a variety of ways. This creates a well-rounded picture of student progress towards meeting grade-level standards/guidelines. The following list shows several types of evidence teachers may collect to determine a child's level of mastery:

READING:

- Istation assessment
- Running records
- Anecdotal records (conferring notes, small group observations)
- Readers' notebook entries (grades 3-5)
- Student responses to classroom discussions

WRITING:

- Writing samples
- Anecdotal records (conferring notes, small group observations)

MATHEMATICS:

- SMI assessment
- Performance tasks
- Unit assessments
- Anecdotal records (conferring notes, small group observations)
- Math notebook entries
- Student responses to classroom discussions

SCIENCE:

- Work from in-class investigations
- Science notebook entries
- Anecdotal records (conferring notes, small group observations)
- Student responses to classroom discussions
- Unit assessments
- Performance Tasks

SOCIAL STUDIES:

- Work from in-class projects and activities
- Social Studies notebook entries
- Student responses to classroom discussions
- Unit assessments
- Performance tasks

Behavior

The Behavior Rubric will indicate a student's ability to meet pre-established behavioral expectations in the areas of safety, respect and responsibility. All students will receive a behavior grade, which is separate from their academic grades.

School Wide Expectations					
	5 Exceeds Expectations	4 Almost Always Meets Expectations	3 Usually Meets Expectations	2 Inconsistently Meets Expectations	1 Rarely Meets Expectations
	100%	90-99%	80-89%	70-79%	0-69%
Be Safe <ul style="list-style-type: none"> Follow school rules Keep hands, feet and objects to self Stay in assigned area Solve conflict appropriately 	Student exceeds expectations and is a model for others in the area of safety.	Student almost always follows school-wide safety rules.	Student usually meets expectations in following school-wide safety rules.	Student is inconsistent when following school-wide safety rules.	Student rarely follows school-wide safety rules.
Be Respectful <ul style="list-style-type: none"> Polite to others (students and adults) Ready to work with others Displays a positive attitude 	Student exceeds expectations and is a model for others in the area of respect.	Student almost always works well with others to support the learning process. Student displays a high level of respect for others' opinions, experiences and property.	Student usually works well with others to support the learning process. Student displays a level of respect for others' opinions, experiences and property.	Student is inconsistent when working with others to support the learning process. Student inconsistently displays respect for others' opinions, experiences and property.	Student works at a minimal level with others to support the learning process. Student rarely displays respect for others' opinions, experiences and property.
Be Responsible <ul style="list-style-type: none"> Manages time and produces quality work Demonstrates effort to learn and seeks help when needed Demonstrates organizational skills 	Student exceeds expectations and is a model for others in the area of responsibility.	Student almost always displays an exceptional level of responsibility for behavior and work ethic.	Student usually displays a satisfactory level of responsibility for behavior and work ethic.	Student inconsistently displays responsibility for behavior and work ethic.	Student rarely displays responsibility for behavior and work ethic.

Parent Portal Information

Parents are encouraged to access txConnect frequently to check their child's progress. Teachers update their gradebooks often to show student progress toward mastering content and behavioral standards. Parents can create an account and log in to view grades by visiting the Parent Portal on txConnect (<https://txconnpa.esc20.net:444/PAECTL/Login.aspx>). Before creating an account, parents will need their child's Portal ID number. This number can be obtained through the campus attendance clerk.

Frequently Asked Questions about Grading and Reporting the EC Way

1. Why are we changing from the previous grading and reporting system?

Aligning classroom instruction, assessment, and feedback is essential to teaching and learning. By revising the grading and reporting system in Pre-Kindergarten through Fifth Grade, we are improving our alignment in ECISD and providing better feedback to students and families. In order to better monitor student learning, the new grading and reporting system reflects the current state TEKS and Pre-Kindergarten Guidelines. The report cards in K-5 are electronically generated so they can be reflective of students' current learning (Pre-K will continue to receive a teacher generated report card).

2. How often will I receive a report card?

Pre-Kindergarten through Fifth Grade students will receive a report card every nine weeks. In addition to a report card, a progress report will be sent home during the 5th week of each nine week period.

3. What if I need more information on my child's school performance?

Parent-teacher conferences are perfect opportunities for you and your child's teacher(s) to communicate about your child's progress. You can contact your child's school anytime to arrange a conference. Grades can always be checked online via txConnect.

4. How can I find out more about what is expected of my child each grading period?

An overview of each subject area and behavioral learning will be sent home with the first report card. These documents will show you the expectations for each subject area each grading period. The complete set of learning and behavioral expectations, as well as rubrics for every grade level, is available on the district's website under the Students/Families tab at www.ecisd.net.

5. How can I find out my child's grades?

Please visit txConnect at <https://txconnpa.esc20.net:444/PAECTL/Login.aspx>.

Websites for Pre-K Guidelines and K-5 Standards (TEKS)

A list of ALL TEKS or Guidelines for your child's grade level can be found by visiting the following sites:

PK Guidelines:

<http://tea.texas.gov/pkg.aspx>

Kindergarten TEKS:

http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Kinder_TEKS_0814.pdf

1st TEKS:

http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade1_TEKS_0814.pdf

2nd TEKS:

http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade2_TEKS_0814.pdf

3rd TEKS:

http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade3_TEKS_0814.pdf

4th TEKS:

http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade4_TEKS_0814.pdf

5th TEKS:

http://tea.texas.gov/uploadedFiles/Curriculum/Texas_Essential_Knowledge_and_Skills/docs/Grade5_TEKS_0814.pdf

Additional information about standards-based grading can be found online at the [ECISD website](#) under the Students/Families tab.