

Handbook for
Grading and Reporting
The EC Way
Grades 6th – 12th



A Message/Letter from Superintendent of Schools, Roland Toscano

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, responsible, and character 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.

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 PK. 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.

Components of a Standards-Based System

Three components of a standards-based system are:

1. The content standards (TEKS 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 reporting tool that allows teachers to accurately communicate a student's progress toward meeting standards at appropriate regular intervals throughout the school year.

The ECISD Grading System in 6th – 12th Using Standards Based Grading

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.

6th – 12th Grade Marking System Academic Performance Criteria

5 (90-100) Highly developed: Consistently demonstrates understanding and application of skills in a variety of ways/works independently after initial instruction

4 (80-89) Developed: Demonstrates proficient understanding and independently applies skills during the grading period

3 (70-79) Developing: Demonstrates minimal understanding and inconsistently applies skills/requires additional opportunities or support for skill mastery

2 (60-69) Beginning to Develop: Demonstrates initial stages of understanding of skills/requires teacher intervention and reinforcement for application

1 (0-59) Development not Apparent: Demonstrates lack of understanding/inability to accomplish tasks/requires consistent re-teaching

In 6th – 12th grade students whose teachers use standards based grade book will be marked with 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 re-teaching 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.

Behavior

The Behavior Rubric will indicate a student's ability to meet pre-established behavioral expectations in the areas of safety, respect, responsibility, and character. All students will receive a behavior grade, which is separate from their academic grade. This grade will not

School Wide Behavior Expectations					
	5 – Always Meets Expectations	4 – Almost Always Meets Expectations	3 – Usually Meets Expectations	2 – Rarely Meets Expectations	1 – Never meets expectation
Be Safe -Follow school rules -Keep hands, feet and objects to yourself - Stays in assigned area -Solve conflict appropriately	Student exhibits an exceptional level of safety by following directions and the school-wide rules.	Student consistently follows directions and the school-wide rules.	Student typically follows directions and the school-wide rules.	Student seldom follows directions and the school-wide rules.	Student is not observed following directions and ignores the school-wide rules.
Be Respectful -Polite with others (students and adults) -Ready to work with others -Displays a positive attitude	Student exhibits an exceptional level of respect when working with all students and adults.	Student consistently displays a level of respect when working with all students and adults.	Student typically displays a level of respect when working with all students and adults.	Student seldom displays a level of respect when working with all students and adults.	Student never displays a level of respect when working with all students and adults.
Be Responsible -Manages time wisely -Produces best work -Demonstrate effort to learn -Seeks help when needed -Demonstrates organizational skills	Student exhibits an exceptional level of responsibility for their academic work.	Student consistently displays a level of responsibility for their academic work.	Student typically displays a level of responsibility for their academic work.	Student seldom displays a level of responsibility for their academic work.	Student never displays a level of responsibility for their academic work.

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 6th – 12th 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 still receive a paper-copy report card).

2. How often will I receive a report card?

All 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 area each marking 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?

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

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