

ECISD

Grading and Reporting Guide

Grades PK – 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

About this Handbook

The purpose of this handbook is to introduce you to East Central’s implementation of Standards-Based learning including our rationale, goals, expectations, and technical details. This handbook is applicable to grades PK-12 and is yours to use – write in it, add to it, and make it a resource that is useful to you.

What exactly are Standards?

Standards are specific statements of what students should know and be able to do. They are written at each grade level and are developed in a way so that one grade level leads to another. This forms 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 Texas Essential Knowledge and Skills (TEKS) for grades K-12, and Pre-K Guidelines for Pre-Kindergarten. 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.

A Look at the PK-12 Standards Across the Grade Levels

The examples below illustrate how standards build from one grade level to the next.

Samples from Mathematics Standards

Pre-Kindergarten	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Addition	Addition	Addition	Addition	Addition	Addition
Child understands that adding one or more concrete objects to a set will increase the number of objects in the set.	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.

Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Algebra I	Geometry
Addition	Addition	Addition	Addition	Addition	Addition
Students can solve addition problems involving decimals (up to the thousandths place) fluently.	Students will add integers fluently.	Students will add rational numbers fluently.	Addition embedded within all other standards- No isolated addition standard in this grade level.	Addition embedded within all other standards- No isolated addition standard in this grade level.	Addition embedded within all other standards- No isolated addition standard in this grade level.

What is Standards-Based grading?

Standards-Based grading (SBG) measures a student's mastery of the essential standards/skills for a class, or how well a student understands or demonstrates mastery of the material. At the beginning of every unit, our teachers break down the standards/skills for the unit into smaller objectives and criteria using a detailed proficiency scale. During the unit, the students are assessed to determine their level of mastery using a variety of assessment measures, such as observations, traditional pencil-and-paper activities, projects, discussions, or reports. The grade assigned will be based on all of the evidence the teacher collects demonstrating mastery of the essential standards/skills over time.

The goal of this approach is to provide the teacher, student, and parent as accurate a picture as possible of the student's learning and to encourage dialogue about how the student can master the material for the class. In particular, because learning is a process that takes place over time, each assessment will provide feedback for the student about what to focus on next, and the student will be allowed to retake assessments to demonstrate learning.

Rationale

Far too often, traditional grading systems do not inform the students, teachers, and or parents of the specified learning goals and/or criteria. In the past, the difference between a student on the "A" honor roll or not, was determined by the grading practices of the individual teacher. Standards-Based grading standardizes the evaluation and feedback process for all students, regardless of the teacher. Furthermore, traditional grading emphasizes the grade over the learning. Therefore, in a traditional grading system students can have grade inflation due to many subjective factors not related to learning (attitude, effort, etc). Standards-Based grading establishes clear learning goals and or criteria that are

measurable in nature. Standards-Based grading shifts the overemphasis on a grading to the importance of continuous growth and learning. Additionally, Standards-Based grading emphasizes a growth mindset and persistence in the learning, because learning is a continuous process and never ceases. Standards-Based grading promotes student effort to learn and to demonstrate a clear understanding of where they stand in their learning journey. Standards-based grading emphasizes learning over grading to support our mission that every East Central student can read critically, write compellingly, think logically, and solve problems creatively.

Assessment, grading, and record keeping are among the most important tasks a classroom teacher performs. These processes help teachers determine what and how well students have learned and serve as a vehicle for providing feedback about student learning to parents and students. Standards-based grading, or SBG, calls for a clear identification of what students should know and be able to do. In East Central, standards are prioritized to emphasize the most important content in each course. These standards are called critical content. Critical Content standards include those standards that are essential for success in the course as well as courses that follow. The Increased clarity in terms of student learning goals quite naturally calls for increased accuracy in terms of assessment, grading and record keeping.

Standards-based grading focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a proficiency scale that explains the essential outcome in detail. A student's progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. One goal of a standards-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

East Central ISD Grading

“Why would anyone want to change current grading practices? The answer is quite simple: Grades are so imprecise that they are almost meaningless.”

- Robert Marzano

At ECISD, our goal is that student grades are consistent, accurate, meaningful, and supportive of each student's learning. When teachers using a traditional grading system are asked to brainstorm factors that may be included in a student's grade, they list everything from assessments, homework, effort, and behavior. This huge range of factors led us to ask how we could possibly meet our goal using our current assessment and grading practices. Standards-based grading and learning is being

implemented in an effort to reach our goal of providing consistent, accurate, and meaningful feedback that supports student's learning progression. In addition, standards-based grading addresses the four criteria required of a uniform grading system under the following guidelines. The four criteria are:

Accuracy: Basing a student's grade on assessments of learning, allows the teacher to create a clear picture of what the student has learned without the influence of other, non-academic factors. These other factors, such as effort and behavior, are still essential, but are not part of the student's academic grade and are communicated separately.

Consistency: For each identified piece of critical content, the teacher provides a proficiency scale, that describes exactly what the student should know or be able to do. The proficiency scales identify criterion for proficiency and are used consistently throughout the unit and semester. For courses that do not have critical content identified, a general proficiency scale is applied to all standards.

Meaningful: A meaningful grade is one that clearly communicates the demonstration of learning that has taken place. In a standards-based classroom, scores are recorded by the critical content rather than by categories, such as tests or homework. This makes it easier to identify areas of strength and areas of growth. Students, teachers, and parents can identify the specific learning standards that are in need of additional practice and demonstration.

Supportive of Learning: SBG supports student learning by focusing on demonstrated proficiency and providing enrichment and intervention as needed. Students are provided opportunities to reassesses once they have partnered and engaged in the learning process. Learning is continuous and happens at different rates. By allowing students opportunities to re-engage in the learning, they are given the opportunity to be reassessed, thus communicating their new level of understanding.

Components of a Standards-Based System

Four components of a standards-based system are:

1. The Critical Content (based on TEKS/ Guidelines/Standards) 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 proficiency scales teachers use to measure learning and the extent to which a student has met or exceeded the critical content;
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.

The ECISD Grading System in PreKindergarten

Students in PreKindergarten are marked on a scale ranging from Emerging to Mastery for each item on the report card to reflect the state Prekindergarten 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 Expectation	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

Critical Content, Measurement Topics, and Proficiency Scales

Beginning in Kindergarten, ECISD prioritizes learning standards for instructional and grading purposes.

Critical Content

Every course has a set of standards that the State of Texas, or College Board for Advanced Placement courses), has determined are essential for each student to learn. Each grade level has a very specific set of these standards for each content course. This list of standards can be as lengthy as eighty standards per course. Because the volume of standards is rich, East Central ISD has prioritized the list of standards into which standards are a priority for learning. We call these priority standards critical content. Critical content standards are standards that are essential for success not only in the course they are designed for, but also for future courses. Critical content standards often represent standards that cross over into multiple courses and represent skill essential for life-long learning. Students in ECISD will learn all standards aligned to the courses they are enrolled in. Student grades reflect only the learning development that is identified as critical content. This allows teachers and students to spend

the majority of learning time on the standards that are the most important to student success.

Measurement Topics

Measurement Topics are the titles that are used to describe critical content. Each piece of critical content is worded using the State of Texas language associated with the standard. The measurement topic is simply, a condensed version of the standard used for easy identification. For example, if the critical content reads “*The student will be able to compare fractions with unlike numerators and unlike denominators and write the comparison using the symbols <, >, =*”, the measurement topic might state: “*Comparing fractions*”.

Proficiency Scales

A proficiency scale is a tool used by teachers to determine the level of mastery of a particular standard. Each section of the scale describes a student’s current level of understanding of the Measurement Topic being rated. For courses in full implementation of standards-based grading, a proficiency scale is written for each standard identified as critical content. For courses in partial implementation of standards-based grading, a general academic performance scale is used for all standards learned in the course. Samples of these two tools can be found below, along with a list of which courses are in which phase of implementation. Proficiency scales are visible to students and parents so that expectations for mastery of content is clearly defined.

Implementation Phases of K-12 standards-based Grading and Scoring with Proficiency Scales

ECISD is implementing standards-based Grading in phases. The chart below shows which courses are using certain components of standards-based Grading. Each year, more courses move towards full implementation of standards-based Grading

Course Implementation of Standards-Based Grading		
Full Implementation of standards-based Grading: <ul style="list-style-type: none"> • Critical Content Identified • Using Proficiency Scales to determine student mastery 	Partial implementation of standards-based Grading: <ul style="list-style-type: none"> • Using Academic Performance Scale to determine student mastery 	Traditional Grading System used to determine student mastery
K-12 Math K-12 Language Arts K-12 Science	9-12 Some CTE Courses 9-12 Some Electives	9-12 Dual Credit Courses

K-12 Social Studies K-5 Physical Education K-5 Fine Arts 6-12 Physical Education 6-12 Languages other than English 9-12 AP Courses		
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The ECISD Grading System in K-12th Grade- Courses using Full Implementation of standards-based Grading

Courses in full implementation of SBG will use the following **proficiency scale** to report student level of mastery on content standards:

Measurement Topic: Shows the standard being assessed	
Score 5.0	Complex Content In addition to score 4.0 performance, the student demonstrates in-depth inferences and application. <ul style="list-style-type: none"> • Deeper application of skills
Score 4.5	<i>In addition to score 4.0 performance, partial success at 5.0 content.</i>
Score 4.0	Target Content (Grade level standard) <ul style="list-style-type: none"> • Explicitly taught • Focus for instruction
Score 3.5	<i>No major errors or omissions regarding score 3.0 content, and partial success at score 4.0 content.</i>
Score 3.0	Simple Content <ol style="list-style-type: none"> 1. Vocabulary required for score 4.0 performance 2. Prerequisite knowledge & skills (may be from previous grade levels), may be background knowledge
Score 2.5	<i>Partial success at score 3.0 content, and major errors or omissions regarding score 4.0 content.</i>
Score 2.0	With help, partial success at score 3.0 content and score 4.0 content.
Score 1.5	<i>With help, partial success at score 3.0 content but not at score 4.0.</i>
Score 1.0	Even with help, no success.

The ECISD Grading System in 6th – 12th Courses using partial implementation of Standards-Based Grading

The courses at partial implementation of SBG will utilize the following **Academic Performance Scale**:

Measurement Topic: Shows the standard being assessed
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Score 5.0	Complex Content In addition to score 4.0 performance, the student demonstrates in-depth inferences and application.
Score 4.5	<i>In addition to score 4.0 performance, partial success at 5.0 content.</i>
Score 4.0	Target Content (Grade level standard)
Score 3.5	<i>No major errors or omissions regarding score 3.0 content, and partial success at score 4.0 content.</i>
Score 3.0	Simple Content 3. Vocabulary required for score 4.0 performance 4. Prerequisite knowledge & skills (may be from previous grade levels), may be background knowledge
Score 2.5	<i>Partial success at score 3.0 content, and major errors or omissions regarding score 4.0 content.</i>
Score 2.0	With help, partial success at score 3.0 content and score 4.0 content.
Score 1.5	<i>With help, partial success at score 3.0 content but not at score 4.0.</i>
Score 1.0	Even with help, no success.

In grades K – 12, students who are enrolled in a course implementing Standards-Based grading will receive grades in TeacherPortal. These will be reported as a 5, 4, 3, 2 or 1 on the report card to indicate evidence of progress towards mastery of content standards.

Reporting Standards-based Grades in TeacherPortal

For reporting purposes, grades are entered into TeacherPortal, an online system used to report attendance, store grades, produce student progress reports, and generate report cards. The TeacherPortal will represent student mastery using the standards-based 1-5 scale as well as the 100 point traditional system. The conversion is shown below:

5.0- 100	3.5- 80	2.0- 60
4.5- 95	3.0- 70	1.5- 55
4.0- 90	2.5- 65	1.0- 50

Power Law and the Traditional Average in TeacherPortal System

The TeacherPortal uses two formulas to calculate final grades for a grading cycle. Final grades will be calculated using both methods and the student report will be the higher of the two.

Traditional Average

In this formula, all grades within a measurement topic are averaged. Measurement topics are then averaged to produce a final grade for the course for the grading period.

Power Law

In this formula, power law predicts what the student's next score will be based on scores already present. It gives more weight to evidence collected at the end of grading periods. Basically, it does not punish students for not understanding content at the beginning of the grading period. The formula is designed to report the most current level of mastery.

No Evidence Codes

When teachers are unable to collect evidence of a student's level of mastery, a grading code is assigned in the gradebook. Students will receive a NE (no evidence) in the grade field for assignments where no evidence was available. One of the three following explanation codes will accompany a NE that is entered into the gradebook:

A- Absent The student was absent when evidence was collected.

RE- Refusal The student refused to do or turn in the assignment that was used to collect evidence.

T- Transfer The student is a recent transfer into the course, therefore, there is no evidence for the skill.

NE codes do not lower a student's academic grade. A code of NE-R (refusal), may affect a student's Behavior grade in the category of Responsibility.

Incomplete Grades

An "I" (incomplete) code may be assigned when the collection of evidence for a standard is incomplete. If an "I" is entered into the gradebook, the course grade will not calculate for grade reports. This means that the student's grade for the course will have a code of "I" on progress reports and report cards.

Once a student has engaged in the process and demonstrated learning, the teacher will replace the "I" in the gradebook with the actual grade representing a student's demonstration of learning. Once this occurs, a grade will be calculated for the course.

No Evidence of Mastery

If a student shows no evidence of mastery towards a standard after several attempts by the teacher to collect evidence, the campus Grading Committee will meet and look at the student's current level of mastery for the content area as well as offer support and guidance to determine the student's current level of mastery of the standard.

Grading Policy for Students Transferring Into East Central ISD

The following policy will be applied to transfer grades for students entering East Central ISD from other districts.

Students with an Alpha Transfer Grade

East Central ISD will use the following correlation chart when entering Alpha transfer grades.

Alpha Grade	Standards-Based Grade		Alpha Grade	Standards-Based Grade
A	5		E	5
B	4		S	4
C	3		N	3
D	2		U	2
F	1			

Students with a Pass/Fail Transfer Grade

East Central ISD will use the following correlation chart when entering Pass/Fail transfer grades.

	Standards-Based Grade
Pass	TBD
Fail	TBD

Students with a Numeric Transfer Grade of more than 100 TBD

Behavior

The Behavior Rubric indicates 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 grade. This grade will not be calculated in a student's GPA and does not affect UIL eligibility.

PK - 12th Grade Behavior Expectations					
	5	4	3	2	1
Be Safe	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 rarely follows school-wide safety rules.
Be Respectful	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 works at minimal level with others to support the learning process. Student rarely displays respect for others' opinions, experiences and property.
Be Responsible	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 rarely displays responsibility for behavior and work ethic.

ParentPortal Information

Parents are encouraged to access ParentPortal 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 ParentPortal at <https://portals20.ascendertx.com/ParentPortal/login?distid=015911>. The link to ParentPortal can also be found on the district website under the Family Resources tab.

Before creating an account, parents will need their child's unique Portal ID number. This number is different than your child's student ID number (which is used for lunch), and can be obtained through the campus attendance clerk.

Frequently Asked Questions about Grading and Reporting the EC Way

1. What is Standards-Based Grading?

Standards-based grading communicates how students are performing on a set of clearly defined learning goals called Measurement Topics. The purpose of standards-based grading is to identify what a student knows, or is able to do, in relation to pre-established learning targets, as opposed to simply averaging grades/scores over the course of a grading period, which can mask what a student has learned, or not learned, in a specific course.

2. How does Standards-Based Grading differ from traditional grading?

Unlike with traditional grading systems, a standards-based grading system measures a student's mastery of grade level standards by prioritizing the most recent, consistent level of performance. Thus, a student, who may have struggled when first encountering new material, may still be able to demonstrate mastery of key content/concepts by the end of a grading period. In a traditional grading system, a student's performance for an entire grading period is averaged together. Early quiz scores that were low would be averaged together with more proficient performance later in the course, resulting in a lower overall grade than current performance indicates.

Standards-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas.

3. Why is ECISD using a standards-based 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 12th grade, we are improving our alignment within 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, Pre-Kindergarten guidelines and or national expectation of student performance. The report cards in K-12 are electronically generated so they can be reflective of students' current learning (Pre-Kindergarten will continue to receive a teacher-generated report card).

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

The complete set of learning and behavioral expectations, as well as proficiency scales for every grade level, is available on the district’s website under the Students/Families tab at www.ecisd.net.

5. How are my child’s scores determined?

A student’s performance on a series of assessments will be used to determine a student’s overall grade in a course. Practice assignments are just that, practice, and thus should serve primarily as a source of feedback and instructional support for both students and teachers. Scores on practice assignments should not be used as a major component of a student’s academic grade. Teachers may require students to complete all of their practice work prior to allowing them to take, or retake an assessment.

6. How often will I receive progress reports? Pre-Kindergarten students will receive a progress report during the 5th week of each nine week period. Kindergarten through twelfth Grade students will receive a progress report during the 3rd, 6th, 9th, 12, and 15th weeks of the first semester, and during the 3rd, 6th, 9th, 12th, and 15 weeks of the second semester.

7. How often will I receive a report card?

Pre-Kindergarten will receive a report card every nine weeks. Kinder through twelfth Grade students will receive a report card each semester.

8. Why is the conversion to the 100 point scale necessary?

ECISD partners with many outside organizations such as, UIL, colleges, universities, armed forces, etc. that require 100 point scale representations of a student’s academic performance.

9. How does standards-based Grading effect UIL eligibility?

UIL eligibility requirements remain the same. The grade used for eligibility requirements is based on the 100 point scale conversion grade.

UIL Eligibility will be established as follows:	
Semester 1	Semester 2
6 week progress report - lose	3 week progress report- gain
9 week progress report - lose or gain	6 week progress report - gain
12 week progress report - gain	9 week progress report - lose or gain
15 week progress report - gain	12 week progress report - gain
18 week report card - lose or gain	15 week progress report - gain
	18 week report card - lose or gain

10. How do I get 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 ParentPortal.

11. Why aren't there more grades in the grade book? Why doesn't my student have a grade yet?

We believe in giving students ample opportunity to practice their new learning. Students are provided regular and ongoing feedback about their progression in learning. Grades reported in TeacherPortal reflect formal assessment of the student's current level of mastery. Parents are encouraged to contact their child's teacher(s) for more information about how feedback is shared with students.

12. How can my child improve their grade?

Students will have multiple opportunities to demonstrate their understanding of the standards being assessed. Please contact your child's teacher for more information.

13. My child is academically strong. How will standards-based teaching, learning and grading challenge my child?

Teachers have always been, and continue to be, required to challenge the students who are achieving at or above grade level.

Website for Pre-Kindergarten Guidelines and K-12 Standards (TEKS)

A list of all TEKS or Guidelines for your child's grade level can be found by visiting:

PK Guidelines: <https://tea.texas.gov/pkg.aspx>

K-12 Standards: <https://tea.texas.gov/curriculum/teks/>

Glossary of Important Terms

Term	Definition
Assessment	The wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
Complex Content	Evidence of mastery that goes beyond what was explicitly taught in class. This evidence shows that a student is making in-depth inferences of what was taught and is able to apply learning in new ways. Complex content is represented in the score 5.0 on a proficiency scale.
Critical Content	Standards that have higher priority over others
Evidence of Mastery	The wide variety of student work that teachers use to determine where a student's level of mastery is regarding a measurement topic. Evidence of

	mastery may include paper-pencil assignments, observations, discussions, projects and a variety of assessments
Grading Cycle	The grouping of time that grades are calculated for report card reporting. ECISD uses a 9 week grading cycle in Pre-K and an 18 week grading cycle in grades K-12.
Measurement Topic	Titles of Proficiency Scales in txGradebook (also known as Skill sets)
Obtrusive Evidence	Evidence collected by a teacher when instruction stops. This usually takes the form of a paper-pencil test, worksheet, assigned essay, verbal interview...
Power Law	An algorithm used to calculate scores in Standards-based grading. This formula weighs recent scores more heavily than scores previously recorded.
Proficiency Scale	A tool used by teachers and students to determine the student's current level of progress toward meeting the standard
Rubric	Tool used to score 1 piece of evidence across multiple domains. Rubrics are typically used to provide feedback on essays, projects, and presentations.
Simple Content	Vocabulary and prerequisite knowledge and skills required for students to understand Target Content. Simple content is represented in the score 3.0 on a proficiency scale.
Standard	A statement describing what a student must know and be able to do. This can be a TEKS (Texas Essential Knowledge & Skill), a National Standard (AP courses), Pre-K Guideline, or any other statement required of students to learn.
Standards-Based Grading	A grading system that measures a student's mastery of the essential standards/skills for a class, or how well a student understands or demonstrates mastery of the material.
Student-Generated Evidence	Evidence collected by the teacher that directly involves the student in the process. In this type of evidence, students suggest ways they can demonstrate their mastery of a measurement topic. Sometimes, the teacher will offer options for students to select from to show evidence of mastery of a measurement topic.
Target Content	Grade level standard as written by TEA. This is the focus for explicit instruction. This content is represented in the score 4.0 on a proficiency scale.
TeacherPortal	A computer application used by school districts to record student grades and attendance. Teachers use it to record and calculate grades, generate progress reports and progress reports. Parents can access information from TeacherPortal through the ParentPortal.
Traditional Average	The method of determining a final course grade by adding up all grades for the course and dividing the sum by the number of grades recorded. This final grade is typically represented numerically using the digits 1-100.

Traditional Grading	A system of determining grades that takes into account all assignments collected and individually scored. Traditional grading relies on generating an average of all scored assignments to determine a final course grade.
Unobtrusive Evidence	Evidence collected without a student knowing they are being assessed. This usually takes the form of observations of a student working/completing a performance task, informal one-on-one conversations with the teacher...

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

AP class- weighted only comes into play with 70 or higher... What do we want to do with AP course that scores 60-69... Failing??? at EC, but that is passing at college...