

Understanding Your High Schooler's Learning

A family guide to standards-based learning, course grades, and GPA



Standards-based learning helps families see what students know, where they are growing, and what comes next.
clear goals • feedback • growth

What Families Need to Know

✓ Scores represent learning What students know and can do—not points or extra credit.	⦿ Expectations are clear Standards, targets, and rubrics show what success looks like.	➤ Proficiency Levels inform progress A level shows current learning and the next step.
🔧 Practice builds learning Practice, feedback, and reflection prepare students to show learning.	••• Patterns matter Teachers consider evidence over time—not one score.	◇ Learner behaviors are separate Academics and Life Ready Dispositions are reported separately.

What Do Proficiency Levels Mean?

A continuum of learning over time

1 – Beginning Just starting	2 – Approaching Getting there	3 – Meeting Expected learning This is the goal	4 – Exceeding Applying learning in more complex ways
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A level is not a label – it is a just-in-time snapshot of current learning that may change as a student grows.
Meeting is the goal. Exceeding is not required to demonstrate successful grade-level or content-area learning.

High School Grade Determination

ESSENTIAL STANDARD AVERAGE	LETTER GRADE	GPA
3.00	A	4.0
2.80–2.99	AB	3.5
2.60–2.79	B	3.0
2.40–2.59	BC	2.5
2.20–2.39	C	2.0
2.01–2.19	CD	1.5
2.00	D	1.0
	F / Incomplete	0
Limitation Apply (see right)		

Essential Standard Limitations

A	No final Essential Standard score of 2 or below
AB	One final Essential Standard score of 2 <i>may</i> be allowed, but no final score of 1
B through D	No final score of 1 for any Essential Standard
F / Incomplete	A final score of 1 on any Essential Standard

FOOTNOTE: For averaging final Essential Standard scores, 3s and 4s count as 3s.

A gradation identifies a possible grade range . Limitations may override it.

Supporting Learning at Home

▣ Review Infinite Campus

- Which skills are being reported?
- What feedback or next steps are available?
- What patterns do I notice over time?
- What is the story behind scores of 1 or 2?

NOTE: Students may begin at a 1. The goal is growth throughout the learning cycle.

○ Start a conversation

- What are you learning?
- What feedback did you receive?
- What will you try next?

More Information

Visit go.ecasd.us/DistrictSBG to learn more about Standards-Based Grading.
Questions? Contact your building principal.



www.ecasd.us
Teaching & Learning- Standards-Based Grading