



STANDARDS-BASED SYSTEM HANDBOOK

Teaching, Learning, Grading, and Reporting

ABSTRACT

The *ECASD Standards-Based System Family Handbook* explains how the district uses clear learning standards and targets, proficiency levels and rubrics, and multiple pieces of evidence to assess and report student learning. It helps families understand grading, reassessment, high school letter grades, Life Ready Dispositions, Infinite Campus, and ways to support continued student growth.

[ECASD Teaching and Learning, Student Services, and Special Education](#)

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Contents

Welcome to ECASD’s Standards-Based System 2

Why ECASD Uses a Standards-Based System..... 2

District Vision and Beliefs About Learning..... 2

Purpose of the Standards-Based System 2

What Is My Child Learning, and What Does Success Look Like? 3

Essential Standards: What Is My Child Expected to Learn? 3

Essential Learning Targets: *What is my child working toward each day?* 4

Rubrics: *What Does Success Look Like?* 4

Bringing It All Together 5

Grading in ECASD 5

A Body of Evidence 5

How Course Grades are Determined..... 6

Practice and Learning Activities 8

Feedback and Growth..... 8

Reassessment and Opportunities for Continued Learning..... 8

How Grades Support Learning..... 8

Reporting Student Learning 9

What should families look for? 9

Academic Learning and Life Ready Dispositions 9

Working Together to Support Learning.....11

Appendix A: Frequently Asked Questions 12

About the Standards-Based System 12

Grading 12

Reassessment and Growth 13

Reporting..... 14

Supporting Learning at Home 14

Appendix B: Common Myths and Facts.....15

Appendix C: Key Vocabulary for SBG in the ECASD 16

Appendix D: Checking Grades in the IC Student/Family Portal 20

Welcome to ECASD's Standards-Based System

This guide is designed to help families understand ECASD's Standards-Based System. It provides information about what students are expected to learn, how their learning is assessed, how progress is reported, and ways families can support learning at home.

Why ECASD Uses a Standards-Based System

Traditional grading systems often combine many different factors into a single grade, including tests, homework completion, extra credit, participation, and behavior. While these factors may all be important, combining them can make it difficult to understand what a student has learned.

ECASD's Standards-Based System helps provide a clearer picture of student learning. By focusing grades on academic standards and reporting behaviors separately, families receive more accurate information about both achievement and habits that contribute to success. This helps students understand their strengths, identify areas for growth, and take ownership of their learning. It also helps families have clearer conversations with students and teachers about what is going well, where support may be needed, and what are the next learning steps.

District Vision and Beliefs About Learning

Our vision is for EACH student to know what they are expected to learn, receive the support they need to succeed, and have meaningful opportunities to demonstrate their learning. We believe every student can learn and grow when expectations are clear, learning is supported, feedback is meaningful, and progress is communicated accurately.

Learning is a process that takes time, practice, feedback, reflection, and revision. Students may learn at different rates and in different ways, and ECASD's Standards-Based System is designed to help students, families, and educators understand progress and support continued growth.

Purpose of the Standards-Based System

The purpose of ECASD's Standards-Based System is to create a consistent approach to teaching, learning, grading, and reporting across our schools. The system focuses on what students know and can do in relation to important academic standards, rather than only what tasks they have completed or how many points they have earned.

By aligning teaching, learning, grading, and reporting, ECASD provides students and families with more meaningful information about academic progress. This helps students understand their strengths, identify areas for growth, and determine the next steps for learning.

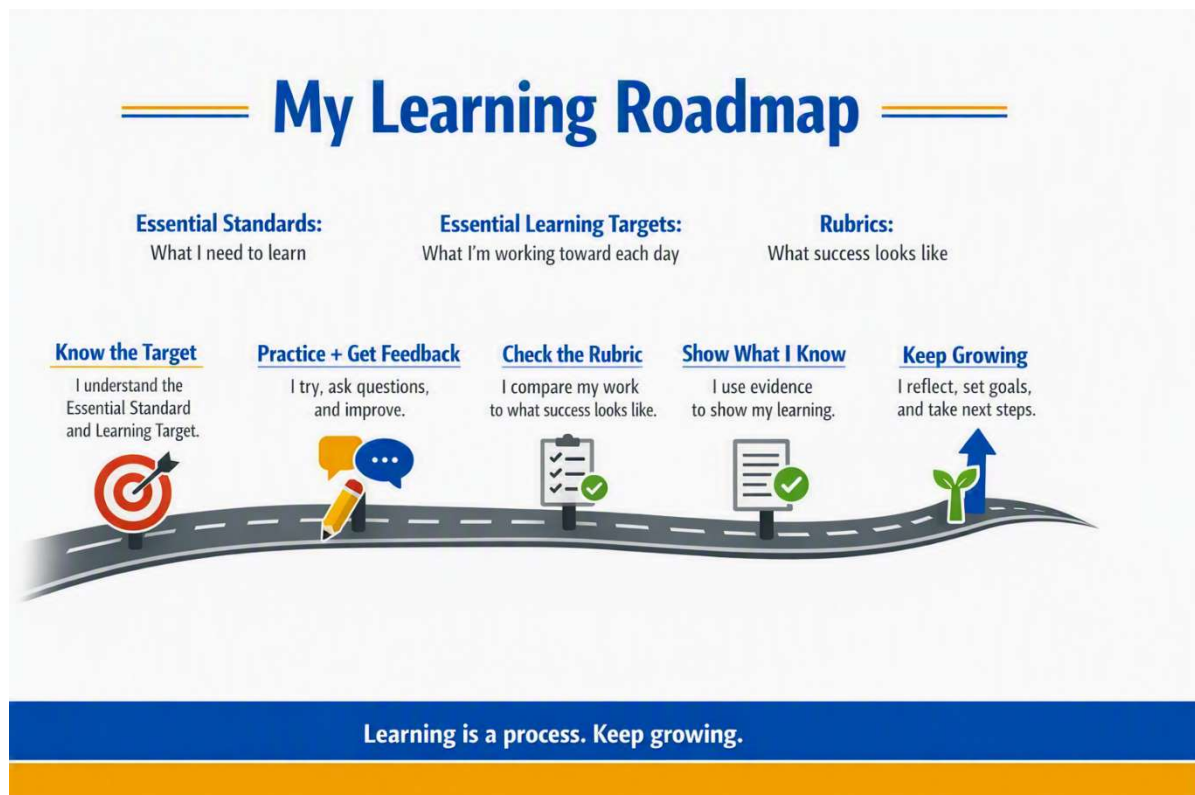
Families are essential partners in this process. When learning expectations are clear and progress is communicated accurately, students, families, and educators can work together to celebrate success, identify challenges, and support continued growth.

Family Takeaway

The goal of this system is clearer information. Families should be able to understand what students are learning, how they are progressing, and what support or next steps may be needed.

What Is My Child Learning, and What Does Success Look Like?

Families often want to know what their child is expected to learn and how they will know if their child is on track. In ECASD, three tools help make learning expectations clear: Essential Standards, Essential Learning Targets, and Rubrics. Together, these tools explain what students are learning, what they are working toward, and what successful learning looks like.



Essential Standards: What Is My Child Expected to Learn?

Essential Standards identify the most important knowledge, and skills students are expected to learn



during a course or grade level. These standards represent the learning that is most critical for future success and provide a consistent foundation for instruction across classrooms and schools.

Essential Standards help ensure the following:

- Each student has access to the same learning expectations, regardless of their teacher or school.
- Students understand what they are expected to know and be able to do.
- Teachers focus instruction on the most important learning.
- Families have a clear understanding of the learning goals for the course.

In Plain Language

Essential Standards are the most important learning goals for a course or grade level. They help teachers, students, and families stay focused on what matters most.

Example of an Essential Standard

A representative team of teachers used a research-based process to identify the most important grade-level or course-specific knowledge, and skills students need to attain. For example, in mathematics an Essential Standard might focus on solving and explaining proportional relationships, while in English Language Arts an Essential Standard might focus on analyzing the main idea of a text using evidence.



Essential Learning Targets: *What is my child working toward each day?*

Essential Learning Targets break larger standards into smaller, student-friendly goals that guide day-to-day learning. They help students understand what they are learning, why it matters, and what success looks like.

Students regularly use Essential Learning Targets for many reasons:

- Focus their attention during instruction.
- Monitor their own progress.
- Reflect on their learning.
- Identify the next steps for improvement.

Essential Learning Targets help students answer two important questions: “What am I learning?” and “What does success look like?” Success criteria on a rubric will help students know if they are successful in meeting the learning target. They make learning clear and understandable for students and families.

Example of an Essential Learning Target

If an Essential Standard is “analyze how characters develop throughout a text,” then an Essential Learning Target might be “I can explain how a character changes from the beginning to the end of a story using evidence from the text.”



Rubrics: *What Does Success Look Like?*

Rubrics help students, families, and teachers understand what successful learning looks like. They describe levels of proficiency for an Essential Learning Target and provide clear Success Criteria students can use before, during, and after learning.

Rubrics are more than scoring tools. They act like roadmaps by helping students recognize strengths, identify areas for improvement, use feedback, and determine next steps for growth.

Rubrics help students accomplish the following:

- Understand expectations before beginning an assessment.
- Compare their work to Success Criteria.
- Recognize their strengths and areas for improvement.
- Use feedback to guide future learning.

Proficiency levels describe where a student is in the learning process at a particular point in time. They are not labels and they do not define a student’s ability. Instead, they help students, families, and teachers

Why Rubrics Matter

Rubrics show what success looks like before students begin. They help students use feedback, recognize strengths, and understand next steps.

understand what the student currently knows, what the student can do, and what support or next steps may be needed.

What Does My Level Mean? A level is not who I am. It shows where I am in my learning right now.			
1 – Beginning	2 – Approaching	3 – Meeting	4 – Exceeding
I’m just starting. Next step: Get help, practice, and try again.	I’m getting there. Next step: Use feedback and keep practicing.	I understand the expected learning. Next step: Keep showing strong learning.	I can go beyond the expected learning. Next step: Apply learning in new or complex ways.

Bringing It All Together

Essential Standards, Essential Learning Targets, and Rubrics work together to make learning clearer. Essential Standards identify what students need to learn, Essential Learning Targets provide focus on specific knowledge and skills, and Rubrics show what success looks like at different levels.

Once learning expectations are clear, grading is the way ECASD communicates how students are progressing toward those expectations. The next section explains how grades are determined and what they are intended to communicate.

Grading in ECASD

The purpose of grading is to communicate what a student knows and can do in relation to grade-level or course expectations. In ECASD’s Standards-Based System, grades are based on a Body of Evidence and focus on a student’s demonstrated level of proficiency on important learning standards.

Grades help students and families understand strengths, identify areas for growth, and determine the next steps in the learning process.

A Body of Evidence

Student grades are determined using multiple pieces of evidence collected over time. Teachers use information from assessments, projects, performances, written work, discussions, and other demonstrations of learning to understand a student’s current level of proficiency. No single assignment or assessment tells the entire story of student learning. Instead, teachers consider patterns of evidence to determine what a student consistently knows and can do.

This approach recognizes that learning is a process, and that students may demonstrate increased understanding as instruction, feedback, and practice occur throughout a unit or course.

How Learning Evidence Becomes a Grade

A Body of Evidence is used to determine Essential Learning Target scores. Essential Learning Target scores roll up into Essential Standard scores. In high school ONLY, Essential Standard scores roll up into a final letter grade and GPA points.

How Course Grades are Determined

Teachers use a Body of Evidence to determine a student's progress on Essential Learning Targets. The Body of Evidence includes multiple opportunities for students to demonstrate what they know and can do, such as assessments, projects, performances, written work, and other demonstrations of learning.

Essential Learning Target scores are then used to determine a final score for each Essential Standard. This means an early score or individual score on an Essential Learning Target does not automatically determine the final course grade.

For example, if a student receives a 2-Approaching on evidence connected to an Essential Learning Target during the learning process, the student may still earn a strong final course grade if later evidence shows proficiency on the related Essential Learning Target. In high school courses **ONLY**, final Essential Standard scores are converted into final course grades and GPA points.

In high school courses, the final course grade communicates the student's overall level of academic achievement for the course. Teachers use aligned rubrics, evidence, and professional judgment connected to course standards to determine the grade that best represents what the student currently knows and can do.

For high school families, it is important to know that course grades continue to be reported in ways that support transcripts, credit, grade point average, athletic/activity eligibility, and post-secondary opportunities. The Standards-Based System changes how learning evidence is gathered and interpreted, but it does not remove the need for clear course grades.

In ECASD's Standards-Based System, high school course grades are determined through a progression of learning evidence—not by averaging all assignments or points:

- 1. Teachers review a Body of Evidence.**

Multiple demonstrations of learning, such as assessments, projects, performances, written work, and discussions, are used to determine a student's current proficiency on each Essential Learning Target. Teachers look for patterns of learning over time rather than allowing one early or individual score to determine the grade.

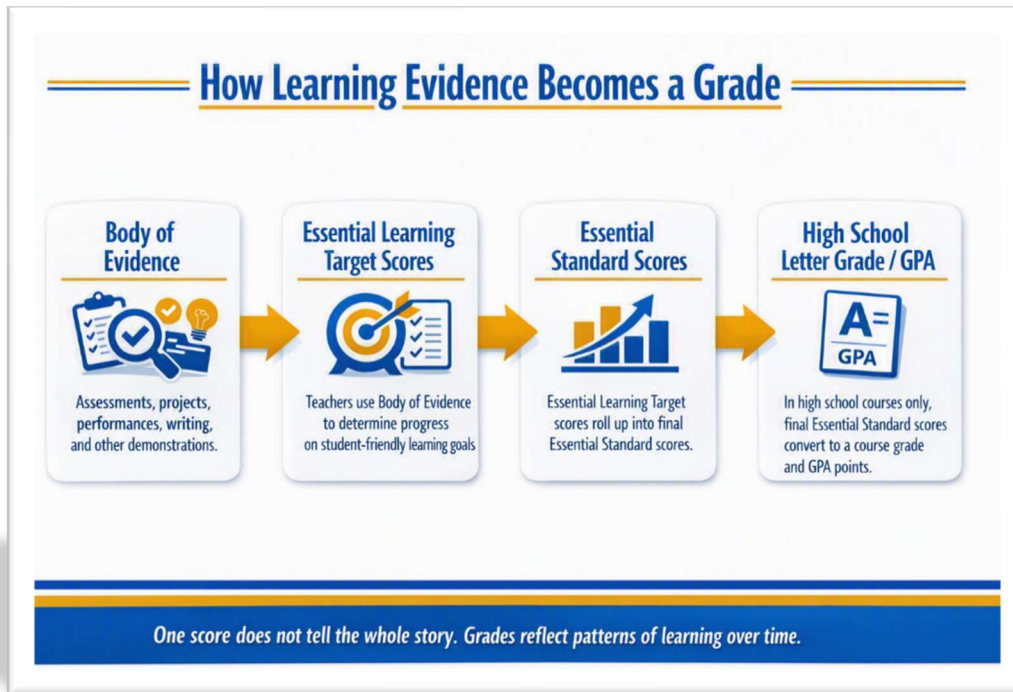
- 2. Essential Learning Target scores roll up to each Essential Standard.**

Using the aligned rubric, the Body of Evidence, and professional judgment, the teacher determines a final proficiency score for each Essential Standard.

- 3. Final Essential Standard scores are averaged.**

For this calculation, final scores of **3-Meeting** and **4-Exceeding** are both entered as 3. This ensures that exceeding one standard does not compensate for not yet meeting another essential standard.

- 4. The average is converted to a letter grade and GPA value.**



For high school courses, ECASD uses the following gradation table to convert final Essential Standard scores into final course grades and GPA points. The gradations show how final Essential Standard scores connect to a course grade. The limitations help ensure that a final grade does not hide an Essential Standard where a student may still need significant support.

Letter Grade* (High School ONLY)	Gradations** (of Essential Standard Averages)	Limitations (override gradations)	GPA (conversions)
A	3	No final score of 2 or below in any standard is allowed	4
AB	2.8-2.99	One final score of 2 is allowable but no score of 1 in any standard.	3.5
B	2.6-2.79	No final score of 1 in any standard is allowed.	3
BC	2.4-2.59		2.5
C	2.2-2.39		2
CD	2.01-2.19		1.5
D	2		1
F/Incomplete	n/a	A final score of 1 on any standard.	0
*Teacher professional discretion may also be used to determine a final letter grade (requires collaboration and documentation).			
**3s and 4s count as 3s for averaging Essential Standard scores.			

Practice and Learning Activities

Learning requires practice. Students engage in a variety of learning activities designed to build understanding and develop skills. These activities provide valuable opportunities for learning, feedback, and growth.

Because the purpose of practice is learning, practice activities may not always be included in the academic grade in the same way as assessments or demonstrations of learning. However, practice is still important because it helps students prepare to show what they know and can do.

Families can support learning by encouraging students to complete practice activities, ask questions, and use feedback to improve their understanding.

Feedback and Growth

Feedback is an important part of the learning process. Students receive ongoing feedback about their progress toward learning goals and are encouraged to use that feedback to improve their understanding and performance. Effective feedback helps students answer three important questions:

- Where am I going?
- How am I doing?
- What should I do next?

When students understand these answers, they are better equipped to take ownership of their learning and make continued progress toward proficiency.

Reassessment and Opportunities for Continued Learning

Because learning occurs over time, students may have opportunities for reassessment or additional opportunities to demonstrate growth when appropriate. These opportunities are connected to feedback, additional practice, support, and readiness to show improved understanding.

Our Standards-Based System recognizes that students learn at different rates, and that growth is an important part of the learning process. The primary goal is for students to achieve proficiency and develop a deep understanding of Essential Standards. When reassessment is appropriate, students use the steps in the infographic to prepare, show readiness, and demonstrate new learning.

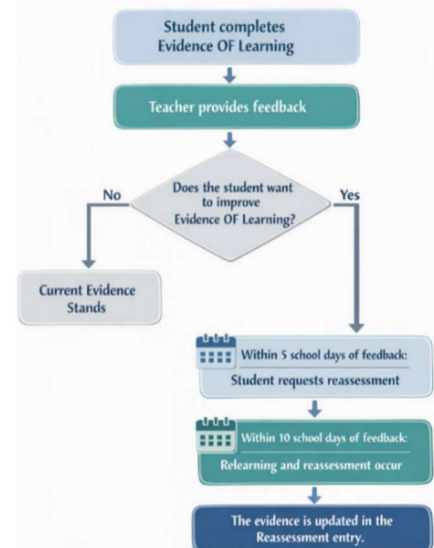
How Grades Support Learning

Grades are most helpful when they lead to reflection, conversation, and next steps. ECASD's grading practices are designed to:

Practice Still Matters

Practice may not always be included in the academic grade the same way as assessments, but it still matters. Practice helps students build understanding and prepare to demonstrate learning.

Reassessment Process



- Communicate what students know and can do in relation to standards.
- Focus attention on important academic learning.
- Provide meaningful feedback to students and families.
- Support student reflection, goal setting, and growth.
- Promote consistent expectations across classrooms and schools.

This information helps families have more focused conversations with students and teachers about what is going well, where support may be needed, and how students can continue growing.

Reporting Student Learning

Reporting is how families receive ongoing information about student learning, progress, and next steps. In ECASD, reporting may include information shared through Infinite Campus, classroom feedback, progress updates, conferences, and report cards.

Reporting helps answer three important questions:

- What is my child learning?
- How is my child progressing toward expectations?
- What are the next steps for continued growth?

What should families look for?

Families should focus on:

- Areas where students are meeting expectations.
- Standards that may require additional support.
- Patterns of growth over time.
- Teacher feedback and comments.
- Opportunities for continued learning.

Reporting is not intended to label students. Instead, it provides information that can be used to support learning and growth.

Academic Learning and Life Ready Dispositions

Success in school and life requires both academic learning and learning behaviors. ECASD reports academic learning and Life Ready Dispositions separately, so families receive clear information about what students know and how they approach learning.

Area Reported	Questions It Answers	What It Focuses On
Academic Learning	What does the student know and what can the student do?	Learning standards and demonstrated proficiency
Life Ready Dispositions	How does the student approach learning?	Learning behaviors: perseverance, collaboration, responsibility, and self-management

Academic Reporting

Academic reporting gives families information about what a student currently knows and can do in relation to identified learning standards. This information helps families understand academic strengths, areas for growth, and next steps for support. Academic reporting is intended to:

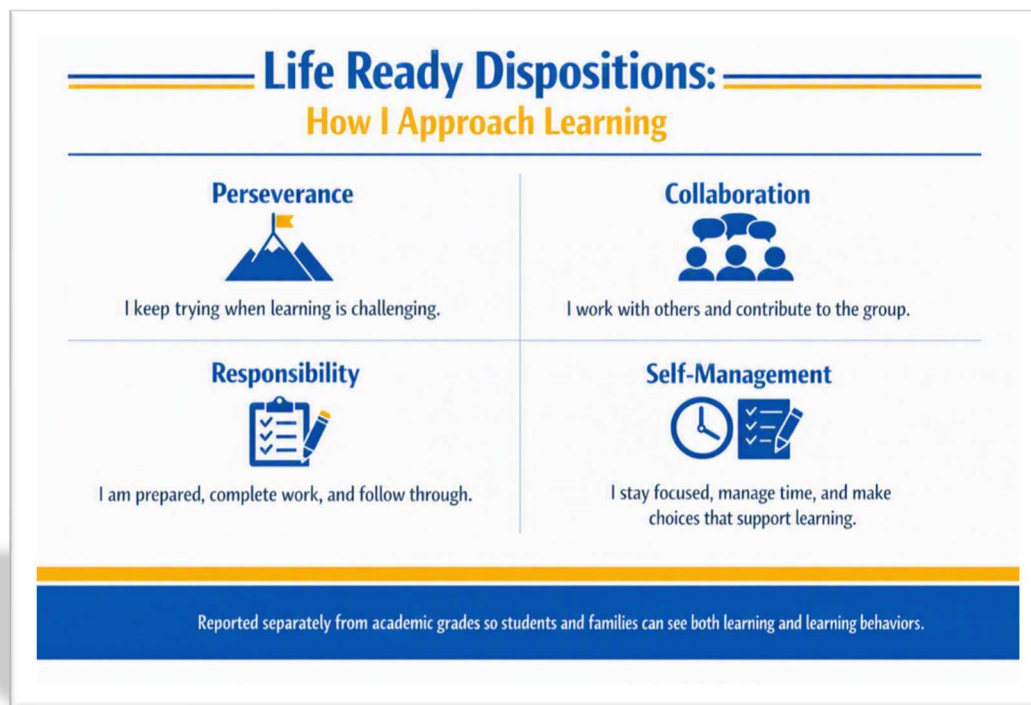
- Communicate learning clearly.
- Reflect current levels of understanding.
- Identify strengths and areas for growth.
- Support conversations between students, families, and teachers.
- Encourage students to take ownership of their learning.

Life-Ready Disposition Reporting

Life Ready Dispositions describe how students approach learning and the learning behaviors that help them succeed in school and beyond. These dispositions are reported separately from academic learning four times throughout the year, so families can better understand not only what a student knows and can do, but also how the student engages in the learning process. ECASD focuses on the following behaviors: perseverance, collaboration, responsibility, and self-management.

Why Report These Separately?

Academic grades show what students know and can do. Life Ready Dispositions show how students approach learning. Reporting them separately gives families a clearer picture of both.



Infinite Campus and Ongoing Communication

The Infinite Campus family portal is available for grades 6-12. Families with students in grades PK-5 will continue to receive information about student progress through classroom communication, progress updates, conferences, and report cards.

When reviewing Infinite Campus, families are encouraged to look for patterns over time rather than focusing on one score or one assignment. A single score may provide helpful information, but patterns of evidence give a clearer picture of what a student currently understands.

Families may see proficiency levels connected to standards, learning targets, and assignments. These levels describe a student's current progress and may change as students receive feedback, practice, and demonstrate new learning.

Families do not need to wait for report cards to understand student progress. Throughout the school year, teachers communicate learning through classroom feedback, progress updates, conferences, and information available in Infinite Campus.

Parents are encouraged to regularly review:

- Learning progress
- Assessment results
- Teacher feedback
- Missing practice or learning activities
- Overall progress toward identified standards

When questions arise, communication between families and teachers remains an important part of supporting student success.

When Reviewing Infinite Campus

Look for patterns over time rather than focusing on one score or one assignment. If something is unclear, reach out to the teacher for more information.

Working Together to Support Learning

ECASD's Standards-Based System is designed to provide clearer information about student learning and growth. Families play an important role by reviewing feedback, asking questions, encouraging practice, and partnering with teachers. Together, we can help each student understand their progress, build confidence, and continue growing toward important learning goals. Learning is not only about where a student starts; it is about the progress they make, the feedback they use, and the learning they are able to demonstrate over time.

Appendix A: Frequently Asked Questions

Families often have practical questions about how a Standards-Based System works day to day. The following questions address common topics related to learning, grading, reporting, reassessment, and support at home.

About the Standards-Based System

Has ECASD used a Standards-Based System before?

Yes. ECASD has already used standards-based grading and reporting practices at grades PK-5 since 2009. The move to a Standards-Based System in grades 6-12 builds on this earlier work and creates a more consistent approach to teaching, learning, grading, and reporting across the district.

At all levels, the goal is the same: to provide clearer information about what students know and can do in relation to important learning standards. Rather than focusing only on points earned or tasks completed, the system helps students, families, and teachers understand academic strengths, areas for growth, and next steps for learning.

Why did ECASD move to a Standards-Based System in Grades 6-12?

The Standards-Based System is designed to provide clearer and more accurate information about student learning. Rather than focusing on points earned, grades and reports communicate what students know and can do in relation to learning standards.

Does this mean expectations are lower?

No. Expectations remain rigorous and aligned to state standards. The Standards-Based System helps clarify what students are expected to learn and how success is measured.

How does this help students?

Students benefit from clear learning expectations, meaningful feedback, opportunities for growth, and a better understanding of their own progress.

Grading

If my child completes all the work, why might they still not be Meeting?

Completing work is important because it helps students practice and prepare. However, academic grades are based on what students demonstrate they know and can do in relation to the standard. A student may complete practice and still need additional support to reach proficiency.

What determines my child's grade?

Grades are based on a Body of Evidence collected over time. Teachers use multiple pieces of evidence to determine progress on Essential Learning Targets, which then roll up into Essential Standard scores. In high school courses ONLY, Essential Standard scores are converted into final course grades and GPA Points.

Why doesn't every assignment count toward a grade?

Many activities are designed to provide opportunities for learning and practicing. Just as athletes practice before a game, students need opportunities to learn, make mistakes, receive feedback, and improve before demonstrating proficiency.

Why did my child's score change?

Learning develops over time. As students demonstrate new levels of understanding, proficiency scores may change to reflect their current learning.

Is Approaching/Level 2 failing?

Approaching/Level 2 indicates that a student is developing toward grade-level expectations but has not yet consistently demonstrated proficiency. Students at Approaching/Level 2 may require additional instruction, practice, feedback, or support.

What does Exceeding/Level 4 mean?

Exceeding/Level 4 indicates that a student not only meets grade-level/course expectations but is able to apply learning in more sophisticated or complex ways.

How does standards-based grading affect high school transcripts and GPA?

High school courses continue to result in final course grades that are used for transcripts, credit, GPA, athletic/activity eligibility, and postsecondary planning. A Standards-Based System helps ensure those grades are based on demonstrated learning in relation to course standards rather than only points accumulated across assignments.

Are grades calculated by averaging all assignments?

Not necessarily. In a Standards-Based System, teachers use multiple pieces of evidence to determine a student's current level of proficiency. This means teachers look for patterns of learning over time rather than simply averaging every score together. More recent and consistent evidence may provide a better picture of what a student currently knows and can do.

Reassessment and Growth

Does reassessment mean students can redo work whenever they want?

No. Reassessment is not simply redoing work whenever a student wants. Reassessment applies to Evidence OF Learning, not practice activities. Students are expected to use feedback, complete additional practice or support, and show readiness to demonstrate improved understanding.

Can students continue learning after an assessment?

Yes. Learning is a process. Students may have opportunities to receive additional instruction, engage in further practice, and demonstrate improved understanding when appropriate.

Why does ECASD value reassessment?

The goal of assessment is to understand learning and support growth. Reassessment recognizes that students may learn at different rates, and that proficiency can develop over time.

Reporting

Why might a proficiency level change during the term?

Proficiency levels reflect a student's current understanding. As students learn more, receive feedback, and demonstrate new evidence of learning, the reported level may change to better reflect what they currently know and can do.

What should I focus on when reviewing Infinite Campus?

Focus on your child's progress toward meeting the Essential Standards and/or Essential Learning Targets, teacher feedback, patterns of growth, and areas where additional support may be needed.

Why are academic grades and Life Ready Dispositions reported separately?

Academic learning and learning behaviors provide different kinds of information. Reporting them separately allows families to understand both what students know and how they approach learning.

Will colleges still understand transcripts?

Yes. ECASD will continue to provide transcripts and reporting structures that meet state requirements and support post-secondary opportunities.

Supporting Learning at Home

How can I help my child succeed?

Families can support learning by:

- Encouraging effort and perseverance.
- Discussing learning goals.
- Reviewing feedback together.
- Communicating with teachers when questions arise.
- Celebrating growth and progress.

What should I ask my child about school?

Consider asking:

- What are you learning right now?
- What are you doing well?
- What feedback have you received?
- What is your next learning goal?
- How can I support you?

Appendix B: Common Myths and Facts

As ECASD continues using a Standards-Based System, families may hear different ideas about what the system means. The chart below clarifies several misunderstandings.

Myths	Facts
Grades are only about earning points.	Grades communicate what a student currently knows and can do in relation to learning standards.
Practice does not matter if it is not graded.	Practice is important because it helps students learn, receive feedback, and prepare to demonstrate understanding.
Approaching means failing.	Approaching means the student is developing toward expectations and may need more time, practice, feedback, or support.
Students can retake assessments without learning more.	Continued learning and preparation are expected before reassessment.
Academic achievement and behavior are the same thing.	Academic learning and Life Ready Dispositions are reported separately.

Appendix C: Key Vocabulary for SBG in the ECASD

Term	Definition
Essential Standards	Essential Standards answer the PLC question: “What do we want our students to know and do?” Educators will teach more than the Essential Standards, but Essential Standards are guaranteed to be explicitly taught, directly assessed, clearly reported, and carefully monitored; furthermore, educators will provide additional time and support when students do not make adequate progress on these standards.
Essential Learning Targets	Essential Learning Targets isolate specific skills within the Essential Standards to guide educators on what to teach and inform students on what they will learn. Essential Learning Targets identify what skill educators should be assessing as students demonstrate what they know and can do.
Academic Rubric	An <i>Academic Rubric</i> is a teaching, learning, and scoring tool that describes the specific criteria used to assess a learner’s performance or understanding of an Essential Learning Target. It clarifies what learning looks like at each proficiency level, making expectations clear and transparent for both teachers and students. • Aligned to Essential Learning Targets, an Academic Rubric... • Identifies Success Criteria to describe what quality work looks like at each level • Shows learning progression from <i>Beginning</i> to <i>Approaching</i> to <i>Meeting</i> to <i>Exceeding</i> • Clarifies expectations so students know what they are aiming for • Supports feedback, reflection, and goal setting • Provides consistency in how learning is assessed and communicated
Behavior Rubric	A Behavior Rubric is a teaching, learning, and scoring tool that describes the specific criteria used to assess a learner’s performance of a Life Ready Disposition. It clarifies what dispositions look like at each proficiency level, making expectations clear and transparent for both teachers and students. • Aligned to Life-Ready Dispositions, a Behavior Rubric... • Identifies Success Criteria to describe what behavioral dispositions look like at each level • Shows progression from <i>Beginning</i> to <i>Approaching</i> to <i>Meeting</i> to <i>Exceeding</i> • Clarifies expectations so students know what they are aiming for • Supports feedback, reflection, and goal setting • Provides consistency in how behavioral dispositions are assessed and communicated

Term	Definition
Success Criteria	Success Criteria describes the specific, observable qualities of student work that indicate progress toward and proficiency of an Essential Learning Target. They clarify what success looks like at each performance level within the Essential Learning Target Rubric and help students understand how to improve. Embedded directly in the Essential Learning Target Rubric, Success Criteria guide students in self-assessment, reflection, and goal setting by making the expectations for learning transparent and actionable.
Supporting Learning Targets	Supporting Learning Targets are an option for teachers to focus on more granular skills, concepts, or strategies within an Essential Learning Target. If teachers use Supporting Learning Targets to support daily lessons, they must still tie the purpose of student learning back to the Essential Learning Target.
Body of Evidence	A Body of Evidence is a purposeful collection of student work that includes both Evidence FOR Learning (gathered during instruction to monitor progress and guide feedback) and Evidence OF Learning (collected after instruction to determine the student’s current level of proficiency). Collectively, this evidence shows how a student is progressing toward, meeting, or exceeding proficiency in Essential Learning Targets and, ultimately, Essential Standards.
Checks for Understanding	Checks for Understanding are quick, informal opportunities embedded <i>during instruction</i> that reveal how well students are grasping the Essential Learning Target in the moment. They provide immediate insight into student thinking—what they know, what misconceptions they have, and what support they need next. Checks for Understanding that are <i>not</i> aligned to a Rubric for an Essential Learning Target should NOT be graded within the Body of Evidence; their purpose is to guide responsive teaching and to help students reflect on their learning. Checks for Understanding that <i>are</i> aligned to a Rubric for an Essential Learning Target CAN be graded as Evidence <i>for</i> Learning; their purpose is to help teachers give timely, specific feedback and to help students determine their next steps.
Evidence FOR Learning	Evidence for Learning is information gathered <i>during instruction</i> that shows how individual students are progressing toward an Essential Learning Target. It is used to provide timely, specific feedback, and to guide adjustments to teaching and learning. Teachers use the Rubric aligned to the Essential Learning Target to describe where a student’s current work sits on the continuum of learning and what next steps will move the student closer to proficiency. While its primary purpose is to provide student feedback and guide learning, reliable Evidence for Learning that aligns with a Rubric for an Essential Learning Target should also be recorded in the gradebook to illustrate a student’s independent, ongoing progress toward proficiency.

Term	Definition
Evidence OF Learning	Evidence of Learning is information collected <i>after</i> instruction—at the end of a learning cycle, unit, or period of practice—that demonstrates a student’s current level of proficiency on the Essential Learning Target. It reflects what a student can independently know and do without teacher support, using the Essential Learning Target Rubric to determine the level of proficiency. Every Essential Learning Target has at least one common piece of Evidence of Learning tied to it.
Common Assessment	Common Assessments guarantee evidence for/of student learning toward Essential Learning Targets and their Essential Standards. Common Assessments use the same or similar student task to assess the same Essential Standards and Essential Learning Targets AND use the same Rubric for grading. Common Assessments help teachers make instructional decisions, provide feedback on success indicators, and assess evidence for/of student learning. In the ECASD, Rubrics for Common Assessments are built around Essential Learning Targets to provide teachers, students, and stakeholders with accurate, meaningful, and equitable information about student progress toward and achievement of Essential Standards.
Meeting Proficiency	A learner at the <i>Meeting</i> proficiency level consistently demonstrates the knowledge and skills described in the grade or course level standard. At this level, the learner can apply the learning accurately and independently in the contexts in which it was taught. Their work meets the expectations defined in the Essential Learning Target Rubric and reflects a solid, reliable understanding of the essential concepts and skills.
Exceeding Proficiency	A learner at the <i>Exceeding</i> proficiency level demonstrates deep understanding and flexible, independent application of the standard beyond what was explicitly taught or practiced in class. The learner can transfer their learning to new situations, make connections, and extend thinking in meaningful ways without teacher prompting. • Learners performing at the Exceeding level typically... • Apply the learning independently in a new or unfamiliar context (not the one used in the lesson, task, guided practice, or at times, the Common Assessment) • Demonstrate creativity, insight, or sophistication in how they use the skill or concept (showing depth, not just accuracy) • Make connections among ideas, concepts, or skills that go beyond what was taught • Extend or build on the standard, showing higher-level reasoning or analysis (e.g., modeling, generalizing, designing, critiquing) • Support their thinking independently with relevant evidence, strategy choice, or justification • Show consistent autonomy, not reliant on teacher cues, scaffolds, or step-by-step guidance

Term	Definition
Rigor	Rigor is the level of complexity determined by an Essential Standard. All learning activities and assessments have some level of rigor, but instruction and assessment must exemplify the intended rigor of the Essential Standard/Learning Target. In the ECASD, planning for different levels of learning (e.g., surface, deep, transfer) and using tools like the Hess Cognitive Rigor Matrices (Bloom's Taxonomy and Webb's DOK Levels combined) help ensure that teaching and learning occur at the appropriate level of rigor.
Social Emotional Learning	The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Social Emotional Competencies	Specific knowledge, skills, and habits that students develop over time through Social Emotional Learning.
Portrait of a Graduate	A shared vision of student success encompassing the essential knowledge, skills, and dispositions every student should develop to thrive in college, career, and life.
Life-Ready Dispositions	The attitudes, mindsets, and habits of behavior that influence how individuals engage in learning, relationships, challenges, and responsibility over time.
End-of-Year (EOY) Reporting	(current K-5 practice in the ECASD) – Grading is based on year-end expectations, regardless of what has been taught and/or assessed at reporting time.
Just-in-Time (JIT) Reporting	(6-12 practice as of 2026-2027) – Grading is based on current expectations, established by what has been explicitly taught and directly assessed at reporting time.

Appendix D: Checking Grades in the IC Student/Family Portal

Note: The snapshots in this guide contain fictitious data for demonstration purposes only.

1. From the Home screen, click the Grades tab to see grades for all courses.

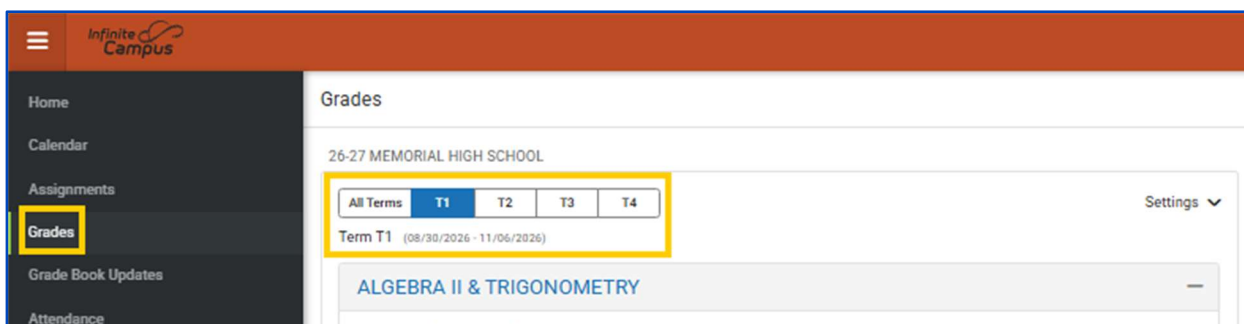
The screenshot shows the Infinite Campus Student Profile page. On the left sidebar, the 'Grades' tab is highlighted. The main content area is titled 'Student Profile' and includes a welcome message, student enrollment details (26-27 MEMORIAL HIGH SCHOOL, Grade 11), and a student identification barcode. Below this is the 'Today's Schedule' section for 26-27 MEMORIAL HIGH SCHOOL, showing three classes: PERSONAL FINANCE (TC), AMERICAN SIGN LANGUAGE I, and EXTENDED LEARNING TIME S1. The 'Assignments: To-Do' section shows two missing assignments: 'Periodic Tables and Changes' and 'Unit 1 Homework', both for CHEMISTRY. The 'Recent Updates: Last Two Weeks' section shows 'Atomic Calculations' for CHEMISTRY.

Term	Class	Time	Teacher	Room
1	PERSONAL FINANCE (TC)	7:35 AM - 8:25 AM		
2	AMERICAN SIGN LANGUAGE I	8:30 AM - 9:20 AM		
ELT	EXTENDED LEARNING TIME S1	9:25 AM - 9:50 AM		

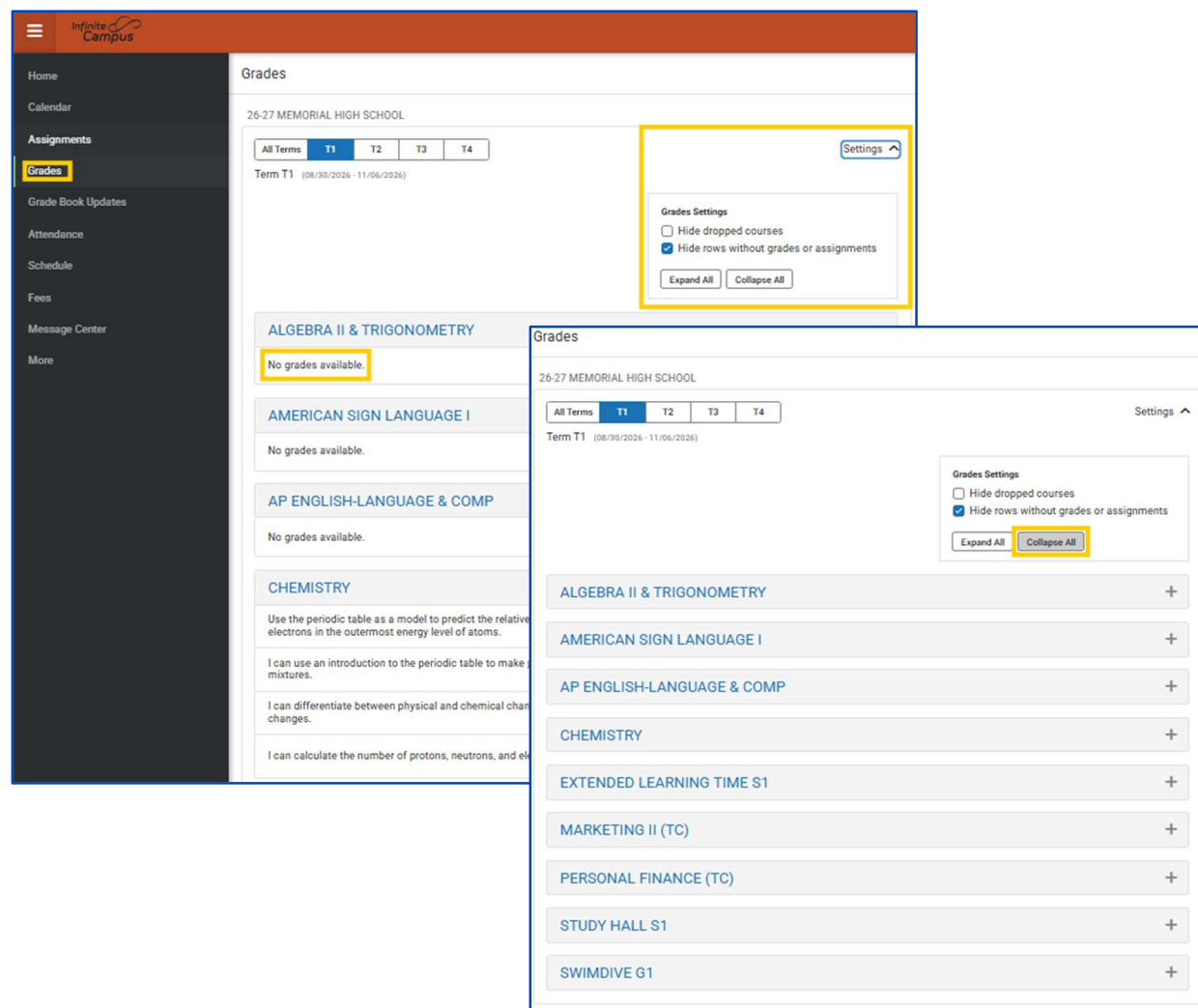
Assignment	Status	Due Date
Periodic Tables and Changes	MISSING	Due Today
Unit 1 Homework	MISSING	Due Tomorrow

- Consider alternative options, depending on the purpose for checking grades:
 - To jump to information about a specific course, click a course name under the Today's Schedule section.
 - To jump to information about a specific Assignment, click an Assignment under the Assignments and Recent Updates sections.

2. Within the Grades menu, click to view information for All Terms or a specific term.
 - Term T1 is Quarter 1, and Term T2 is Quarter 2/Semester 1.
 - Term T3 is Quarter 3, and Term T4 is Quarter 4/Semester 2.



3. Adjust the Settings to hide dropped courses, hide rows without grades or assignments, and/or toggle the Expand/Collapse All settings as preferred:



4. Click on individual courses to see a variety of grading information under the Grades tab: Essential Standards, Essential Learning Targets, Assignment scores/comments, In-Progress grades, and Posted grades (if any scores are finalized). Use the back arrow next to the course name to return to the Grades menu for all courses.

Highlighted below are examples of an Essential Standard and an Essential Learning Target:

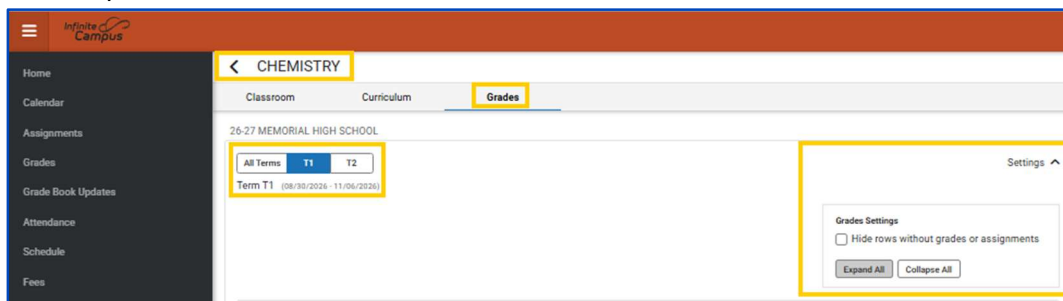
- **Essential Standard:** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
 - *Essential Learning Target:* I can use an introduction to the periodic table to make predictions about elements, compounds, and mixtures.

The screenshot shows the Infinite Campus interface for a Chemistry course. The 'Grades' tab is selected, showing a list of Essential Standards and their corresponding Essential Learning Targets. The first standard is highlighted with a yellow box and labeled 'Essential Standard'. The second standard is also highlighted with a yellow box and labeled 'Essential Learning Target'. The interface includes a sidebar with navigation options like Home, Calendar, Assignments, Grades, Grade Book Updates, Attendance, Schedule, Fees, Message Center, and More. The main content area shows the course name 'CHEMISTRY' and the school '26-27 MEMORIAL HIGH SCHOOL'. The 'Grades' tab is active, displaying a list of standards and targets with their respective scores and progress indicators.

Note: An asterisk* at the end of an Essential Standard indicates the wording of the original standard has been shortened to better fit the gradebook display. (Some state standards are *paragraphs* long!)

Choose and produce equivalent forms of expressions to reveal and explain properties of the quantities they represent, including factoring quadratics, completing the square, and using exponent properties.*

- Adjust the Settings when viewing Grades for an individual course to change terms, hide dropped courses, hide rows without grades or assignments, and/or toggle the Settings to Expand/Collapse All information as preferred.



- Click or hover to view Assignment information under the Evidence list for each Essential Learning Target: title, start/end dates, comments, and scores. Here are a few things to keep in mind:
 - All scores for both Essential Standards and Essential Learning Targets tie to the proficiency levels identified in the Grading Key.
 - Detailed Assessment Rubrics are provided by the teacher during instruction.
 - “Evidence” is the only grading category that exists for Assignments.

Clicking into an Assignment can reveal more details than hovering. For example, this Assignment included a link to the student-facing handout and grading Rubric:

Chemistry Unit 2: Atom Structure Practice Problems

Essential Learning Target	Exceeding	Approaching	Meeting	Beginning
I can calculate the number of protons, neutrons, and electrons in an atom.	Particle quantities are calculated correctly.	Particle quantities are mostly correct with some errors.	Particle quantities are represented and calculated correctly.	X
Isotopes are not recognized.	Isotopes are attributed to the wrong subatomic particle.	Isotope properties are accurately identified.		
Average atomic mass is not calculated correctly.	Average atomic weight uses mass number instead of actual mass.	Average atomic weight is calculated correctly.		

Directions: Complete problems 1-4 from the [Purdue website](#). Use your own printed or digital copy of this document to record your particle quantity representations/calculations, identify the isotope properties, and calculate the average atomic weight for each problem. Be ready to check your work and self-assess with the Rubric for a baseline score in this Essential Learning Target.

Practice Problem 1:
Calculate the number of electrons in the Cl^- and Fe^{3+} ions.

Practice Problem 2:
What is the speed of a wave that has a wavelength of 1 meter and a frequency of 60 Hz?

Practice Problem 3:
Orchestras in the United States tune their instruments to an "A" that has a frequency of 440 Hz. If the speed of sound is 1116 feet per second, what is the wavelength of this note?

Practice Problem 4:
Calculate the frequency of red light that has a wavelength of 700.0 nm if the speed of light is 3.0×10^8 m/s.

Grading Information

Grading Key

GRADE	DESCRIPTION
4	Exceeding
3	Meeting
2	Approaching
1	Beginning
NE	No Evidence

Assignment List

3	In progress	1
3	In progress	1
3	In progress	1

CHEMISTRY

Classroom Curriculum **Grades**

(T1) Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. 3 In-progress

(T1) I can use an introduction to the periodic table to make predictions about elements, compounds, and mixtures. 3 In-progress

Evidence

Evidence	Due	Score	Status
CA Unit 1	Due: 09/07/2026	3	>
Table Application	Due: 09/03/2026	2	>
Periodic Tables and Changes	Due: 09/02/2026	Skipped page 2 problems for physical...	MISSING

(T1) I can differentiate between physical and chemical changes and properties, including density and state changes. 2 In-progress

Evidence

Evidence	Due	Score	Status
CA Unit 1	Due: 09/07/2026	2	>
Table Application	Due: 09/03/2026	1	>
Periodic Tables and Changes	Due: 09/02/2026	Skipped page 2 problems for physical...	MISSING

(hover view)

Skipped page 2 problems for physical/chemical changes LT. Resubmit ASAP!

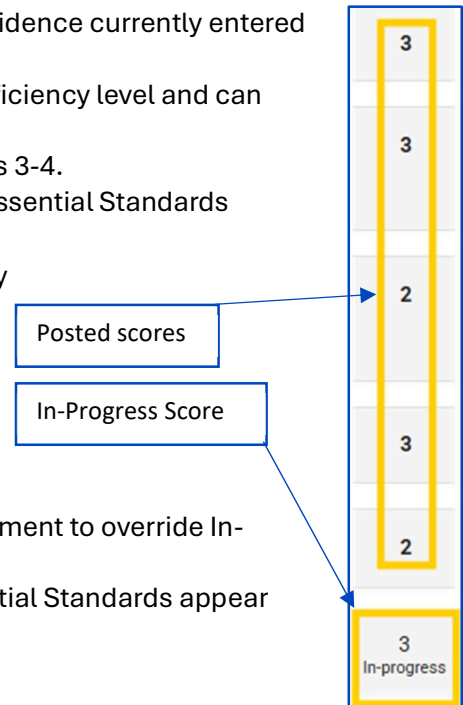
IMPORTANT!

When provided, teacher comments can explain scores and/or clarify next steps. In the example above, the “Periodic Tables and Changes” Assignment assessed two Essential Learning Targets.

- Score entries show the student submitted the Assignment, but evidence was only provided for the first Essential Learning Target about making predictions.
- The student skipped the page that assessed the Essential Learning Target about physical/chemical changes, so the teacher entered a score of NE, marked the Assignment as missing, and requested resubmission because there was No Evidence to determine the student’s level of proficiency or to provide feedback.
- The student did not submit the missing evidence prior to the next Assignment or the Common Assessment/Evidence of Learning for Unit 1 (CA Unit 1) and missed an opportunity to receive feedback that could have resulted in more learning.

7. Know the important differences between In-Progress and Posted grades:

- In-Progress grades are automatic calculations based on the evidence currently entered and calculated in the gradebook.
 - These are ongoing *estimates* of a student's current proficiency level and can change based on new evidence.
 - All scores are cumulative between Terms 1-2 and Terms 3-4.
 - In-Progress scores for Essential Learning Targets and Essential Standards always include the "In-Progress" notation.
- Posted grades are the final proficiency determinations made by the teacher during a reporting period.
 - Before grades are finalized and posted to Report Cards and Transcripts, teachers will review all available evidence to determine whether the automatically calculated In-Progress score accurately reflects the student's learning.
 - When appropriate, teachers may use professional judgment to override In-Progress scores through the posting process.
 - Posted scores for Essential Learning Targets and Essential Standards appear bolded without any notation.



IMPORTANT! Students often start at proficiency level 1-Beginning or 2-Approaching but can grow with practice and feedback to reach proficiency level 3-Meeting before final grades are Posted.

- In-Progress scores for Essential Learning Targets, Essential Standards, and (high school only) Final Letter Grades inform grade calculations until finalized scores are Posted for the semester.
 - Finalized grades for Semester 1 will be Posted under Term T2.
 - Finalized grades for Semester 2 will be Posted under Term T4.

Below is an example of an In-Progress estimate for the Final Grade (only visible in T2 or T4):

(T2) Final Grade	D (2%) In-progress	i
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Below is an example of a Final Grade that has been finalized and Posted (only visible in T2 or T4):

(T2) Final Grade	AB	i
------------------	----	---

8. Click the Curriculum tab to view all Assignments for the course, including missing work, ungraded Assignments, and homework/task completion records that are not necessarily included in the overall grade calculation.

The screenshot shows the 'CHEMISTRY' curriculum page. The 'Curriculum' tab is active. Under the 'Assignments' filter, the 'All' sub-filter is selected. The list of assignments includes:

Assignment	Start	End	Status	Score
Reassessment	09/01/2026 12:00 AM	01/21/2027 11:59 PM		
Periodic Tables and Changes	09/02/2026 12:00 AM	09/02/2026 11:59 PM	Skipped page 2 problems for physi... MISSING	Multiple Scores
Table Application	09/03/2026 12:00 AM	09/03/2026 11:59 PM		Multiple Scores
Unit 1 Homework	09/03/2026 12:00 AM	09/04/2026 11:59 PM	MISSING	
CA Unit 1	09/07/2026 12:00 AM	09/07/2026 11:59 PM		Multiple Scores
Atom Structure Practice Problems	09/08/2026 12:00 AM	09/08/2026 11:59 PM	EXCLUDED FROM CALC	1
Atomic Calculations	09/09/2026 12:00 AM	09/09/2026 11:59 PM		2
Unit 2 Homework	09/09/2026 12:00 AM	09/10/2026 11:59 PM	TURNED IN	
CA Unit 2A	09/11/2026 12:00 AM	09/11/2026 11:59 PM		3

^The three Assignments highlighted above represent the following potential situations:

- Unit 1 Homework: This missing homework was assigned as ungraded practice to support new learning, but individual, Rubric-based feedback was *not* provided. There is no Rubric score, and there is no impact on the overall grade calculation.
- Atom Structure Practice Problems: This was assigned as a first attempt for students to demonstrate a new skill. Individual, Rubric-based feedback was provided, but the Rubric score has been excluded from grade calculation to keep the focus on learning rather than fixating on a grade that is likely to improve with the next attempt.
- Unit 2 Homework: This completed homework was assigned as ungraded practice to support new learning, but individual, Rubric-based feedback was *not* provided. There is no Rubric score, and there is no impact on the overall grade calculation.

Note: Missing or incomplete Assignments, regardless of grade calculation status, may impact potential Reassessment plans and are likely to inform behavior reporting of Life-Ready Dispositions.

9. Similar to viewing information and Posted scores for Essential Standards, information about Life-Ready Dispositions (LRDs) is also displayed under the Grades tab.
- LRDs are known as “Post-only” standards, so they will never have In-Progress scores, and Assignments cannot be attached to them.
 - Some teachers may Post LRD scores/comments based on observations early in the grading period and adjust them based on behavior changes before the term ends; other teachers may allow more time for observation of student behaviors and Post LRD scores later in the grading period.
 - The current district-level expectation is for teachers to Post LRD scores by the end of each of the four quarters/terms (4 times). Individual schools may require earlier and/or more frequent reporting practices.

Here are Posted LRD scores and clarifying comments for Term T1 (Quarter 1):

CHEMISTRY		
Classroom	Curriculum	Grades
26-27 MEMORIAL HIGH SCHOOL		
All Terms T1 T2		Settings
Term T1 (08/30/2026 - 11/06/2026)		
(T1) Life-Ready Disposition: Perseverance	3	i
(T1) Life-Ready Disposition: Collaboration Reluctant to engage in group work during Unit 2	2	i
(T1) Life-Ready Disposition: Responsibility See gradebook for missing/late assignment info	1	i
(T1) Life-Ready Disposition: Self-Management	3	i

Here are Posted LRD scores and clarifying comments for Term T2 (Quarter 2/Semester1):

CHEMISTRY		
Classroom	Curriculum	Grades
26-27 MEMORIAL HIGH SCHOOL		
All Terms T1 T2		Settings
Term T2 (11/07/2026 - 01/21/2027)		
(T2) Life-Ready Disposition: Perseverance	3	i
(T2) Life-Ready Disposition: Collaboration Much improved!	3	i
(T2) Life-Ready Disposition: Responsibility Has improved with some reminders	2	i
(T2) Life-Ready Disposition: Self-Management	3	i