



# Glendale Unified School District



## **Parent Guide to Report Cards, Standards-Based Grading and Depth of Knowledge (DOK) Levels**

Dear GUSD Parents and Guardians,

Communicating student progress is an essential element of our continued commitment to the home and school connection. It is our goal to provide the most accurate reflection of a student's performance and progress in meeting grade level academic and social standards. This guide has been created to outline valuable information for parents. This guide will explain:

- California State Standards (CSS)
- Standards-Based Grading
- How Student Learning is Assessed
- Depth of Knowledge (DOK) Levels
- Report Cards
- Academic Achievement Levels
- English Language Development (ELD) and Grades

### **California State Standards**

Glendale Unified School District continues to fully implement the California State Standards (CSS) that support a learning environment of caring, trust, and inquiry. California has adopted these high-quality standards in conjunction with the nationwide movement of providing consistent and rigorous education to children across the United States. It is necessary to recognize that these standards have shifted the way teachers teach, how and what students learn, and the depth of understanding and skill a student must demonstrate when achieving mastery. The CSS provide a consistent, clear understanding of what skills and concepts students are expected to learn, so that teachers and parents know what they need to do in order to support learning. The CSS were carefully constructed using evidence-based research to create college and career ready students that will develop into twenty-first century globally competitive individuals. CSS requires students to engage in various types of reading, writing, problem solving, speaking, and listening performance tasks. CSS focuses on facilitating student discourse that incorporates using evidence-based arguments and critiquing the reasoning of others.

## **Standards-Based Grading**

Standards-based grading clearly evaluates what students have learned, and to what degree they have learned the standards. Standards-based grading assesses students level of mastery of grade level standards by prioritizing their most recent and consistent level of performance. Therefore, a student that might have struggled at the beginning of the trimester, might be able to demonstrate mastery of the standards by the end of the trimester grading period. There is no comparison with this 4-point grading scale to a traditional A-F grading scale. Standards-based grading evaluates whether or not an individual student is meeting the standards at a certain point in the school year. On a standards-based report card, earning a “3” is the expected outcome for students, which indicates that the student is meeting the requirements of the academic standards for his/her grade level. Marks of “3” and “2” both indicate that a student is working within the expectations of his/her grade level. The difference is the level of independence and support a student needs to demonstrate mastery. The goal is that a student will achieve at least a “3” by the end of the year for each grade-level standard. Getting a “4” is not about what more a student does, but rather what a student knows, and to what level he/she applies what he/she knows to new and higher level situations that exceeds what is explicitly taught in class.

## **How is Student Learning Assessed?**

Assessments are evaluated and graded based on the level of questions students are required to answer. Earning 100% on an assessment may mean a grade of a “3” if the assessment evaluates at a basic level, such as, requiring students to only apply recall or basic skills and concepts. In order for a student to be eligible to earn a “4” on an assessment, there must be variety of questions that address recall, skill, and strategic or extended thinking and reasoning. For example, there needs to be an opportunity for students to explain their understanding at a deeper cognitive or application level. In order to earn a “4” students might be required to analyze or create solutions to complex problems, such as a representation to express how part of what they have learned can be displayed or interpreted on a graph, chart, or with a model. Assessment questions are leveled according to their **Depth of Knowledge (DOK)** or the level of cognitive thinking required.

## **What do Depth of Knowledge (DOK) levels mean?**

**Depth of Knowledge** is described as the cognitive demand or mental processing required by the central performance in a given task. The DOK level of an item is determined by the task, not by grade level or ability of the student. DOK level 1 questions usually require students to just **recall**

information. DOK level 2 questions require students to apply a certain level of **skill** such as making inferences, summarizing, or applying a procedure to a routine problem. If an assessment includes only DOK level 1 or 2 questions, students are demonstrating understanding at a basic cognitive level. DOK level 3 questions require students to use **strategic thinking**, give explanations, and apply information to other situations. Finally, DOK level 4 questions require students to **extend** their **thinking** by analyzing or synthesizing information to be applied to complex problems. If an assessment has questions only from DOK level 1 or 2, the highest grade possible may only be a 3.

If a student receives 100% on an assignment or an assessment, this is not automatically a grade of a 4. DOK levels of the tasks and questions need to be taken into consideration when student work is graded.

## Webb's Depth of Knowledge

<p><b>DOK Level 1</b> (Recall)</p> <p><b>Verbs:</b> arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...</p> <p><b>Focus:</b> on specific facts, definitions, details, or procedures</p> <p><b>Note:</b> there's one correct answer, and a combination of Level 1s does not make it a Level 2</p>	<p><b>DOK Level 2</b> (Skill / Concept)</p> <p><b>Verbs:</b> categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...</p> <p><b>Focus:</b> on applying skills and concepts ● explaining how or why</p> <p><b>Note:</b> there's one correct answer</p>
<p><b>DOK Level 3</b> (Strategic Thinking)</p> <p><b>Verbs:</b> assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...</p> <p><b>Focus:</b> on reasoning and planning in order to respond ● complex and abstract thinking required ● defending reasoning or conclusions</p> <p><b>Note:</b> multiple answers or approaches</p>	<p><b>DOK Level 4</b> (Extended Thinking)</p> <p><b>Verbs:</b> apply concepts, analyze, connect, create, critique, design, prove, ...</p> <p><b>Focus:</b> on complex reasoning, planning, and thinking ● make real-world applications in new situations</p> <p><b>Note:</b> has multiple answers or approaches ● often requires extended periods of time with multiple steps</p>

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## Report Cards

Report cards are a useful tool to communicate your child's progress toward meeting grade level academic and social standards. Report cards for 1st through 5th grade are given three times a year at the end of each trimester. By using clearly defined standards to generate student report card grades, parents and teachers can work together to ensure that students succeed.

**FLAG NOTE:** Grades in the Target Language and English Language are determined by your child's FLAG and EL program.

## How to Read Student Report Cards

**Student:**  
**Teacher:**

**Stu #:**  
**Grade:**

Academic Achievement Levels				
T/LA = Target Language Arts			E/LA = English Language Arts	
4 - Thorough	3 - Proficient	2 - Partial	1 - Minimal	* - Addressed in Student IEP
Effort, Work Habits, and Behavior Expectations				
S - Satisfies Expectations		N - Needs Improvement		N/A - Not Applicable
Marking Terms				
1st Trimester	2nd Trimester		3rd Trimester	
English Language Proficiency				
Attendance	1st Trimester	2nd Trimester	3rd Trimester	Total
Days Absent				
Days Tardy				
Grade Standards (FLAG)				
	1st Tri	2nd Tri	3rd Tri	

**LANGUAGE ARTS:**

	E/LA	T/LA	E/LA	T/LA	E/LA	T/LA
<b>READING</b>						
Reading Foundational Skills						
Reading Literature and Informational Text						
<b>WRITING</b>						
<b>LANGUAGE</b>						
<b>SPEAKING AND LISTENING</b>						
<i>Language Arts Effort</i>						
<b>ENGLISH LANGUAGE DEVELOPMENT - (ELL Students Only)</b>						
<i>English Language Development Effort</i>						
<b>MATHEMATICS</b>						
<i>Mathematics Effort</i>						
<b>HISTORY/SOCIAL SCIENCE</b>						
<i>History/Social Science Effort</i>						
<b>SCIENCE</b>						
<i>Science Effort</i>						

Attendance	1st Trimester	2nd Trimester	3rd Trimester	Total
Days Absent				
Days Tardy				

Grade Standards (FLAG)				
	1st Tri	2nd Tri	3rd Tri	

For Language Arts, students will receive 5 separate academic proficiency grades and 1 effort grade.

This section applies to ELD students only. See page 7 for more details.

For Math, Science, and Social Studies, students will receive 1 academic proficiency grade and 1 effort grade.

This section includes information about the Teacher, Student, and Grade.

This section defines the academic achievement levels. See page 6 for more details on Academic Achievement Levels.

This section explains what the work habits/behavior marks indicate.

Your child's ELD proficiency level will be indicated here. See page 7 for more details.

This section contains information on Attendance including the number of absences and tardies.

# Standards-Based Report of Student Achievement

## Trimester

Grade Standards (FLAG)	1st Tri		2nd Tri		3rd Tri	
<b>EFFORT</b>						
<i>Physical Education Participation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Physical Education Behavior</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Digital Literacy</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Visual and Performing Arts</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>WORK HABITS &amp; BEHAVIOR EXPECTATIONS</b>	<b>E/LA</b>	<b>T/LA</b>	<b>E/LA</b>	<b>T/LA</b>	<b>E/LA</b>	<b>T/LA</b>
The student is responsible for his/her own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Listens and follows directions</li> <li>• Makes productive use of class time</li> <li>• Works independently and asks for help when needed</li> <li>• Exhibits self-control</li> </ul>						
The student understands that it is essential for people to work together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Respects students, adults, and property</li> <li>• Follows school and classroom rules</li> <li>• Participates collaboratively</li> </ul>						
The student demonstrates critical thinking and problem solving strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Explains answers and adjusts thinking as needed</li> <li>• Solves problems in various ways</li> </ul>						
The student recognizes and produces quality performance and quality products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Completes work, including homework, neatly, correctly, and on time</li> </ul>						
The student communicates effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Expresses thoughts, feelings, and ideas clearly</li> <li>• Listens attentively to others</li> </ul>						
The student uses a variety of resources effectively and ethically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Draws upon multiple resources to produce quality products</li> <li>• Organizes and uses resources responsibly</li> </ul>						

Students will receive marks of S, N, or N/A for effort, work habits, and behavior expectations for English and for the Target Language.

Specific comments regarding your child's progress will be in the third column of the report card.

## **Academic Achievement Levels Defined**

### **4 – Thorough understanding and application of standards**

- Student performance demonstrates in-depth and thorough understanding of skills, concepts, and their application.
- Student independently utilizes skills, concepts, and their application to solve real life problems.
- A student earns a 4 if he/she has mastered the skills and can apply them to complex situations.
- A student earns a 4 if he/she is applying multiple skills and concepts to create solutions and can explain and/or justify their solutions.

### **3 – Proficient understanding and application of standards**

- Student performance demonstrates a proficient understanding of skills, concepts, and their application.
- Student independently utilizes skills, concepts, and their application to solve problems.
- A student earns a 3 if he/she has mastered the skills and can make basic applications of the skill.

### **2 – Partial understanding and application of standards**

- Student performance demonstrates a partial understanding of skills and concepts with little to no evidence of application.
- Student, with support, utilizes skills, concepts, and their application to solve problems.
- Student is progressing in understanding; the skills are not yet mastered.
- A student earns a 2 if he/she has mastered the skills or a portion of the skills, but is unable to apply the skills without support.

### **1 – Minimal understanding and application of standards**

- Student performance does not demonstrate an understanding of skills and concepts taught.
- Student, even with support, has difficulty utilizing skills, concepts, and their application to solve problems.
- Student needs continued/additional support; struggles even with assistance.

**N/A – Standard has not been assessed during this trimester.**

**(\*) – Refer to IEP Goals**

## **English Language Development (ELD) Levels:**

English Language Proficiency levels are based on a students' performance on the ELPAC (English Language Proficiency Assessments for California). Your child's level is in the English Language Proficiency section of the report card. Information regarding each level is below.

### **Initial English Language Proficiency Levels (for English Learners new to California Schools):**

•**Initial Fluent English Proficient (IFEP):** Students at this level have well developed oral and written English skills. Students are not given an English Language Development grade.

•**Initial Novice English Learner:** Students at this level have minimally developed oral and written English skills.

•**Initial Intermediate English Learner:** Students at this level have somewhat to moderately developed oral and written English skills.

### **English Language Proficiency Levels (for English Learners previously enrolled in a California School):**

•**Level 1 Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary.

•**Level 2 or 3 Expanding:** Students at this level are challenged to increase their English skills in more contexts, learn a greater variety of vocabulary and language structures, and apply their growing language skills in more sophisticated ways appropriate to their age and grade level.

•**Level 3 or 4 Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension, writing and speaking. Students are fully engaged in grade-level appropriate tasks.

<b>ELPAC Levels</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>ELD Standards Proficiency Levels</b>	<b>Emerging</b> — Receives substantial language support	<b>Expanding</b> — Receives moderate language support	<b>Bridging</b> —Receives light language support	

### **Understanding English Language Development (ELD) Programs and Grades:**

In addition to the English Language Proficiency, students are also assigned a Program (see chart below). The ELD grade reflects student progress and academic achievement within their current program and classification of English Language proficiency.

<b>Program</b>	<b>Level (Generally)</b>	<b>Description</b>	<b>Graded Areas</b>	<b>Non-Graded Areas</b>
<b>Structured English Immersion (Program 1)</b>	Initial - Novice Level 1-Emerging	English Language Acquisition Program for students who are limited in English.	ELD, Math, Science, and Social Studies	ELA
<b>English Language Mainstream (Program 2)</b>	Initial - Intermediate Level 2-3: Expanding Level 3-4: Bridging	English Language Acquisition Program for students who are reasonably fluent in English.	ELD, ELA, Math, Science, and Social Studies	None

### **Interpreting Effort Grades**

#### **Effort, Work Habits, and Behavior Expectations**

**S** – Satisfies expectations

**N** – Needs Improvement

Effort, Work Habits and Behavior Expectations grades are based on teacher expectations communicated to parents and students at the beginning of and throughout the school year.

Effort grades in the academic areas reflect effort toward mastery of the standards.

Work Habits and Behavior Expectations as well as Physical Education, Digital Literacy, and Visual and Performing Arts are **effort-only** grades. All effort grades should reflect a student's attitude toward school and development as a 21st Century learner in the areas of communication, collaboration, creativity, and critical thinking.

Homework **completion** is reflected in the effort grade section, not in the academic section of each subject.

Our hope is you will find this information helpful. Please feel free to contact your child's teacher if you have questions or comments.