

Elementary

Reporting Tools

For Students/Parents



Davis School District
LEARNING FIRST

STANDARD-BASED GRADING

What is standard-based grading?

Standard-based grading is a method used to assess student proficiency based on their knowledge of a standard. Teachers evaluate student performance and give feedback as students work toward clearly defined learning targets. Students who are not initially proficient are encouraged to practice based on feedback and retake assessments until they can demonstrate proficiency. A student's grade is then based on their level of understanding on the identified standard.

In Davis School District there are DESK standards for each subject area on each grade level. The primary focus for students and teachers is proficiency.

What are DESK standards?

Learning standards for all Davis School District courses, Grades k-12, are known as Dispositions, Essential Skills, and Knowledge (DESK) Standards. They were created by committees of teachers, administrators, and curriculum specialists to align student learning across Davis School District. Access [DESK](#) standards through the DSD Teaching and Learning Department.

WORDS TO UNDERSTAND

Assessment: evaluation of students' understanding and skills in an area.

Mastery: expected level of proficiency at grade level.

Standard: grade-level expectation of what students should know and be able to demonstrate.

"Academic standards are a fair and effective way to give students the 'rules of the game' when they are in school. By comparing your child's performance to a fixed standard, parents, children, and teachers all know precisely what is expected. Every time the child attempts a task, the performance is compared to the standard-not to the performance of other children. The most important advantages for children and their parents are fairness, clarity and improved student learning."

--National Education Commission on Time and Learning.

DSD Elementary Proficiency Scale				
Proficiency Level	(-) Not covered	(1) Beginning Proficiency	(2) Approaching Proficiency	(3) Proficient/ Mastery
Description	Little or no work submitted to show evidence of learning or not covered during grading period.	Demonstrates some understanding of concepts and/or skills but needs significant help.	Demonstrates an understanding of concepts and/or skills with help.	Demonstrates meaningful understanding and/or in-depth mastery of concepts and/or skills.



REPORT CARD

The report card gives parents specific information on their child's progress and mastery of skills and knowledge. It gives information on what standards have been covered in class and shows the child's progress over the entire year.

How are grades determined?

Students will receive a variety of assessments for each standard in each of their subjects. A student's performance on a series of assessments will be used to determine the student's overall grade in a subject as well as each standard.

Practice assessments are just that, practice, and thus serve primarily as a source of feedback and instructional support for both students and teachers. Parents should use practice scores as a reference of how to help their student at home.

Students can improve their grade through practice and reassessment. Parents and students should review the student's scores in [myDSD](#) and the practice assessments associated with that standard. Students can work with their teachers to review, redo, and retake assessments until they have reached proficiency or mastery.

How does it affect Special Education?

Students who currently receive Special Education services will continue to work on IEP goals. Teachers will support student learning with accommodations determined by the IEP team.

This embraces a growth mindset model that allows students to learn from their mistakes and demonstrate learning over time.

Springfield Elementary Report
for: LISA SIMPSON
Grade: 03 Student ID: 1234567
Grading Period: 4 Teacher: Edna Krabappel

Report Card

Grade Level Expectations for the Year	Grading Period			
	1	2	3	4
LANGUAGE ARTS - Apply speaking & listening processes; Read & comprehend text of at least grade level complexity independently & proficiently. Write numerous pieces over short & extended time frames in all subjects.	2.75	2.75	3	3
Speaking & Listening - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	3	3	3	3
Reading - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3	2.25	2.5	2.75
Reading - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	-	2.25	2.5	2.75
Reading - Determine the main idea of a text; recount the key details and explain how they support the main idea.	2.5	2.5	2.5	2.75
Reading - Compare and contrast the themes, settings, and plots of stories.	2	2	2.5	3
Reading - Compare and contrast the most important points and key details presented in two texts on the same topic.	-	2.25	2.5	2.75
Reading - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive in order to read primary and secondary sources (i.e., diary entry).	2	2.25	2.75	3
Reading - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive in order to read primary and secondary sources (i.e., science journal entry notes).	2.25	2.25	2.75	3
Reading - Know and apply grade-level phonics and word analysis skills in decoding words.	-	3	3	-
Reading - Read with sufficient accuracy and fluency to support comprehension.	3	3	3	3
Writing - Write opinion pieces on topics or texts, supporting a point of view with reasons.	3	-	-	3
Writing - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	3	3	2.5	3
Writing - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	3	3	3	3
Writing - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3	2.75	3	3
MATH	2	3	2.5	2.75
Represent and Understand Multiplication and Division.	2	2	1	3
Develop Understanding of Fractions.	2	3	-	-
Solve Problems Involving Measurement.	-	-	2	2.75
Mathematical Practice Standards	2	3	2.5	3
Supporting Standards: Number and Operations in Base Ten, Data, Geometry	-	-	2.5	2.5
SCIENCE - Understand the world and how it affects us.	3	3	2.5	3
Weather and Climate Patterns	-	-	2.5	-
Effects of Traits on Survival	-	-	-	-
Force Affects Motion	3	3	-	-
Science and Engineering Practices	-	3	3	3
SOCIAL STUDIES - Explore the concepts of community and culture.	-	-	3	3
Understand how geography influences community location and development.	-	-	3	-
Understand cultural factors that shape a community.	-	-	-	3
Understand the principles of civic responsibility in classroom, community, and country.	-	-	-	3
Social Studies Skills	-	-	3	3
FINE ARTS	3	3	3	3
Music: Identify and perform simple forms of harmony such as an ostinato, call and response, and 2-part	3	3	3	3

22-MAY-2022

Standards Rating Guide:
3 - Proficient / Mastery
2 - Approaching proficiency
1 - Beginning proficiency
(-) - Not Covered

Springfield Elementary Report
for: LISA SIMPSON
Grade: 03 Student ID: 1234567
Grading Period: 4 Teacher: Edna Krabappel

Report Card

Grade Level Expectations for the Year	Grading Period			
	1	2	3	4
Visual Art - Be able to recognize and draw a variety of 2-Dimensional geometric and organic shapes.	-	-	3	3
Dance - Explore the elements of dance through the study of creative movement using the body/mind, time, space, shape, energy, and cultural context.	-	3	-	-
Drama - Explore the elements of drama through the study of storytelling, oral presentation, script/story, acting dramatization, design, and audience.	-	-	-	3
HEALTHY LIFESTYLES	3	3	3	3
Practice proper procedures that contribute to overall good health including physical activity, health-enhancing fitness, and nutrition.	3	-	-	-
Demonstrate how to cope with emotions and stress.	-	-	-	3
Demonstrate an intermediate level of various locomotor skills (difference between running and sprinting, etc.) AND non-locomotor skills (using balance and weight transfers correctly, etc.) AND manipulative skills (dribbling while jogging, throwing at a target, etc.).	-	3	3	-
Demonstrate that use of space, pathways, shapes, levels, speed, direction, force are strategies for effective movement in an activity setting.	-	-	-	3
TECHNOLOGY	3	3	-	3
Creation: Demonstrate a sound understanding of technology concepts and use creative thinking and collaboration to produce innovative products.	-	-	-	-
Consumption: Use critical thinking skills to gather and evaluate information, complete assignments, solve problems and make informed decisions using digital tools and resources appropriately.	-	-	-	-
Keyboarding: Demonstrate correct keyboarding technique.	-	3	-	-
CS: Computing Systems	3	-	-	-
CS: Network and Internet	-	-	-	-
CS: Data	-	-	-	-
CS: Algorithms	-	-	-	-
CS: Impacts of Computing	-	-	-	3

Behavior Expectations for the Year

WORKING FOR EXCELLENCE	Grading Period			
	1	2	3	4
Social Responsibility	3	3	3	3
Demonstrates Academic Responsibility	3	3	3	3
ATTENDANCE	42	44	43	48
Term Membership Days:	0	0	0	0
Days Missed:	3	0	1	4
Tardies:	1	1	0	0
Left Early:	1	1	0	0

THIS TERM YOUR STUDENT ...

Have a great summer! Please remember to read at least five times a week. And keep studying those multiplication facts. If you have mastered them, you will ace the 4th Grade test with no problem. It will help you so much in 4th grade. I love you and will miss you!

STUDENT'S GOAL

22-MAY-2022

Standards Rating Guide:
3 - Proficient / Mastery
2 - Approaching proficiency
1 - Beginning proficiency
(-) - Not Covered