



DEER VALLEY
Unified School District

K-6 Report Card Information

Why has the Deer Valley Unified School District revised the grading procedures?



The purpose of grading and reporting is to communicate a student's academic progress towards meeting learning standards. Learning standards define what students will know and be able to do to in each course area. DVUSD believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards. To meet this goal, DVUSD has implemented two updates to grading procedures: removal of behavior components from the academic grade and an a grade scale change to report learning proficiency and combat the calculation issues with the 0-100% scale.

4-1 Grade Scale

The 4-1 grade scale is used to report a student's proficiency toward the learning standards. You will see these number symbols for each essential standard and for the overall course grade. (kindergarten students will only receive grades for the essential standards).

Blank boxes indicate that the standard has not been taught during the grading period.

4 = Independently applies skills & concepts with greater depth & complexity

3 = Demonstrates grade level proficiency independently

2 = Demonstrates grade level proficiency with support

1 = Demonstrates below grade level proficiency with support

E/S/N/U Scale

The E, S, N, and U letter symbols are used to report a student's conduct and citizenship. Kindergarten, first, and second grade report cards include a grid for denoting with an X any specific behaviors that a student needs to improve.

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Note: The report card key also includes a percentage scale that is used only by schools that have not transitioned to the new grade scale yet. **Please do not refer to the percentage scale when reading your child's report card.**



How do teachers determine grades?

Teachers work with their PLC or grade level teams to break down learning standards and determine what a student must demonstrate to show they are proficient in the learning toward each standard. From there, they determine what a student will demonstrate that shows the student is moving toward proficiency but still needing support, what a student will demonstrate who is needing substantial support to show evidence of proficiency, and what a student must demonstrate to show a strong command of the learning at greater depths and complexity. Often teachers create a rubric to notate these demonstrations of learning levels.



What if I have more questions?



Please visit the DVUSD website for more information at: www.dvUSD.org/grading

Here is a link to the FAQ page:
www.dvUSD.org/Page/77677

Other Helpful Information

Promotion-Retention-Acceleration-Grading Phase I Guide can be found at www.dvUSD.org/Domain/1302



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