



**DEER VALLEY**  
*Unified School District*

# DVUSD Grading, Reporting, and Graduation Guide 2021-2022

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## 2021-2022

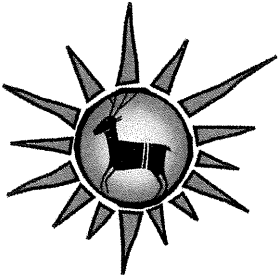
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Dear DVUSD Educator,

As part of our commitment to strong communication with our students and families, DVUSD has developed processes and procedures to ensure that grading and reporting practices clearly communicate student academic achievement.

As a district, we believe that grades must be accurate, consistent, and supportive of student learning. This document will provide specific guidance and details to help teachers and administrators in executing district grading procedures built upon these goals. Making the transition to reformed grading and reporting practices in the district will surely come with some challenges, lots of learning, and perhaps a little discomfort, but the benefits of more accurate reporting of student learning will be worth the efforts

Special thanks to all of the teachers, staff, administrators, and parents who have worked so hard for over 3 years to develop better grading practices for DVUSD. Your commitment to keeping DVUSD at the forefront of educational best practices and as a leader in the state is #extraordinary.

Respectfully,

Curtis Finch, PhD  
Superintendent

**SUPERINTENDENT**  
Curtis Finch, PhD

**GOVERNING BOARD**  
Kimberly K. Fisher  
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*Graduating lifelong learners who will successfully compete, lead, and positively impact the world.*

# Introduction

## Statement of Purpose of Guide

The purpose of this Grading, Reporting, and Graduation Guide is to clarify and communicate policies and procedures at all high schools, including the Aspire Deer Valley Online Academy and Deer Valley Pathways, in order to ensure transparency, consistency, and accountability to reach the following goals.

- Ensure grades are based on student achievement, knowledge, and skill proficiency demonstrated in the classroom and are separated from work habits
- Promote consistency in grading across teams, departments, and schools
- Promote practices that encourage continuous engagement in learning
- Provide parents and students ongoing, credible, and useful feedback that conveys the expectations and achievement of identified standards of knowledge included in the curriculum
- Ensure alignment of curriculum, instruction, and assessment
- Provide relevant data necessary for awarding credit, recognitions, and graduation

## DVUSD Beliefs about Grading, Reporting, and Graduation

The purpose of grading and reporting is to communicate students' academic progress towards meeting learning standards. Learning standards define what students will know and be able to do in order to be college and career ready. DVUSD believes that authentic grading accurately measures and reflects a student's performance based upon mastery of the standards. All students will graduate from high school prepared for postsecondary success in college, careers, and citizenship.

# **GENERAL POLICIES AND PROCEDURES**



# General Policies and Procedures

## Registration Requirements

To register at a Deer Valley USD high school, there are several requirements that must be met. **Parents/guardians will need to present the following items at registration:**

- Transcript or report card, current grades (if in progress), and withdrawal from previous school
- Birth certificate or certified copy
- Proof of guardianship (legal guardians are required to provide the school with proof of guardianship or have filed a petition for appointment of temporary or permanent guardianship)
- For students less than 16 years old that are new to DVUSD or reassigned students, proof of promotion (a promotion certificate, evidence of competency in 8th grade standards, or Test-Out in 8th grade subjects)
- Attendance area verification - proof of current residency required (e.g. utility bill, rent receipt, lease agreement, escrow document, etc.)
- Per ARS 15-872, immunization records must be provided in order for the student to attend school unless the student has provided full disclosure of the requirements for exemption

## Student Visas

F-1 Student Visa is issued to international students wishing to pursue academic studies in the United States. A student on an F-1 Visa is required to have a TOEFL paper score of at least 475 or a TOEFL iBT score of at least 65, showing proficiency in reading and speaking English. A student on an F-1 Visa is limited to 12 months of public education and must pay tuition (the full, unsubsidized, per capita cost of providing the education). Senior tuition-paying students may participate in the graduation ceremony and be issued a Certificate of Attendance.

J-1 Exchange Student Visa is issued to international students to participate in a program of study specifically designed through the United States Department of State. J-1 exchange students are not required to participate in the EL exam. J-1 exchange students are considered foreign exchange students and do not pay district tuition. Each high school is limited to accepting two tuition-free J-1 Exchange Students per participating campus.

Foreign Exchange students are admitted as junior (11th grade) students and are not eligible to participate in graduation ceremonies nor earn a DVUSD high school diploma.

## GED Recipients

Students that have received a GED are considered to have completed high school requirements and are not permitted to enroll.

## Homeschooled Students

Parents of homeschooled students ages 6-16 are required to file a notarized Affidavit of Intent to Homeschool with the County School Superintendent within 30 days of starting to homeschool (A.R.S. 15-802). To be granted approval to homeschool, the student may not be enrolled in a virtual charter school/public school online or participate in the Empowerment Scholarship Account Program (ESA). Students taking courses with an online educational institution are not deemed home schooled.

### Enrollment in a DVUSD School - Termination of HomeSchooled Status

- To end homeschool instruction and enroll in a public school, the parent will need to notify the County School Superintendent within 30 days of termination of homeschool. It is recommended to do this step in writing.
- Homeschooled students who are terminating homeschool status and requesting to enroll in 9th grade who are less than 16 years of age will be tested to determine educational placement in high school (A.R.S. 15-745).
- High School credits earned through homeschooling will not be accepted as transfer credits. Transferring credits must be earned through an accredited school (see Transfer of Credits). Students may request a Test-Out exam of 9th and 10th grade level core courses.

### Enrollment in a DVUSD School or Program - Continuation of Homeschooled Status

- Homeschooled students may take elective courses with a DVUSD high school or Aspire Deer Valley Online Academy providing space is available and prerequisites have been met. All registration paperwork is required, including immunization records, proof of residence, etc., and a copy of the notarized Affidavit of Intent to Homeschool must be submitted.
- Homeschooled students may enroll in a West-MEC program without enrolling in a public school.
- Homeschooled students may not earn a diploma from a DVUSD school.
- Only students enrolled at a DVUSD school in grades 9 through 12, inclusive, are eligible for interscholastic competition, team practices and tryouts. However, homeschooled students may be eligible to participate in DVUSD athletics and extracurricular activities without enrolling in a DVUSD school if said student is in compliance with A.R.S. 15-802.01(A). The parent must present a notarized copy of the Affidavit for Intent to Homeschool and submit required athletic participation paperwork and fees.

## State Achievement Testing Information

The American Civics Act (HB 2064) requires each student to pass a civics test in order to graduate from high school. The test will be available to students at DVUSD schools beginning in the 8th grade through 12th grade. Once a student achieves a passing score, the student will not be required to take the test again. All students in 9th grade must take the ACT Aspire Test and all students enrolled in 11th grade must take the ACT and the AzSCI assessments . Although passing the ACT Aspire, ACT, or AzSCI test is not a requirement for graduation, test results may be used for placement and/or incorporated into course grades. The assessment results also allow parents and educators to see how the students are progressing in school and whether or not they are on track for postsecondary success.

## Transfer of Credits

The following are the guidelines for transfer of high school credit. High school credit is usually earned when a student regularly attends and satisfactorily completes the requirements of a DVUSD course. Courses that meet daily for a semester represent 0.5 credits (a minimum of 80 hours). Those that meet daily for an entire school year represent 1.0 credit (160 hours). It is necessary to standardize other ways by which a student may earn high school credit and satisfy graduation requirements. **Honors courses completed in another district must correlate with DVUSD honors courses in order for weighted credit to be awarded.**

A transfer credit may or may not:

- Count towards the number of credits required for graduation
- Fulfill a subject area graduation requirement
- Be used to calculate grade point average
- Be weighted or not be weighted for high school purposes, but not be weighted for college admission
- Meet the entrance requirements for Arizona universities.
- Out of state transfer students could take a course for grade improvement

*No core credit transfers automatically. All transfer credits are subject to review by site and district staff, regardless of issuing institution. Transferring core courses must be provided by an accredited school. DVUSD does not accept religious-based courses for transfer.*

## Transfer Credits from Accredited Institutions

Transfer credits from accredited institutions will be granted when a transcript evaluation has been completed and courses are equivalent to the courses listed in the Academic Planning Guide. If the school site disputes a transferred credit, the student must provide the course description from the institution and a copy of the final course assessment in order to evaluate equivalency. Final appeals may be brought to the District.

## Arizona Online Instruction (AOI) High School Course Credit Transfer

Students who take an AOI course not pre-approved by a DVUSD school counselor and receive credit for courses through the AOI organization will have those credits accepted as elective credit only unless a Test-Out is taken and passed successfully for core credit. The Test-Out score will be the grade recorded for the core class on the DVUSD transcript.

All out-of-district course credit must be approved by a counselor prior to enrolling in the course. A maximum of three (3) concurrently earned credits (over a student's four years) may be accepted from a non-DVUSD high school or external AOI institution.

Students who transfer in from an AOI mid-semester may be enrolled in DVUSD courses; however, any courses taken will be on an audit basis for that semester.

***Please note: Students receiving online instruction are not deemed home schooled.***

## College-Concurrent Enrollment Credits (Dual Enrollment)

Only pre-approved courses may be accepted from college for high school credit. This approval must be done through high school counselors. Only courses level 100 and above may be transferred. Students must provide official transcripts from the college to be granted credit. Please note the college will not send transcripts to the high school without payment and written approval from the student.

## High School Credits Earned in Middle School

Credits earned in middle school may be submitted for high school credit only when it appears on an official high school transcript. The course implemented must utilize the curriculum,

assessments, and grading criteria of the high school course. All courses must be given a letter grade which is posted on an official high school transcript. A student may take a Test-Out exam for a high school course completed in middle school that does not appear on an official high school transcript. Advanced Placement (AP) credits do not require a Test-Out for middle school transfer students entering high school as long as the course is posted on the student's report card (with or without AP marked) and the student has a valid AP exam score for the course.

## Proficiency Exam Procedures (Math Only)

The purpose of a proficiency exam is to accurately place a student in a high school math course if that student has not taken the traditionally named sequence of math courses as defined by DVUSD (Algebra 1-2, Geometry, Algebra 3-4). Students who believe they have taken a similar course to a DVUSD high school math course may request a proficiency exam up to the first 10 days of class or prior to enrollment.

Students will not receive high school credit for a proficiency exam. Students must take a Test-Out to receive credit for a high school math course. Students are welcome to schedule a Test-Out after completing the proficiency exam; however, the proficiency exam is not required to qualify for a Test-Out. The district does not provide study guides, textbooks, or other types of assistance for a Test-Out exam. If a student successfully completes the proficiency exam with a score of 70% or higher, then the student will be placed in the next course in the DVUSD sequence. If a student does not pass the proficiency exam, then the student may not repeat the proficiency exam. The Algebra 1-2 Proficiency Exam places students into Geometry 1-2, and the Geometry 1-2 Proficiency Exam places students into Algebra 3-4. These are the only high school proficiency exams available in math.

## Course Scheduling

### Education and Career Action Plan (ECAP)

An Education and Career Action Plan (ECAP) reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals. Every student in grades 9-12 shall develop an ECAP in consultation with a school counselor and parent or guardian. Students will work with the school's counselor throughout high school to revise the ECAP to ensure that the student has the opportunity to study careers of the student's choice.

## Course Selection

For course descriptions and other information about courses and programs available to high school students, see the DVUSD Academic Planning Guide (APG). Students and parents/guardians can access the Academic Planning Guide from the DVUSD website (dvusd.org) by selecting Handbooks and Forms within the Parents & Students tab.

## Science Pathways (Course of Study)

In Arizona, students are required to take 3 credits of high school science aligned to standards in physical, earth and space, and life sciences to meet graduation requirements. Every high school student must learn all high school essential standards regardless of the 3-credit course sequence that they take. Essential High School Science Standards are designed to provide opportunities for students to develop an understanding of all 14 core ideas across three credits of high school science. DVUSD has established course pathways for students to ensure they receive instruction in all of the essential standards during the first three years of high school in preparation for the state assessment in 11th grade.

## Student Course Load

Freshmen, sophomores and juniors must be enrolled in six DVUSD credit classes which may include on campus, off-site CTE programs, Aspire Deer Valley Online Academy, DVUSD Pathways, and West-MEC programs. **Seniors with sufficient credits to graduate (18) may enroll in as few as four DVUSD or West-MEC classes.** Seniors deficient in credits to graduate must be enrolled in up to six DVUSD credit classes which may include on campus, off-site CTE programs, Deer Valley Online Learning Program and West-MEC programs.

If a student does not graduate due to credit deficiency, the student can:

- Take a minimum of one class on home campus and/or with Aspire Deer Valley Online Academy the following semester to receive a DVUSD diploma
- Complete the credit(s) through Pathways night or summer school by September 1st to receive a DVUSD diploma
- Complete the credit(s) through another accredited institution by September 1st

## Auditing Courses

Audits are primarily for students who enter school after the 20th day. Approved audits are official agreements and will be noted on the student's schedule and transcript. Under no circumstances will an audit request be granted in order to avoid the consequence of a grade.

## Student Athletes - Course Selection Notice

Students who plan to play athletics in college for a NCAA D-I or D-II level school should review requirements at the NCAA Eligibility Center at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Also, students interested in playing championship sports at NAIA colleges need to register and receive an

eligibility determination at <http://www.playnaia.org/>. All credit recovery or credit improvement courses need to be approved by a counselor. Core courses offered through Aspire Deer Valley Online Academy have been approved by the NCAA. However, the NCAA does not approve Aspire Deer Valley Online Academy courses designated as "credit recovery" courses. Potential NCAA athletes should not sign up for any Aspire Deer Valley Online Academy courses designated as "credit recovery" courses. Additional information can be found by referencing: [http://fs.ncaa.org/Docs/eligibility\\_center/Quick\\_Reference\\_Sheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Quick_Reference_Sheet.pdf).

## Withdrawals

Any student (regular, Honors, AP, IB) who withdraws from a campus-based class after the first twenty (20) days of the semester, but before the end of the tenth (10) week, will receive a grade of WP or WF until the end of the semester. The student will attend class until the end of the term. Requests for class withdrawals will not be processed after the tenth (10) week of the semester. WP or WF grades will be posted on a student's transcript but not factored into GPA or class ranking. Students who receive a WF will be ineligible for extra-curricular and AIA participation for the remainder of the grading term. This does not apply to course level changes.

Any student (regular, Honors, AP, IB) who withdraws from an Aspire Deer Valley Online Academy class after the first 15 days of the semester, but before the end of the 10th week, will receive a grade of WP or WF and access to the course on Canvas will be terminated.

Any student (regular or Honors) who withdraws from a DVUSD Pathways course during the 1st or 2nd week of the semester will have no recording of the course on their transcript. A student who withdraws from the beginning of the 3rd week of the semester through the end of the 5th week, will receive a grade of WP or WF and will no longer be required to attend the course sessions. No course withdrawals are allowed after the 5th week of the semester.

## Loss of Credit Due to Absences

The state of Arizona requires that all students attend school 90 percent of the school year. DVUSD students attend school 180 days per year, which means that a DVUSD student has nine (9) allowable absences per semester. When a student reaches nine absences in a semester, a doctor's note may be required to excuse any further absences. A student who is absent more than 10 percent (18 days) of the required number of school days per year is considered to have "excessive absences," whether the absences are excused or unexcused. Students with excessive absences may lose credit in the course.

Students taking online or blended courses in DVUSD are required to complete online attendance logs ([MyHours.dvusd.org](http://MyHours.dvusd.org)) each week or the student is subject to being dropped or withdrawn from the online course.

## Course Level Placement Changes

Students who request an Honors course, AP course, or IB course are accepting the rigor that comes with these advanced academic courses. Once students and parents agree to the requirements, they will be enrolled in an advanced academic course. No level changes will be considered for students in advanced academic classes before the 15th day of class and after the 25th day of class. Only a teacher can recommend students for a placement change in an advanced academic class. The teacher will only consider students for a placement change whose effort is consistent with the expectation yet show limited success in the class. Students may request a level change from a regular level course to an honors level course within the first 15 days of the semester, provided there is sufficient data that such a change is merited.

## Early Departure and Earned Credit

Under emergency situations (deemed by administration), a student who has been attending school may be allowed to be absent or withdrawn from school and earn credit for the semester in which the emergency occurred. Upon administrative approval, a completion of credit plan will be put in place by the school team consisting of the student, parents/guardians, teachers, counselors, and administration to assure that the student satisfies all course requirements with options considered. If course requirements are not met, the student will not be awarded credit.

## Textbook/Materials

A charge will be applied if textbooks, materials, or library books are lost or damaged. Repair or replacement costs will be charged to students for school-issued digital devices (iPads, chromebooks, etc.) that are lost or damaged. An Optional Device Protection Plan is available to students/parents if purchased within three days of receipt of the device. Go to [www.dvUSD.org](http://www.dvUSD.org) (Parents & Students > Instructional Technology > 1:1 Student Devices) for more information.

## Services Available

### Counseling Services

A comprehensive school counseling program is offered at all high schools to promote and enhance the learning process. DVUSD school counseling programs facilitate student development in three areas; academic development, career development, and personal/social development. Students will develop an Educational Career Action Plan (ECAP) that reflects current plan of coursework, career aspirations, and extended learning opportunities. Additionally, a Wellness Counselor may be available at each high school to provide therapeutic and/or crisis counseling services to students.



## English Acquisition Services

All campuses provide services for English Learners. DVUSD follows the Pull Out and Two Hour models, providing both targeted and integrated instruction to ensure that all ELs are successful in both English acquisition and content area courses to meet graduation requirements.

## Homebound Services

Students who must be absent from school due to extended illness (90 days) may be eligible for homebound instruction with doctor's orders. Homebound packets are available in each school site's nurse's office. Technology is provided by the home school. The teacher of record supplies hard copies as needed to homebound teachers.

## Special Education Services

DVUSD provides a full continuum of Special Education supports and services to eligible students as stated on the student's IEP under IDEA.

## Translation Services

Contact the Curriculum Secretary at 623-445-4910 for available translated documents and information. *Contacte al Secretario de Curriculum al 623- 445-4910 para obtener cualquier información y documentos disponibles que se puedan traducir.*

## Gifted and Advanced Learning

All schools offer Honors, AP, and various Dual Enrolment courses and most offer unique gifted programs and services.

### Honors Courses

Honors courses provide an in-depth study and are designed to prepare students for AP and IB courses. Teacher recommendation, grades, and test scores are considered for eligibility in the course.

### Advanced Placement (AP)

The AP Program offers college-level courses to high school students. In AP courses, students can earn college credit, placement, or both by qualifying AP exam scores that are taken in late spring of each year. At the conclusion of the AP course, the student will participate in the national examinations. Students who wish to attempt a score for college credit will pay the required College Board fee. Students who perform adequately on the exam may be awarded university or college credits (score of 3 or higher, based on the course and school), depending upon the issuing institution. The course is equivalent to a university level course and is designed to challenge the student.

## Dual Enrollment (DE)

Dual Enrollment credits are offered for specified courses. These courses are offered at the high school and taught by high school teachers with college certification and students will earn both high school credit and college credit. There will be a college tuition fee for these courses. Students must qualify for in-state residency in order to qualify for in-state tuition with the community college. Students take DE classes and earn both high school and college credit concurrently.

[www.aztransfer.com](http://www.aztransfer.com) is a website that has tools designed to help students taking dual enrollment classes make informed decisions regarding earned credits and how those credits will be transferred to Arizona's state universities degree programs.

## International Baccalaureate (IB)

Barry Goldwater High School offers the IB Middle Years Programme & Diploma Programme. The IB Program is an honors program with a comprehensive and rigorous liberal arts curriculum, focusing on global connections and real world studies. It is designed for highly motivated students interested in a rigorous academic program. Students from the entire Deer Valley Unified School District may attend through open enrollment. Regional transportation is provided.

## National Academy Foundation (NAF)

Each NAF Academy operates as a “school within a school” at Deer Valley High School and Mountain Ridge High School. The Deer Valley High School Academy for Hospitality and Tourism Academy and the Mountain Ridge High School Academy for Entrepreneurship are two/three/four year programs with a senior year option for internships. **NAF** (formerly known as National Academy Foundation) is an educational non-profit organization. The mission of **NAF** is to solve some of the biggest challenges facing education and the economy by bringing education, business, and community leaders together to transform the high school experience.

## Project Lead the Way (PLTW)

Project Lead the Way is a rigorous, hands-on three year program offered at Boulder Creek High School (Engineering) and Mountain Ridge High School (BioScience and Engineering). Each program offers a senior year capstone, where students work on challenging problems requiring critical thinking, collaboration, goal setting, planning, and delivery of specified outcomes. Colleges and universities across the U.S. recognize and reward PLTW students for their great work. These postsecondary institutions recognize PLTW students with scholarships, admissions preference, course credit, and more.

## Accommodations and Modifications

A student's progress towards mastery of the curriculum must be the grading criteria for content course work. Use of accommodations and modifications are to facilitate a student's access and comprehension of course work. If a student is not being successful, then the accommodations or strategies need to be revisited.

There should be explicit implementation of students' accommodations with fidelity in the classroom. The grade reporting and assessment of students with IEP's or 504's or English Language Learners should be at the same frequency as general education students and at the appropriate grade level.

### Accommodations

Accommodations are changes in instruction that enable students to demonstrate the student's abilities in the classroom or assessment/testing settings. Accommodations eliminate obstacles that would interfere with a student's ability to perform or produce at the same level of performance as all general education students. Accommodations do not remove the expectation for students to demonstrate mastery of the grade level standards.

Accommodations do not change the curriculum or content. Accommodations change how students access and express knowledge on a daily basis. All students may receive accommodations, including students in general education, English language learners on an Individual Language Learning Plan (ILLP), students in the MTSS process, those on 504 plans and students with an IEP.

Accommodations can be provided for:

- Instructional methods and materials
- Assignments and assessments
- Learning environments
- Time demands and scheduling
- Special communication systems

Examples of Accommodations:

- Read a test to a student (with no additional help)
- Allow extra time to take the same test or complete the same assignment
- Sign an assignment book
- Break down work into smaller segments, but still expecting all elements to be completed
- Stay after school for homework help
- Preferential seating
- Provide an extra set of books at home
- Home - School communication journal

- Provide audio recordings of lectures or audio books
- Provide copies of teacher's lecture notes
- Use large-print books, braille, or books online or CD (digital text)
- Provide answers to essay-type questions by speaking, rather than writing them down; allowing answers to be given orally or through dictation
- Use of a calculator for math assessments when calculation skills are not being assessed
- Read a test and rewording/re-explaining questions on the test
- Create tests that include pictures or other visual aids

## Modifications

Modifications are substantial changes to what a student is expected to learn and demonstrate. Modifications are changes that actually lower the standards of performance. In order to provide modifications, modifications must first be identified on a student's IEP.

Modifications should be marked only for students with significant cognitive disability who qualify to take the alternative assessment in accordance with the students' IEPs. The essential learnings for students who receive modifications are known as Core Content Connectors and can be found at

[https://wiki.ncscpartners.org/index.php/Core\\_Content\\_Connectors](https://wiki.ncscpartners.org/index.php/Core_Content_Connectors).

Modifications can be provided for:

- Instructional level of content
- Performance criteria including changes to test forms or format or alternative assignments
- Expected proficiency at a particular grade level

Examples of Modifications:

- Assignments aligned to standards lower than the student's grade level
- Creation of alternate projects or assignments at the student's cognitive level
- Construction of test items at the student's cognitive level of development
- Shortened spelling test or other assignment

## Homebound Students

For homebound students, the teacher of record is always the classroom teacher. For homebound students participating with the Aspire Deer Valley Online Academy, the teacher of record is the online learning teacher.

“Homebound or hospitalized means a student who is capable of profiting from academic instruction but is unable to attend school due to illness, disease, accident, or other health conditions, who has been examined by a medical doctor and who is certified by that doctor as being unable to attend on-campus classes for a period of not less than three school months during the school year or a student who is able of profiting from academic instruction but is unable to attend school regularly due to chronic or acute health problems, who has been examined by a medical doctor and who is certified by that doctor as being unable to attend campus classes for intermittent period of time totaling three school months during a school year.” *A.R.S. 15- 761 and Arizona school code 1995 15- 901.*

## Homebound Teacher Responsibilities

- The Homebound Instructor will contact the counselor/Special Education Strategist at the student’s school to assist in coordinating the student’s initial services meeting within one school day of contact from the school.
- The Homebound Instructor is responsible for providing quality instruction and utilizing appropriate materials and techniques to keep the student working at the student’s assigned grade level. This will be done in conjunction with the classroom teacher. Completed assignments will be returned to the classroom teacher on a weekly basis.
- The Homebound Instructor will work with the classroom teacher to submit grades for the student at the end of each quarter so the student’s transcripts/records will accurately reflect the student’s grades and performance. The Homebound Instructor will provide assignments, assessments, and documentation to the classroom teacher to support the final grade.
- The Homebound Instructor is responsible for the coordination of administering classroom, state, and district assessments.
- The Homebound Instructor reviews Aspire Deer Valley Online Academy grades twice a month, if applicable.
- The Homebound Instructor will ask for a meeting with appropriate school staff and the parent if the process is not working or the student is not progressing with passing grades.

## Classroom Teacher of Record Responsibilities

- The classroom teacher determines the plan of action for assignments missed prior to the initiation of homebound services, in conjunction with the parent, as homebound does not go backwards and cover work prior to the initiation of services start date.
- Teachers must adhere to the 504 plan or IEP accommodations/modifications.
- The classroom teacher(s) must attend an initial services meeting and additional meetings related to homebound instruction.

- The classroom teacher will ensure that the student has the appropriate access to textbooks, materials, and assignments. Classroom teachers will provide hard copies of assignments, presentations, and assessments, if electronic copies are not available.
- The school is responsible for providing technology to enable the student to access the curriculum.
- The classroom teacher is the teacher of record and will provide the homebound instructor a basic outline of concepts covered, materials, notes, answer keys, and tests on a weekly basis.
- The classroom teacher works closely with the homebound instructor to provide a final grade to the student.

## Intervention

An instructional intervention is a specific program or set of steps to help a student improve in an area of academic or behavioral need(s). Interventions are designed so that parents/guardians and the school can track the student's progress for improvement. In an effort to ensure success for all students, Tier II and Tier III Interventions have been structured at all grade levels.

## Student Athletes - No Pass/No Play

The athletic program will make every effort to support each school's mission of achieving academic excellence. Athletics are an integral part of the educational process and will help support the school's overall curriculum. Participants will be considered student-athletes rather than just students or just athletes. The State Board of Education, as mandated by the Arizona State Legislature, requires each school district to have in place a "NO PASS/NO PLAY" policy. Athletics, speech, theater, music, and spirit-line are all defined as extra-curricular activities that fall under the "NO PASS/NO PLAY" policy. All students participating in district-sanctioned athletic events must maintain a passing grade in all classes.

In order to represent DVUSD in an extracurricular activity, the student and the parent/guardian shall be notified when:

- Ineligibility is pending
- Ineligibility is determined to be necessary

## Parent-Teacher Communication

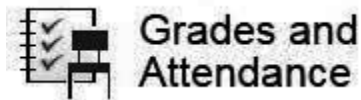
DVUSD strongly values a parent/guardian's role in a student's education. Effective communication between school and home is a contributing factor to academic success. A positive, productive teacher-parent/guardian relationship contributes to cooperative efforts

toward a student's academic achievement. Teachers can help parents stay involved and informed about the student's academic progress through ongoing communication. Parent contact or attempt to contact parents by phone, conference, or email should be kept on file by the teacher. Records should include the date, student name, parent name, phone number, and notes concerning the contents and results of the conversation. For more information, contact the campus administrator.

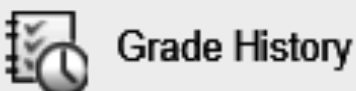
Conferences between parents/guardians and teachers are encouraged. This one-on-one interaction promotes involvement of both the home and the school, fosters mutual understanding of the student's progress, clarifies the student's strengths and needs, and allows for the exchange of information and ideas needed to strengthen and reinforce student performance. A dedicated day for Parent-Teacher conferences is available on the high school campuses midway through the first semester. Additional conferences can be requested by the teacher or parent/guardian.

## Parent Portal in PowerSchool

DVUSD provides parents/guardians with a means of staying up-to-date with the student's progress. PowerSchool is a secure website used by classroom teachers to input and maintain student grades electronically. All parents/guardians and students have the opportunity to use PowerSchool to access attendance, activities, assignments, and grades (both current and historical) throughout the school year. PowerSchool may be accessed from any place the parent/guardian can access the Internet. For instructions on using the PowerSchool mobile app, go to: <https://www.dvUSD.org/Domain/6718>.



Parents/guardians may view the student's current grades and current year stored grades in the parent portal by logging into PowerSchool at <https://ps.dvUSD.org/public/>. The student's information will be located under Grades and Attendance on the left side of the screen. Parents/guardians may view historical grades for all years under Grade History.



Parents/guardians can set up automatic notifications of the student's grades on the PowerSchool Parent Portal. The steps to set up notifications are:

1. Log in to PowerSchool
2. On the left-side navigation bar, click on Email Notification
3. Select the information you would like sent to you, and frequency of alerts
4. When you are finished, click on Submit

## Parent Observation of Canvas Courses

DVUSD uses Canvas to support the district's technology initiative. Designed specifically for K-12 teachers and students, Canvas is an easy-to-use, cloud-based Learning Management System (LMS) that connects all the digital tools and resources teachers use into one simple place. It integrates seamlessly with hundreds of apps, empowering teachers and students with countless tools to make teaching and learning easier and more engaging. Canvas provides a secure way for teachers to deliver instruction and also provides a user friendly way to virtually interact with students, provide performance feedback, record and update grades.

The Canvas grade book is connected to DVUSD's student information system, PowerSchool. Parents can create a Canvas parent account to track progress, view grades, and sign up to receive teacher announcements and notifications.

- Create a Student Pairing Code
  - Parents will need a student pairing code to link the Parent account to the student's courses
  - In the student account, open the settings by clicking on Account in the top left corner
  - Select Settings
  - Select Pair with Observer
  - Copy the pairing code (it is case sensitive)
- Create a Parent account
  - Go to <https://dvusd.instructure.com/>
  - In the top right corner of the log-in box, click on "Parent of a Canvas User? Click here for an account"
  - Create a username and password, then enter the student pairing code.

## Home Practice

- Teachers may assign purposeful work for students to practice at home. The focus of the home practice is on giving students tasks such as practicing a skill that has been addressed in class to deepen the students' understanding and knowledge, providing students opportunities to extend the student's learning through independent investigation, or allowing for differentiation that allows students to explore topics of the student's own interest (Marzano & Pickering 2007).
- Teachers may create home practice opportunities that maximize chances for student completion and success. Teachers will ensure home practice is the appropriate level of difficulty for each student so that they may complete the assignments with success independently. Home practice should also be challenging enough to make it interesting



and valuable as a learning tool (Marzano & Pickering 2007).

- When evaluating home practice, the teacher will provide students valuable feedback on the student's learning in a variety of ways. Feedback is critical for improving student achievement

# GRADING

# Grading

## Standards-Based Mindset

DVUSD believes that authentic grading accurately measures and reflects a student's level of performance, based on mastery of standards.

Ensuring a fair and credible evaluation of student learning from classroom to classroom and school to school will directly impact and improve student achievement. Students should be held accountable for their learning, but we recognize that many grading practices can contribute to long-term student failure. An emphasis on content standards (knowledge and skills) is a cornerstone to grading that supports the learning process for feedback, growth, and student success.

Since the 2017-2018 school year, over a hundred teachers, administrators, parents, and district staff came together to evaluate the effectiveness of DVUSD's grading and reporting procedures throughout the district. Their work over those years has resulted in the development of a research-based, unified grading and reporting policy that is focused on a standards-based mindset in which all grades are proficiency-based that effectively communicate what students know and can do, so students can focus on growth and learning. Grades will have consistent meaning throughout the system and be based upon grade level standards.

In order to increase grading consistency, accuracy, equity, and focus on learning, DVUSD strives to employ the following tenets:

- A student's grade should reflect academic learning and should never be used as a punitive tool.
- Grades are for reporting the status of academic learning, not behavioral conduct
- The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- A coordinated assessment and grading system, both among common course teachers and throughout the school, clarifies the expectations for all students and maximizes academic opportunities.

The teacher will structure the curriculum around the standards and grading will be completed after the instructional material has been sufficiently taught and practiced. Criteria used for grading will be clearly articulated to students. This grading system recognizes progress towards achievement of established standards. Additional instruction may be required to demonstrate mastery of the standard(s).

*“Grades are broken when they mix achievement and non-achievement elements. The fix is to report variables such as behaviors separately from achievement, thereby ensuring that the grades reflect student achievement as accurately as possible.”*  
(Ken O’Connor, 2011)

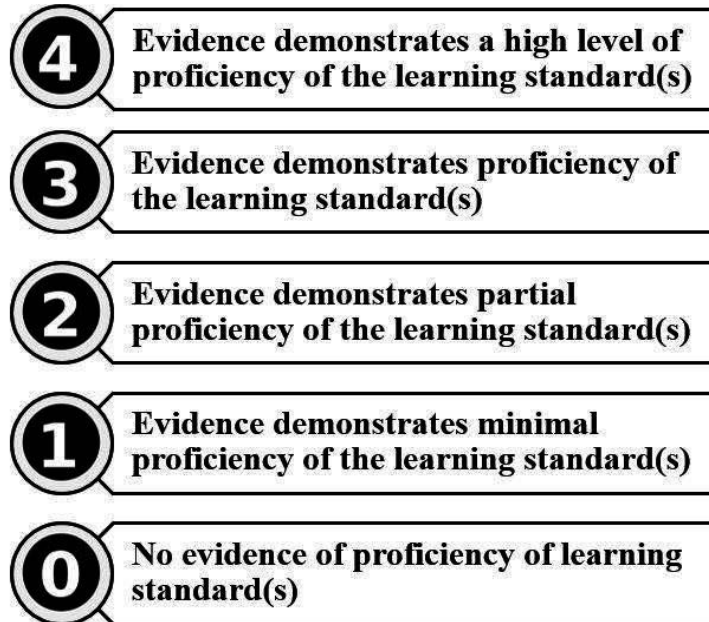
Quality teaching is quality teaching regardless of the grading/ reporting system being used. What a standards-based mindset will impact is how students are assessed. Proficiency-based grading will impact how student mastery of essential standards is reported. By specifying the essential knowledge and skills students must know and be able to do, teachers select tasks and activities that will have the greatest impact on student learning. Each learning task has a criterion for mastery that is shared with students in order to pinpoint information about what learning has and has not been demonstrated. If learning has not been demonstrated, students are retaught and then re assessed.

## Grade Scales

### Grade Scale - Phase I Schools (BGHS, SOHS)

In the 2021-2022 school year, all DVUSD schools will implement the process and procedures outlined in this handbook. Implementation of the new grade scale will roll out in two phases. Phase I schools will utilize the new 0-4 grade scale in the 2021-2022 school year while Phase II schools will continue to use the A-F grade scale. In 2022-2023, all schools will use the new 0-4 grade scale. Phasing in the grade scale change allows the district the agility to work out technical issues and provide additional support that may be needed in the initial implementation of the grade scale change with a smaller population of schools.

**Grading Scale**  
**For 7<sup>th</sup> – 12<sup>th</sup> Grades**



**4 - Evidence demonstrates a high level of proficiency of the learning standard(s).**

*Consistent high levels of achievement and transfer of knowledge materials/situations independently.*

**3 - Evidence demonstrates proficiency of the learning standard(s).**

*Consistent achievement and transfer of learning on familiar and some unfamiliar materials with minimal support.*

**2 - Evidence demonstrates partial proficiency of the learning standard(s).**

*Consistent achievement on familiar material with continuing/ongoing support.*

**1 - Evidence demonstrates minimal proficiency of the learning standard(s).**

*Inconsistent achievement on familiar material, even with support.*

**0 - No evidence of proficiency of the learning standard(s).**

*Limited achievement on familiar material, even with support, or not enough evidence to determine proficiency level.*

## Phase I Schools - Grade Calculations

Each level of the grade scale signifies a specific level of learning proficiency. Teachers assess student performance on assignments/assessments for each level of the scale based upon standards. Teachers will enter scores for individual assignments, assessments, and/or standards using the above 0-4 grade scale.

The scores entered will be *whole numbers* that directly correlate with the descriptor. The overall grade will be an average of the individual scores and will round up. For example, a student who earns a 4, 3, 3, 1 on assignments will have an overall score of 2.8, which will round up to a proficiency level of **3** for the final semester grade.

## Phase I Schools - Passing Grades

As indicated by the proficiency level descriptors listed in the grade scale, students who earn an overall course grade of **0** or **1** are greatly lacking mastery of course standards and, therefore, cannot be granted credit for the course. In other words, an overall grade of **0** or **1** is a failing grade. Note: Since grades round up, students with an overall course grade of **1.5** are considered passing the course since the grade will round up to a **2**.

## Phase I Schools - Weighting Grades

Weighted grade categories can be utilized based upon the determination of each campus. The weighting of grades will be consistent at each individual site so that all teachers teaching the same course use the same weighted categories, either standards-based\* or task-based\*\*. Teachers will need to be in compliance with the site determination. Teachers will avoid weighting any one assignment or assessment too heavily, a practice that can either inaccurately help or hurt a student's grade.

\*Standard-based grade entries are organized by standards (ex, *Interpret linear models A1.S-ID.C* )

\*\*Task-based grade entries are organized by learning task (ex, *Unit 4 Vocabulary Quiz*)

### Grades will be proficiency-based.

What it is	What it is not
<ul style="list-style-type: none"> <li>● Ensuring every mark/grade relates to a content standard(s). For example: AZ College &amp; Career Readiness Standards, AZ Academic Standards, AP, IB, and other national standards as appropriate.</li> <li>● Proficiency-based means any mark/grade can be directly tied to a course content standard(s)</li> </ul>	<ul style="list-style-type: none"> <li>● Including a mark or a grade that is based on behavior (unless part of the course content standards)</li> <li>● Including marks for               <ul style="list-style-type: none"> <li>○ bringing in a signed syllabus</li> <li>○ bringing in class supplies</li> <li>○ mere completion of assignments or homework</li> </ul> </li> </ul>

<p>and communicates the student's level of proficiency of the standard(s)..</p> <ul style="list-style-type: none"> <li>● Communicating to students what they must know and be able to do (learning targets and success criteria)</li> <li>● Applying consequences for late work that do not reduce the grade</li> <li>● Handling issues such as disruptions, attendance, or academic dishonesty through disciplinary consequences.</li> </ul>	<ul style="list-style-type: none"> <li>● Awarding points for: <ul style="list-style-type: none"> <li>○ neatness or effort (unless these are part of the course content standards)</li> <li>○ extra credit</li> </ul> </li> <li>● Deducting points for late assignments ( <i>Late Work</i>)</li> <li>● A requirement to report a grade for each individual standard, although this is an option available to schools )</li> </ul>
<p>PLC collaborative teams can request exceptions to the above guidelines, pending approval by administration</p>	
<p><b>Benefits</b></p>	
<p>Marks/grades that only reflect the learning of content standards and that do not incorporate behaviors more clearly communicate what the student knows and can do. This enables teachers to report student learning more accurately, thus providing feedback for student growth. Furthermore, grades based on grade level standards and learning targets provide more consistency across contents.</p> <p>Attendance, effort, behavior, participation, and other factors are important, but separating these from academic grades ensures grades are more equitable and accurate and gives a clearer picture of student learning.</p>	

## Grade Scale - Phase II Schools (BCHS, DVHS, MRHS, Aspire, Pathways)

In the 2021-2022 school year, Phase II schools will continue to implement the A-F grade scale. The A-F scale is built upon an 0-100% scale

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 0-59%

## Role of PLC Teams in Grading

Professional Learning Communities (PLCs) provide a systematic means of improving instruction and school culture. The PLC model gives DVUSD’s schools a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning. Schools modeling this framework adopt a solid, shared mission, vision, values, and goals. They also structure themselves utilizing collaborative teams that work interdependently to achieve common goals and focus on results as evidenced by a commitment to continuous improvement.

Collaborative teams consistently meet to answer the following four driving questions:

1. What do we want students to know?
2. How will we know that they have learned it?
3. What do we do if they didn’t learn it?
4. What do we do if they already know it?

## Behavior and Academic Grading

DVUSD uses grades to indicate academic performance. Although behavioral skills and attitudes are an important part of a student’s development, including behavior when reporting academic skills leads to miscommunication of a student’s level of learning standards. Behavioral issues will be handled through other means of assigning consequences, such as conferences, loss of privileges, discipline measures, and natural consequences. Issues such as late work, cheating, and missing work will be addressed as behavioral issues.

*“Rather than lowering students’ grades due to behavioral infractions, a better strategy is to report these infractions separately and not include them as part of the course grade.” (Guskey, 1994)*

***Behaviors will be communicated separately from grades.***

What it is	What it is not
<ul style="list-style-type: none"><li>• Excluding factors such as effort, participation, attendance, attitude, etc. from the grade calculation</li></ul>	<ul style="list-style-type: none"><li>• Including marks for:<ul style="list-style-type: none"><li>○ bringing in a signed syllabus</li></ul></li></ul>



<ul style="list-style-type: none"> <li>● Using classroom management and other non grade-based consequences to uphold expectations related to conduct, work completion, and academic integrity</li> <li>● Handling issues such as disruptions, attendance, or academic dishonesty through discipline consequences.</li> <li>● Communication of behaviors may include conferencing with students, special codes in the gradebook (missing, exempt, incomplete, absent, late, etc.), typing comments in gradebook, contacting parents, etc.</li> <li>● Using a zero as a placeholder until the student demonstrates what he/she knows and can do within a given time frame to be determined by PLCs</li> <li>● Basing grades on individual achievement, not group scores unless it is part of the content/course standards</li> </ul>	<ul style="list-style-type: none"> <li>○ bringing in class supplies</li> <li>○ mere completion of assignments or homework</li> <li>● Awarding points for <ul style="list-style-type: none"> <li>○ neatness, effort, completion, or</li> <li>○ participation (unless these are part of the course content standards)</li> <li>○ extra credit</li> </ul> </li> <li>● Deducting points for late assignments (<i>see Late Work</i>)</li> </ul>
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PLC collaborative teams can request exceptions to the above guidelines, pending approval by administration

**Benefits**

Attendance, effort, behavior, participation, and other factors are important, but separating these from academic grades ensures grades are more equitable and accurate and gives a clearer picture of student learning. Students are still accountable for these factors and should realize these factors can directly impact their learning.

## Absent/Missing Work *DVUSD Board Regulation IKEA-R (I-7261)*

When a student is absent from school, teachers shall provide an opportunity for the student to make up work for any absence in order to close learning gaps from time away from school. A student who is absent from school misses a valuable part of the benefit of in-school education and may experience challenges in understanding content and curriculum that was missed, which may put the student at risk from meeting content standards. Adjustments may be made when it is in the best interest of the student(s).

- Each teacher will provide access to the student's assignment(s) and any hand-out or materials necessary for accomplishment of such assignment(s), allowing a minimum make up period of one (1) day for each day absent. Teachers may adjust time based on the individual needs of the student or assignment.
- School sanctioned and/or approved events should not negatively impact a student's grade
- Students who miss school work because of unexcused absences or suspensions will be given the opportunity to make up missed work for credit. Teachers shall assign such make up work as necessary to ensure academic progress, ***not as a punitive measure.***
- Students are responsible for communicating with the teacher(s) the first day back from an absence to develop a plan to make up those assignments. Students are encouraged to communicate electronically with teachers during the student's absence.
- Daily Assignments vs. Long-Term Projects: There is an important distinction between daily/formative assignments and long-term/summative projects. Make up policies regarding long-term/summative projects are at the discretion of the individual teacher based on the timeframe of the student's absence and the requirements of the long-term project. ***Students should self-advocate for assistance if they need extensions.***
- In the case where students are absent for up to three months due to chronic health conditions certified by a doctor, these students may fall under DVUSD board regulation JHD and J-1961, Exclusions and Exemptions from School Attendance.

## Late Work

In order to accurately reflect a student's academic performance level, teachers will accept late work and missing work for full credit if the work is submitted within the timeframe and procedures developed by the school and before the end of the semester. A zero will be entered in the gradebook until the work is submitted. A notation of "M" for missing or "L" for late work will also be denoted in the gradebook. Students will still be responsible for turning in late work in

addition to their current coursework, which results in the natural consequence of a heavier workload. The primary consequence for students not completing the work is to **complete the work**. Students may also be assigned behavioral consequences as determined by the school site.

*Please note: Accommodations included in a student's IEP, 504, or EL plan supersede late work procedures. Consult with the student's Service Coordinator or the student's support team.*

## Extra Credit

Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. With a standards-based mindset, extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors such as submitting coursework early, turning in classroom supplies, participating in spirit week events, etc.

## Cheating/Plagiarism

Academic integrity is a cornerstone of learning. Students must present their own work in order for teachers to accurately assess learning and provide appropriate feedback.

Any type of academic dishonesty will not be tolerated in DVUSD. Any student who engages in cheating or plagiarism will be disciplined for those behaviors. It is important that the penalty imposed is not reflected in the student's academic grade. Incorporating a behavior penalty into a student's academic grade, such as issuing a loss of credit, causes the overall grade to no longer represent what the student knows or has learned and, in essence, to become meaningless.

If a student engages in academic dishonesty, they will initially receive a "0" for that assignment or assessment. Students will be given other opportunities to show mastery of the learning to ensure accurate reporting of the student's academic performance.

The student will also be assigned a discipline consequence for the cheating or plagiarism behavior they engaged in. Parents need to be contacted and the student will be held accountable through the school's disciplinary policy. Each school will have these behaviors addressed in their discipline matrix. Depending upon the developmental age of the student and the severity of the offense, discipline consequences could take the form of a letter of apology or other restorative measures, loss of privileges, after school detention, or suspension.

## Reassessment

Learning is a journey that is often not linear. Some students learn content and skills quickly while others may require more time or feedback in order to learn. The primary objective of

grades is to report where a student is in the learning process, regardless of how much time or effort the student needs to get there.

In DVUSD, students will be allowed to retake assessments/assignments during the same grading period to show the student’s current level of attainment of the standards.

- Students will be afforded extra time for learning; however, there is an ending point for each course in which final reports on a student’s learning must be conveyed.
- Final assessments or end of term capstone projects and performance assessments will not be eligible for retakes.
- Assessments/assignments may be in an alternate format for reassessment.
- Students are required to show evidence of learning and applying the teacher’s feedback in order to earn a reassessment opportunity.
- Each school will determine the procedures for reassessment eligibility.

*“Making students redo their learning until it meets high expectations demands far more of both students and teachers than letting them take a failing grade— but it also results in far more learning.” (Wormeli, 2011)*

**Reassessment**

What it is	What it is not
<ul style="list-style-type: none"> <li>• Schools will identify the specific steps that students must complete to be reassessed to ensure that learning takes place before reassessment.</li> <li>• Feedback on initial performance needs to be provided.</li> <li>• Students should engage in learning and/or reflection with teacher direction prior to reassessment. Strategies could include corrections, tutoring, discussion, revisiting unfinished practice, or reteaching.</li> <li>• Reassessment addresses the same standard(s)/content/skill(s) as the original assessment.</li> <li>• Reassessment could include different formats such as test corrections, retakes, new assessments, oral responses,</li> </ul>	<ul style="list-style-type: none"> <li>• Making the reassessment easier or harder than the original assessment</li> <li>• Averaging students’ first and additional attempts or reducing a grade because it was another attempt</li> <li>• Providing students the exact same assessment for a second time without feedback and next steps (opportunities for learning)</li> <li>• Allowing only students who earned a low score on an assessment to reassess</li> <li>• Reassessment of final assessments, district benchmark exams, or district interim assessments</li> </ul>

<p>presentations, etc.</p> <ul style="list-style-type: none"> <li>• All students, not just students who perform poorly on an assessment, will be able to reassess in order to demonstrate a new or higher level of understanding</li> </ul>	
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PLC collaborative teams can request exceptions to the above guidelines, pending approval by administration

**Benefits**

Multiple opportunities sets the stage for students to focus on learning more and not simply accepting a low grade. The focus can be on targeting specific standards or specific areas of common misinformation and improving reflective practices on the part of the student to help the teacher understand where misconceptions rest. The opportunity for reassessment encourages students to deepen their learning on different standards, and the reassessment itself allows demonstration of the increased knowledge.

Different formats for assessing proficiency allow students to demonstrate content knowledge using their individual strengths within the course format and turn the focus from 'getting a grade' to feedback and learning. It is only by reporting the most current of assessment results that a grade accurately reflects student mastery. Example: If the first score is 40% and the second score is 80%, an accurate report of student mastery would be 80%, not 60%. Likewise, for schools using the 0-4 Grade Scale, if the first score is **1** and the second score is **3**, an accurate report of student mastery would be **3**, not **2**.

If it takes a student longer to learn a standard, and the assessment comes before the student has completed the learning, there is no reason for further learning if there is no chance for reassessment. With reassessment opportunities, students actually work harder because they have taken advantage of additional learning opportunities, such as group tutorials, alternative assignments, and individual conversations with teachers. It is by participating in these additional opportunities, students earn the privilege of reassessing. The practice of allowing students to reassess is consistent with other important assessments such as the SAT, ACT, and even a driver's license. In all of these situations, the number of times one takes the test is inconsequential. In fact, the highest score is the only score that is kept on the final record.

## Incompletes

An “Incomplete” for the course may be issued by the teacher if administrative approval has been granted. “Incompletes” must be cleared and reissued as a 0-4 grade (or A-F, if Phase II school) within two weeks of the following grading period. Students must complete missing work and assessments within that time. Extenuating circumstances will be dealt with on an individual basis.

## Final Course Assessments

Teachers will follow these practices with regards to final assessments:

- Final assessments will occur towards the end of the semester.
- Final assessments will not be in a separate category in the grade book.
- Final assessments will not outweigh a typical assessment.

Dual enrollment courses may use a final assessment and factor the assessment grade into the college grade as prescribed by the college. However, the high school grade for the final assessment must follow the above guidelines.

### Online Courses Final Assessments

Students taking blended and online courses in DVUSD are required to take an in-person, proctored final assessment. The student must pass the assessment with a grade of 60% or higher (0-100 scale) or 2 or higher (0-4 scale) in order to pass the course.

## Test-Outs

The purpose of a Test-Out is to allow students to demonstrate course competencies instead of completing the course. Students who believe they are proficient in a course may request a Test-Out exam prior to enrollment or up to 10 school days after the student’s enrollment date in the course. Students who have begun a course or have taken a course are not eligible to Test-Out unless the student has an AOI elective credit or middle school course the student would want to Test-Out for a core content grade on the transcript.

Students may take only one Test-Out exam per academic class. The district does not provide study guides, textbooks, or other types of assistance. Credit will be given and the student’s transcript will reflect the grade earned on the Test-Out for each semester of the course if the score is 70% or higher (0-100 scale) or 3 or higher (0-4 scale). All scores of 70% or higher or 3 or higher will be reported on the transcript as a letter grade for students at schools on the A-F grade scale and as a number for students at schools on the 0-4 grade scale. The grade will be calculated in the GPA. After the scores are reported on the transcript, students may choose to take the course for grade improvement. Students will not be allowed to take the same Test-Out again.

## Grade Conversion for Dual Enrollment Grades

Overall grades earned in a dual enrollment course can be converted for reporting to the college. Dual Enrollment teachers should consult with their college department chairperson for specific guidance.

Proficiency Grade Scale	Traditional Grade Scale	College Grade
<b>4</b> (3.5-4.0) <i>High level of proficiency</i>	A (90-100%)	A
<b>3</b> (2.5-3.4) <i>Proficient</i>	B (80-89%)	B
<b>2</b> (1.5-2.4) <i>Partial Level of Proficiency</i>	C (70-79%)	C
<b>1</b> (0.5-1.4) <i>Minimal Level of Proficiency</i>	D (60-69%)	No Credit
<b>0</b> (0.0-0.4) <i>No evidence of Proficiency</i>	F (0-59%)	No Credit

## Grade Enhancement

The state achievement assessments provide students, teachers, and parents with information about how a student is progressing academically in English Language Arts, Mathematics, and Science. It is important that students perform at the student's best on these assessments to accurately assess the student's academic progress. In order to motivate students to put forth a strong effort, students are eligible to positively impact semester grades in courses aligned to the high school state assessments. The grade enhancement policy provides an incentive for students to do well on the tests, as well as in the student's course of study in preparation for the assessments.

No course grades will be lowered due to poor performance on the high school state assessments. No course grades will be enhanced if the grade has been enhanced previously. Only one grade per eligible semester course will be enhanced. If a student takes a semester course more than once, only the higher of the grades will be enhanced. Only courses taken at a DVUSD school or program are eligible.

Please visit [url.dvusd.org/GradeEnhancement](http://url.dvusd.org/GradeEnhancement) for additional information and updates.

## Grade Improvement

Students who want to improve their grades in English Language Arts, Math, Science, Social Studies or World Language courses may repeat the same course through an approved DVUSD course. The original grade will remain on the transcript. The higher grade will become the grade

of record upon request. Credit will be given for one course, not both. The school counselor must approve the Duplicate Course/GPA Acknowledgement Form prior to the student repeating the course for grade improvement. Students who request grade improvement for courses that DVUSD does not offer may take a community college course approved by the student's school counselor prior to the start of the course.

## Credit Recovery

Students who fail a core class must retake the class to receive credit. When the course is retaken, the transcript will reflect the original and repeated course grade and both will be factored into the GPA. Upon request, the improved course grade will be the grade of record and will be factored into the GPA. Prior approval by the school counselor is required before taking credit recovery courses.

Students taking online credit recovery courses with Aspire Deer Valley Online Academy are able to register for either 6-week or 14-week credit recovery courses. Online credit recovery courses offer unit by unit pre-tests, which allow students to Test-Out of units with a score of 75% or higher if those standards were already mastered. Typically, students are able to Test-Out of 1-3 units and then continue on with the rest of the course. 14-week credit recovery courses are provided with optional in-person lab time and 6-week blended credit recovery courses require weekly in-person lab hours.

## Grading for Special Populations of Students

### Students with an Individualized Education Plan (IEP)

Students with an IEP receive grades based on grade level standards. However, students that are eligible to take the alternative state assessment should receive grades based upon district-adopted modified curriculum that is aligned with grade level standards. The teacher of record for a student with an IEP is the teacher who is highly qualified and provides the core instruction related to the grade level academic standards. Only teachers who are highly qualified may provide the grade for a student with an IEP. Grade reporting for students with an IEP or 504 plan must be issued at the same frequency as general education students.

### English Learners (EL)

According to the federal Equal Educational Opportunities Act (EEOA), states are required to ensure that all students, regardless of native language, have the opportunity for "equal participation" in public education. Equal participation ensures that ELs in general education



courses receive scaffolded language and content support as is appropriate and necessary in order to participate in high levels of learning.

EL students should only receive a failing grade **if** the contributing factor for failure is unrelated to second language acquisition. All coursework must be scaffolded as needed for the proficiency level of the EL, and accepted for full credit. If work is not scaffolded, Teacher EL Specialists cannot determine if a student is failing due to language acquisition or lack of content knowledge.

## EL Students in the General Education Classroom

The teacher of record for students with a language need will issue content area grades based upon scaffolded content at the students' English Language Proficiency (ELP) Level. ELP Standards and the student's Performance Indicators (PI) will be embedded in the content curriculum to provide integrated instruction. It is the responsibility of the teacher of record to ensure EL students learn the content through the use of English language acquisition strategies and instruction. It is recommended that teachers responsible for instructing ELs work in consultation with the Teacher EL Specialist on the student's campus when scaffolding assignments and administering grades to English Learners.

**Pre-Emergent/ Emergent (PE/E)** students, as identified through the AZELLA Placement test, new to the country and/or first full academic year in an EL program are graded on course content essential standards only. This will allow for more time spent building English language skills through grade level content. Essential content standards are those that have been identified by PLCs as necessary to master in order to be prepared for the next grade or content level. Nonessential standards will be set aside until the student has enough academic language to access grade level text with *substantial* support. This means that students will have more time to work on assignments that address essential standards and are exempt from assignments that address nonessential standards. The determination of when to include nonessential standards in the student's grade will be made through the Teacher EL Specialist/ ELD classroom teacher assigned to the campus using a transition rubric. **If scaffolds are not used and documented, students cannot fail the course.**

**Basic (B)** students as identified by the AZELLA placement or reassessment are held accountable for essential content standards with documented scaffolds. Essential content standards are those that have been identified by PLCs as necessary to master in order to be prepared for the next grade or content level. Nonessential standards can be set aside until the student has enough academic language to access grade level text with *moderate* support. This means that students will have more time to work on assignments that address essential standards and are exempt from assignments that address nonessential standards. This determination will be made through the Teacher EL Specialist assigned to the campus using the

transition rubric. **If scaffolds are not used and documented, students cannot fail the course.**

**Low/High Intermediate (LI/HI)** students as identified by the AZELLA placement or reassessment will be held accountable for essential content standards with documented scaffolds. Essential content standards are those that have been identified by PLCs as necessary to master in order to be prepared for the next grade or content level. Nonessential standards can be set aside until the student has enough academic language to access grade level text with *light* support. However, students at the intermediate level should be able to access grade level content with accommodations and support and should be able to access 90% of grade level course work. **If accommodations are not used and documented, students cannot fail the course.**

**Monitor Students** - Students who have scored proficient on AZELLA and exited the EL program in the last four academic years (as indicated as 1, 2, 3, 4 in PowerSchool) may continue to receive scaffolds as needed. Grades can be a reflection of scaffolded assignments if needed.

## Grade Appeal

Under the direction of their school principal or program director, teachers will determine grades for their students. Teachers have the right and responsibility to determine grades based upon each student's performance on assignments and assessments designed to measure standards aligned to the course. Grading methods must be communicated to everyone in the class and applied to students equally. Students or their parents/guardians who feel a grade is improper or calculated incorrectly may follow the steps outlined below to contest the grade. The student or their parent/guardian should provide evidence to support their position. Evidence can include:

- Required formative and summative assessments showing mastery or lack of mastery of Arizona State Standards related to the course
- District assessment results
- State assessment results
- Course syllabus

### **Challenging a Grade: Does Not Affect High School Credit**

A parent or student who challenges a grade that does not affect high school credit (such as an individual assignment, project, quiz or test grade) begins at the school level with discussions with the teacher, followed by the school administrator. If the school administrator determines that the grade earned accurately reflects the student's learning and upholds the district's grading practices, then the final grade will remain. The school administrator's decision is not appealable and cannot move beyond the campus level.

**Challenging a Grade: Affects High School Credit**

A parent or student who challenges a grade that affects high school credit begins at the school level with discussions with the teacher, followed by the school administrator. If the school administrator determines that the grade earned accurately reflects the student's learning and upholds the teacher's grading practices, then the final grade will remain. However, if the parent chooses to appeal the school administrator's decision, then the parent must submit a "Public Concerns and Complaints Appeal" form to the Superintendent's office within five days of the meeting with the school administrator. The Governing Board will only consider appeals where the grade affects the student earning high school credit.

*Administrators: see "Challenging A Grade" AMG for process map.*

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# REPORTING

# Reporting

## PowerSchool Access - Students and Parents/Guardians

DVUSD provides PowerSchool as a tool for students and parents to view student progress. This computer system allows parents to view students' current grades and attendance information at any time using the Internet. Students will receive individualized log-ins. Parents or students can create their parent or student user account(s) by clicking "Create Account Button," and using the information provided by the student's school to access the student's information. It is recommended that parents also obtain their own PowerSchool access ID and password for accessing their student's current grades and attendance information. Parent accounts have the option to edit the settings in PowerSchool to receive grade updates via email.

Using PowerSchool, students and parents are able to monitor progress on homework, tests, and other assignments. Teacher notes or comments about an assignment or a grade may also be located in PowerSchool.

If you have any questions about PowerSchool parent access, please contact the school's front office. To access PowerSchool, visit the web site: <http://ps.dvUSD.org> .

## Timely Reporting of Grades

The frequency of grade input by teachers is determined by each site. It is an expectation that teachers will use the gradebook as a communication tool and update it within a reasonable time frame as determined and monitored by the site.

## Report Cards

At the high school level, hard copy report cards are not distributed. Instead, final grades for each semester will be posted and available to students and parents on PowerSchool. Parents and students are encouraged to print out the final semester grade reports for the student's records.

Parents and students unable to print out the grade reports are welcome to request a copy from the school.

# Transcripts

## How to Request Transcripts

The Deer Valley Unified School District has partnered with Parchment as an optional transcript service. Parchment is a self-contained transcript service; it is secure and open 24/7. Transcripts will be sent directly to the admissions office or to the location of your choice for a nominal fee.

Students who graduated from **1983 to the current school year**, must order transcripts through Parchment.com. Parchment.com can be found on the Deer Valley Unified School District (DVUSD) website and on all our high school websites. To register your account, click here: [www.parchment.com](http://www.parchment.com). DVUSD also has other resources listed below for convenience.

**Video: Requesting Your Transcript on Parchment.com** (<https://youtu.be/zS52ANkO3zw>)

**Video: Registering for a Parchment Account Using an Email Link or Registration Code**  
([https://www.youtube.com/watch?v=UOV0nTz8ZIM&feature=emb\\_rel\\_pause](https://www.youtube.com/watch?v=UOV0nTz8ZIM&feature=emb_rel_pause))

*For current students only:* Current students can request a transcript for themselves directly from their school. Some students may qualify for a fee waiver. Students who qualify for Free & Reduced Lunch may receive a fee waiver to process your transcript request. Please contact your high school Registrar for more information.

Should you have additional questions regarding these processes, please contact your high school Counseling department, Monday-Friday 7:00 a.m. to 3:00 p.m. (All district and school offices are closed on Fridays during the summer.)

## Grade Point Averages (GPA)

A student's Grade Point Average is determined by totaling the number of points associated with each grade earned in a course and dividing it by the number of courses taken. The cumulative **weighted** GPA takes into consideration the course difficulty and is operated on a 0-5 scale. Courses that would factor into a weighted GPA are honors, AP, and IB courses.

The cumulative **unweighted** GPA does not provide an additional point for honors, AP, or IB courses and operates on a 0-4 scale. It should be noted that most universities recalculate individual GPAs according to the core academic subjects including foreign languages, to determine admissions and merit based scholarships.

Courses such as Student Aides, Peer Facilitator, etc, are given Pass/Fail for grades. Pass grades will not be calculated in the GPA, where failed courses will negatively impact the GPA.

### **GPA Conversion for Courses Graded on 0-4 Scale**

Proficiency-based Grade	Non-Honors/AP/IB GPA Point	Honors/AP/IB GPA Point
4	4.0	5.0
3	3.0	4.0
2	2.0	3.0
1	0	0
0	0	0

### **GPA Conversion for Courses Graded on A-F Scale**

Letter Grade	Non-Honors/AP/IB GPA Point	Honors/AP/IB GPA Point
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	1.0
F	0	0

## Class Ranking

Students are ranked at the completion of the Fall and Spring semesters. The weighted grade point scale will be used for class ranking (see Grade Point Average section above). It should be noted universities recalculate individual GPA.

The following designated courses will be used when calculating the high school class ranking list:

<u>Freshman</u>	<u>Sophomore</u>	<u>Junior</u>	<u>Senior</u>
Eng. Language Arts	Eng. Language Arts	Eng. Language Arts	Eng. Language Arts
Math	Math	Math	Math
Science	Science	Science	Science
	Social Studies	Social Studies	Social Studies

If more than one class is taken in the same designated subject area during the same semester, the class with the highest grade will be used. If the grades are the same, the most advanced level class will be used. Qualifying classes from the designated subject areas will include non-elective courses that meet the requirements for graduation. Students who do not take all fifteen core courses listed above will be negatively impacted in class ranking with the missing course calculating as a 0 for class ranking purposes.

Only the designated classes taken during a student's freshman through senior years and approved classes taken in 7th and 8th grades will be used for class ranking.

This procedure applies to class ranking only, not to individual GPA. The individual GPA will continue to include all classes on a student's transcript.

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# GRADUATION

# Graduation

## Graduation Requirements

English Language Arts	4.0 credits
Mathematics*	4.0 credits
Lab Sciences** (which meet the 28 essential high school standards), one of which must be Biology***	3.0 credits
World History/Geography	1.0 credit
American History (including AZ History)	1.0 credit
American Government (including civics and Az Government)	0.5 credit
Economics ****	0.5 credit
Physical Education	0.5 credit
Health	0.5 credit
Career & Technical Education (CTE) or Fine Arts	1.0 credit
Elective Courses	6.0 credits

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**TOTAL            22.0 credits**

\*Designated CTE courses may be substituted for a 4th year math course credit toward graduation but may not meet university admission requirements.

\*\* In Arizona, students are required to take 3 credits of high school science to meet graduation requirements, but there is no mandatory course sequence across the state. Because of this, the high school standards are written at two levels: essential and plus. All high school essential standards should be learned by every high school student regardless of the 3-credit course sequence they take. The full set of high school essential standards should be taught over that 3-year period. Essential High School Science Standards are designed to provide opportunities for students to develop understanding of all 14 core ideas across three credits of high school science. In Deer Valley, each course offered covers a specific set of essential standards. Three-year course pathways have been established that ensure students receive instruction in all of the essential standards See the DVUSD Academic Planning Guide (Science section) for more information (<https://www.dvUSD.org/Domain/1302>).

\*\*\*Biology or Biology H meets Biology requirement

\*\*\* Free Enterprise with Aspire Deer Valley Online Academy or 2 years of Marketing may be substituted for Economics.

Graduating students must pass the required state of Arizona Civics Test with a 60% or higher. (ARS 15-701.01) This will be denoted on the transcript as "met requirement" or "not met requirement."

## Civics Assessment

In 2015, the Arizona legislature passed the American Civics Act (House Bill 2064). This bill requires students to pass a civics test based on the United States Immigration and Naturalization civics questions. Students will be required to score 60% or higher in order to graduate from high school or obtain a high school equivalency certificate. The test will be available to DVUSD students beginning in the 8th grade to 12th grade. Once the student achieves a passing score, the student will not be required to test again. Students may retake the test as many times as necessary to pass.

Students receiving special education services are exempt from obtaining a passing score unless required by an IEP. Students who are exempt from the requirement to pass the Civics assessment will be marked as "met requirement" on the transcript.

## CPR Requirement Policy

Students are required to participate in one or more training sessions in cardiopulmonary resuscitation through the use of hands-on exercises prior to graduation. (ARS 15-718.01)

## Early Graduates

Students planning to graduate early must file a request for early graduation at the beginning of the student's last year of attendance. Early graduation requires administrative and parental approval unless the student is 18 years of age and has completed the Student Acceptance of Responsibility (SAOR) paperwork. Diplomas will be awarded at the yearly commencement. All final exams must be completed by the end of senior final exam day.

Early graduation candidates must meet all requirements and early graduation must be deemed appropriate for the student's continued education. Early graduation guidelines include:

- All graduates must complete an early graduation request form. The early graduation form must include signatures from counselor, administration, parent and student.
- An early graduation plan with a course outline must be included.
- Continuation of the post-secondary education plan should be included.

## Graduation Ceremony

All high schools plan and conduct a ceremony each year to recognize students who graduate from high school. Students must have met all graduation requirements set forth by the DVUSD Governing Board and the State of Arizona for that graduation year to be eligible to participate in the graduation ceremony. No other students may be allowed to participate in the graduation ceremony. Foreign exchange students/foreign students may not participate in the ceremony unless they have met the state and district graduation requirements.

Participating in the graduation ceremony is a privilege. Any off-campus suspension during the senior year excludes the student from participating in the graduation ceremony.

For medically fragile students, students or parents/guardians must notify the district as early as possible if graduation credits are a concern. District personnel will work with the campus administration, counselors, and teachers to create an action plan.

Student and faculty dress for the graduation ceremony shall comply with the following:

- Graduates will wear school approved cap, tassel, medallion and gown without alterations or additional decoration.
- School administration may approve graduates to wear additional regalia that meet the following criteria:
  - Awarded by an organization with academic association affiliated with a DVUSD high school
  - Awarded by an organization associated with a national honor society which has a minimum GPA requirement or some other academic criteria
  - Stole provided by the school for the senior officers of the student government body of the school designating the student's position of office
  - Medallion provided by the school for the students in top 1% of the graduating class
  - Provided by a United States military branch
  - Eagle feather or plume if the student is a member or eligible to be a member of a federally recognized Indian tribe

***No other regalia may be worn over the graduation gowns.***
- All faculty participating in the graduation ceremony will wear a school-approved black gown. Faculty may wear a hood representing any earned college degree but may not wear any other decor such as cords or stoles.

## Academic Recognitions

### Associate of Arts Degree

Deer Valley High School and Boulder Creek High School provide the opportunity for students to earn enough credits while in high school to receive an Associate of Arts (AA) degree from Rio Salado Community College. An AA degree requires 60 credits, which includes the 35-38 credits required for the AGEC. Students can choose from many different dual enrollment classes offered at DVHS and BCBS, as well as concurrent enrollment offerings through Rio Salado Community College to meet the AA requirements.

### Certificate of Academic Distinction

Offered at Boulder Creek High School, the Certificate of Academic Distinction provides students with the opportunity to showcase the student's academic excellence and dedication. The certification is awarded upon graduation with the student's diploma and serves as an indication of the student's academic excellence and college preparatory course load throughout the student's high school career. Students begin college preparatory coursework in the student's freshman year and continue through advanced placement and dual enrollment coursework in the student's senior year. This program also contains an independent interdisciplinary senior thesis project.

### Certificate of Advanced Academics

The Certificate of Advanced Academics provides Sandra Day O'Connor High School students with the opportunity to showcase the student's academic excellence and dedication. The certificate will supplement the student's diploma and serve as an indication of the student's rigorous coursework above and beyond the district requirements. It allows students to showcase college readiness, 21st century skills, and elevate themselves above Arizona's standard high school graduates. This distinction celebrates the student's academic talents and commitment to excellence.

### Certificate of Global Studies

The Certificate of Global Studies provides students with the opportunity to showcase the student's academic interests in 21st century globalization and world cultures. Offered at Boulder Creek High School, the certification is awarded upon graduation with the student's diploma and serves as an indication of the student's application of college and career readiness skills in a globally interdependent economy. Students receiving the certificate will demonstrate the ability to communicate in another language and an understanding of interconnected societies and cultures. Students begin global studies in the student's freshman year with a culminating senior year portfolio.

## CTE Honor Cords

Senior students completing all sequential courses in a CTE program may earn the CTE Honor Cord, which is ordered and purchased by the DVUSD Manager for CTE. The CTE Honor Cord is a designation earned with GPA, CTSO or Partner Program participation/leadership, attainment of pass score on ADE technical assessment, along with other factors demonstrating college or career readiness and must reach a designated number of points.

The rubric titled “CTE Honor Cord Rubric” (Appendix) is completed by the student and submitted to the CTE teacher for the respective CTE program. The completed rubrics for all programs are evaluated and held by the CTE Department Coordinator. CTE Honor Cords represent the colors designated by branding for the applicable CTE Program’s Career and Technical Student Organization (Examples of CTSOs are DECA, Educators Rising, FBLA, FCCLA, HOSA, Skills USA) or Partner Programs (Examples: NAF Academy, Project Lead The Way).

## CTE Industry Certification

All CTE programs have opportunities for students to obtain industry certifications, which vary by program and change as industry advisors identify necessary changes to ADE. All of the certifications have been selected from Arizona’s approved industry certification list for A-F and CTED eligibility: <https://cms.azed.gov/home/GetDocumentFile?id=5c4f31051dcb25109c29cb73>

More information on specific certifications is available on ADE’s Industry Credential Fact Sheets: <https://cms.azed.gov/home/GetDocumentFile?id=5c4f37be1dcb25109c29cc28>

## NAFTrak Certified

Deer Valley High School Academy for Hospitality and Tourism and Mountain Ridge High Academy for Entrepreneurship provide opportunities for students to earn the NAFTrak Certification. This rigorous and comprehensive assessment system evaluates students on academic proficiency, project execution, and internship performance.

## CTE Technical Skills Certificate

The Technical Skills Assessment System is a secure, reliable, online testing application owned by the State of Arizona and housed in the Department of Education. Assessments are designed for students in the student’s final course (usually year 2) of the 22 Career and Technical state identified programs. Students who successfully complete the 60% pass score requirement receive an industry-endorsed congratulatory letter and certificate.

## International Baccalaureate Diploma

International Baccalaureate International Baccalaureate (IB) is an internationally recognized course of study. It is designed for highly motivated students interested in a rigorous academic program. This program is offered at Barry Goldwater High School. However, students from the entire Deer Valley Unified School District may attend on open enrollment.

**IB Diploma Requirements** Students enrolled in the IB Program meet state requirements for graduation by completing the IB curriculum. During the junior and senior years, students will take six IB exams; three at a Higher Level and three at a Standard Level. One exam will be taken from each of the six subject areas listed. Exams are graded from 1 point to 7 points (maximum). Students must score a total of 24 points to acquire the IB Diploma. In addition, Diploma candidates must meet three other requirements:

Complete an interdisciplinary course called Theory of Knowledge Prepare an Extended Essay reflecting independent research \* Complete at least 150 CAS hours \* extracurricular activities that can be categorized as Creative, Action, or Service.

## University and College Entrance Requirements

### Arizona University Requirements

Arizona universities require the following for admission:

- High school diploma
- 4 credits of high school English language arts
- 4 credits of high school math (Algebra 1-2, Geometry, Algebra 3-4, and an advanced math class for which Algebra 3-4 is a prerequisite)
- 3 credits of high school lab science, one year each from three of the following: Biology, Chemistry, Earth Science, or Physics (an integrated science or an advanced science may be substituted for one required course)
- 2 credits of high school social studies, including one year of American History
- 2 credits of the same high school foreign language
- 1 credit of high school fine arts or a combination of two semesters of high school fine arts or Career and Technical Education (CTE).

## Arizona Community College Requirements

Admission to a community college in Arizona may be granted to any person who meets at least one of the following criteria:

- High school diploma or Certificate of Completion
- GED
- Is 18 years of age or older and demonstrated evidence of potential success at the community college level
- Is a transfer student in good standing from another college or university

## University Testing

It is recommended that the students take the SAT and/or ACT the spring of junior year. The ACT (no writing) will be given to all juniors at the student's school in the spring semester at no cost to students. Information and registration for the SAT is available at [www.collegeboard.org](http://www.collegeboard.org). Additional information on the ACT is available at [www.actstudent.org](http://www.actstudent.org). Registration and information materials are also available in the counseling office.

The PSAT is a practice test for the SAT. PSAT is the qualifying test for National Merit Scholarship Program that must be taken during the junior year (11th grade) to be eligible for the National Merit Scholar Program. The PSAT is given in October of each year.

## Out-of-State Universities and Colleges

Admission requirements to colleges and universities vary greatly. Students should consult the web page or catalog of the university or college they are interested in to determine the specific requirements.

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# APPENDIX

## Forms and Letters

Various forms and letters pertaining to grading, reporting, and graduation matters, go to <https://url.dvusd.org/GRAGFormsAndLetters>.

## AZ State Statutes

**A.R.S. § 15-701** Common school; promotions; requirements; certificate; supervision of eighth grades by superintendent of high school district; high school admissions; academic credit

**A.R.S. § 15-718.01** Instruction on cardiopulmonary resuscitation

**A.R.S. § 15-763** Plan for providing special education; definition

**A.R.S. § 15-802.** School instruction; exceptions; violations; classification; definitions

**A.R.S. §15-803.** School attendance; exemptions; definitions

**A.R.S. § 15-821** Admission of children; Required Age

## AZ Administrative Code

**Administrative Code R7-2-302** Minimum Course of Study and Competency Requirements for Graduation from High School

## DVUSD Governing Board Policies

### Governing Board Policy Manual

**IIE** Student Schedules and Course Loads

**IKB** Homework

**IKFA** Early Graduation

**IKFB** Graduation Exercises

**IKF** Graduation Requirements

IKF Graduation Requirements Regulation

**IKA** Grading/Assessment Systems

IKA-R Grading/Assessment Systems Regulation

**IKAB** Report Cards/Progress Reports  
    IKAB Report Cards/Progress Reports Regulation

**JE** Student Attendance  
    JERB Student Attendance Regulation

**JF** Student Admissions

**JFAA** Admission of Resident Students

**JFAB** Tuition/Admission of NonResident Students

**JFABB** Admission of Exchange and Foreign Students  
    JFABB-R Admission of Exchange and Foreign Students Regulation

**JEB** Entrance Age Requirements

**JFABC** Admission of Transfer Students

**JFABD** Admission of Homeless Students

**JH** Student Absences and Excuses  
    JH-RB Student Absences and Excuses Regulation (*Procedures for Denying Credit to a Student for Excessive Absences*)

# **GLOSSARY**

# Glossary

## 504

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

## Accommodations

Accommodations are used when the student is expected to learn the same curricular content. The student may be taught in a different way, respond or test in a different way or need changes in the environment. A change is made to provide access or equal opportunity to demonstrate skills does not change instructional level, content or performance criteria. It does not change how much of the curriculum the student is expected to learn. It only changes how students access and express knowledge on a daily basis.

## Achievement

Absolute level of performance

## Credits

Credits are earned upon successful completion of a high school course of study. Each semester course is worth .5 credit. Students must earn 22 credits to graduate from high school as well as pass specific courses required by DVUSD to earn a high school diploma.

## Grades

The number or letter reported at the end of a period of time as a summary statement of performance

## Growth

Improvement by an individual relative to prior performance

## Progress

Improvement by an individual relative to a goal or standard

## Scores

The number or letter given to any student assessment or performance

## Standards-based mindset

Grading based upon an assessment of student performance of the standards and without behavioral elements influencing the grade.

### Standards-based grades

Standard-based grades report student proficiency of standards. Gradebook entries are organized by standards in the grade book (ex, ***Interpret linear models A1.S-ID.C*** )

### Proficiency-based grades

Standard-referenced grades report student proficiency of the standards. Gradebook entries may be organized by standards or by task (ex., quiz, project, exam, etc.).

### Task-based grades

Task-based grade entries are organized by learning task (ex, ***Unit 4 Vocabulary Quiz***)

### Tier I Instruction

High quality differentiated instruction for all students.

### Tier II Instruction

Additional intensive instruction for students not making adequate progress in the core instruction that targets specific areas of need

### Tier III Instruction

In addition to Tiers I and II instruction, students receive individualized, intensive instruction that target the student's specific skill deficits.

### Transcripts

Official record of the student's high school course enrollments and grades earned. Other requirements required for graduation at the time of the student's graduation date are recorded on the transcript along with the student's weighted and unweighted GPA.



