



Union Park School

Ms. Tomasello's Syllabus



Parent Involvement is all about the children. Participation in your child's education is proven to boost his or her achievement in school. We are committed to treat parents as partners while keeping lines of communication open and focused on the needs of your child. Mutual trust and respect between parents and teachers is required to maintain a positive learning experience at any school. We believe that your trust in Union Park is required to ensure your child's success.

ABOUT ME

I was born and raised in Phoenix, Arizona. I love the desert because of its beauty and the climate. I grew up with two loving parents and a younger sister in the Paradise Valley School District. I loved all my teachers so much that it inspired me to become one! I graduated from Arizona State University with a Bachelors in Elementary Education and Special Education. Go Sun Devils! I spent one year at both Gavilan Peak and West Wing teaching third grade and I absolutely fell in love with that grade. I have been at Union Park since the beginning (original UP) and love my third graders year after year! I am excited for another wonderful year in third grade! Also getting to know all my students and their families. I hope to collaborate with you and your child to build their academic success for the future!

AZ Standards and Third Grade Concepts

- o We plan our lessons to align with the AZ State Standards. All work, graded or not, is used to measure mastery of these standards. I believe that having high, attainable expectations with rigorous instruction and work supports student learning and achievement. I want my students to have the best learning experiences, and learn to embrace challenges and productive struggles. This link will take you to the website with all the Arizona Standards for all content areas. <https://www.azed.gov/standards-practices/>
 - Reading: We will be utilizing Into Reading curriculum, which has six modules: "What a Character!", "Use Your Words", "Let Freedom Ring!", "Stories On Stage", "Teamwork", "Animal Behaviors", "Make a Difference", "Imagine! Invent!", "From Farm to Table", and "Tell a Tale".
 - Writing: We will be analyzing and developing pieces of writing that include Narrative, Informative/Expository, and Opinion/Persuasive techniques.
 - Math: We will be utilizing the Eureka Math curriculum. In Third Grade, our biggest focus is on multiplication and division (memorization and multi-step word problems using all four operations).
 - Science: In Science, we cover Light, Sound, Earth Systems and Life Science.
 - Social Studies: We will be utilizing Impact Social Studies curriculum for History, Civics, Economics, and Geography to cover past to present Arizona History.

Resources- also check out the resources tab on my website for more!

- DVUSD Math Resources for Parents <https://www.dvUSD.org/Page/28323>
- DVUSD Science Resources for Parents <https://www.dvUSD.org/Domain/5392>
- DVUSD Social Studies Resources for Parents <https://www.dvUSD.org/Domain/5393>
- DVUSD English Language Arts (ELA) Resources for Parents <https://www.dvUSD.org/Domain/5389>
- What is Depth of Knowledge? (DOK) [What is Depth of Knowledge](#)



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All District Rules will be adhered to at Union Park School. Please refer to the DVUSD Student Rights and Responsibilities Handbook. We believe that students must treat others with the same respect with which the adults in our school treat them. We also believe that student's actions, dress, possessions, etc., must not cause a problem for themselves or anyone else.

COMMUNICATION

- Protocol
 - [Communication Protocol Flow Chart-](#)
- School-wide
 - [Union Park School Website](#)
 - Frequent Smores via social media, email, and texts
- Teacher [website](#)
 - [Updated weekly](#)
 - Links to information re: Daily Assignments/Unit Goals/Essential Questions
 - Other information found on it such as calendar, events, special activities, etc.
- Contact Details
 - Please do not hesitate to email or call me with any questions you may have. I can be reached at my school email, sloan.tomasello@dvusd.org or through the school with my office phone 623-445-5858. Typically I respond to emails within the day or time it was sent. Union Park has implemented email office hours and a "curfew" to ensure that we maintain a healthy work-life balance. I will respond to emails/calls Monday through Friday from 7:00am to 8:00am and again from 3:00-4:00pm.

Please schedule specific times to meet with me, as we need time to communicate effectively. I often have professional duties directly before and after school hours. Please understand that I will not be able to meet or discuss issues while I am teaching or supervising students. However, I will contact you as soon as I can.

- **sloan.tomasello@dvusd.org**
- **Room 410**
- What is your main mode of communication? **Email.**



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- Where do students/parents find nightly homework assignments & school events? **On my website, in their planners, or on the most recent newsletter.**

PROFESSIONAL LEARNING COMMUNITIES (PLC's)

Most Fridays, students will be released early so that we are able to participate in PLC work. This work is directly related to the planning, instruction, and interventions we implement in our classrooms to ensure that students master the standards.

- **Role of PLC**

- A professional learning community is a group of educators that meet regularly and work collaboratively to improve teaching practices and the achievement of students. The questions that drive the work of PLC's are:
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond if some students do not learn?
 - How will we extend the learning for students who are already proficient?
- PLC Teams are responsible for collaborating to establish general consistency among the following:
 - Assignments, presentations, products, observations, and assessments used to determine a student's level of performance in relation to grade-level standards.
 - The method and schedule for additional learning opportunities.
 - Due dates, deadlines, and procedures for reassessment.
 - Create opportunities for common scoring of assessments.

Home Practice & Grades

- The intent of homework is to practice, extend learning and provide opportunities for students to develop critical, independent study skills and self-discipline for their life-long educational journeys.
- Grades are a reporting tool utilized to reflect what a student knows and is able to do in a content area. We measure achievement, not effort or behavior, in our grading system.
- Grades will be equitable, accurate, specific, and consistent.
- 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 and support student learning.



- Learning is a process that takes place over time and at different speeds for different students.

PowerSchool is an essential resource for parents and students. It is not only a tool for communication regarding grades, it is a resource for our students and parents to check progress, missing work, and what is being taught/learned regularly. Please ensure that you and your child have access (separate accounts) and even sign up for the app and push notifications or weekly email updates as an option in [PowerSchool](#).

MEANINGFUL GRADE ENTRIES

- Teachers are expected to enter a meaningful grade for each student in the electronic gradebook on a regular basis so that students, parents, and support staff can better monitor student progress. A meaningful grade is a grade entry for an assessment or coursework that measures learning standards. The frequency of entering meaningful grades is as follows:
 - **Classes that typically meet 4-5 days per week = at least 1 meaningful grade each week**
 - Classes that typically meet 2-3 days per week = at least 1 meaningful grade every other week
 - Classes that typically meet 1 day per week = at least 1 meaningful grade every 3rd week

At least one meaningful assessment/assignment grade entry must be entered each week, but an entry that impacts the course grade must be entered at least every 2 school weeks (every 3rd week for classes meeting once per week).

- **3rd-8th GRADE**

- Students in 3rd through 12th grades will receive marks for their **proficiency** towards the grade level standards using the following scale. These marks are for information and do not calculate the student's overall course grade.
 - 4 = Highly Proficient
 - 3 = Proficient
 - 2 = Partially Proficient
 - 1 = Minimally Proficient
- Students in 3rd through 12th grades will receive marks for their **overall performance** in each course of study using the following letter grade scale. Overall course grades for students in grades 3-12 will be calculated from the average of the student's assignment scores* (assessments, coursework).

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly with 3 and/or 2's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			

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

Grades of “D” and above are passing marks. A course grade of “F” indicates that the student has failed the course.

Highly Proficient A 100%-90%			Proficient B 89%-80%		Proficient C 79%-70%	
100-97	96-94	93-90	89-85	84-80	79-75	74-70
All 4's on standards	All 4's except for one 3	Mostly 4's with some 3's and/or 2's	Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2	Mostly 3's with some 2's	Mostly 2's with 3's and/or 4's
Partially Proficient D 69%-60%			Minimally Proficient F 59%-50%			
69-65		64-60	59-56		55-50	
Mostly 2's and 3's with a 1		All 2's on standards	Mostly 2's and some 1's		All 1's on standards	
No Evidence						
49% - 0%						



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For graded work in the Assessment Category, teachers will enter the proficiency marks for each standard measured and use the following guide to assign a score to the assignment. Parents will see the percentage score for each grade book entry with the letter grade mark on the front page of the PowerSchool parent portal.

For additional information, the parent may click the blue "show standards" icon to view the proficiency marks for the learning standards associated with the assessment or coursework.

Due Date	Category	Assignment	Page	Score	%	Grade
09/03/2022	Assignments	Weathering Rates - Games		100/100	100	A
09/19/2022	Assignments	Weathering of Different Rocks Games		90/100	90	A
09/09/2022	Quiz	Land Forms Quiz	 Click "show standards" icon to view standards measured on the assignment.	89/100	89	B
09/13/2022	Quiz	Scientific Method Quiz		100/100	100	A

*****For extenuating circumstances teachers discretion will be applied. For example if a student scores a 2, 3 and 4 on standards for one assessment: teachers may consider separating out the standards on different assignments (if the standards are different; or -teachers may average out the standard if the standards are the same.) In addition, if standard scores fall into more than one category, a grade will be assigned using teacher discretion based on student performance.**

CATEGORIES

- All 1st-12th grade teacher gradebooks will utilize the following categories in the gradebook.
 - **ASSESSMENT:** This category includes all items used to measure a student's proficiency toward the learning standards once the student has had sufficient practice and at a specified point in time. This category can include summative tests, performance assessments, reports, unit or module assessments, quizzes, long-term projects, short-term projects, presentations, capstone projects, research papers, and lab reports.
 - **COURSEWORK:** This category includes formative work that provides students with the opportunity to learn content and skills and to receive feedback on their learning. Coursework is assigned to provide meaningful, independent practice, reinforce learning targets, and extend learning. This category can include in-class assignments, quizzes, exit tickets, checks-for-understanding, and daily activities.
 - **PRACTICE:** This category includes formative student work that a student completes while in the process of learning specific skills. Student work that is done inside and outside of the classroom, such as classwork and homework, falls into this category.

WEIGHTS



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- All 1st-12th grade teacher gradebooks will utilize the following weights for each category in the gradebook.
 - ASSESSMENT CATEGORY 80%
 - COURSEWORK CATEGORY 20%
 - PRACTICE CATEGORY 0%

PROCEDURES FOR RE-ASSESSMENTS AND LATE WORK

- Describe the expectation that all students will complete all learning requirements
 - Students needing extra help will receive it from their teacher during Multi-Tiered Systems of Support in class
 - Students choosing not to complete work, but who are able to do so, will complete work with support during Toro Time.
 - 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 grading period.
 - The practice, coursework, or assessment will be marked with the "Missing" special code in the gradebook
 - No Evidence (NE) will be entered for the standards attached to the practice, coursework, or assessment.
 - If the work is submitted as Late Work (see terms below), the (NE) or 49% assignment score will be changed to reflect the student's actual score with no deductions or penalties
 - If the work is not submitted as Late Work or does not meet conditions for Late Work, the score for the coursework or assessment will remain 49%.
 - 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.
- In order for Late Work to be accepted, students must meet the following parameters:
 - Assignment is not a timed activity (such as a Quick-Write Essay)
 - Assignment is not a Long-Term assignment (over multiple weeks)
 - Assignment is turned in within the following time frame
 - K-2 Grades: By the end of the marking period
 - **3-8 Grades: Within ten after the end of the unit**

If a student meets the above criteria, he/she will be issued full credit for the work submitted (no added penalties or caps on the grade that can be earned). The teacher will mark the student's assignment with the



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"Late" special code. If the assignment is an assessment, the proficiency level of the standards attached will be entered.

Please note: Accommodations included in a student's IEP, 504, or EL plan may supersede the above Late Work procedures. Consult with the student's Service Coordinator, counselor, or the student's support team.

RETAKES

- Retakes or reperformance of essential skills is important to support learning of critical skills and filling gaps in learning.
- Retakes are allowed for assessments in which scores are entered into the gradebook, for full credit, if reperformance opportunities will not be available during the marking period or in addition to reperformance opportunities during the marking period.
 - In order to earn a retake opportunity, a student must complete all of the following:
 - Complete all formative coursework related to the content/skill assessed
 - Consult with the teacher
 - Submit a reassessment plan or application, if required by the teacher
 - A reassessment plan must be scheduled within the following time frames:
 - K-2nd Grades: Until the week before the end of the marking period
 - **3rd-8th Grades: Within 10 school days after receiving the assessment score**

EXTRA CREDIT

- Just as imposing grade penalties for poor behavior distorts academic grades, so does awarding higher grades or extra credit for good behavior. Extra credit renders an academic grade less accurate since it is not based upon performance of the standards, but rather on compliant behaviors. No extra credit will be awarded.

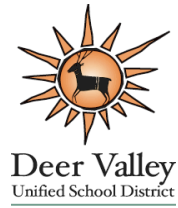
TORO TIME

- Toro Time is a before or after school opportunity for students to maximize their potential success. Learning and completing work at Union Park is required. Toro Time is offered to all students who have not shown proficiency in their current learning progressions or classwork. Toro time will be assigned to students to attend for extra help, assistance, or when a student needs to complete his/her work. Without completing their work, it is hard to know if a student is progressing towards mastering the standards we are teaching in class. We ask for parent support and cooperation in transporting



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students to or from their assigned Toro Time so that they are not falling behind or simply given the opportunity to opt out of their work.

★ I am so excited to be your child's teacher this year! We are going to have a fantastic third-grade experience, no matter what challenges we may face. I truly believe that parents and teachers must work together for students to succeed; I am honored to be a part of this with you.