



Welcome to Desert Sage Curriculum Night August 20, 2025

Please take a

Erin Coleman M.Ed.

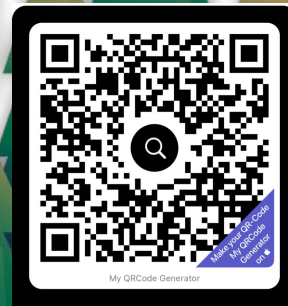
4035 W. Alameda Rd, 85310
(623) 445-4773
Erin.Coleman@dvsd.org
@DEGiftedGeckos
<https://www.dvsd.org/Page/84151>

& sign in



I will be emailing all families to [to purchase our class Gimkit Pro Subscription](#) after
8/29/2025

Amazon Wishlist





DESERT SAGE
Elementary School

Collective Commitments

- § We will inspire each other using smiles, positive words/statements and offering support.
- § We will verbally communicate and work as a team to maximize our time to improve student growth.
- § We will inspire and engage students to take charge of their learning through effective instruction.
- § We will be inclusive of all students in the classroom.
- § We will connect with our students by greeting them daily.
- § We will use relative and current data to drive our instructional practices.
- § We will model behaviors we desire.
- § We will reflect on instruction to engage and help all students learn and grow.
- § We will use positive affirmations to inspire and create an extraordinary school environment.

CODE OF CONDUCT



**Gecko
Goals**
壁虎目标

Be Safe
要安全

Be Respectful
要尊重别人

Be Responsible
要有责任心

and You'll **ALWAYS**
Be Ready to Learn!
你要一直准备好学习



DESERT SAGE CODE OF CONDUCT



Gecko Goals

Be Safe

Be Respectful



Be Responsible

Learning Areas	Hallway & Walkway	Playground	Cafeteria	Restroom	Arrival & Dismissal	Gecko Gathering
Voice Level 0-3	Voice Level 0-2	Voice Level 5	Voice Level 2	Voice Level 1	Voice Level 2-3	Voice Level 0-3
<ul style="list-style-type: none"> Stay in work area Hands & feet to yourself Use materials correctly 	<ul style="list-style-type: none"> Face forward & walk on the right side Hands & feet to yourself Carry your materials with care Keep sand & rocks off walkway 	<ul style="list-style-type: none"> Use equipment correctly Hands & feet to yourself 	<ul style="list-style-type: none"> Carry tray with both hands Wash hands with soap Eat only your food Hands & feet to yourself 	<ul style="list-style-type: none"> Give others their personal space Use facilities appropriately Wash hands with soap 	<ul style="list-style-type: none"> Use crosswalks Hands & feet to yourself Be calm & orderly Walk your bike on campus 	<ul style="list-style-type: none"> Stay in assigned area Hands & feet to yourself Stay with your class/group
<ul style="list-style-type: none"> Follow teacher directions Follow classroom procedures Take charge of your own learning Have pride in your work Persevere in tasks 	<ul style="list-style-type: none"> Yield to others Honor our school property Be polite & use manners Be aware of others 	<ul style="list-style-type: none"> Follow monitor directions Take turns Show compassion by including others Be polite & use manners 	<ul style="list-style-type: none"> Follow monitor directions Ask permission to leave your table Wait your turn in line Show compassion by including others Be polite & use manners 	<ul style="list-style-type: none"> Honor privacy Wait your turn 	<ul style="list-style-type: none"> Follow monitor & crossing guard directions Wait patiently for gates/doors to open Yield to others Honor our school property Be polite & use manners 	<ul style="list-style-type: none"> Follow teacher directions Celebrate appropriately Be polite & use manners Be aware of others
<ul style="list-style-type: none"> Whole body listening Speak kindly to others Value other's genius Show compassion for yourself & others Be a productive group member 	<ul style="list-style-type: none"> Go directly to your destination Be a positive role model Be mindful of learning areas 	<ul style="list-style-type: none"> Line up immediately at the bell or whistle Report incidents to a monitor Learn rules & follow them Care for equipment, put it away 	<ul style="list-style-type: none"> Clean up after yourself Eat your food promptly Speak kindly to others 	<ul style="list-style-type: none"> Be timely Flush, wash, dry, goodbye Clean up after yourself 	<ul style="list-style-type: none"> Put technology away Stay on sidewalks, away from cars Go directly to your destination 	<ul style="list-style-type: none"> Whole body listening Participate when appropriate Keep backpack & other items in designated area

and You'll ALWAYS Be Ready to Learn!

PBIS RECOGNITION SYSTEMS

- Gecko Golds continue (goldenrod color)
- Really Awesome Deeds (RADs) for students
 - [RADs Tracking Form](#)
- [Charms](#)
- Life Skills Weekly Winner
- [School/Class Boards](#)
- Really Awesome Deeds (RADs) for staff
- [RAD Team Member](#)
 - Staff to staff
 - Parents to staff
 - Advertising
- [Appreciation Calendar](#)

Lifelong Guideline	Charm	Definition	Lifelines Embodied within Lifelong Guideline	Similar Traits/Examples
Personal Best		To do one's best given the circumstances and available resources	<ul style="list-style-type: none"> ● CREATIVITY – To generate ideas, to create something original or redesign through imaginative skill ● CURIOSITY – A desire to investigate and seek understanding of one's world ● EFFORT – To do your best ● ORGANIZATION – To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use ● PERSISTENCE – To keep at it ● PRIDE – Satisfaction from doing one's personal best 	<ul style="list-style-type: none"> ● Excellence ● Achievement ● Behavior Improvement ● Academic Improvement
No Put Downs		To never use	<ul style="list-style-type: none"> ● CARING – to feel and show concern for others ● CONFIDENCE – To work together 	

RAD Award

Congratulations on receiving your "Really Awesome Deed"

Student _____
FIRST LAST

Homeroom Teacher _____ Date _____

Trustworthiness Personal Best No Put Downs
 Active Listening Truthfulness

Comments: _____

Student _____
FIRST LAST

Teacher _____ Date _____











Lifelong Guideline _____












Gifted Classroom Procedures









Expectations

- Respect classroom , teachers , and students 
-  Come to class prepared:  materials, completed classwork,   charged
-  Listen for directions
-  to the speaker
- 0-1 Voice Level in the hallway. 

Routines/Procedures

- Fill out planner 
- Bell  work
- Restroom   during independent work time using quiet hand signal (not  work time) 
- Pencils sharpened during appropriate times ( is not speaking) 
- Line order  in hallway

Positive Reinforcement

- **Whole**
 - Class games 
 - Karaoke/Dance 
 - Brain break  
- **Group**
 - Table Points 700
- **Individual**
 - Name on leaderboard  (No Red Ink)
 - Use a unique or special chair 

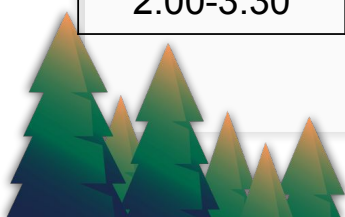
Teacher: Coleman

3:30 p.m. Release Schedule

Timeframe	Content/Activity
8:30-8:55	Announcements, PBIS, & Bellwork
8:55-9:55	4th/5th Sage Reading*
9:50-10:15	3rd Spark
11:00-11:25	5th Spark
11:30-12:50	6th Sage ELA
1:05-1:30	2nd Spark
2:00-3:30	6th Walk Up to Math

2:00 p.m. Release Schedule

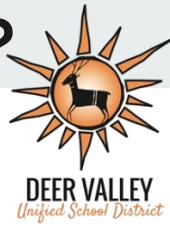
Timeframe	Content/Activity
8:30-8:55	Announcements, PBIS, & Bellwork
8:55-9:40	4th/5th Sage Reading
9:50-10:50	6th Walk Up to Math
10:50-11:10	4th/5th Spark
11:30-11:50	3rd Spark
11:55-1:00	6th Sage ELA
1:10-1:30	1st/2nd Spark



Fry-3:30 p.m. Release Schedule

Timeframe	Content/Activity
8:30-8:55	Announcements, PBIS, & Bellwork
8:55-9:40	Kindergarten Push In
9:40-9:50	
9:50-10:20	1st Whole Group Rotation
10:20-10:50	
10:50-11:15	2nd Welch Pull Gifted A.M.
11:15-11:45	3rd Whole Group Rotation
11:45-12:20	Lunch
12:20-12:50	2nd Pull Gifted
12:50-1:20	Kinder Whole Group Rotation
1:20-1:35	
1:35-2:00	2nd Whole Group Rotation
2:00-2:20	2nd Welch Pull Gifted P.M.
2:20-2:45	1st and 2nd Whole Group Mandarin
2:45-3:30	Prep

What is “content replacement” in SAGE Reading?



- Reading services that **gifted and talented learners qualify for** based on cognitive abilities testing and benchmark testing
- Reading instruction **utilizing specialized curriculum** designed to ignite critical and creative thinking for gifted and talented learners
- A flexible learning environment that **prioritizes differentiation and compacting** of previously learned material
- A joyful learning environment that allows for **acceleration and enrichment**
- A consistent approach to **instructional delivery that is reliable**; occurring daily
- Instruction that **taught by a gifted endorsed teacher (*typically a Gifted Specialist)** -or- one actively working on his or her gifted endorsement
- **NOT additional work for gifted and talented learners**; content replacement lives up to its name by replacing repetitive, general education instruction

SAGE Reading Curriculum

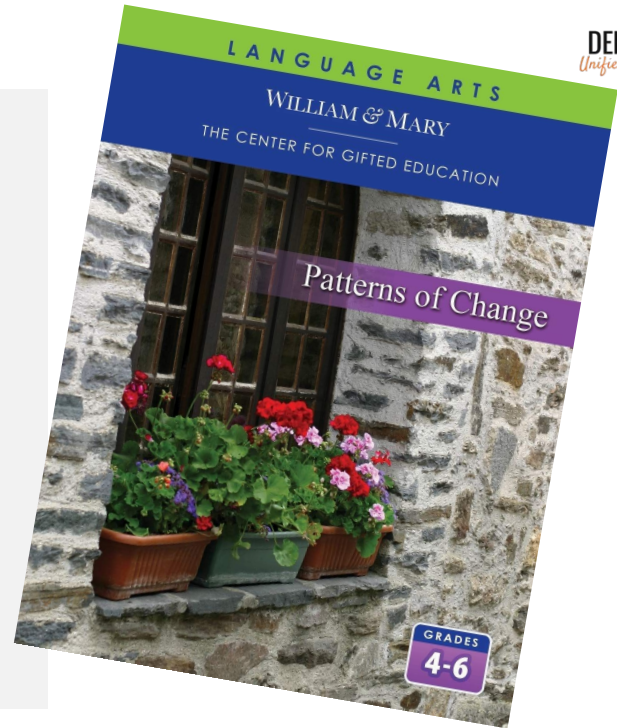


Leverage GIFTED Curriculum:

- William & Mary (Grades 4-6)
- Junior Great Books (Grades 4-6)
- Jacob's Ladder (Grades 4-6)
- Worldly Wise (Grades 4-6)

Support with Gen. Ed. Curriculum:

- HMH *Into Reading* (Grades 4-5)
- McGraw Hill *StudySync* (Grade 6)





4-6 SAGE Reading Placement



(front)

- Grounding focus of Literature Units
- 2 Key Questions to guide planning
- 8 Elements of Thinking to support Socratic Seminars and Shared Inquiry discussions

William & Mary

Key Questions

- What is the universal theme or concept?
- What process will we use (which model)?
 - Taba Model
 - Vocabulary Model
 - Literature Web
 - Paul's Reasoning Model
 - Research Model

Focus of Literature

Units:

- Process over Product
- Issues & Themes
- Advanced Content

8 Elements of Thinking

Thinking will...

- Generate purpose
- Raise questions
- Use information
- Utilize concepts
- Allow for inferences
- Generate implications
- Embody a point of view



4-6 SAGE Reading Placement



(back)

- Universal Concepts with guiding Generalizations by grade levels (4, 5, & 6)
- Elements of Reading connected to our Depth & Complexity Framework

<p style="text-align: center;">4th Grade (Explore, Discover, Reveal)</p> <p style="text-align: center;"><u>Exploration Model</u></p> <ul style="list-style-type: none"> • Exploration takes the explorer from the known to the unknown. • Exploration can be external or internal. • Exploration changes the perspective of the explorer. • Exploration is about the journey, not the destination. • Exploration can be done alone or with companions. • Exploration links past to future. 	<p style="text-align: center;">5th Grade (Perspectives)</p> <p style="text-align: center;"><u>Perspective Model</u></p> <ul style="list-style-type: none"> • Perspective is developed based upon interaction with a person, place, thing, or idea. • Perspective may be linked to time, place, location, or culture. • A perspective may be a cognitive choice or an unconscious one. • Perspective may be self-discovered or developed. 	<p style="text-align: center;">5th Grade (Literary Reflections)</p> <p style="text-align: center;"><u>Change Model</u></p> <ul style="list-style-type: none"> • Change is linked to time. • Change is everywhere. • Change may be positive or negative. • Change may be perceived as orderly or random. • Change may happen naturally or be caused by people. 												
<p style="text-align: center;">6th Grade (Patterns of Change)</p> <p style="text-align: center;"><u>Cyclic Change Model</u></p> <ul style="list-style-type: none"> • Cycles may be constructive, destructive, or neutral. • Cycles may occur naturally or may be imposed by human behavior or understanding. • As repeating patterns, cycles provide structure for our passage through time. • Cycles may be added to or diminished as they repeat, forming spirals. • Cycles may be broken. • The end of a cycle causes the cycle to begin again (appearing to have no beginning or end). 	<p style="text-align: center;">Dimensions of Depth & Complexity</p> <table border="1"> <tr> <td> Figurative Speech -Multiple Meanings -Tier 3 Vocabulary</td> <td> Details -Define Facts -Describe -Note Synonyms</td> <td> Patterns -Sequence -Relate Events -Hypothesize</td> </tr> <tr> <td> Trends -Sequence -Relate Events -Identify Cause & Effect</td> <td> Unanswered Questions -Differentiate fact from opinion -Note Ambiguity</td> <td> Rules -Identify Cause & Effect -Provide Reasons -Explore Why</td> </tr> <tr> <td> Ethics -State Reasons Why -Determine Bias</td> <td> Big Idea -State/ Make Generalizations -Identify Theory</td> <td> Over Time -Sequence -Relate Events -Predict</td> </tr> <tr> <td> Analyze Perspectives -Determine Bias -Inferencing</td> <td> Across Disciplines -Relate Events -Integrate Ideas</td> <td style="text-align: center;">Connecting Reading & Depth and Complexity</td> </tr> </table>		Figurative Speech -Multiple Meanings -Tier 3 Vocabulary	Details -Define Facts -Describe -Note Synonyms	Patterns -Sequence -Relate Events -Hypothesize	Trends -Sequence -Relate Events -Identify Cause & Effect	Unanswered Questions -Differentiate fact from opinion -Note Ambiguity	Rules -Identify Cause & Effect -Provide Reasons -Explore Why	Ethics -State Reasons Why -Determine Bias	Big Idea -State/ Make Generalizations -Identify Theory	Over Time -Sequence -Relate Events -Predict	Analyze Perspectives -Determine Bias -Inferencing	Across Disciplines -Relate Events -Integrate Ideas	Connecting Reading & Depth and Complexity
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Universal Concepts & Generalizations



Integrated Learning:

Within the William & Mary curriculum units, students explore Universal Concepts to foster integrated learning.

Universal Concepts

A **Universal Concept** is an idea that is relevant or related to almost everyone, but may not have the same meaning for each person.

Generalizations

A **Generalization** is a general statement that summarizes aspects of a Universal Concept.



W&M Universal Concepts:

- Exploration
- Perspectives
- Change
- Cyclic Change

**WHY should I
care about
Universal
Concepts,
Generalizations,
and Thinking
Models?**

**It's All About
Connections!!!**

Gifted learners THRIVE
in environments that
foster connections by
providing deep
understanding,
engagement, and
retention of knowledge.

Connections & Gifted Learners

1. Enhanced Cognitive Development

- **Deeper Understanding** - creates a “hook” for new information to latch on to previously learned information
- **Improved Problem-Solving** - apply prior knowledge to solve new problems
- **Critical Thinking** - sparked through sharing diverse perspectives
- **Retention of Knowledge** - connected learning is creates pathways in the brain for working memory

2. Increased Engagement & Motivation

- **Authentic relevance** - students see relevance of learning between texts, themselves, and the world
- **Increased risk-taking and participation** - universal concepts and thinking models allows students start new literature units with a sense of familiarity.



7th Grade Math

- [AZ College & Career Readiness Standards](#)
- [Open-Up Resources](#)
- **Goblins**-Infinite Mode and Practice
- **Magma Math**-Practice and Assessments
- [Khan Academy](#)
 - [7th grade \(Illustrative Mathematics\)](#)
 - [6th Grade](#)
- [Canvas](#)
 - [Videos for each lesson](#)



 UNIT 1 Scale Drawings	 UNIT 2 Introducing Proportional Relationships	 UNIT 3 Measuring Circles
 UNIT 4 Proportional Relationships and Percentages	 UNIT 5 Rational Number Arithmetic	 UNIT 6 Expressions, Equations, and Inequalities
 UNIT 7 Angles, Triangles, and Prisms	 UNIT 8 Probability and Sampling	 UNIT 9 Putting it All Together

Gifted Curriculum

- [Jacob's Ladder Reading Comprehension](#)
- [Depth and Complexity](#)
- [Junior Great Books](#)
- [William and Mary Integrated Curriculum](#)
- [Primary Education Thinking Skills \(PETS\)](#)




thinkPortal
FOR TEACHERS



WUTM Commitment Form

3-8 WUTM Commitment Form (REQUIRED)

- Families sign annually
- Serves as a point of communication



(Grades 3-8) Walk-Up Math Commitment Form
(*Return a signed copy of this Commitment Form to your child's homeroom teacher.)

Student Name: _____ Student ID Number: _____
School Name: _____ Current Grade: _____ WUTM Grade: _____ School Year: _____

DVUSD encourages all students to appropriately challenge themselves and participate in rigorous courses of study. We are pleased to offer Walk-Up Math for third through eighth grades to your child. Students will progress quickly through and "skip" grade level content, learn above grade level standards, and apply these standards through hands-on, project-based formats. Your child was selected for the Walk-Up Math Program due to their high achievement on mathematics related assessments and teacher input.

Benefits of participation in Walk-Up To Math classes include:

- Accelerated mathematics curriculum
- Building a firm foundation for higher mathematics throughout middle and high school
- Enjoyment of mathematics learning
- Challenging curriculum focused on mastery and application
- Development of strong study skills and scholarly habits

While your child demonstrates the academic skills necessary to succeed in this program, other factors are directly correlated to a student's success. Therefore, you and your child should review the list of expectations and sign the agreement form (below).

Required Student Expectations:

- Actively participate in class expectations
- Finish classwork and homework on time
- Show respectful and positive behaviors with classmates and teacher
- Attend class regularly
- Engage in higher level thinking and application in the area of mathematics
- Maintain overall proficiency and performance in class

These commitments will be reviewed along with grades and classroom behavior to determine if continued placement in the Walk-Up To Math class is appropriate at the end of each quarter.

Select ONE of the Following Responses to Accept -OR- Decline Walk-Up Math Placement:

YES. I ACCEPT. My signature below indicates I have read this Commitment Form, wish to participate and will make every effort to take full advantage of the Walk-Up Math program at my school.

(Student Signature) _____ / _____
(Parent/Guardian Signature) (Date)

NO. I DECLINE. I do not wish to participate in Walk-Up Math.

(Student Signature) _____ / _____
(Parent/Guardian Signature) (Date)

Revised 4.29.2023 Gifted/Talented

FALL Walk-Up Math Testing

Test Registration: *by August 22

Testing Window: *August 25 - 29

Parent Letter: [Click HERE](#)

August 14, 2025

Dear Parent/ Guardian,

Deer Valley Gifted Services provides Walk-Up To Math course offerings for students who demonstrate mastery of their current grade level's math content and/or possess exceptional ability and potential. In this model, students learn advanced content and are fully immersed in math instruction from the subsequent grade level. Qualifying students "walk-up" to the next grade level's Gifted Cluster Math Class. Walk-Up To Math is designed for students who are highly motivated and high achieving in the area of mathematics.

Placement testing for DVUSD's Walk-Up To Math Program will be conducted August 25th thru August 29th. If your child is not currently enrolled in Walk-Up to placement next year. *Students who are currently placed in a Walk-Up To Math classroom will continue along this path and do not need to complete testing.*

Parents interested in having their children participate in Walk-Up To Math Testing will complete the required parent permission form (*shared below). In order to support our department planning and preparation, complete and submit the required form to your campus Gifted Specialist by Friday, August 22nd. If you have specific questions about the Walk-Up To Math Testing at your school, please contact your campus' Gifted Specialist.

Sincerely,

Aimee Sulit

Aimee Sulit, Ed.D.
Manager, Gifted & Advanced Academics

Walk-Up To Math Placement Testing -- Parent Permission Form
(*Return to your school's Gifted Specialist by Friday, August 22nd.)

I give permission for my child to participate in Walk-Up To Math Testing within the August 25th - August 29th testing window.

Student Name _____

Student I.D. _____ Grade _____

Homeroom Teacher Name _____

Parent Signature _____ Date _____

Graduating lifelong learners who will successfully lead, compete, and positively impact the world.

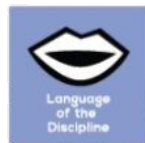
Deer Valley
Unified School District

Gifted Services
20402 N. 15th Ave.
Phoenix, AZ 85027
623.445.5588 Phone
www.dvUSD.org/gifted

Superintendent
Curtis Finch, PhD

Governing Board
Steve Bottfeld
Paul A. Carver Jr.
Kimberly K. Fisher
Dr. Karen C. Pack
Stephanie Simacek

Depth & Complexity



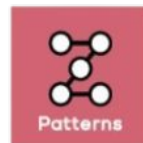
Language
of the
Discipline



Big Idea



Details

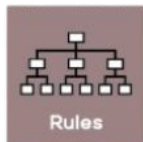


Patterns

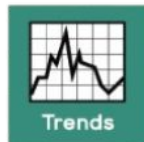


Unanswered
Questions

Depth &
Complexity is
used in ALL
DVUSD Gifted
Programs!



Rules



Trends



Ethics



Over Time



Across
Disciplines



Multiple
Perspectives



Origin



Contribution



Parallel



Convergence



Paradox

[\(Click HERE for D&C Overview\)](#)



Create Connections - Depth & Complexity²⁰



Every Day Counts

A T D V U S D







Gecko Gathering

Desert Sage's monthly community gathering where families can join teachers, staff & students as we celebrate all things happening at Desert Sage throughout the year.

8:30 a.m. – 9:00 a.m.

Desert Sage Playground Field

- Aug. 8th
- Dec. 5th
- April. 24th
- Sept. 12th
- Jan. 16th
- May 15th
- Oct. 10th
- Feb. 20th
- Nov. 7th
- Mar. 27th

Gifted Social Media

Twitter

[@DEGifted Geckos \(MINE\)](#)

Instagram

[dvgifted](#)

Desert Sage Elementary



FOLLOW US ON SOCIAL MEDIA



[@dvusd_desertsage](#)



[@DesertSageElem](#)



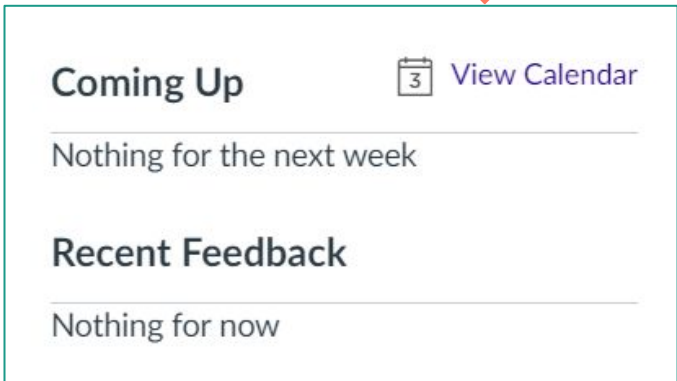
[/DVUSDDesertSage](#)






- Quizzes and tests are in Canvas, but some are still paper & pencil.
- Some classwork will be completed in Canvas as well.

This is on the right side of their Canvas homepage. It will list assignments to be completed. The “View Calendar” button is a nice way to look at work that has been assigned.

A screenshot of the Canvas interface showing the 'Coming Up' section. A red arrow points to the 'View Calendar' button. The section is titled 'Coming Up' and shows 'Nothing for the next week'. Below it is a 'Recent Feedback' section showing 'Nothing for now'.

Coming Up  [View Calendar](#)

Nothing for the next week

Recent Feedback

Nothing for now

Khan Academy Login Directions

1. <https://portal.dvUSD.org/>
2. Login example:
Bob Tim Smith, ID 123456
Username: btsmi456
Password: 123456
3. Click on Clever
4. Login to my page
5. Khan Academy is on the Clever Page OR
6. It is bookmarked on the Chrome browser

What is my DVUSD learner email address?

The DVUSD learner email address is formatted as the following:
username@learner.dvUSD.org. This is accessed through Gmail.

Gmail Account Access

Students can access their DVUSD Google Accounts by going to Google and logging in with their district email (Gmail) and student ID.

1. Go to Google (<https://myaccount.google.com>) or use the shortcut on the DVUSD Start Page (<http://start.dvUSD.org>)
2. Click Sign In
3. Students will enter their DVUSD Email (Gmail) (first letter of first name, first letter of middle name, first 3 letters of last name, last 3 numbers of student ID number, @learner.dvUSD.org)
 - SAMPLE: Ivan Mark Smarte ID Number 123456
Email would be: imsma456@learner.dvUSD.org
4. Students will enter their student ID as their password

Parent Support

Gifted Website (Parents)

- <https://www.dvUSD.org/gifted>

Gifted Services

- Gifted Services Home
- Identification & Placement
- Pre-K - 12 Gifted Programs
- Gifted Testing/ Early Entry Testing
- Parent Workshops/ Parent Portal
- Gifted News (DNSPBCE)



GIFTED MISSION & VISION

Mission

DVUSD Gifted Services' mission is to engage students in multiple, ongoing opportunities for meaningful, rigorous academic experiences.

Vision

Gifted Services' vision is to provide a combination of gifted services to grades PreK and K-12 that empowers core curriculum while integrating technology, fine arts, civics, and interpersonal relationships through individualized learning, engaging instruction, and community partnerships to make our students college and career ready.

Core Values

- Student-Centered
- Rigorous Academics
- Quality Resources
- Welcoming Environment
- Personal Accountability
- Open Communication
- Positive Learning Environments



Dr. Aimee Salt
Manager, Gifted & Advanced Academics



Missy Colten
Gifted Clerk
923-446-8585



INSPIRE

(August 2024) DVUSD Gifted Newsletter








BACK-TO-SCHOOL NEWS!

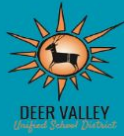
Dear DVUSD Community,

It is my honor and a pleasure to welcome you to the 2024-25 school year! I hope you all enjoyed a relaxing and fun summer break. I am



DVUSD Gifted Parent Portal

DVUSD Gifted Services	Communication	Support for Parents	Reading	Math	Enrichment	Social and Emotional Learning
						
<u>Dr. Aimee Sulit Gifted Manager</u>	<u>Gifted Services Website</u>	<u>National Association of Gifted Children</u>	<u>DVUSD ELA Resources (K-5)</u>	<u>DVUSD Math Resources by Grade</u>	<u>The Kids Should See This</u>	<u>SEL & the Gifted Child</u>
<u>Missy Colton Gifted Clerk (623) 445 - 5588</u>	<u>INSPIRE! Gifted Newsletter</u>	<u>NAGC Parent Tip Sheets</u>	<u>DVUSD ELA Resources (6-12)</u>	<u>Eureka Math Support for Families</u>	<u>Mystery Doug</u>	<u>Gifted Learners Suffering from Stress</u>
	<u>Gifted Parent Seminars</u>	<u>Arizona Association of Gifted & Talented</u>	<u>Books for Gifted Students</u>	<u>Common Core Glossary</u>	<u>Family Financial Fun Nights</u>	<u>De-Escalating Emotions</u>



Deer Valley GIFTED SERVICES

OVERVIEW OF GIFTED PROGRAMS

Deer Valley Unified School District provides many programs for gifted and talented learners to reach their fullest potential. Deer Valley utilizes choice programs and focus schools to meet and harness learner needs along a continuum of services spanning Pre-K thru grade 12.

- Schoolwide Gifted Cluster Model
- Gifted Pre-K Academy
- Bright Beginnings
- SPARK Enrichment
- SAGE Content Replacement (ELA/ Math)
- Gifted Cohort
- Walk-Up Math
- Renaissance Highly Gifted Academies
- Advanced Academics
- Gifted Cluster Honors
- Advanced Placement
- International Baccalaureate – Middle Years Programme
- Career and Technical Education
- Dual Enrollment

All Things EQ

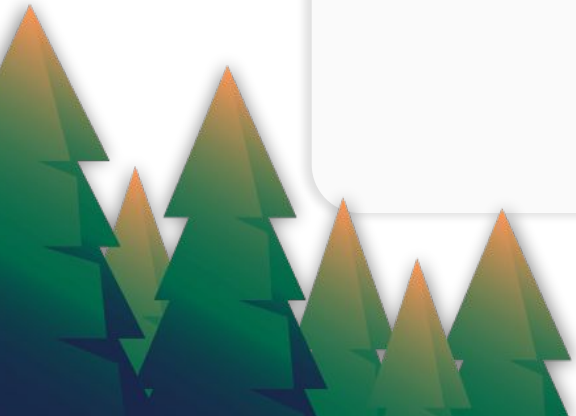
- Video
- Weekly emails
- Parent Letter

Canvas

- Assignments posted
- Use for absence
- Textbook access available

Communication

- Student Planners – write a note
- We make phone calls outside class time
- Emails
- 24-hour turnaround time

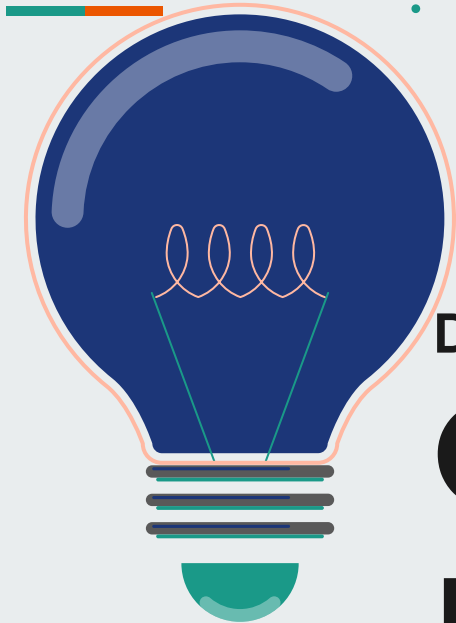


Behavior/Recognition

- Character cards record positive and negative behaviors
- 2 negatives = loss of CHAMPS card
- 3 negatives in one day = Minor
- Twice as many positives as negatives to receive quarter celebration
- If student loses card, he/she will get a new card with 5 negatives
- RADS
- Gecko Gold



DEER VALLEY
Unified School District



DVUSD

Grading Practices

Desert Sage Curriculum Night Presentation, 8/2023



Kindergarten



Standards Grade Scale

Students in Kindergarten will receive marks for their proficiency toward the grade level standards using the following scale.

4 = Applies grade level skills with greater depth or complexity

3 = Demonstrates grade level proficiency

2 = Approaches grade level proficiency

1 = Displays a significant lack of grade level proficiency

Students in Kindergarten do not receive overall course grades.

Citizenship Marks

Kindergarten students will receive citizenship marks in Special Area Classes with this grade scale:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

They may also have marks for behavior skills that need improvement. These will be marked with an “X” on the report card.

Citizenship (Conduct)				
E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory				
"X" indicates need for improvement				
Homeroom Student Citizenship (Conduct)	Q1	Q2	Q3	Q4
Listens attentively				
Follows directions				
Stays on task				
Works well independently				
Functions as a group member				
Is prepared for class				
Completes Work in a Timely manner				
Respects rights and property of all				
Exhibits self control				
Follows school and classroom rules				
Displays Appropriate Playground Behavior				
Penmanship				

PowerSchool Parent Portal



Students in Kindergarten will receive a grade report every quarter. Parents can view student grades and attendance on the PowerSchool Parent portal.

Go to:
ps.dvusd.org/public

If you **do not have an account**, see front office for access codes. Then click CREATE ACCOUNT on the parent portal.

If you **have an account**, enter your Username and Password and click SIGN IN.

PowerSchool

Student and Parent Sign In

Sign In Create Account

Username

Password


[Forgot Username or Password?](#)

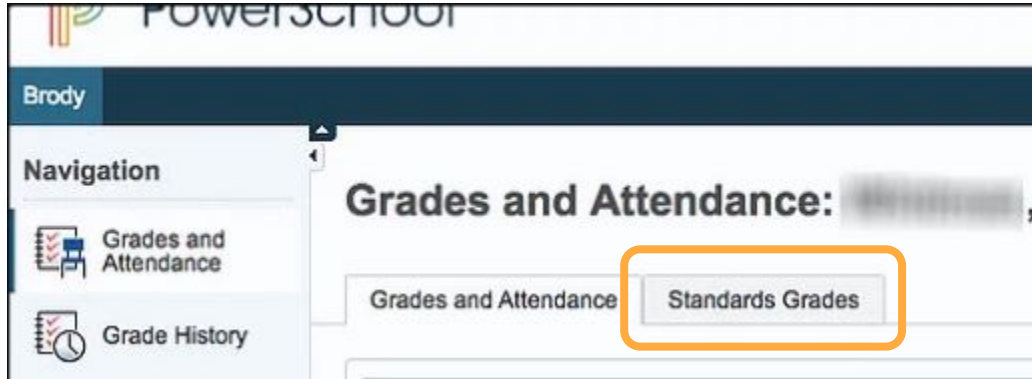
Sign In

On the **Grades & Attendance** page, you will see the **number of absences** your child has had.

You will also see the **course grades for the Special Area classes**. Click on the course grade to see the assignments that were graded for the course.

The **citizenship mark** for each Special Area course is located under the course grade.

Course	Q1	Q2	S1	Q3	Q4
Home Room - Kindergarten 					
Writing - Kindergarten					
Social Studies - Kindergarten					
Science - Kindergarten					
Reading - Kindergarten					
Math - Kindergarten					
Kindergarten					
Spanish Partial Immersion - Kinder					
P.E. - Kindergarten	A S	A S		A S	A E
Music - Kindergarten	A E	A E		A S	A E
Spanish-Kindergarten	A E	A E		A E	A E
Art - Kindergarten	A	A S		A	A S



Click on the **Standards Grades tab** to see the overall grades for each standard for the marking period.



Quick Lookup

Standards Grades

Show Standards with No Grades

Expand All

Collapse All

Completed Sections

AM-PM(M-F) Home Room - Kindergarten

▶ CSB(M-F) Kindergarten

▶ CSB(M-F) Math - Kindergarten

▶ CSB(M-F) Reading - Kindergarten

▶ CSB(M-F) Science - Kindergarten






▶ CSB(M-F) Social Studies - Kindergarten

Note: Citizenship (Conduct) marks for non-special area courses will be in the “Kindergarten” list. Expand the course to see the marks.

Click on arrow beside the course title to expand the selection or click on Expand All.

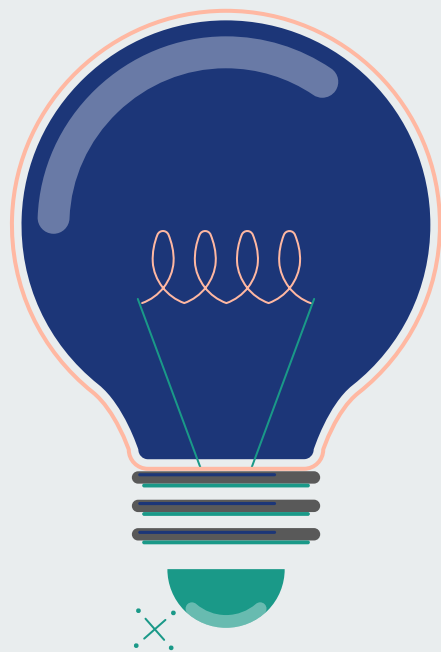
Once the **course is expanded**, you will see the **overall average grade** for each standard for each marking period shown as a **4, 3, 2, or 1**.

Not all standards are worked on or measured each quarter.

▼ CSB(M-F) Math - Kindergarten				
Standards	Q1	Q2	Q3	Q4
K.CC.A.1 Count to 100 by ones and by tens. K.CC.A.1 	1	2	3	4
K.CC.A.2 *Count forward from a given number other than one, within the known sequence (Starting at the number 5, count up to 11.). K.CC.A.2 	--	2	3	3
K.CC.A.3 *Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20 (with 0 representing a count of no objects). K.CC.A.3 	3	3	3	3
K.CC.B.5 *Count to answer questions about "How many?" when 20 or fewer objects are arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 to 20, count out that many objects. K.CC.B.5 	3	3	3	3
K.G.A.1 *Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. K.G.A.1 	--	3	--	--



DEER VALLEY
Unified School District



Grading Practices Resources:

www.dvUSD.org/grading



Grades 1-2

Citizenship Marks

1st and 2nd students will receive citizenship marks in Special Area Classes with this grade scale:

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

They may also have marks for behavior skills that need improvement. These will be marked with an “X” on the report card.

Citizenship (Conduct)				
E = Excellent S = Satisfactory N = Needs Improvement U = Unsatisfactory				
"X" indicates need for improvement				
Homeroom Student Citizenship (Conduct)	Q1	Q2	Q3	Q4
Listens attentively				
Follows directions				
Stays on task				
Works well independently				
Functions as a group member				
Is prepared for class				
Completes Work in a Timely manner				
Respects rights and property of all				
Exhibits self control				
Follows school and classroom rules				
Displays Appropriate Playground Behavior				
Penmanship				



Standards Grade Scale

Students in 1st and 2nd grades will receive marks for their proficiency toward the grade level standards using the following scale.

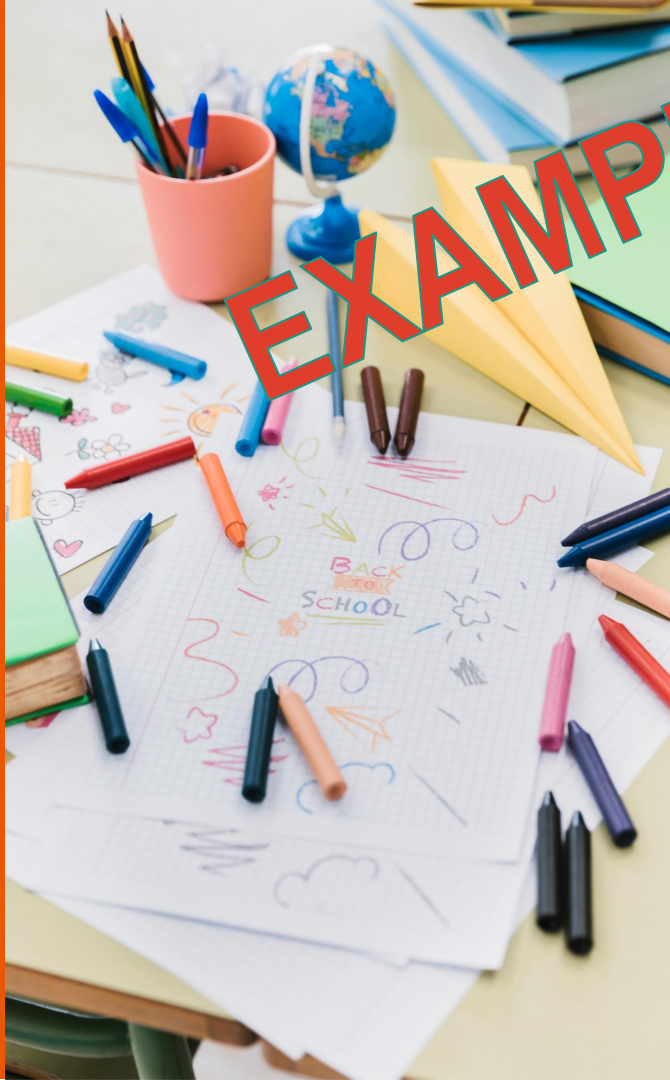
4 = Applies grade level skills with greater depth or complexity

3 = Demonstrates grade level proficiency

2 = Approaches grade level proficiency

1 = Displays a significant lack of grade level proficiency

NE = No evidence (missing work)



EXAMPLE

Overall Course Grade Calculation

Standard A Standard B Standard C Standard D

$$\textcircled{3} + \textcircled{3} + \textcircled{2} + \textcircled{3}$$

$$11 \div 4 \text{ Standards}$$

2.75

$$2.75 \div 4 = 69\%$$

S

4 categories grade scale

EXAMPLE Standards Grade Calculation

Topic Quiz

Standard A 3
Standard B 2
Standard C 2

Mid-Module Test

Standard A 4
Standard B 3
Standard C 3

End of Module Test

Standard A 4
Standard B 4
Standard C 3

Standard A

3
4
4

Standard B

2
3
4

Standard C

2
3
3

4

3

3

EXAMPLE

Overall Course Grade Calculation

Standard A Standard B Standard C

$$\textcircled{4} + \textcircled{3} + \textcircled{3}$$

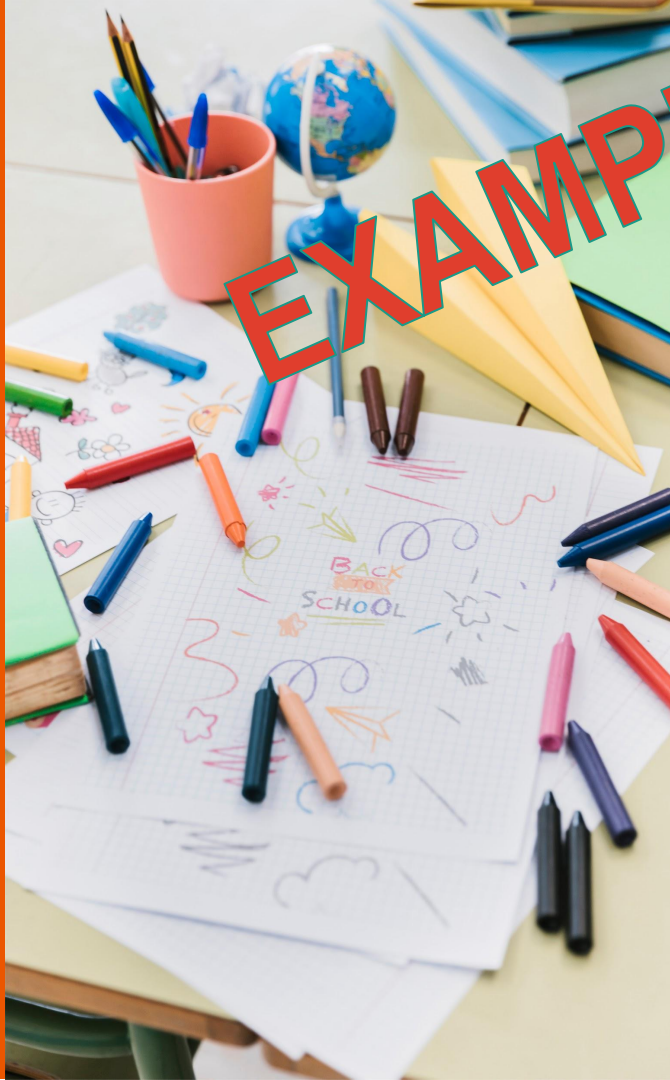
$$10 \div 3 \text{ Standards}$$


$$3.33$$

$$3.33 \div 4 = 83\%$$

E

4 categories
grade scale





The **most recent three** of the marks entered for a standard will be averaged to produce an **overall grade for the standard**. Then all of the overall standards marks will be averaged together to produce a course grade. The course grade will use the following scale:

E = Excellent (80-100%)

S = Satisfactory (60-79%)

N = Needs Improvement (42-59%)

U = Underperforming (0-41%)

PowerSchool Parent Portal



Students in 1st and 2nd grades will receive a grade report every quarter. Parents can view student grades and attendance on the PowerSchool Parent portal.

Go to:

ps.dvusd.org/public

Student and Parent Sign In

Sign In

Create Account

Username

Password

[Forgot Username or Password?](#)

Sign In

If you **do not have an account**, see front office for access codes. Then click CREATE ACCOUNT on the parent portal.

If you **have an account**, enter your Username and Password and click SIGN IN.






On the **Grades & Attendance page**, you will see the **number of absences** your child has had.


You will also see the **course grades for each course**. Click on the course grade to see the assignments that were graded for the course.

The **citizenship mark for each Special Area course** is located under the course grade.




Course	Q1	Q2	S1	Q3	Q4
Home Room					
Social Studies	S				
Science	S				
ELA Writing	E				
ELA Reading	E				
Math	N				
P.E.	S				
Music	E S				
Art - 1st Grade	E				
Foreign Language	E E				

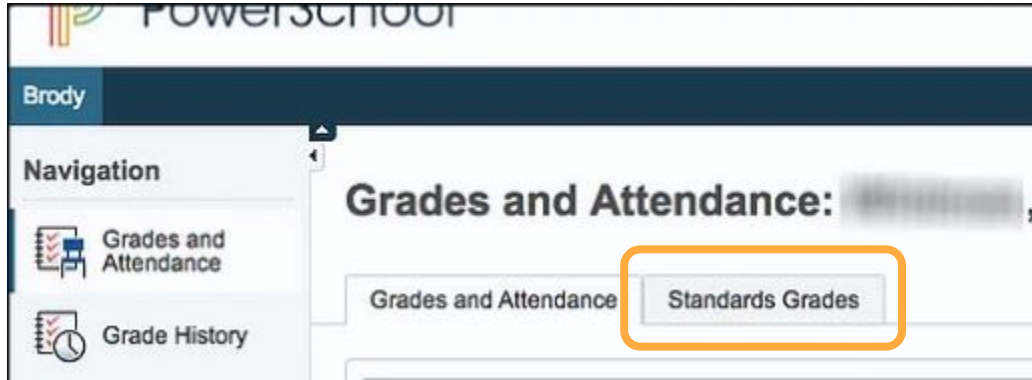
When you **click on a course grade**, you can see a list of grade entries.

Due Date	Category	Assignment	Flags					Score
10/05/2021	Assessment	Different Types of Maps						
10/01/2021	Coursework	Technology: Past, Present, and Future						
08/20/2021	Assessment	Super Citizen						

 Click on the blue **SHOW STANDARDS icon** to see the marks for the **standard(s) measured on the assignment.**

Assignments will be marked with a symbol:

-  Collected (student has submitted the assignment for a grade)
-  Missing (student did not submit the assignment)
-  Exempt (assignment does not count toward the overall grade)



Click on the Standards Grades tab to see the overall grades for each standard for the marking period.



Quick Lookup Standards Grades

Show Standards with No Grades **Expand All** Collapse All

Completed Sections

- ▶ AM-PM(M-F) Home Room
- ▶ CSB(M-F) ELA Reading
- ▶ CSB(M-F) ELA Writing
- ▶ CSB(M-F) Math - 1st Grade
- ▶ CSB(M-F) Science - 1st Grade
- ▶ CSB(M-F) Social Studies - 1st Grade










Note: Citizenship (Conduct) marks for non-special area courses will be in the “Home Room” list. Expand the Home Room course to see the marks.

Click on arrow beside the course title to expand the selection or click on Expand All.

Once the **course is expanded**, you will see the **overall average grade** for each standard for each marking period shown as a **4, 3, 2, or 1**.

Not all standards are worked on or measured each quarter.

▼ CSB(M-F) ELA Reading	
Standards	Q1
2.RD.1 Apply phonics and word analysis skills. 2.RF.3	
2.RD.2 Read with accuracy and fluency to support comprehension. 2.RF.4	3
2.RD.3 Identify key ideas, details and story elements. 2.RL.1,7/2.RI.1	3
2.RD.4 Determine the central message, lesson, moral, topic. 2.RL2/2.RI.2/2.SL.2	3
2.RD.5 Describe how characters respond to events and challenges. 2.RL.9/2.RI.9	3
2.RD.6 Know, use, and describe the structure of a text. 2.RL.9/2.RI.9	3
2.RD.7 Compare and contrasts two texts. 2.RL9/2.RI.9	
2.RD.8 Acknowledge differences in the points of view of characters. 2.RL.6	3
2.RD.9 Determine the meaning of words in text. 2.RI.4	3
2.RD.10 Identify the main purpose of a text and provide support. 2.RI.6.8	3
2.RD.11 Read & comprehend literature & informational text in the 2nd-3rd text complexity band. 2.RL.10/2.RI.10	3

Due Date	Category	Assignment	Flags						Score
10/05/2021	Assessment	Different Types of Maps							
10/01/2021	Coursework	Technology: Past, Present, and Future							
08/20/2021	Assessment	Super Citizen							
		 2.C2.2 - *Explain how all people, not just official leaders, play important roles in the world. 2.C2.2							
		 2.C4.2 - *Explain how rules function in public settings. 2.C4.2							



After clicking on the blue SHOW STANDARDS icon, the **selection will expand to show the standards** that were measured **and the student's level of proficiency** on each standard.

PowerSchool Parent Portal

Old View

Quick Lookup Standards Grades

Attendance By Class																
Exp	Last Week					This Week					Course	Q1	Q2	Q3	Q4	Y1
	M	T	W	H	F	M	T	W	H	F						
7(M-T,F)											P.E. - 1st Grade [] Rm: []	E+	E+	E+	E+	E+
											GYM	100	100	100	100	100
												E	E	E	E	E
CSB(M-F)											ELA Writing - 1st Grade - Rm: 119	S-	S-	S	[i]	S-
												70	75	80	[i]	75
CSB(M-F)											Math - 1st Grade [] Rm: 119	E	E-	E-	[i]	E
												94	91	92	[i]	93
CSB(M-F)											Social Studies - 1st Grade [] Rm: 119	E	E	E	[i]	E
												93	96	93	[i]	94
CSB(M-F)											Science - 1st Grade [] Rm: 119	E	E	E	[i]	E
												93	96	95	[i]	95

Change: No plus or minus indicators

No Change: Letter Grades E/S/N/U

New View

Quick Lookup Standards Grades

Attendance By Class																
Exp	Last Week					This Week					Course	Q1	Q2	Q3	Q4	Y1
	M	T	W	H	F	M	T	W	H	F						
7(M-T,F)											P.E. - 1st Grade [] Rm: []	E	E	E	E	E
											GYM	100	100	100	100	100
												E	E	E	E	E
CSB(M-F)											ELA Writing - 1st Grade - Rm: 119	S	S	S	[i]	S
												70	75	80	[i]	75
CSB(M-F)											Math - 1st Grade [] Rm: 119	E	E	E	[i]	E
												94	91	92	[i]	93
CSB(M-F)											Social Studies - 1st Grade [] Rm: 119	E	E	E	[i]	E
												93	96	93	[i]	94
CSB(M-F)											Science - 1st Grade [] Rm: 119	E	E	E	[i]	E
												93	96	95	[i]	95

No Change: Percentages shown on 0-100% scale

No Change: Citizenship marks on E/S/N/U scale

2nd Grade Parents will see a few changes from last school year.



PowerSchool Parent Portal

Old View

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags	Score	%	Grade
03/07/2023	Classwork	Biography Presentation		10/10	100	E-
02/24/2023	Classwork	Rosa Parks Comprehension		9/10	90	E-
02/09/2023	Classwork	Biography Writing		10/10	100	E+
		2.SP3.3 - Generate questions about a source as it relates to an event or development. 2.SP3.3		4		
		2.SP3.4 - *Gather relevant information from one or two sources. 2.SP3.4		3		
		2.SP3.5 - Ask and answer questions about explanations and arguments. 2.SP3.5		3		
		2.SP3.6 - *Present a summary of an argument or explanation using print, oral, or digital tech. 2.SP3.6		4		

New View

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags	Score	%	Grade
03/07/2023	Classwork	Biography Presentation		10/10	100	E
02/24/2023	Classwork	Rosa Parks Comprehension		9/10	90	E
02/09/2023	Classwork	Biography Writing		9/10	90	E
		2.SP3.3 - Generate questions about a source as it relates to an event or development. 2.SP3.3		4		
		2.SP3.4 - *Gather relevant information from one or two sources. 2.SP3.4		3		
		2.SP3.5 - Ask and answer questions about explanations and arguments. 2.SP3.5		3		
		2.SP3.6 - *Present a summary of an argument or explanation using print, oral, or digital tech. 2.SP3.6		4		

Change: No plus or minus indicators



Change: Scores aligned to actual performance

No Change: Expand to see proficiency marks

No Change: Proficiency marks on 1-4 scale

2nd Grade Parents will see a few changes from last school year.





An assignment is considered as missing work when it is not submitted by the due date.

Missing Work

Missing work will be treated as such:

- The assignment will be marked with the “Missing” special code in the gradebook
- A 49% will be entered as the score for the assignment in the gradebook
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted, it will be marked as late and the assignment score (49%) will be changed to reflect the student’s actual score with no deductions or penalties

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted by the end of the marking period.

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

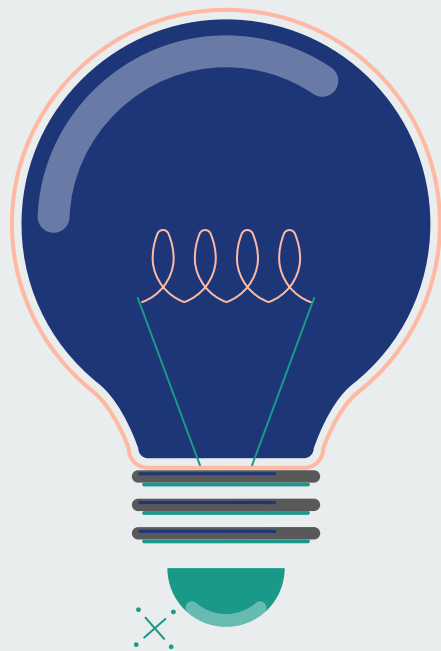
Reassessment

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.

- Students may retake an assessment one time.
- Students must request to retake an assessment.
 - ***A reassessment request must be made within 10 school days after receiving the assessment score***
- Retakes can be in another format.
- For Retakes - the original score **is** replaced, if the new score is higher. The new score will not be capped or penalized.
- Teachers may administer reassessments until the marking period is closed.



DEER VALLEY
Unified School District



Grading Practices Resources:

www.dvUSD.org/grading



Grades 3-6

3rd-8th grades students will receive citizenship marks for each course using this grade scale.


Citizenship Marks

E = Excellent

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory



Students in 3rd through 8th grades will receive marks for their proficiency toward the grade level standards using the following scale.

Standards Grade Scale

4 = Highly Proficient

3 = Proficient

2 = Partially Proficient

1 = Minimally Proficient

NE = No evidence (missing work)




Assignments will be entered into the gradebook within one of the following categories which will be weighted for calculation of the overall course grade.

Categories and Weights

ASSESSMENT = 80%

COURSEWORK = 20%

PRACTICE = 0%



Assignment/assessment scores will be averaged to produce an **overall course grade for the standard**. The course grade will be based upon the following grade scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 0-59%

Grading Guidance Chart 3rd-12th grade



DEER VALLEY
Unified School District

Grading Guide

Teachers will enter scores for assignments in the gradebook based upon student performance of the standards.



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%						

Basic example of the 3rd-12th Grade Grading Guidance Chart

Give assessment over 2 standards

Determine 1-4 score on rubric for each standard

Use chart to identify percentage band based on rubric grades

Highly Proficient A 100%-90%		
100-97	96-94	93-90
All 4's on standard	All 4's except for one 3	Mostly 4's with some 3's and/or 2's

Grade 96% A

- Standard A: 3
- Standard B: 4

Enter percentage for the assessment. Teacher will determine which % in the range to use.

Grade is referenced from proficiency level on standards. Only percentage calculates into final grade.

3
4
96%
A

Another Basic example of the 3rd-12th Grade *Grading Guidance Chart*

Give assessment over 4 standards

Proficient B 89%-80%	
89%-85%	84%-80%
Mostly 3's with some 4's All 3's on standards	Mostly 3's and 4's with a 2

Grade 84% B

- Standard A: 3
- Standard B: 4
- Standard C: 3
- Standard D: 2

Determine 1-4 score on rubric for each standard

2 3 4 3

Enter percentage for the assessment. Teacher will determine which % in the range to use.

84%

B

Use chart to identify percentage band based on rubric grades

Grade is referenced from proficiency level on standards. Only percentage calculates into final grade.

PowerSchool Parent Portal



Students in 3rd-8th grades will receive a grade report every quarter. Parents can view student grades and attendance on the PowerSchool Parent portal.

Go to:

ps.dvusd.org/public

Student and Parent Sign In

Sign In

Create Account

Username

Password

[Forgot Username or Password?](#)

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On the **Grades & Attendance page**, you will see the **number of absences** your child has had.

You will also see the **course grades for each course**. Click on the course grade to see the assignments that were graded for the course.

The **citizenship mark** for each course is located under the course grade.

		Attendance By Class															
Exp	Last Week					This Week					Course	Q1	Q2	Q3	Q4	Y1	
	M	T	W	H	F	M	T	W	H	F							
AM-PM(M-F)											Home Room	0	0	0	S	[i]	[i]
CSB(M-F)											Art - 5th Grade	A 93 N	A 94 S	A 95 S	A 90 S	A 93	
CSB(M-F)											Music - 5th Grade	A 100	A 94 E	C 73 E	D 60	B 80	
CSB(M-F)											P.E. - 5th Grade 	A 100 E	A 95 E	A 100 E	[i]	A 100	

When you **click on a course grade**, you can see a list of grade entries.

ELA Reading	Exp. CSB(M-F)
Term:	Q1
Final Letter Grade ¹ :	C
Final Percent:	74
Teacher Comments:	
Section Description:	



Click on the blue **SHOW STANDARDS** icon to see the marks for the **standard(s) measured on the assignment.**

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags	Score	%	Grade	Info
09/29/2022	Assessment	Wordly Wise 4 test		15/25	60	D	
09/17/2022	Assessment	C.W. comp. test		7/13	54	F	View
09/15/2022	Assessment	C.W. Vocab. test p. 40		5/5	100	A	View
09/15/2022	Coursework	C.W. Word Analysis p. 39		4/5	80	B	
09/14/2022	Assessment	Wordly Wise Test 3		17/20	85	B	
09/13/2022	Coursework	Vocab. p. 31		8/16	50	F	View
09/02/2022	Coursework	L.B. comprehension		8.5/14	60.71	D	View

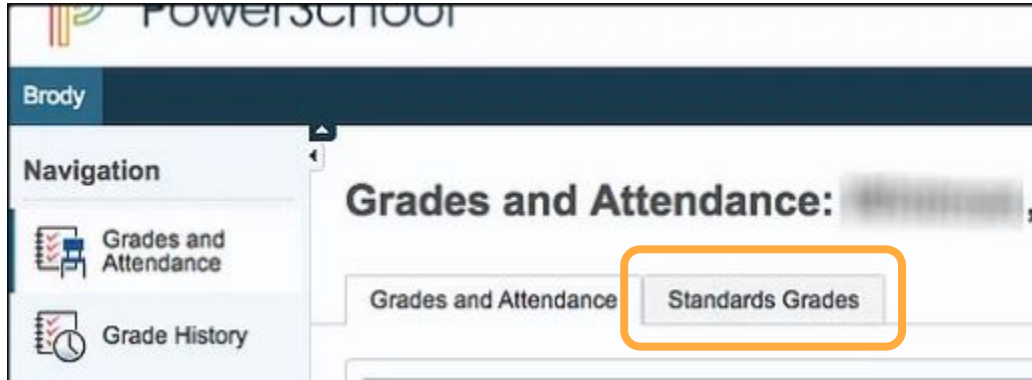
When the "View" link is shown, you can click on **"View"** to see **additional information** about the gradebook entry.

Assignments may be marked with a symbol. See the Legend at the bottom of the page for information about the meaning of each symbol.

Legend

¹ - This final grade may include assignments that are not yet published, or may be the result of special weighting used by the teacher. [Click to view additional information on special weighting.](#)

Icons - Standards | - Has Description | - Has Comment | - Weighted Assignment | - Collected | - Late | - Missing | - Exempt from Final Grade | - Absent | - Incomplete | - Excluded



Click on the Standards Grades tab to see the overall grades for each standard for the marking period.



Quick Lookup

Standards Grades

Show Standards with No Grades

Expand All

Collapse All

Completed Sections

▶ CSB(M-F) ELA Reading

▶ CSB(M-F) ELA Writing

▶ CSB(M-F) Math

▶ CSB(M-F) Science










▶ CSB(M-F) Social Studies

Click on arrow beside the course title to expand the selection or click on Expand All.

Once the **course is expanded**, you will see the **overall average grade** for each standard for each marking period shown as a **4, 3, 2, or 1**.

Not all standards are worked on or measured each quarter.

▼ CSB(M-F) ELA Reading	
Standards	Q1
2.RD.1 Apply phonics and word analysis skills. 2.RF.3	
2.RD.2 Read with accuracy and fluency to support comprehension. 2.RF.4	3
2.RD.3 Identify key ideas, details and story elements. 2.RL.1,7/2.RI.1	3
2.RD.4 Determine the central message, lesson, moral, topic. 2.RL2/2.RI.2/2.SL.2	3
2.RD.5 Describe how characters respond to events and challenges. 2.RL.9/2.RI.9	3
2.RD.6 Know, use, and describe the structure of a text. 2.RL.9/2.RI.9	3
2.RD.7 Compare and contrasts two texts. 2.RL9/2.RI.9	
2.RD.8 Acknowledge differences in the points of view of characters. 2.RL.6	3
2.RD.9 Determine the meaning of words in text. 2.RI.4	3
2.RD.10 Identify the main purpose of a text and provide support. 2.RI.6.8	3
2.RD.11 Read & comprehend literature & informational text in the 2nd-3rd text complexity band. 2.RL.10/2.RI.10	3

Due Date	Category	Assignment	Flags						Score
10/05/2021	Assessment	Different Types of Maps							
10/01/2021	Coursework	Technology: Past, Present, and Future							
08/20/2021	Assessment	Super Citizen							
		 2.C2.2 - *Explain how all people, not just official leaders, play important roles in the world. 2.C2.2							
		 2.C4.2 - *Explain how rules function in public settings. 2.C4.2							



After clicking on the blue SHOW STANDARDS icon, the **selection will expand to show the standards** that were measured **and the student's level of proficiency** on each standard.

PowerSchool Parent Portal – 3rd-6th Grades

Old View

New View

Quick Lookup Standards Grades

Attendance By Class																
Exp	Last Week					This Week					Course	Q1	Q2	Q3	Q4	Y1
	M	T	W	H	F	M	T	W	H	F						
1(M-T,H-F)											Beginning Band	A+	A+	A+	[i]	A+
AM-PM(M-F)											Home Room	0	0	0	[i]	[i]
CSB(M-F)											Art - 5th Grade	A	A+	A	A	A
CSB(M-F)											Music - 5th Grade	97	98	95	95	96
CSB(M-F)											Music - 5th Grade	100	102	81	A+	A

Quick Lookup Standards Grades

Attendance By Class																
Exp	Last Week					This Week					Course	Q1	Q2	Q3	Q4	Y1
	M	T	W	H	F	M	T	W	H	F						
AM-PM(M-F)						L					Home Room	0	0	0	[i]	[i]
CSB(M-F)											Art - 5th Grade	A	A	A	A	A
CSB(M-F)											Music - 5th Grade	92	94	95	90	93
CSB(M-F)											P.E. - 5th Grade	A	A	A	D	B
CSB(M-F)											P.E. - 5th Grade	100	94	73	60	80
CSB(M-F)											P.E. - 5th Grade	A	A	A	[i]	A
CSB(M-F)											P.E. - 5th Grade	100	95	100	[i]	100

Change: No plus or minus indicators

No Change: Letter Grades A-F

No Change: Percentages shown on 0-100% scale

No Change: Citizenship marks on E/S/N/U scale

Parents will see a few changes from last school year.



PowerSchool Parent Portal: 3rd-6th Grades

Old View

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags	Score	%	Grade
12/12/2022	Quizzes	Module 3 topic B quiz		100/100	100	A+
12/07/2022	Quizzes	Sprint (8's)		70/100	70	C-
12/01/2022	Tests	Module 3 Mid-Assessment		92/100	92	A-
11/30/2022	Quizzes	Module 3 Topic C quiz		100/100	100	A+
		3.OA.A.2 - Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). 3.OA.A.2		3		
11/18/2022	Quizzes	Module 3 topic B quiz		100/100	100	A+
11/14/2022	Quizzes	Module 3 Topic A quiz		81/100	81	B-
		3.OA.C.7 - *Fluently multiply & divide within 100. 3.OA.C.7		3		
11/03/2022	Tests	End of Module 2 assessment		70/100	70	C
		3.MD.A.1a - *Tell & write time to the nearest minute & measure time intervals in minutes. 3.MD.A.1a		3		
		3.NBTA.3 - Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9 x 80, 5 x 60). 3.NBTA.3		3		
		3.OA.A.2 - Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). 3.OA.A.2		3		

New View

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags	Score	%	Grade
12/12/2022	Quizzes	Module 3 topic B quiz		100/100	100	A
12/07/2022	Quizzes	Sprint (8's)		70/100	70	C
12/01/2022	Tests	Module 3 Mid-Assessment		92/100	92	A
11/30/2022	Quizzes	Module 3 Topic C quiz		89/100	89	B
		3.OA.A.2 - Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). 3.OA.A.2		3		
11/18/2022	Quizzes	Module 3 topic B quiz		100/100	100	A
11/14/2022	Quizzes	Module 3 Topic A quiz		85/100	85	B
		3.OA.C.7 - *Fluently multiply & divide within 100. 3.OA.C.7		3		
11/03/2022	Tests	End of Module 2 assessment		83/100	83	B
		3.MD.A.1a - *Tell & write time to the nearest minute & measure time intervals in minutes. 3.MD.A.1a		3		
		3.NBTA.3 - Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and the properties of operations (e.g., 9 x 80, 5 x 60). 3.NBTA.3		3		
		3.OA.A.2 - Interpret whole number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each group when 56 objects are partitioned equally into 8 groups, or as a number of groups when 56 objects are partitioned into equal groups of 8 objects each). 3.OA.A.2		3		

Change: No plus or minus indicators



Change: Scores aligned to actual performance

No Change: Expand to see proficiency marks

No Change: Proficiency marks on 1-4 scale

Parents will see a few changes from last school year.





An assignment is considered as missing work when it is not submitted by the due date.

Missing Work

Missing work will be treated as such:

- The assignment will be marked with the “Missing” special code in the gradebook
- A 49% will be entered as the score for the assignment in the gradebook
- No Evidence (NE) will be entered for the standards attached to the assignment
- If the work is submitted, it will be marked as late and the assignment score (49%) will be changed to reflect the student’s actual score with no deductions or penalties

Late Work

An assignment is considered late work when the assignment is not submitted by the due date that was established, but is submitted by the end of the marking period.

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

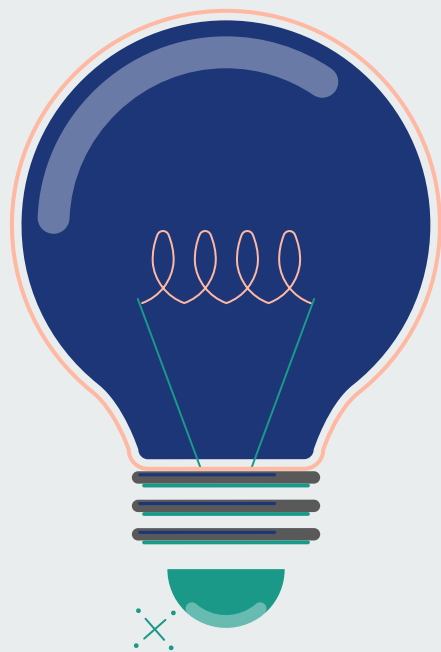
Reassessment

Retake: The student completes another assessment of the same learning targets. The assessment to be retaken may be in the same format or a different format. The higher of the two scores will be entered in the gradebook.

- Students may retake an assessment one time.
- Students must request to retake an assessment.
 - ***A reassessment request must be made within 10 school days after receiving the assessment score***
- Retakes can be in another format.
- For Retakes - the original score **is** replaced, if the new score is higher. The new score will **not** be capped or penalized.
- Teachers may administer reassessments until the marking period is closed.



DEER VALLEY
Unified School District



Grading Practices Resources:

www.dvUSD.org/grading