PHOENIX
PXU
UNION

Phoenix Union's Schools of
Opportunity Welcome, Love, and
Inspire All Students to Go
Places and Do Things that Matter

MARKS & GRADING MANUAL

2021-2022

Procedures in this manual are effective
beginning July 1, 2021

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Special thanks to all our stakeholders who gave input to the procedures and policies

*Committee members' positions from 2020-2021

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INTRODUCTION

The purpose of this policy manual is to provide clear direction for assessing student work and preparing marks and grades in a manner consistent with the district mission and philosophy.

Assessment is a means for measuring students' progress and assisting in the development of their maximum educational potential. Marks and grades provide data necessary for courses and institutions. Additionally, grades provide data allowing the district to evaluate the effectiveness of its programs.

A consistent approach to grading within a department, a school, and among the district schools is essential for credibility and equity within the district schools, the community, and other educational institutions. Frequent departmental review of instructional practices to meet curricular standards, grading procedures, and weighting of graded work will help teacher teams to make more accurate, fair, specific and timely decisions in assessing student learning.

The Phoenix Union High School District believes that the purpose of a grade is to provide consistent and equitable feedback about what students know and are able to demonstrate with respect to mastery of course standards. Grades must be:

Accurate: Based on factual evidence of student learning to measure proficiency against direct adopted standards.

Fair: Not influenced by gender, ethnicity, socioeconomic status, political attitudes or other factors unrelated to academic performance (Reeves, 2011 p.9)

Specific: Clearly defined measures of student performance, free from ambiguity. Grades are both formative and summative in nature.

Timely: Students receive grades with sufficient promptness to influence their performance. (Reeves, 2011 p.28)

(Reeves, Elements of Grading: A Guide to Effective Practice, 2011)

Using the framework present in the Marks and Grading Manual, the teacher of record is ultimately responsible for assigning grades.

PXU Philosophy of Assessment

The Phoenix Union High School District believes assessment is a student-centered, meaningful, multifaceted process to improve student learning. Assessments are aligned to course, state and national standards to capture evidence of student mastery. This evidence serves as feedback to empower students and teachers to be reflective and respond appropriately. As such, the Phoenix Union High School District embraces a system of balanced assessments that consist of varied and multiple measures to gain a holistic view of student performance which include assessment *of* (summative) and *for* (formative) learning.

Principles of Assessment:
- ✓ *Assessments are aligned to curricular standards and measure foundational concepts and/or key ideas, which can be supported by a variety of instructional resources.*
- ✓ *Assessments allow students the opportunity to apply critical thinking skills and demonstrate their learning.*
- ✓ *Assessments are accessible and appropriate for all students.*
- ✓ *Assessment data is used reflectively to guide teachers and students towards improved instruction and performance.*
- ✓ *Quality assessment types are varied, creative, and reasonable.*
- ✓ *Quality assessments create opportunities for teachers and students to discover success while teaching and learning.*
- ✓ *Assessment takes place in multiple forms offering various creative opportunities to demonstrate mastery.*

The process of assessment is an ongoing cycle that:
1. Is student centered, encourages self-assessment and requires a commitment by stakeholders.
2. Provides valuable information for teachers and PLCs to design targeted educational opportunities, which promote student achievement.
3. Provides feedback that is accurate, fair, specific, and timely.
4. Creates access for all students.
5. Utilizes a variety of formative and summative assessment types.
6. Includes evidence of mastery that will be communicated to appropriate stakeholders.

1. PURPOSES OF MARKS AND GRADING MANUAL

1.1 To provide feedback to students, teachers, and parents/guardians about student learning

1.2 To provide guidance necessary for awarding credit, transfer, and graduation

1.3 To provide guidance for realistic student self-assessment and for educational and career planning

1.4 To provide guidance for the permanent record reflecting students' academic work

1.5 To provide teachers a common framework to determine how and when students achieve mastery

1.6 To communicate that framework to parents/guardians, students, and other educational stakeholders

1.7 To reflect current levels of student learning

1.8 To provide student achievement data for the implementation of improved instructional practices

2. DEFINITIONS

CLASSWORK	Teacher-guided practice and student independent practice in the classroom.
CONCEPT RECOVERY	A personalized learning experience with instruction tailored to specific skills and concepts to be remediated by the student in order to achieve mastery of specific academic learning targets. It is an agreement between the teacher of record and a student, not an additional or new class, and may include working with another teacher on specific academic standards.
CONCURRENT ENROLLMENT	The opportunity for students who are enrolled in a Phoenix Union High School to take courses not offered in our schools.
CREDIT RECOVERY	The opportunity for students to repeat a course in order to meet graduation requirements because of failing grades, excessive absences or incomplete assignments. *NCAA clearinghouse requires that student athletes only complete Initial Instruction virtual learning courses.*
CRTs	Criterion-Referenced Tests (CRTs) are designed to measure student mastery of skills and concepts in a specific course.

DUAL ENROLLMENT	Student receives both high school and community college credit while enrolled in a PXU high school course at a PXU site, taught by a Phoenix Union High School teacher that is approved by the community college district as a dual enrollment instructor.
EVIDENCE-BASED GRADING	Evidence-Based Grading (EBG) is used to provide students, parents, and teachers with an understanding of how well a student masters the class competencies through a body of evidence. EBG uses proficiency scales rather than points, and students reflect on their knowledge and skills throughout the course. *Note: While EBG is not a district mandatory practice, if a PLC is implementing EBG, see appendix M for more information.*
EXTRA CREDIT	May be given in addition to, but not as a replacement for assigned course work (see 5.1.1).
FINAL GRADE/ CREDIT	The ultimate grade for the course. This final grade is the mark that appears on the student transcript and reflects the degree of mastery. Credit will be awarded for a final grade of a D or better.
FORMATIVE ASSESSMENTS	Assessing learning for the purposes of adjusting instruction.
HOMEWORK	Student independent practice outside of the classroom.
INITIAL INSTRUCTION	The opportunity for students to complete a course for the first time. *NCAA clearinghouse requires that student athletes taking online classes may only complete Initial Instruction courses.*
INDIVIDUALIZED EDUCATIONAL PLAN (IEP)	Mandated by the Individuals with Disabilities Education Act (IDEA 2004, Part B), an IEP describes the educational program that has been designed to meet that student's unique needs (i.e. academic goals, post-secondary goals, social goals, etc.). Each IEP must be designed for one student and must be an individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel and students (when appropriate) to work together to improve educational results for students with disabilities. The IEP team comes together each year to determine what

services are necessary for the student to be successful in the least restrictive environment.

Teachers are required by Federal Law to implement accommodations and/or modifications based on the students' learning needs. Accommodations and modifications are types of adaptations that are made to the environment, curriculum, instruction, or assessment practices in order for students with disabilities to be successful learners and to actively participate with other students within the school setting, both inside and outside of the classroom.

PARTNER DISTRICT

Phoenix Union partners with K-8 Districts within the boundaries of Phoenix Union High School District to promote students from middle school to a PXU school. Partner districts acknowledge to work in collaboration with PXU on articulation and transition efforts.

PLCs

Professional Learning Communities (PLCs) are educators working collaboratively in an ongoing process of collective inquiry and action research focused on student learning.

PROGRESS MARK OR GRADE

The A, B, C, D, F, Audit, Proficient/Not Proficient, or Incomplete, a student receives at the end of each term or semester on a progress report. PLC teams can determine to use a percentage-based grading scale (0–100%) or an evidence-based grading scale. *See appendix M for more information.

District Grading Scale

A	Superior	Systematically surpasses and exceeds proficiency of most standards. Demonstrates thorough and in-depth proficiency on a consistent basis.
B	Above Average	Reliably demonstrates a clear proficiency of many standards. Effectively produces evidence to support proficiency.
C	Average	Demonstrates a proficiency of standards and skills. Produces acceptable evidence to support proficiency.

D	Below Average	Limited proficiency of most standards or skills. Inconsistent evidence to assess a student's proficiency.
F	Failed	Inadequate proficiency of most standards or skills. Insufficient evidence to assess a student's proficiency.

Audit (AU): A student may audit any course with the prior approval of the Principal or designee in order to enrich learning. An audit will not affect the GPA. An enrollment for credit cannot be converted to an audit enrollment. An enrollment for audit can be converted to credit by the teacher of record.

Incomplete (INC): An incomplete is not a grade; it is a mark indicating the student has not yet completed the requirements of the course and a grade is pending (see 8.3.1 and 8.3.2)

No Mark (NM): Not enough evidence of student academic achievement to determine academic performance.

Proficient/Not Proficient: Any course can be designated as a P/NP course through the Statement of Intent process. A P/NP mark will not affect the GPA.

PROGRESS REPORT	Teacher comments and/or optional mark or grade at a point in time.
SEMESTER	A grading period for which final grade and credits towards graduation are given.
SEMESTER GRADE	Same as final grade.
SUMMATIVE ASSESSMENTS TERM	Assessing learning for the purposes of determining student mastery of standards.
VIRTUAL LEARNING	The mode of instruction is primarily delivered through an online learning platform with curriculum aligned to district and state standards. The teacher of record shall be Appropriately Certified in the content area of the course. Students should not be registered for or entered into a Virtual Learning course without an Appropriately Certified teacher of record. • Modification of virtual learning courses are permitted to meet individual student learning needs, such as for students with Individual Education Plans or 504 plans.

- The cumulative exam within the virtual learning course curriculum is the CRT and shall be taken on campus, proctored by certified staff. It is strongly encouraged that unit tests are also taken on campus, proctored by certified staff.

3. CLASSIFICATION OF STUDENTS

3.1 All students on comprehensive campuses will be classified for ranking (section 6) purposes by year of entry into high school.

3.2 In order to be ranked with the senior class, Counselors will, by February 1 of each year, determine and verify with Credentials Specialists those juniors who will be graduating in May of that year.

4. REPORTING OF GRADES

4.1 Each teacher shall be responsible for the submission of timely, accurate and complete records in accordance with state laws and board policies.

4.2 Report cards indicating grades received will be issued at the end of each term and semester.

4.3 Synergy gradebook entries for StudentVue and ParentVue are current by the week or appropriate interval given no technical issues.

4.4 A student who desires to repeat a course for which a credit has already been earned may do so. Credit may be earned only once, unless indicated in the course catalog, determined otherwise by an IEP team or 504 Plan; however, both grades will appear on the transcript with only the higher grade counted for the student's GPA and class rank. (See 8.2.5 & 8.2.6)

4.5 A student that does not complete an Open Entry/Open Exit course by the end of the term in Synergy should receive a **NM** (no mark). Once the student completes the Open Entry/Open Exit course, the teacher of record will issue the grade within the current term in Synergy. NM's shall be removed from Synergy at the end of a school year.

4.6 The progress report will include teacher comments and/or an optional progress report mark.

    4.6.1 Report Comments: The progress reports and report cards may include the following comments:

a. Excellent Progress
b. Shows Definite Progress
c. Shows Strong Aptitude for Subject Matter
d. Shows Leadership/Is a Role Model to Others
e. Always Prepared For Class
f. Is Respectful and Polite
g. Is Making Satisfactory Progress
h. Nice Having Your Student in Class
i. Would Benefit From Attending Tutoring
j. Please Contact Teacher/Counselor
k. Absences/Tardies Affect Grade
l. Not Performing Well On Tests
m. Behavior Interferes With Learning
n. Little/No Class Participation
o. Does Not Come Prepared for Class
p. Assignments or Projects Incomplete/Not Submitted

q. Is Not Making Satisfactory
   Progress
r. Could Make Better Use of Time
s. Did Not Participate in a Required
   Performance

t. In Danger of Failing
u. Not Meeting Deadlines
v. Currently Failing

    4.6.2 The progress report will be distributed every three weeks during each semester.

4.7 Each teacher must complete the District's progress report requirements for every student. It is the teacher's responsibility to notify parent/guardians of a student's progress toward meeting course competencies.

4.8 Each teacher of a senior failing or in danger of failing the final academic term shall make a minimum of two (2) attempts to contact the parent(s) either in a conference, by telephone, or e-mail prior to the final three weeks of the final grading term of the year. The teacher is encouraged to make at least one attempt to contact the parent(s) outside the normal school day. All such attempts will be documented. If no contact can be made, the appropriate administrator will be notified immediately.

4.9 At the conclusion of the 11th (or Final) Progress report posting, the office of the Assistant Principal for Registration (APR) shall generate a Student Information Systems Group grade report for all seniors by the Monday immediately following the end of the grading period. The report must include all of the following:

- Any senior that has any grade less than a 60% in any course.
- Any senior that was assigned the letter grade of "F" by the teacher of record.
- Any senior that received the comment indicator of "T" or "V" for any course.

Each campus will then issue a separate communiqué to parents/guardians in writing of their child's potential non-graduation status based on each student's graduation credit needs.

4.10 Each assessment and product in a student's body of work used to calculate a student's grade must be titled separately and recorded in the district-adopted gradebook. (See 5.1.1 for components of a grade/mark)

4.11 The Executive Director for Teaching and Learning or designee shall serve as the Governing Board designee for receiving appeals of passing or failing grades from a student or parent who wishes to contest the grade.

    4.11.1 A student and/or parent who wish to contest a passing or failing grade determined by a teacher in a high school course shall present evidence to support the decision to overturn the decision of a teacher. Such evidence may include but not be limited to the following:

1. Required formative and summative assessments showing mastery or lack of mastery of Arizona State Standards related to the course for which the grade is being contested.
2. Scores on District CRT's
3. Scores from State Standardized tests

4. Plan for Student Success for the course, which includes the grading system and make-up policy.
5. Evidence of attendance in the class.

4.11.2 The Executive Director for Teaching and Learning or designee shall notify the teacher of the parent's/student's request to overturn the teacher's passing or failing grade within five school days.

4.11.3 The Executive Director for Teaching and Learning or designee shall then schedule a meeting within ten school days during which evidence is presented by the parent/student as burden of proof for overturning the teacher's grade. The teacher shall be invited to be present at this meeting, and may present evidence of the student's performance in class and on assessments. If the teacher is not able to be present, the Executive Director for Teaching and Learning or designee shall review the evidence with the teacher before issuing a decision whether or not to overturn the teacher's passing or failing grade. Within 10 school days following this meeting, the parent, student, and teacher shall be notified in writing of the decision and of the right to appeal the decision of the Executive Director for Teaching and Learning or designee to the Superintendent of the District.

4.11.4 If the student or parent wishes to appeal the decision of the Executive Director for Teaching and Learning or designee, they will do so in writing to the Superintendent.

4.11.5 If the student or parent wishes to appeal the decision of the Superintendent, they will do so in writing to the Governing Board. Upon receipt, the Governing Board will schedule a board hearing as outlined in ARS. 15-342 – paragraph 11.

4.11.6 The decision of the Governing Board is final.

Forms required
Request to Overturn a Teacher's Grade **(See Appendix A)**
Teacher's Plan for Student Success
Appeal of Executive Director for Teaching and Learning decision
Summary of required formative and summative assessments and relevant scores **(To be provided by Teacher)**

5. COMPONENT PARTS OF TERM AND FINAL GRADES

5.1 No single method for determining grades is best for all subjects and teachers. Each teacher, however, should be guided by the following general principles, noting that accommodations, modifications, and mastery levels will be followed per the IEP or 504 Plan:

    5.1.1 **Consistent components and weights** of a final grade will be determined in consultation and collaboration with the content area PLC members, district-level Teacher on Assignment Content Specialists, Instructional Leaders, academic program managers, and the site Principal or designee. Once determined, the components

and weights will be utilized by all teachers in that PLC. The components and weights may include but not limited to the following:

- Academic standards-aligned common assessments (informal, formal, formative, and summative): CRTs, Scholastic Reading Inventory, final exam, performance-based assessments and other standardized assessments.
- Body of work: assignments, homework/reinforcement, observations, participation (including accommodations and modifications for students with special needs).
- Extra credit may be given in addition to, but not as a replacement for, assigned course work. The weight of extra credit will not be greater than 2% of the term grade.

5.1.2 **The Plan for Student Success (PFSS)** will explain the grading system used to determine the student's final grade (*see Appendix B for sample format*). The grading system will be determined by specific course PLCs within each content area. This explanation should provide a clear understanding of the relative value of tests, homework, class participation, extra credit (if accepted), final examination, adherence to deadlines, and any other factors to be considered in the final grade. The site principal or designee will review the Plan for Student Success to assure congruence with district, school, and departmental grading policies.

The Plan for Student Success will reflect District determined attendance and tardy policies and will be reviewed for accuracy against template provided in appendix. Per ADE, information about the Title Program and the campus will be communicated in the Plan for Student Success. (See Appendix B for required statement.)

Teachers will submit a copy of their Plan for Student Success to the site principal or designee to review for assurance of congruence with department and school grading policies. Each teacher will prepare and distribute to all students in her/his classes an administrator-approved planned course statement which will contain all of the components listed in the SAMPLE FORMAT included in Appendix B.

Teachers will use the current course descriptions, course goals/objectives, student activities, and minimal expectations from the Governing Board-approved course descriptions in creating their course expectation statements. However, since that information is sometimes misunderstood by students, teachers are encouraged to simplify the information, using a format which will be easily understood by students.

5.1.3 The grade for the course will be determined by performance on classroom activities, assignments, and evaluations relevant to the

stated outcomes of the course. Careful consideration should be given to the nature of the activity for which "extra credit" may be earned (See 5.2 for clarification).

5.1.4　A final examination is a required part of the course and may not be given prior to the designated examination schedule except under special circumstances as determined by the content area. In cases where the final examination has performance-based sections, part(s) of the examination may be given earlier. Under special circumstances a parent or guardian whose student needs to take the final exam or receive credit for the course prior to the end of the semester may petition the principal or designee for written permission to do so. Only the principal or designee may grant permission.

If a PLC chooses percentage-based grading, administration of the district final exam will be required. District-wide content areas will determine the percentage weight of the final exam grade in the semester grade.

If the PLC chooses evidence-based grading, administration of the district final exam will be required. It will be considered as an additional piece of evidence to demonstrate mastery.

5.1.5　Exams for graduating seniors will be given during the week prior to graduation. Class time during graduation week for seniors will be devoted to graduation ceremony practice, senior assemblies, and other administrator-approved school activities.

5.2　Grades are to reflect demonstrated student academic performance and are not to be used as a tool for discipline. (See section 12)

5.3　Standards for assigning grades through the competency option should be consistent with those in use in the regular program.

6.　RANKING OF STUDENTS

6.1　Students shall be officially ranked in the following groups:
*Top two percent　　　*Top five percent　　　　*Top ten percent
*Top fifteen percent　　*Top twenty-five percent　*Top fifty percent

6.2　A specific class rank may be given when requested and/or when an official transcript is produced.

6.3　All students with the exception of foreign exchange students are to be ranked on the basis of all courses taken except for those designated as Audit, Proficient/Not Proficient, or those designated in the course catalog as student opportunities (i.e.; student assistant, student tutor/tutee, etc.).

6.4　District schools classified as small schools will be provided flexibility with how/if they use class rank to report to universities. Proposals will be submitted to the Executive Director for Teaching and Learning for approval.

6.5 Students are to be ranked using the following points:

Grade	Grade Points: AP; IB; MYP (Honors); Honors	Grade Points: All other courses	Specialized Courses As determined by the Executive Director for Teaching and Learning
A	5	4	2
B	4	3	2
C	3	2	2
D	1	1	1
F	0	0	0

6.6 Class rank will be calculated three times per school year. The ranking process should occur after the conclusion of the fall and spring and summer semesters. The 7th semester rank will be used for graduation commencement purposes. Graduation dates need to be added to transcripts by May 30th.

6.7 **Valedictorian and Salutatorian will no longer be used as designations beginning with the class of 2022.**

7. RECOGNITION OF GRADES

Teachers, departments, and schools may recognize outstanding student achievement in many ways. Honor Roll, graduation programs, and diplomas are recommended place for such recognition.

7.1 Honor Roll

7.1.1 Each student earning Honor Roll status will have that fact noted on the report card. Each school may also post an Honor Roll.

7.1.2 The names of students making the Honor Roll shall be published in numeric or alphabetical lists. The individual school has the option of using either listing.

7.1.3 All courses except those designated as student opportunities (i.e., student assistant, student tutor/tutee, etc.) shall be counted in computing eligibility for the Honor Roll.

7.1.4 In order to be on a current Honor Roll, a student may have neither incompletes nor a current grade below a C.

7.1.5 Grades received during the current marking period will be used to determine Honor Roll. When both a semester grade and a term grade are given for the same course during a marking period, the semester grade will be used to determine Honor Roll status. Otherwise, the term grade will be used.

7.1.6 To qualify for the Honor Roll, a student must be a full-time and earn at least a 3.0 GPA.

7.1.7 Honor Roll may be prepared at the end of each marking period.

7.2 Graduation Programs

7.2.1 The top two percent (2%) of the graduating class shall be recognized on the graduation program as Summa Cum Laude.

7.2.2 The next three percent (3%) of the graduating class shall be recognized on the graduation program as Magna Cum Laude.

7.2.3 The next five percent (5%) of the graduating class shall be recognized on the graduating program as Cum Laude.

7.3 Diplomas

7.3.1 A notation of Summa Cum Laude, Magna Cum Laude, or Cum Laude shall appear on the diploma of each student whose achievement falls in the appropriate percentage of the graduating class.

7.4 Academic Excellence Letters Program

7.4.1 Freshmen (9th Graders) – receive a certificate of achievement if by the end of their first regular (18 week) semester they complete 2.5 credits with a weighted GPA of at least 4.0 with no "D's" or "F's" on their transcript.

7.4.2 Sophomores (10th Graders) – if by the end of their third regular (18 week) semester they complete 7.5 credits with a weighted GPA of at least 3.9 with no "D's" or "F's" on their transcript. The student will receive a "Certificate of Academic Achievement" and an "Academic Excellence Letter".

7.4.3 Juniors (11th Graders) – if by the end of their fifth regular (18 week) semester the student completes 12.5 credits with a weighted GPA of at least 3.8 with no "D's" of "F's" on their transcript. If the student was previously awarded an "Academic Excellence Letter" from that school, they will receive a "Certificate of Sustained Academic Achievement" and a gold bar to signify sustained academic achievement. Students, who have not previously been awarded an "Academic Excellence Letter" from that school, will receive a "Certificate of Academic Achievement" and an "Academic Excellence Letter".

7.4.4 Seniors (12th Graders) – if by the end of their seventh regular (18 week) semester the student competes 17.5 credits with a weighted GPA of at least 3.7 with no "D's" or "F's" on their transcript. If the student was previously awarded an "Academic Excellence Letter" from that school they will receive a "Certificate of Sustained Academic" and a gold bar to signify sustained academic achievement. Students, who have not previously been awarded an "Academic Excellence Letter" from that school, will receive a "Certificate of Academic Achievement" and an "Academic Excellence Letter".

7.4.5 An awards ceremony will take place in the second semester of each year.

8. TRANSCRIPTS AND PERMANENT RECORDS OF STUDENTS

8.1 A student's transcript shall contain:

    8.1.1 Lists of courses, grades, grade point average, and credits earned for final grading periods.

    8.1.2 A statement of class rank and date of graduation if applicable.

    8.1.3 Indication of proficiency in core areas consistent with district policy and state guidelines.

8.2 Changing Grades

    8.2.1 The teacher who assigned the grade may change the final grade.

    8.2.2 A student grade is a student record. In the case where a grade has been recorded erroneously and the teacher of record is unavailable, the school's principal will act as the teacher of record. This is in accordance with policy JR-R.

    8.2.3 In accordance with Arizona Revised Statutes (ARS 15.342.11), in addition to the teacher who assigned the grade, only the governing board may change a grade in the case of a semester grade dispute. Pursuant to statute, an appeal to change a grade will follow the process outlined in section 4.11 and the appendix. It is the student's responsibility to demonstrate her or his mastery of the academic standards in her/his appeal.

    8.2.4 Grade changes on a transcript must be accompanied by appropriate documentation that demonstrates evidence of mastery.

    8.2.5 Courses and/or grades may not be removed from a student's transcript.

    8.2.6 When a course where credit was earned is repeated for a higher grade, the course with the lower grade will be flagged as a repeat with the designation of "R" and is not included in the student's GPA. Students may take a regular course to replace an unsatisfactory grade in an honors course when the courses have the same standards.

    8.2.7 When a failed course is repeated, the designation of "R" will be placed next to the course.

    8.2.8 In any situation where a course designated with an "R" is repeated, the higher grade will be the only grade used to recalculate the GPA.

8.3 Incompletes and No Marks

    8.3.1 Incompletes shall be made up by the end of the following semester or the equivalent thereof after they are received. If the incomplete has not been made up by the end of the academic semester, the grade will become an F on the student's transcript. No incompletes will be changed after a student has graduated. Prior to the end of the calendar year, the student may request an exception from the teacher of record or principal or designee in order to extend the time allowed.

    8.3.2 An incomplete on a student's record may be changed by the teacher who assigned the incomplete. When a mark of Incomplete is given, the teacher must leave, in writing, with the roll books, the specific requirements for completion of the course. These

requirements must be such that the instructional leader, in consultation with the PLC leader and the principal, can determine the grade if the teacher is not available. In the event that the specific requirements to resolve an Incomplete are not available, and the teacher of record is unavailable to the school, the current instructional leader will act as the teacher of record for that student. In consultation with the PLC leader and the principal, the instructional leader will develop an appropriate plan for the student to complete the course.

    8.3.3 No Marks shall be made up by the end of the following semester or the equivalent thereof after they are received. If a student does not complete a No Mark in this time, the student will need to restart the course. A student or counselor may request an extension from the principal or designee for an additional semester to complete a course where a No Mark was issued. Once completed a grade will be issued under the current enrollment.

8.4 Transfer Credits from Another School District or Charter School

    8.4.1 When a student who was previously enrolled in another school district or charter school enrolls in a Phoenix Union high school, the high school will accept credits earned by the student at the previous school.

    8.4.2 Transfer credits will be entered on the student's Phoenix Union transcript after the receipt of the official transcript from the previous school.

    8.4.3 The Chief Achievement Officer or their designee makes the final determination about how transfer credit is awarded.

    8.4.4 The parent and student will be informed in writing about how the credits have been awarded (elective or other academic credit).

8.5 Transcripts from Foreign Countries

    8.5.1 **Transcripts from Foreign Countries Other Than Mexico**
Transcripts from foreign countries other than Mexico will require the assistance of CEE staff.

Campuses will need to contact the Language Acquisition Content Specialist and/or the Counselor Facilitator to schedule an in-person meeting on the campus with CEE staff, a counselor, the credentials specialist, the student and if necessary the parent. In this meeting, the transcript will be evaluated for credit. At the completion of the meeting CEE staff will send a formal credit evaluation to the campus.

If the transcript is not in English, the campus needs to send the transcript to CEE to send out for translation. Once the transcript has been translated to English, the campus meeting can be scheduled to complete a transcript evaluation to award credit. At the completion of the meeting CEE staff will send a formal credit evaluation to the campus.

8.5.2 Transcripts from Mexico:

Mexican transcripts shall be evaluated by counselors at individual sites according to the stipulations outlined below. (Note: The third year of Secundaria is equivalent to 9th grade in American schools. Preparatoria ("Bachillerato" on transcript) consists of 6 semesters and is the equivalent to 10th – 12th grade in American schools.) Mexican Grading Scale: 10-9=A, 8=B, 7=C, 6=D, 5-0=F.

Tercer Grado (9th grade)	Hrs/ Week	Translation of Course Description	Credit to be awarded for successful completion	Notes
Español III	5	Spanish	0.5 per semester, 1 for year of Español	Student may take competency exams for additional Spanish credits. *
Matemáticas	5	Math	Mathematics or Algebra – 0.5 per semester, 1 for year of Matemáticas	
Ciencias III	6	Science: This course a combination of chemistry, physics & biology.	Integrated Science or Physical Science 0.5 per semester, 1 for year of Ciencias	
Historia II	4	Social Studies	Social Studies 0.5 per semester, 1 for year of Historia	Satisfies World History requirement only if the course (in grades 9-12) is called "Historia Universal."
Inglés	NA	ESL English (English credit section)	Awarding of ESL English credit is based on AZELLA chart (see below)	
Educación Física	2	PE	PE - One FULL year of Educación Física = 0.5 credit. Less than one full year receives 0 credit.	
Tecnología III	3	Tech Apps.	Tech Apps - One FULL year of Tecnología = 0.5 credit. Less than one full year receives 0 credit.	
Artes (Música, Danza, Teatro, Artes Visuales)	2	Fine Arts	Fine Arts - One FULL year of Artes = 0.5 credit. Less than one full year receives 0 credit.	
Asignatura Estatal, o Orientación educativa o Cívica y Ética	3	General Elective	General Elective - One FULL year of any of these classes= 0.5 credit. Less than one full year receives 0 credit.	Asignatura Estatal deals with regional issues. Cívica/Ética is a civics/ethics class. This class will not satisfy the health requirement.

Preparatoria (10th-12th grades)	Hrs/ Sem.	Translation of Course Description	Credit to be awarded for successful completion	Notes
Matemáticas	80	Math – This course combines Algebra, Geometry and/or Calculus	Math - 0.5 credit awarded for each semester of Algebra, Geometry and/or Calculus	
Química	80	Chemistry	Chemistry - 0.5 credit for each semester of Química	
Física	80	Physics	Physics - 0.5 credit for each semester of Física	
Biología	64	Biology	Biology - 0.5 credit for two semesters of Biología. Less than two semesters receives 0 credit.	
Lengua Adicional al Español	NA	ESL English (English credit section)	Awarding of ESL English credit is based on AZELLA chart (see below)	
Introducción a las Ciencias Sociales/Historia de México/Estructura Socioeconómica	48	Introduction to Social Studies/Mexican History/Socioeconomics of Mexico	General Social Studies - 0.5 credit for two semesters of any combination of these classes. Less than two semesters receives 0 credit.	Satisfies World History requirement only if the course (in grades 9-12) is called "Historia Universal".
Taller de Lectura y Redacción / Literatura	64	Reading and Writing/Literature	Spanish – 0.5 credit for each semester of any of these classes.	Student may take competency exams for additional Spanish credits. *
Informática	48	Information systems	Tech Apps - 0.5 credit for two semesters of this class.	
Ética y valores	48	Ethics and Values	General Studies – 0.5 credit for two semesters of this class.	

8.5.3 Calculating English Course Credits from Foreign Transcripts

- District-wide it takes English Learners (EL) an average of four years to achieve reclassification, and in most cases, scoring "Proficient" on the AZELLA is a better indicator of success than English credits awarded at a foreign institution.
- EL students who enter high school with low proficiency scores should have a clear and realistic understanding about their projected timeline for earning an Arizona high school diploma. Counselors and Registrars are urged to discuss this issue with English Learners.

- To ensure that schools follow fair and consistent practices regarding the awarding of English credits for English courses documented on foreign transcripts, the District has adopted the following protocol linking English credits to AZELLA scores:

AZELLA Score (Overall Proficiency Level)	Credits Awarded
Proficient	The student qualifies for year-for-year SEI English credit, based on number of courses completed successfully in grades 9 – 12 at foreign institute and a composite score of Proficient on AZELLA. For example, in Mexico, a student completing & passing the 3rd year of secundaria and two years of preparatoria would be awarded 3 SEI English credits (PE/E ELD, Basic ELD and Intermediate ELD). (*Use a grade of "P" or grade equivalent on foreign transcript)
Intermediate	The student qualifies for two years of SEI English credit for successfully completing two or more years of English courses in grades 9 – 12 at foreign institution and a composite score of Intermediate on (PE/E ELD, Basic ELD). (*Use a grade of "P" or grade equivalent on foreign transcript)
Basic	The student qualifies for one year of SEI English credit for successfully completing one or more English courses in grades 9 – 12 at foreign institutions and a composite score of Basic on AZELLA (PE/E ELD). (*Use a grade of "P" or grade equivalent on foreign transcript)
Pre-Emergent/Emergent	No English or SEI English credit awarded for prior English courses taken and successfully passed at foreign secondary institutions.

NOTE: Standard grade-level cohort placements in math, science and social studies do not apply to English Learners.

8.6 Advisory Credit
8.6.1 All campuses have an advisory. All students are eligible to receive 0.25 elective credit per semester in advisory. Advisory shall be graded using the mark of Proficient/Not Proficient, which will not affect the GPA.

8.6.2 Each campus will adopt a common grading rubric to determine a Proficient/Not Proficient mark.

8.7 Student Assistant Credit
8.7.1 Students enrolled in courses as student assistants shall be graded using the mark Proficient/Not Proficient using the district adopted Student Assistant Rubric located in Appendix J.

9. ALTERNATIVE METHODS FOR EARNING CREDIT
Students enrolled in the Phoenix Union High School District have an opportunity to earn credits in district course offerings by the alternative methods listed below. Students requesting these options must make the request by the appropriate time

and submit the required forms to school officials. The following are available alternative methods of earning credit towards graduation:

- **Competency Options:** Students demonstrate mastery of a course without enrolling in the course
- **Concurrent Enrollment:** Student is enrolled in high school and also takes community college courses at the college campus outside of high school class time. Course(s) are not offered in the district
- **Dual Enrollment:** Student receives both high school and community college credit while enrolled in PXU high school course at PXU site, taught by a Phoenix Union High School teacher that is approved by the community college district as a dual enrollment instructor
- **Independent Study:** Student enrolls in a specified elective course for advanced enrichment opportunities; pre-requisites must be met
- **Equivalent Courses:** Student is enrolled in class that meets the requirements of a required course for graduation based on the course content and standards
- **Online Courses:** Courses taken from an accredited Arizona online school while enrolled at PXU school
- **Personal Curriculum:** Used for proper placement of a student transferring into a PXU school from out-of-state or non-public school or to modify mathematics requirements.
  Phoenix Union High School District Supports providing opportunities to earn high school credit towards graduation with our Partner Districts. Options currently include: Pre-approved on-line courses for core contents (in the event an appropriately certified teacher is not available); Algebra and Geometry Qualifying Tests (See section 12.1.8); and Spanish 1-4 Competency (See section 12.1.12)

10. Concept Recovery

Concept Recovery: A personalized learning experience with instruction tailored to specific skills and concepts to be remediated by the student in order to achieve mastery of specific academic learning targets. It is an agreement between the teacher of record and a student, not an additional or new class, and may include working with another teacher on specific academic standards.

- Purpose Statement: The purpose of concept recovery is to provide additional support for students to demonstrate mastery of key academic concepts and skills. As a district, we recognize that for some students learning may require additional time. By providing this opportunity, we believe that students will be able to practice academic concepts, receive more individualized support from highly effective teachers and accumulate credits towards graduation in a timely manner.
- The materials for concept recovery should be created based on state standards, course essential standards, and PXU curriculum. The materials should be organized by standard and include recovery assignments that

demonstrate mastery of academic standards to receive credit for the work completed.

PLCs are encouraged to collaborate on assignments that could be assigned to students as the teacher of record deems appropriate. The quality of the student work product determines the grade assigned; students will not automatically receive credit for completion. The teacher of record will determine the final grade received for the assignments and the grade for the course.

- The process is open entry/open exit.
- See Appendix K for Evidence Form for Concept Recovery – This form should be utilized to facilitate communication between the teacher of record, the student and the concept recovery teacher. All assignments should be based on state standards and aligned to district essential standards; completed assignments should be attached to the form for review by the teacher of record.

11.   Virtual Learning

Virtual Learning: The mode of instruction is primarily delivered through an online learning platform with curriculum aligned to district and state standards. The teacher of record shall be Appropriately Certified (AC) in the content area of the course. Students should not be registered for or entered into a Virtual Learning course without an Appropriately Certified teacher of record.

Modification of virtual learning courses are permitted to meet individual student learning needs, such as for students with Individual Education Plans or 504 plans.

The cumulative exam within the virtual learning course curriculum takes the place of the CRT and shall be taken on campus, proctored by certified staff. It is strongly encouraged that unit tests are also taken on campus, proctored by certified staff.

Virtual Learning platforms are tools to support personal learning. A virtual learning course must be designated at enrollment as either Initial Instruction or Credit Recovery.

Initial Instruction definition: The opportunity for students to take a course for the first time.

Credit Recovery definition: The opportunity for students to repeat a course in order to meet graduation requirements because of failing grades, excessive absences or incomplete assignments.

NCAA clearinghouse requires that student athletes taking online classes may only complete Initial Instruction courses.

12. DEMONSTRATING COMPETENCY THROUGH TESTING

Note: Honors, AP, and IB courses are not available for the Competency Option.

12.1 Competency Testing Background Information

The competency option allows students the opportunity to demonstrate mastery of a course and receive credit without spending time in the classroom. It is open to all enrolled students and may be initiated by a student, parent, counselor, administrator, or teacher.

Under current Arizona State Board of Education Rule R7-2-302.02 subsection 5, a student has the right to demonstrate mastery of the content of a course and receive credit for the course. Upon request of the student, the local governing board shall provide the opportunity for the student to demonstrate competency in the subject areas listed in subsections (1)(a) through (1)(f) in lieu of classroom time. The awarding of a credit toward the completion of high school graduation requirements shall be based on the successful completion of State board adopted academic standards for subject areas listed in (1)(a) through (1)(e) and the successful completion of the competency requirements for the elective subjects specified in subsection (1)(f).

The determination and verification of a student accomplishment and performance shall be responsibility of the subject area teacher. The Phoenix Union High School District has established the following regulations and procedures for initiating the competency option.

12.1.2 Courses for Competency

If a competency option is requested for the current school year for courses not listed below, please contact the Teaching and Learning Division. For additional information about CTE courses contact the CTE Director.

English	Math	Science	Social Studies	Career & Technical	Fine Arts	World Languages
English 1-2	Algebra 1-2	Physical Science 1-2	World History/ Geography 1-2	Accounting 1-2	Art History	Spanish 1-2
English 3-4	Geometry 1-2	Biology 1-2	US History			Spanish 3-4
English 5-6	Algebra 3-4	Earth Space Science 1-2	US Government			French 1-2
English 7-8	Pre-Calculus	Environmental Science 1-2	Economics			French 3-4

12.1.3 Competency Guidelines

- Students <u>will not</u> be able to request the competency option once they have attended the class or if they have failed the course. Appropriately Certified teacher-initiated exceptions to this rule must be approved by the Principal or designee.

- Currently enrolled students desiring to accelerate their education must make their request to take the option during the semester prior to the semester in which a student would normally be enrolled in the course. The student may be scheduled in the next level course while completing the competency option requirements. Exceptions to this rule must be approved by the Principal or designee.
- Students enrolling from out of district may make the request upon enrolling may be placed in the next level class while completing the competency option requirements for the pre-requisites class, if desired.
- Students may have up to four weeks to complete the competency option upon receiving the materials. All work must be accomplished two weeks before the end of the semester in which it was started.
- Students may apply for no <u>more than three competency</u> options per semester.
- Students may take the competency option for a particular course only once. They cannot reapply for any *Competency Option* failed or not completed within the prescribed time limit. In lieu of a grade, an indicator of "Not Proficient" will be placed on the transcript. The student will be required to take the class to earn the class credit if competency is not met.
- In lieu of a grade, a student demonstrating mastery of the course will receive an indicator of "Proficient" on the transcript. This class will not be calculated in the students GPA.
- The teacher assigned to oversee the competency option must be AC in the subject area.

12.1.4   Competency Roles and Responsibilities

The Student...
- Makes the request for the option to his/her counselor by completing the Competency Option Request Form (Appendix C)
- Obtains parent's written approval and returns the form to the counselor.
- Meets with the Instructional Leader or designated teacher to receive the competency option materials and arrange a time to take proctored tests.
- Completes the specified Competency Option requirements within the prescribed 4-week time frame.

- World Language Competency timelines are set by District Office.

The Counselor...
- Reviews the student's reason for requesting the option. (meets criteria outlined on World Language competency form)
- Reviews the student's academic record to verify that the student has never been enrolled in the course.
- Explains the Competency Option process and requirements to student and parent in person, via email, or by phone.
- Completes and signs the Competency Option Request Form and returns it to the student

for parent's signature. *Note: World Language competency has separate form.*

The Parent...
- Participate in discussion regarding the requested course option with student and the counselor.
- Signs the Competency Option Request Form to grant approval for the student to pursue the option
- Monitors the student's progress on completing the option within prescribed time.

The Instructional Leader...
- Contacts the supervisor of the curricular area or Director of Student Learning to request the Competency Option materials for requested course.
- Identifies a teacher within the department to score and administer any or non-testable requirements
- Signs Competency Option Grade Verifications Form (Appendix C) and sends it to the Credentials Specialist.

The Teacher...
- Meets with the student to provide the Competency Option materials, which are located with the Instructional Leader for that department.

- Schedules, administers, and score assignments and/or assessments.
- Issues the student's final grade of "Proficient" or "Not Proficient" and
- Submits the Competency Option Grade Verification Form (GVF) to the Department Instructional Leader with the student's work within a week of the student completing the requirements.

The Credentials Specialist...
- Receives the Competency Option Grade Verification Form from the Instructional Leader, signs it, and inputs "Proficient" or "Not Proficient" on the student's transcript.
- Sends a copy of the Competency Option Grade Verification Form to the student's counselor, maintains a copy for his/her records, and forwards the original to the Assistant Principal for Registration (APR).

The Campus Administrator...
- Sends a copy of the Competency Option Grade Verification Form to the parent
- Maintains all Competency Option Request Forms and Grade Verification Forms
- Submits the Annual Competency Option report to the Director of Student Learning by June 15th.
- Will retain a copy of the verification form or database.

12.1.5   Competency Options – Procedures
Initiating the Competency Options
Step 1: Student indicates the desire to counselor and completes the request form or application.
Step 2: Counselor reviews the Request form, student's academic records, advises the student and parent by phone or in person.
Step 3: Counselor signs the form and gives to student for parent signatures.

Step 4: Counselor makes a copy of signed form for student file and submits the original form to the APR.

Step 5: APR contacts the Instructional Leader to initiate the option.

Step 6: Instructional Leader identifies a teacher of record.

Step 7: Student meets with the Instructional Leader and/or teacher to receive the materials and review the course requirements.

Completing the Competency Option Requirement

Step 1: Student works on the requirements individually.

Step 2: Instructional Leader or teacher arranges to administer any assessments

Step 3: Students return all other required work to an appropriately certified teacher or Instructional Leader.

After Completing the Competency Option

Step 1: Teacher grades the required work, and completes the Competency Option Grade Verification Form (COGVF).

Step 2: Teacher informs student of grade.

Step 3: Instructional Leader submits the COGVF.

Step 4: Credentials Specialist inputs grade of "Proficient" or "Not Proficient".

Step 5: Credentials Specialist signs the GVF and makes two copies, one for APR and one for counselor.

Step 6: The APR files the COGVF in the Campus Competency Option files, inputs student information in Annual Competency Option School Report Form (Appendix C) and submits it to the district office by June 15th.

12.1.6   English Competency Requirements

Course/Content Focus	Tasks	Required Score	Conditions
English 1-2, 3-4, 5-6, 7-8 Reading/English	End of Term CRT	70%	Students may not use the "M" test form to achieve competency
English 1,2,3,4,5,6,7,8 Writing	Writing Assessment	Score of 5 on holistic Six Traits Rubric	Tests must be scored by at least two AC teachers for reliability.
English 4,5,6,7,8 Reading/English	End of Term CRT	70%	Students may not use the "I" test form to achieve competency

12.1.7   English 1-2 Competency Option for EL students at the intermediate proficiency level

The goal of this option is to allow EL students at the intermediate proficiency level who are enrolled in the 2-hour block of Intermediate English Language Development (ELD) 1-2 or 3-4 to earn credit for English 1-2 on their transcript.

- Students who successfully pass the English 1 and/or English 2 District CRT with a 70% or higher, or who earn a mark of "Proficient" or "Highly Proficient" on the State ELA 9 End of Course Assessment (AzM2) will earn credit for English 1-2 on their transcript. Students will be given the same

grade for English 1-2 that they would have been awarded for Intermediate ELA 1-2 or 3-4.
- Students will be given a mark of NM (no mark) for the Intermediate ELD English credit section of the 2-hour block; therefore, eliminating the earning of 2 credits of English toward graduation at one time.
- Students enrolled in Intermediate ELD 1-2 or 3-4 who reclassify on the State English Language Learners' Assessment (AZELLA) will be enrolled in English 3-4 for the following school year.

12.1.8 Mathematics Competency Requirements

Course/Content Focus	Tasks	Required Score	Conditions
Algebra 1 Algebra 2 Geometry 1 Geometry 2 Algebra 3 Algebra 4 Pre-Calculus 1 Pre-Calculus 2	Complete all unit assessments based on the course concept units and standards. Complete District Final Exam	Must score an average of 70% on all unit assessments to complete this task Must Score 70% or higher	Prep time for each unit varies 1 hour for each Test 2 hours for each Final Exam

12.1.9 Partner Schools Competency Option for Math (AQT and GQT) & End of Course Assessment Algebra I and Geometry

The goal of the AQT and GQT competency option is for students to reach an advanced level Math courses by their senior year. Students who have completed a full year course of Algebra and/or a full year course of Geometry in elementary/middle school are eligible to participate in the Math Qualifying tests to earn High School math credit. The Algebra Qualifying Test (AQT) reflects PXU Algebra 1-2 curriculum, and the Geometry Qualifying Test (GQT) reflects PXU Geometry 1-2 curriculum. Partner school teachers collaborate with PXU to ensure that the high school standards are met. Partner school teachers who are teaching the High School Algebra and/or Geometry course register their students for the AQT or the GQT, and the students are tested at the end of the school year. Testing dates/locations are determined by PXU Leadership.

- Students who successfully pass either of the Math Qualifying Tests with a 70% or higher, will be enrolled in the next math course in the high school sequence the following year.
- Students will be given a mark of **Proficient** for Algebra 1-2 or Geometry 1-2 and the credit will be counted as a math credit. A Proficient mark does not affect GPA (Grade Point Average). A mark of Proficient (P) may not be considered for college admissions.

- Entering 9th Grade students who do not attend a school that participates in the AQT/GQT Competency Option Program, for Algebra 1 or Geometry who wish to demonstrate proficiency in Algebra or Geometry should contact the District Math Content Specialist.

12.1.10 Science Competency Requirements

Course/Content Focus	Tasks	Required Score	Conditions
Physical Science 1 Physical Science 2 Earth/Space Science 1 Earth/Space Science 2 Biology 1 Biology 2 Environmental Science 1 Environmental Science 2	Complete two Performance Based Assessments (PBAs) Complete Semester CRT	Must score 70% or higher on each PBA and the CRT	Estimated 1 hour to complete CRT, time will vary to complete PBA's

12.1.11 Social Studies Competency Requirements

Course/Content Focus	Tasks	Required Score	Conditions
US History 1 US History 2 World History 1 World History 2	Individual Unit Benchmark Essays (5-6) administered by AC teacher currently teaching the course Semester CRT/IL coordinates; must be scanned on D2SC	35/50 on 3 out of 5 70%	Must be scored on rubric accompanying the assessment.
Government Economics	Unit Benchmark Essay/Performance Assessment (not including research papers) Semester CRT	70% on at least 3 70%	Must be scored on rubric accompanying the assessment

12.1.12 World Languages Competency Requirements

Course/Content Focus	Tasks	Required Score	Conditions
French 1 French 2 French 3 French 4 Spanish 1 Spanish 2 Spanish 3 Spanish 4	Complete district end of course assessment for all required domains (IL, IR, IC, PS and PW) OR take AP World Languages Exam · Interpretive Listening (IL) · Interpretive Reading (IR) · Interpersonal Communication (IC) · Presentational Speaking (PS) · Presentational Writing (PW)	Must score 70% in each of the 5 required domains (IL, IR, IC, PS and PW) for district end of course assessments OR 3 or higher on AP World Languages Exam District End of Course of Exams: Multiple Choice: · Interpretive Listening (IL) · Interpretive Reading (IR) Scored using PXU WL Rubric for Speaking: · Interpersonal Communication (IC) · Presentational Speaking (PS) Scored using PXU WL Rubric for Writing: · Presentational Writing (PW)	Exams usually take approximately 2.5 hours to complete all required domains

Spanish competency is appropriate in the following scenarios:
- Student does not have any room in their schedule due to a prescribed course of study
- Obtain sequential credit in order to enroll in a higher-level course.
- Example: Spanish 1-2; Comp Out of 3-4; Spanish 5-6 H
- AC Language Teacher makes the request on behalf of the student to possibly move student to AP.

The World Language Competency Exam Procedures

- The World Language Competency Exam will be administered annually. The Office of Student Learning will notify the campuses of the testing window.
- The counselors will have 30 days from the day of District notification to return the World Language Competency Exam list form (Appendix D) and collect the World Language Competency Option Request Form (Appendix D), signed by all required parties.
- The student, counselor, parent, or teacher, may initiate the request for a World Language Competency Exam. The student will be expected to complete the World Language Competency Exam Option Request Form (Appendix D) and submit it to their counselor prior to September 30.
- World Language Competency Exams will be prepared for each student who appears on the World Language Competency Exam List (Appendix D) submitted by the counselor to the Office of Student Learning. **Only** those students with a completed World Language Competency Option Request Form (Appendix D), signed by all required parties will be issued an exam.
- The exam will be administered and scored by an appropriately certified Instructional Leader or an AC teacher in the target language.
- The AC Instructional Leader or teacher of the target language will submit a completed Student Score Sheet (Appendix D) for each student who takes the exam.
- Once all testing materials and scores sheets are received by the Office of Student Learning, a database to reflect the students' scores will be sent to APR, World Languages Instructional Leader, and head counselors for posting on students transcripts.
- Students who are receiving credit for competency option will receive a congratulatory letter from APR's office.
- Partner Districts requesting this option, the following will apply:
  - ✓ Students must take the Spanish Placement Test
  - ✓ Students must attend a Phoenix Union High School District School their Freshman year
  - ✓ Students are encouraged to take two years of a next level Spanish course

12.1.13   **Partner Schools Competency Testing Option for Spanish 1-2, Spanish 3-4 & French**

The goal of the World Language Competency Testing Option is for students to reach an AP level Spanish course by their senior year. The expectation of the student is to fulfill four years of Spanish or a world language while in high school. Students who have completed a full year course of high school Spanish or who have in a Dual Language Immersion Program while in elementary/middle school are eligible to participate in the PXU World Language Competency Option to earn high school World Languages course credit. The Spanish Qualifying Test reflects the PXU Spanish 1-2 or Spanish 3-4 curriculum. Partner Districts/Schools register their students for the PXU World Language

Competency Testing, and the students are tested at the end of the school year. Testing dates/locations are determined by PXU Leadership.

- High School Spanish Curriculum taught by an elementary /middle school teacher must be approved by the PXU Teaching and Learning Division.
- Student must be proficient in all domains of the Spanish Competency test (Interpretive Listening, Interpretive Reading, Interpersonal Communication, Presentational Writing and Presentation Speaking) in order to earn an overall Proficient score.
- Students must test proficient in a prerequisite to be eligible for testing in the next lever (ex: proficient in all three testing portions in Spanish 1 to be eligible for testing in Spanish 2)
- Students who successfully pass the PXU World Language Competency will be enrolled in the next level Spanish course in the high school sequence the following year.
- Students will be given a mark of **Proficient** and the credit will be counted as a World Languages Elective Credit. A proficient mark does not affect GPA (Grade Point Average). A mark of Proficient (P) may be considered for college admissions.
- Entering 9th Grade students who did not attend a school that participates in the World Language Competency Option Program, and who wish to demonstrate proficiency in Spanish must complete the course Competency   Procedures (12.1.13). Contract campus World Languages Instructional Leaders to arrange testing.
- AAPPL Measure Competency Option
- Students who successfully meet or exceed identified PXU Category 1 World Languages Benchmark Levels for all domains assessed on the ACTFL Assessment of Performance toward Proficiency in Language (AAPPL Measure) will be given a mark of Proficient. AAPPL Form A scores will be given a mark of Proficient for Spanish 1-2 while AAPPL Form B scores will be given a mark of Proficient for Spanish
3-4.

12.1.14 CTE Course Competency Requirements

Course/Content Focus	Tasks	Required Score	Conditions
Accounting 1	Complete chapter assessments based on the Accounting 1 units • Chapter 1 Accounting Equation • Chapter 2 Debits & Credits • Chapter 3 Journalizing • Chapter 4 Posting • Chapter 5 Cash Control • Chapter 6 Worksheet for Service Business • Chapter 7 Financial Statements • Chapter 8 Adjusting & Closing Entries	Must score an average of 70% on all chapter assessments to complete this task	Prep time for each chapter varies Not to exceed 2 Hours for each Test
Accounting 2	Complete chapter assessments based on the Accounting 1 units • Chapter 9 Special Journals – Purchases & Cash Payments • Chapter 10 Special Journals – Sales & Cash Receipts • Chapter 11 Posting • Chapter 12 Payroll Records • Chapter 13 Payroll Taxes & Reports • Chapter 14 Worksheet for Merchandising	Must score an average of 70% on all chapter assessments to complete this task	Prep time for each chapter varies Not to exceed 2 Hours for each Test

13. CONCURRENT ENROLLMENT

Concurrent Enrollment is an opportunity for students who are enrolled in the Phoenix Union High School District to take courses outside of the student's home school. Concurrent enrollment refers to high school and/or post-secondary enrollment.

Concurrent enrollment high school refers to taking courses at PXU Digital Academy or another Arizona Online Instruction (AOI) Program while also **enrolled** fulltime at a Phoenix Union high school.

For a student seeking concurrent enrollment at PXU Digital Academy, the student will work with their counselor to complete the online enrollment form. Prior to enrollment at PXU Digital Academy, the student and counselor will explore all options for the student to take the requested class at their home school.

For a student seeking concurrent high school enrollment at an AOI Program, outside of PXU, they must complete Appendix H. This is an option only after the student and counselor have exhausted all efforts for the student to take the class at the student's home school and/or PXU Digital Academy.

Exceptions to the guidelines above can be made on a case-by-case basis through the petition process.

Concurrent enrollment post-secondary refers to taking courses at an external institution – such as a university or community college (online, web-based, or traditional classroom) while you are also **enrolled** in classes at Phoenix Union High School District. This is not to be confused with a dual enrollment college class taught by a dual certified teacher at a Phoenix Union High School.

To qualify for the provisional admission to the community college as a concurrently enrolled high school student, each semester the students must:
- Petition for concurrent enrollment using the PXU approved form (see Appendix E).
- Maintain fulltime enrollment at the high school.
- Be seeking coursework not available at the high school with the exception to allow credit for Achieving a College Education (ACE) and Hoop of Learning (HOL) programs. Courses taken outside these programs will fall underneath the *concurrent enrollment post-secondary process* (Appendix E).
- Obtain the Concurrent Enrollment Form from the community college or high school counseling office.
- Obtain approval from parent, high school counselor and administrator before enrolling in the college course.
- Attach a copy of high school transcript to the Concurrent Enrollment Form.
- Pay the required tuition for the course at the community college. *(Students may want to work with the college to see if they offer financial assistance.)*
- Students must provide an official transcript from the post-secondary institution to the office of the Assistant Principal for Registration in order for credit to be posted to a PXU transcript. Transcript will be reviewed by APR and Director of Academic Success.
- PXU reserves the right to determine the type of credit posted on the high school transcript (elective or core credit).

Exceptions to the guidelines above can be made on a case-by-case basis through the petition process. The petition process consists of a written request to the principal or designee.

14. DUAL ENROLLMENT

Students receive both high school and college/university credit while enrolled in a PXU high school course at a PXU site, taught by a PXU teacher who is approved by the college/university in that subject area. (See Appendix F for all Dual Enrollment Forms)

14.1 DUAL ENROLLMENT PROCEDURES

The following PXU procedures for Dual Enrollment must be followed by PXU personnel. These procedures meet PXU contractual obligations to the Maricopa County Community College District (MCCCD), and partner universities. No changes to these procedures may be made without the consent of the PXU Chief Achievement Officer or designee.

14.1.1 Becoming a Dual Enrollment Instructor

✓ Contact your Instructional Leader and Assistant Principal for Registration stating your interest in teaching dual enrollment classes, and confirm your school's interest in participating. Work with the APR office to complete and submit the required Dual Enrollment Course Approval Form (DECAF)

✓ Ensure you meet post-secondary institution's teaching qualifications.
   *The post-secondary institution will then make the final decision based on applicant's qualifications.

14.2 Dual Enrollment Course Approval:

Courses Selected for Dual Enrollment are:

- Aligned with the MCCCD Dual Enrollment Catalog or coordinating university/college dual enrollment offerings
- Allowed to be "mixed" classes (some students enrolled for college credit and some not)
- Required to have a completed PXU Dual Enrollment Course Approval form on file with the Assistant Principal for Registration and Director of Student Learning

14.3 Dual Enrollment Responsibilities

Student must:

- Be enrolled in a course approved for dual enrollment credit
- Meet course prerequisites or have instructor approval
- Meet college/university requirements which may include a minimum GPA
- Return to teacher a Parental Authorization form signed by parent
- Complete and submit community college/university application packet(s)
- Pay tuition and fees determined by the community college/university by deadline established by MCCCD/university
  ✓ District will offset a portion of In-State tuition as compensated by the MCCCD. Students will need to provide proof of residency as determined by MCCCD at time of registration.
- Be admitted to the community college

- Be enrolled and remain enrolled full time at PXU high school

Teacher must:

- Sign a Dual Enrollment Course Approval Form (DECAF) for each high school course that offers dual enrollment
- Attach high school and college/university course standards to DECAF
- Meet any college/university syllabus requirements
- Be approved by the college/university in the subject area
- Complete the Dual Enrollment Instructor on-line tutorial or EDU250
- Obtain required college/university signatures DECAF
- Ensure that a completed DECAF is on file
  - ✓ If the designated teacher is no longer qualified or a new teacher will take over the teaching of the dual enrolled course, then a new approval form must be processed
- Work in conjunction with the APR or principal designee to distribute and remind students of required dual enrollment paperwork
- Follow the college/university dual enrollment processes (i.e. registration, scholarship opportunities, enrollment verification, and grade reports)
- Submit enrollment verification to college/university in a timely manner
- Submit final rosters to Assistant Principal for Registration
- Submit community college/university grade reports at end of semester to Assistant Principal for Registration and Credentials Specialist
- Submit grading using the college/university portal
- Maintain copies of final rosters, and copies of final grade reports

Instructional Leader must:

- Sign the DECAF verifying the course to be offered is aligned following PXU guidelines
- Notify the Assistant Principal for Registration and Principal or Designee in addition to the District Dual Enrollment Coordinator in the event the course instructor leaves the district mid-year either permanently or as an extended leave of absence

Assistant Principal for Registration or Principal Designee must:

- Sign the DECAF attesting that the teacher is in good standing and that the course alignment follows district guidelines
- Coordinate with the college/university Dual Enrollment Coordinator for testing and registration of students
- Be aware that the placement testing requirements are shared by the high school and community college
- Be aware that the registration and tuition payment processes are the responsibility of the community college. Facilities, copy machines, and

adjusted student schedules to accommodate registration efforts should be provided at the high school site

- Create and sustain a system that informs teachers, Assistant Principal for Instruction, and Credentials Specialist of dual enrollment process including course approval, parental authorization, registration at high school site, tuition payment requirements and scholarship opportunities, enrollment verification, collection of final rosters, and grade reports
- With assistance of teachers offering dual enrollment, ensure that community college enrollment verification forms are completed accurately, and then submit to community college(s) in addition to maintaining a digital record of the document
- Collect final student rosters from post-secondary institution after verification forms are submitted. *Note that this should be completed long before community college grades are due*
- Ensure the teacher submits grades to the college/university prior to summer break
- Collect copies and maintain digital files of Parental Authorization, final Rosters and final Grade Reports at end of semester and prior to closing of school year
- Submit student rosters to Assistant to the APR or Principal Designee and to the Finance Manager at the district office
- Complete electronic dual enrollment reconciliation data and promptly submit to the Finance Manager at the district office
- Collect final grade reports from teachers and submit copies to Assistant to the APR or Principal Designee and PXU District Dual Enrollment Coordinator at respective college/university
- Submit any invoices received from community colleges to the Finance Manager at the district office

Assistant to the APR or Principal's Designee must:

- Maintain copies of final roster of students for each course that is offering dual enrollment and enrollment reconciliation data
- Maintain copies of final grade reports
- Assist in Submitting DECAF
- Assist students with completing dual enrollment registration and submission

District Subject Area Content Specialist must:

- Sign Dual Enrollment Course Approval Form (DECAF) indicating approval of <u>teacher</u> making the request <u>and</u> approval of <u>course</u> to be offered for dual enrollment
- Submit the form to the Director of Student Learning

Director of Student Learning and/or Supervisor must:

- Sign Dual Enrollment Course Approval Form
- Submit the form to PXU Dual Enrollment Coordinator from corresponding college/university

District Dual Enrollment Coordinator (from corresponding college/university) must:

- Maintain original DECAFs
- Distribute copies to the Finance Manager, Assistant Principal for Registration, Assistant Principal for Instruction, Teacher, and college/university Dual Enrollment Coordinator
- Submit annual report of Dual Enrollment to Executive Team

15. EQUIVALENT COURSES

Equivalent courses provide an opportunity for the student to meet the requirement(s) of a required course for graduation based on the course content and standards. Please refer to the Course Catalog for details regarding specific requirements. All other courses may be eligible, but must be reviewed and justified by the Statement of Intent Committee.

A course may not be used to fulfill a requirement in more than one area. For instance, Marketing 3-4 cannot be used to meet the Economics requirement if it is used to meet the Career and Technical Education requirement.

Current course equivalency include:

- The Economics graduation requirement may be fulfilled if a student received a passing grade in Marketing 1, 2, 3, and 4. The teacher of record for Marketing 3-4 must be appropriately certified in Economics.
- Students may receive a waiver for meeting the Health course requirement for graduation after passing the entire year of Health Careers 1-2 – Nursing Assistant or after passing the Junior Reserve Officer Training Corps (JROTC) Introduction to Leadership Education & Training First year (LET 1) and Intermediate Leadership Education & Training Second year (LET 2).

16. INDEPENDENT STUDY

Independent study is an opportunity for students to receive credit in a specified elective course for <u>advanced enrichment only.</u> Prerequisites must be met and prior approval is required. See Appendix G for appropriate forms to complete an independent study experience.

*See the course catalog for specific requirements and course descriptions

17. PROCEDURE FOR AWARDING CREDIT RECEIVED FROM AN ONLINE INSTITUTION

Rationale: PXU has a process and procedure that addresses several different ways for students to earn credits. However, none specifically addresses credit earned at an online institution.

- A student cannot be enrolled at two schools at the same time, unless there is special consideration given and approved by both the counselor and a school administrator. (See Concurrent Enrollment procedures)
- All credit earned at an accredited Arizona online school while enrolled in a PXU school will be for elective credit only <u>unless</u> the student has prior approval from the counselor and administrator for a special circumstance.

The state legislature (R7-2-302.01) has mandated that all high schools accept all credits earned by students from an accredited online school or program. Each district may review the online course curriculum to compare alignment with PXU developed state standard aligned curriculum. This evaluation will determine whether credit is awarded for an elective credit or PXU courses. In most instances, PXU has provisions for students to earn additional or recovery credits through virtual learning, summer school, and Extended School Opportunities (ESO – The permission form for the online credit while enrolled in a PXU school must be completed – see appendix H).

18. PROCEDURE FOR PERSONAL CURRICULUM

The personal curriculum (R7-2-302.02) is a documented process available to students to modify the graduation requirement for math as delineated in R7-2-302-02(1) (c). A personal curriculum may be used to waive the Algebra 3-4 requirement only.

Purpose:
- To waive the Algebra 3-4 requirement for graduation
- To properly place a student transferring into a PXU from out-of-state a non-public school

Required Personal Curriculum Elements:
Education Career Action Plan (ECAP)
All Personal Curriculum must be in alignment with the student's ECAP.
Senior Math Class
A student with a personal curriculum must successfully complete 1 credit in mathematics during his or her senior year. This math course must include significant math content.

Personal Curriculum Development Team

Upon the request of a Personal Curriculum by a parent/guardian/student with adult status, a PC development team must be formed and include:

1. Parent/guardian/student
2. School Counselor
3. Administrator
4. Math teacher

Personal Curriculum Content

All Personal Curriculum must:

- Establish a plan for the student to complete the required math credits including a senior math course.
- Only waive the requirement for Algebra 3 and 4.
- Be agreed upon by members of PC Development Team as outlined above.

Personal Curriculum Content and Special Education

Students receiving special education services:

- Students receiving special education services are eligible for Personal Curriculum provided they meet the same required elements as any other student in PXU. The IEP Team would review the same considerations as the Personal Curriculum Development Team in determining this was an appropriate course of study for the student and aligns with the measurable post-secondary goals identified in the student's IEP.

Other Personal Curriculum Elements to Consider:

- Parent/guardian/student with adult status may request a Personal Curriculum in the student's junior or senior year.
- Student is not required to have attempted Algebra 3-4 in order to be eligible for Personal Curriculum if student is behind in math credits.
- Personal Curriculum may be modified/adjusted over time.
- A high school diploma may be awarded to a student who completes a Personal Curriculum.
- Personal Curriculum documents are to be kept with counselor or designee AND reside within the cumulative folder.
- Student must still earn 22 credits to meet graduation requirements.

Phoenix Union High School Process:

1. Student/parent/counselor who requests personal curriculum must complete *Personal Curriculum Request* form (Appendix I).
2. Counselor or Administrator complete *Personal Curriculum Eligibility Determination* form (Appendix I).
3. If student is eligible, the personal curriculum team convenes and completes the *Personal Curriculum Plan for Mathematics* form (Appendix I). PC team will submit copies of completed plant to counselor and Credentials Specialist.

4. The Personal Curriculum Team (Student, Parent, Counselor, Math Teacher) monitor student's progress with the Personal Curriculum.
5. All Personal Curriculum documents are stored in cumulative student file.
6. Administrator will submit *End of the Year Report* (Appendix I) to the Student Learning Department by June 1st each school year.

19. INTERNAL AND EXTERNAL GRADE TRANSFER POLICY

19.1 **From another school during the first three weeks of the semester:**
The student may or may not have a transfer grade from the sending school. If they do, the teacher for that class at the new school may incorporate that grade into their gradebook for assignments and standards up to that point. If not, it is the decision of that teacher for that class at the new school on how to handle assignments already provided.

19.2 **From another school after the first three weeks of the semester:**
A student should provide a transfer grade from their prior school. The teacher for that class at new school shall incorporate that grade into their gradebook for assignments and standards up to that point.

19.3 **From within the school – student transfer from one teacher to another in the same or complementary course:**
The counselor shall initiate the transfer, using the Notification of Schedule Change form (Appendix L).

The counselor will provide the student's current progress report to the receiving teacher. The teacher shall incorporate that grade into their gradebook for assignments and standards up to that point.

APPENDIX

Phoenix Union High School District

Request to Overturn a Teacher's Grade
(To be submitted to the Executive Director for Teaching and Learning)

<u>Site:</u> _____   <u>Site Supervisor:</u> _____

<u>Date:</u> _____   <u>Student:</u> _____

<u>Student Id#</u> _____   <u>Grade:</u> _____

<u>Parent/Guardian</u> _____

I/we appeal the passing or failing grade I received in course *(name of course)* _____
_____

during the _____ semester of SY 20_____. The teacher of the class was: __
_____ .

The required formative and summative assessments and examinations required in that class are listed below and, as completed by me, attached to this form.

Required Assessment	Student Score or Grade

Signature (*Student*)_____Date: _____

Signature (*Parent/Guardian*)_____Date: _____

Received by: _____   Date: _____

Response to Appeal:

After reviewing evidence submitted in the appeal and consulting the teacher, a meeting was held on _____, 20__. Those in attendance were:

Parent: _____

Student:_____

Teacher:_____

Other: _____

Evidence presented included: _____

_____

_____

_____

_____

___I recommend that the passing or failing grade awarded in this case be upheld

___I recommend that the passing or failing grade be overturned and a grade of __ be awarded.

_____, Appeal Officer

_____ Date

I wish to appeal to the PXU Superintendent

_____, Parent

_____, Student

_____ Date

I wish to appeal to the PXU Governing Board

_____, Parent

_____, Student

_____ Date

PLAN FOR STUDENT SUCCESS SAMPLE FORMAT

School _____   Teacher _____

Department _____   Course Title: _____   Code _____

No. of Credits _____   Grade Level(s) _____   Prerequisite(s) _____

Each teacher will prepare and distribute to all students in his/her classes, a planned course statement which shall contain the following information:

1. **Course Description:**   A brief summary of what the student will learn in the course. Mention shall be made of how the course will benefit the student.

2. **Materials Required:**   An outline of the books and other materials required to succeed in the course, including digital platforms that will be used.

3. **Grading System:**   Detailed information on how students' classwork, homework, and assessments will be counted towards their grade. Information given here should include: the grading scale and the relative value of each area used to determine grades as well as extra credit (if any is accepted), final exam, adherence to deadlines, etc.,

The grading system will be determined by specific course PLCs within each content area and communicated using the same language to all students taking the course.

and an indication that accommodations and modifications will be provided per students' IEPs and 504 Plans. How to access StudentVUE/ParentVUE needs to be included in this section.

4. **Title I Program:**   Academic tutoring and test preparation is available to all students. Additional support for passing classes and graduating on time is the intent of these services. Support through Title I funding is available in the areas of: math, reading and English. If interested, please contact the Principal _____ (name) or Assistant Principal for Instruction_____ (name) for additional information at (campus phone number).

(#4 Required statement per ADE)

5. **Make-up Policy:**   Information on adherence to deadlines; and how a student may make up work missed as a result of absence. Included here may be a reminder of the Advisory period and any other special resources available to students to assist in making up work.

6. **Attendance:**   "Absent" is defined as nonattendance in an assigned class or activity for more than one-half of the period. (PXU Governing Board Policy J-1561 JHR)

<mark>#6 cannot be modified or changed PXU Governing Board Policy</mark>

"Tardy" is defined as not being in the assigned class or activity when the tardy bell has finished ringing. (PXU Governing Board Policy J-1561 JHR)

Students may fail the class for the semester in any course, when reaching a total of 12 excused/unexcused absences and after school-documented interventions have been exhausted. (Student Procedures Handbook).

7. **Parent/Guardian and Student Sign Off Document:**   A brief statement to acknowledge receipt.

8. **Additional Site Agreed Upon Components**   To be determined by each site as needed.

Phoenix Union High School District
Competency Option Request Form

(to be completed by student and counselor)

Student name _____ Student Number_____

Grade Level_____Counselor _____Date of Request _____

Requested course _____

Student: Please write your reason(s) for requesting to take the Competency Option for the above listed course.

Counselors: Note comments after explaining the process, requirements, and reviewing the student's academic progress.

Student's Signature _____Date _____

Parent's/Guardian's Signature _____Date_____

Counselor's Signature _____Date_____

Student: Return this form to your counselor after your parent/guardian signs it. Upon receipt, counselor will forward form to the Assistant Principal for Registration.

Administrator Signature: _____Date _____

Instructional Leader Signature: _____Date_____

Assigned Teacher Signature:_____Date_____

Student received testing materials   Date _____

Student completed option: Date_____

Copy to: Counselor, Credentials Specialist, Teacher

Phoenix Union High School District
Competency Option Request Grade Verification Form
(to be completed by the assigned teacher)

Student Name _____

Student Number_____   Course _____

Counselor _____

Date started _____Date ended_____

This is to verify that the above named student.....

Check one

☐ Proficient-   has successfully completed the coursework and demonstrated proficiency on the assessments for the course indicated above

☐ Not Proficient-   has not successfully completed the coursework and has not demonstrated proficiency on the assessments for the course indicated above

Teacher's Signature_____Date_____

Instructional Leader's Signature _____Date_____

- -

Return this form to the Credentials Specialist

Credential Specialist's Signature _____Date_____

Administrator's Signature _____Date_____

*Copy to: Counselor, Instructional Leader, Parent

*Original: Assistant Principal of Registration

Phoenix Union High School District
Annual Competency Option School Report Form

(to be completed by the campus administrator/designee)

School_____ Date_____

Course	Requesting	Proficient	Non Proficient	Total
English 1				
English 2				
English 3				
English 4				
English 5				
English 6				
English 7				
English 8				
English 9				
Algebra 1				
Algebra 2				
Algebra 3				
Algebra 4				
Geometry 1				
Geometry 2				
Pre-Calculus 1				
Pre-Calculus 2				
Physical Science 1				
Physical Science 2				
Earth Space Science 1				
Earth Space Science 2				
Biology 1				
Biology 2				
Environmental Science 1				
Environmental Science 2				
US/AZ History 1				
US/AZ History 2				
World History/ Geography 1				
World History/ Geography 2				
US Government				
Economics				
World Languages (Spanish)				
World Languages (French)				
TOTAL				

Comments:

Administrator Signature _____

Date _____

Send reports to Director of Student Learning by June 15

WORLD LANGUAGES COMPETENCY EXAM STUDENT SCORE SHEET

Teaching & Learning | Student Learning | World Languages

Name of Student:	Student ID:
Name of HQ Teacher Administering Test:	Date of Exam:
Counselor's Name:	

✓ Level of Exam	Spanish 1-2	Spanish 3-4	French 1-2	French 3-4

Directions: In the space below, indicate the student's score for each portion of the exam.

Domain	Spanish 1-2	Spanish 3-4	French 1-2	French 3-4
Listening	_____/23	_____/17	_____/12	_____/13
Reading	_____/24	_____/19	_____/16	_____/13
Interpersonal Communication	_____/25	_____/25	_____/25	_____/25
Presentational Speaking	_____/25	_____/25	_____/25	_____/25
Presentational Writing	_____/25	_____/25	_____/25	_____/25

Check One:

	Spanish 1-2	Spanish 3-4	French 1-2	French 3-4
Proficient				
Non-Proficient				

_____	_____	_____	_____
AC Test Administrator Signature	Date	World Languages IL Signature	Date

WORLD LANGUAGES COMPETENCY OPTION REQUEST FORM

Teaching & Learning | Student Learning | World Languages

(To be completed by student and counselor)

School	WL IL	Counselor	Today's Date

Student Last Name	Student First Name		Student ID	Grade Level

Date Student Received Study Guide	WL Course(s) Taken

Circle WL Competency Exam(s) Requested	French 1-2	French 3-4	Spanish 1-2	Spanish 3-4

In a paragraph, please write your reason(s) for requesting to take the Competency Option for the course(s) identified above.

Counselors: Please explain the process and requirements to the student and check the reason why the student is requesting a WL Competency Exam according to the PXU Marks and Grading Manual.

_____ Student does not have any room in his/her schedule due to a prescribed course of study. (e.g. ELL 4-Hour Model)

_____ Student would like to obtain sequential credit in order to enroll in a higher-level course.

_____ Student's AC Language Teacher makes the request on behalf of the student to move to higher level or AP.

The signatures below indicate that you are aware that this student is pursuing the "Competency Option Request" for a World Languages course. If the student scores proficient on the exam(s) requested, he/she will be granted credit(s) that align(s) to the exam(s) he/she has taken.

_____	_____	_____	_____
Student Signature	Date	Parent Signature	Date
AC Language Teacher	Date	Counselor Signature	Date

Student: Please return this form to your counselor after your parent/guardian signs it. Upon receipt, your counselor will forward the form to the Assistant Principal for Registration.

_____	_____	_____	_____
World Languages IL Signature	Date	Administrator Signature	Date

Student received testing materials.   ☐ YES   ☐ NO

Submit this form to the Office of Student Learning

Your request to take the World Language Competency Exam has been	☐ Approved	☐ Denied

WORLD LANGUAGES COMPETENCY EXAM LIST

Teaching and Learning | Student Learning | World Languages

The electronic form must be completed and submitted to the Office of Student Learning by December 1.

| Name of Student | | Student | Grade | Student's | ✓ Lang. & Level of Exam | | | | Signed Competency Option Request Form | |
Last	First	ID	Level	Counselor	SPA 1-2	SPA 3-4	FRE 1-2	FRE 3-4	YES	NO

PXU POST SECONDARY CONCURRENT ENROLLMENT PERMISSION

Concurrent Enrollment is an opportunity for students who are enrolled in a Phoenix Union high school to take courses not offered in our schools.

In order for the PXU to grant credit for a concurrent enrollment course, the student must...
*maintain full-time enrollment at the high school
*be seeking coursework not available at the high school
*enroll in one concurrent course at a time and no more than two (.5) credit courses in any given semester with each course approved, or not, on an individual basis
*realize that the PXU will not pay for the concurrent enrollment course or any technology, books, or materials required for its completion
*understand that concurrent enrollment coursework is not to be completed on any PXU computer nor during the time the student is attending PXU classes
*understand that PXU teachers and staff are not resources for assistance or tutoring
*understand that coursework may not be aligned to Arizona State Standards or PXU courses and may not provide the skills nor prerequisites needed to advance through our sequence of courses
*understand that an official transcript must be received by the post-secondary institution for credit to be posted to the PXU transcript by May 9, 2022 if it is to be entered on the student transcript to be counted towards May, 2022 graduation
*schedule and attend a conference with the parent/guardian, counselor, and Principal or designee and then obtain written approval, as noted below, <u>before</u> enrolling in the course

---

<u>Enrollment Information and Permission</u>

_____
Date of conference   Time   Location

_____
Concurrent Enrollment Course Requested   Credit(s)

_____
Credit-granting company/resource   Fee

_____
Expected beginning date   Expected completion date

_____
Student Name   Student Signature

_____
PXU Student Number   SAIS number

_____
Parent/Guardian Name   Parent/Guardian Signature

_____
Counselor Signature   Principal or Designee Signature

Phoenix Union High School District
DUAL ENROLLMENT COURSE APPROVAL

Submit this form and required documentation to:
Phoenix Union High School District, Teaching and Learning (CEE-3) 4502 North Central, Phoenix, AZ 85012

Name of High School
_____

High School Course Title
_____

High School Course Teacher (**print** full name)
_____

Name of College/University
_____

College Department Chair/University Dean (**print** name)
_____

Check Appropriate Semester for Credit Offering:

Fall Semester Only Credit(s)_____ Spring Semester Only Credit(s)_____

Year Long High School Studies to Earn Credit(s) at end of Spring Semester_____

College/University Full Course Title(s)	Course Numbers	# of Credits
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature indicates course alignment sufficient to award both high school and college/university credits, verification of minimum teacher qualification according to HLC and/or school support for dual enrollment.

_____	_____
High School Course Teacher Signature	Date
_____	_____
High School Instructional Leader Signature	Date
_____	_____
Assistant Principal for Registration Signature	Date
_____	_____
Content Specialist Signature	Date
_____	_____
Student Learning/ CTE Director Signature	Date
_____	_____
College/University Course Department Chair/Dean Signature	Date
_____	_____
College/University Dual Enrollment Coordinator Signature	Date

Attach copies of high school course standards and college course competencies/university syllabus.

How do I become a
Community College Dual Enrollment Instructor?

1. Contact your Instructional Leader and Assistant Principal - Registration stating your interest in teaching a dual enrollment class(es).

2. Identify the college with which your school works

3. Contact the Dual Enrollment Coordinator at the community college assigned to your high school.

4. Ensure you meet MCCCD teaching qualifications; see "MCCCD Teaching Requirements".

5. Complete the Dual Enrollment Instructor application for the appropriate college:

   Phoenix College
   http://www.pc.maricopa.edu/pcdt/pdf/Dual%20Enrollment%20Instructor%20Application%20Packet.pdf

   GateWay Community College
   http://www.gatewaycc.edu/sites/default/files/imce/images/spring13dual_enrollment_instructor_app.pdf

   South Mountain Community College
   http://images.southmountaincc.edu/webimages/DualEnrollment/DualEnrollmentAppPacket2013.pdf

6. Submit your application with updated resume and unofficial set of transcripts to the Dual Enrollment Coordinator.

7. An interview with the community college content department chair and/or designee maybe required.

Phoenix Union High School District
Independent Study Contract

Teacher Responsibilities:
1. Assign all work, activities and assessments to the student for the course requested.
2. Identify time periods for completion of class work.
3. Monitor student progress.
4. Assign a grade to the student at end of designated time period.
5. Turn in record of grade to registrar/credentials specialist if student is not on class list or if completion occurs at mid-semester.

Student Responsibilities:
1. Meet with counselor to set up Independent Study.
2. Identify Independent Study teacher.
3. Secure teacher, parent and counselor signatures.
4. Complete and submit all class work and activities assigned by teacher in a satisfactory and timely manner.

I _____ Student ID#_____ Grade_____

will complete an Independent Study with

_____(Teacher Name)

for_____

during the following dates: _____

I understand that a grade will be assigned and credits will be earned only upon the satisfactory completion of all class work and activities assigned by the Teacher.

_____   _____
Student Signature   Parent Signature

_____   _____
Teacher Signature   Counselor Signature

_____
Instructional Leader Signature

_____
AP for Registration Signature

(Direct Registrar to enter class on student schedule.)

Phoenix Union High School District
Independent Study Contract

Date_____

The following student and teacher have agreed that the student will earn credit in the class listed below:

_____Student ID#_____

(Student Name)

_____

(Teacher Name)

_____

(Name of Class)

If the student is dropping a regular class in order to take the class through Independent Study, the reasons are listed below or attached:

_____
_____
_____
_____

In order to complete all requirements for the Independent Study class, the student may remain on campus during the times and in the location(s) listed below which are outside his/her regular class schedule:

Times:_____

Locations:_____

Listed below are the objectives for successful completion of this course and the dates by which the various requirements must be completed. If additional space is needed, please attach a supplemental sheet to this document. Periodical monitoring will be done by the teacher.

<u>Assignments, Standards & Assessments</u>   <u>Expected Date of Completion</u>

1.

2.

3.

4.

5.

6.

7.

8.

9.

The Accreditation Committee must meet and approve as required before the Independent Study class can be added to the student's schedule.

_____   _____
Student Signature, Date   Parent Signature, Date

_____   _____
Teacher Signature, Date   Counselor Signature, Date

PHOENIX
PXU
UNION

PERMISSION FORM FOR HIGH SCHOOL CONCURRENT ENROLLMENT **WITHIN PXU** WHILE ENROLLED AT A PXU SCHOOL

PROCEDURE:

1. Student and parent must conference with the student's counselor for permission to take an online credit course.
2. If agreement for concurrent enrollment is reached the following must be filled out:

STUDENT NAME: _____ STUDENT ID: _____

HOMESCHOOL: _____ COUNSELOR: _____

COURSE(S): _____

Please indicate other option(s) that have been explored:

_____ Campus Online Platform   _____ Summer School   _____ Evening School

Date Parent Notified: _____   Method of Notification: _____

ADMINISTRATIVE USE ONLY:

Review by Assistant Principal for Registration:

- Approved
- Denied

(If denied, justification must be provided by the Assistant Principal for Registration in writing.)

Name: _____   Signature: _____   Date: _____

PERMISSION FORM FOR HIGH SCHOOL CONCURRENT ENROLLMENT **WITHIN PXU** WHILE ENROLLED AT A PXU SCHOOL

PROCEDURE:

1. Student and parent must conference with the student's counselor for permission to take an online credit course.
2. If agreement for concurrent enrollment is reached the following must be filled out:

STUDENT NAME: _____STUDENT ID: _____

GRADE LEVEL: _____ COURSE: _____

INSTITUTION: _____ CREDIT TO BE REQUESTED: Elective / Core

Please indicate other option(s) that have been explored:

_____ Campus Online Platform   _____ Summer School   _____ Evening School

_____ PXU Digital Academy   _____ No other option available

Date Parent Notified: _____Method of Notification: _____

Counselor must attach a signed rationale to this form, and submit to the

Assistant Principal for Registration.

ADMINISTRATIVE USE ONLY:

Review by Assistant Principal for Registration:

- o Approved
- o Denied

(If denied, justification must be provided by the Assistant Principal for Registration in writing.)

Name: _____   Signature: _____Date: _____

Personal Curriculum Request
(Completed by PC development team)

Student Information		
Student:	Current Grade:	ID:
Parent/Legal Guardian:		
Request By: ☐ Parent	☐ Student	☐ Counselor
School:	Counselor:	Phone #
Anticipated Graduation Date:	Date of Request for Personal Curriculum:	

The purpose of this Personal Curriculum request is to modify <u>the Algebra 3 and/or Algebra 4</u> math requirement for high school graduation. Students must meet the graduation requirement of 22 credits.

Criteria for Consideration of Personal Curriculum Eligibility	

☐ Education Career Action Plan (ECAP)
 	
☐ Postsecondary Plan_____
 	
☐ Career or Life Goals_____
 	
☐ Must be a Junior or Senior student.
 	
☐ Student is on track for graduation other than in math.
	(If Applicable)
	
	☐ ☐ Current Individualized Education Program (IEP)
	
	    Date of Current IEP ____/ ____/ ____
	    If a student has an IEP, the IEP dictates their graduation requirements.
	
	☐ Student has a 504 Plan.
	
	☐ Transfer student enrolling with less than Arizona math graduation requirements

Math History

Passed Algebra 1-2: _____ Grade Recv. _____ Comments: _____

Passed Geometry:_____ Grade Recv. _____ Comments: _____

Attempted Algebra 3-4: _____ Grade Recv. _____ Comments: _____

Other _____ Grade Recv. _____ Comments: _____

Additional Considerations

What accommodations, interventions and support have been attempted? (remediation opportunities, class participation)

☐ Tutoring ☐ Lab Class ☐ Intervention _____

☐ Attendance history

_____

What math course does the student plan to take in his/her senior year?

Personal Curriculum Request
(Completed by PC development team)

Why is this modification necessary?	
Findings (Check the appropriate determination)	
☐	**Eligible** Graduation math requirement modified as documented in Personal Curriculum Plan
☐	**Ineligible (Provide rationale of ineligibility for a Personal Curriculum)** Rationale:
Parent Signature: Date:	Student Signature: Date:
Counselor Signature: Date:	Administrator Signature: Date:

Student Assistant Evaluation Rubric & Job Performance Feedback School Year 2021-22

Student Assistant Name:	Campus
Evaluation Period:	Department

Criteria	Proficient: Performance consistently meets or exceeds expectations	Not Proficient: Performance inconsistently meets or does not meet expectations	Comments
Job Knowledge & Skills: Shows understanding of required job duties, and has appropriate knowledge and skills to complete assigned work.			
Quality of Work: Produces quality work that meets supervisor's standards. Completes assignments in a timely manner with few errors.			
Productivity: Produces, in quantity, the work expected of the position and remains on task. Avoids distractions such as personal calls, personal visitors, social media, etc.			
Initiative: Shows resourcefulness, self-reliance, and efficiency in completing assignments. Asks for additional work assignments and participates in training as needed.			
Communication: Interacts positively and professionally with students, staff, customers, guests, visitors, co-workers and supervisors.			
Cooperation: Works well with co-workers, shows willingness to compromise and resolve issues, contributes to overall goals of department/organization.			
Positive Image: Serves as positive representative of the school. Models professionalism, enthusiasm, customer service. Avoids gossip, profanity and other inappropriate behavior.			
Confidentiality: Handles information with discretion. Maintains confidentiality on all school records, and refrains from accessing information unless work-related and assigned by supervisor.			

Student Assistant Evaluation Rubric & Job Performance Feedback School Year 2021-22

Criteria	Proficient: Performance consistently meets or exceeds expectations	Not Proficient: Performance inconsistently meets or does not meet expectations	Comments
Stress Management: Works well under pressure. Shows ability to handle multiple tasks, asks questions for clarification and understanding, requests assistance when needed.			
Responsibility: Accepts responsibility for actions taken, as well as the job itself. Accepts feedback on completed assignments and works to show progress, growth and improvement.			
Attendance/Punctuality: Reports to work on time as scheduled. Meets assignment deadlines. Follows absence reporting procedures if/when unable to work, and appropriately submits requests for time-off or schedule changes.			
Problem Solving/Critical Thinking: The ability to evaluate a situation objectively and decide upon an appropriate course of action or solution to a problem.			

Additional Supervisor Comments:

Suggested actions for development and improvement:

Supervisor Name (Print) Supervisor Signature   Job Title/Department/Date

_____   _____

I acknowledge that I have reviewed this evaluation with my supervisor. My signature indicates that I have been advised of my performance status, and does not necessarily imply agreement.

Student Assistant Name (Print) Student Assistant Signature   Student ID Number/Date

_____   _____

Evidence Form for Concept Recovery

Student Name_____ Student ID_____
Orig. Teacher of Record_____ Concept Recovery Teacher_____
Recommended Grade_____

Standard Assigned	Assignment(s) Assigned

Notification of Schedule Change

Student Name: _____ ID#_____ Effective Date of Change: _____

Transfer From			Transfer To	
Period	Course/Teacher	Current Grade *	Period	Course/ Teacher

*Attach Student Progress Report

Additional Comments:

_____
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Evidence-Based Grading

Evidence-based grading aligns with the PXU Learner attributes in creating self-reliant, efficacious learners with personal agency. Therefore, educators using evidence-based grading believe and affirm that:

- Educators have a professional obligation to report student learning accurately.
- Educators make no assumptions about the state or quality of student learning.
- Educators consider proficiency demonstrations, student thinking, student dispositions, and student self-appraisal to be valid evidence for interpretation.
- Educators assign grades based on a calibrated and professional interpretation of student-produced evidence.

DEFINITIONS

COMPETENCY	Essential, transferable, and enduring course skills.
STANDARD	Statement that outlines the expected level of quality at which a student performs; how well a skill is performed.
PROFICIENCY SCALE	The varying levels of competence related to the standard.

The codes 4, 3, 2, 1, M and N below communicate student progress in each proficiency scale. The codes 4, 3, 2, 1 should not be viewed as points or used as mathematical calculations in any way. Instead, these codes are placeholders in the grade book to delineate the proficiency level at which the student is working.

District Proficiency Scale:

4	Refined Mastery	Exceeds Proficiency
3	Demonstrates Mastery	Demonstrates Proficiency
2	Approaching Mastery	Approaching Proficiency
1	Developing Foundational Skills	
M	Missing Evidence (still able to submit)	
N	Missing Evidence (time has passed to submit)	

SUCCESS CRITERIA	The content and defining characteristics that students use to demonstrate a level of competence in the standard of a skill.

GRADING	The interpretation of student-produced evidence of mastery; not calculation of scores or marks.
GRADE (TERM)	A, B, C, D, F, Audit, Proficient/Not Proficient, or Incomplete, a student receives at the end of each term or on a progress report.
GRADE (SEMESTER)	The semester letter grade reflects a student's demonstrations of their level of competence in the skills. At the end of the semester, the teacher will review the body of evidence, and consider growth over time. (i.e., competence in the criteria, can lead to mastery of course standards, which in turn may lead to competency in the course skills, which suggests a letter grade.)

District Evidence-Based Grading Scale

A	All course competencies achieved at "3" or "4" proficiency levels.
B	All course competencies achieved at "2", "3" or "4" proficiency levels with **at most one** competency at a "2" proficiency level.
C	All course competencies achieved at "2", "3" or "4" proficiency levels with **two or more** competencies at "2" proficiency level.
D	All competencies achieved at "1", "2", "3" or "4" proficiency levels with **at most one** competency at "1" proficiency level.
F	All course competencies achieved at "1", "2", "3" or "4" proficiency levels with **two or more** competencies at "1" proficiency level.

MISSING EVIDENCE	If a student has missing evidence in the form M (work missing) or N (work missing and avoidance) in any amount, then the student runs the risk of failing the course. In these cases, there may not be enough evidence to determine proficiency nor a course grade.
RUBRIC	A conversational tool used to discuss a performance, a product, or a project.
SUCCESS	An efficacious learner who is reflective in their thinking and self-reliant in their practice.