

UNDERSTANDING YOUR CHILD'S REPORT CARD



The purpose of this guide is to help you understand your child's report card and performance relative to our current expectations.



YOUR CHILD'S REPORT CARD is part of a continuous and ongoing reporting process. It provides insights into your student's learning and reflects both the Vermont Education Quality Standards and the Barre Unified Union School District's grading policies.

IN OUR REPORT CARDS, we indicate whether your child is exceeding, meeting, progressing towards, or beginning to meet our school's expectations by using the following letters:

In the report card, your child is assessed on two components. One component, which is required in the Vermont Education Quality Standards, delineates our "transferable skills," or habits of learning. These skills are often referred to as 21st Century Skills, or the core competencies believed to be necessary to succeed in learning, work and life during this century. They include working independently; following written and oral directions; completing work; participating cooperatively with others; contributing to discussions and being an active listener; respecting others; and accepting responsibility for one's actions.

X = **EXPANDING.** Your student is exceeding current expectations

The second component reflects academic performance. Each course your child takes reports out on the major domains that connect to the content standards (see page 3). These standards are identified in the Vermont Education Quality Standards and include English language arts, mathematics, global citizenship (social studies), science, physical education, health, and the arts.

P = **PROFICIENT.** Your student is meeting current expectations

D = **DEVELOPING.** Your student is progressing towards meeting current expectations

Please note that not all components are taught at every grade level or during every marking period. Only those components being taught will be assessed on the report card.

B = **BEGINNING.** Your student is beginning to meet current expectations

NE = **NOT ENOUGH EVIDENCE.** Your student did not show enough evidence to be scored on our current expectations

AE = **ADMINISTRATIVE EXEMPTION.** Your student received an exemption due to personal circumstances

For detailed information on each of our habits of learning and academic content proficiency, we encourage you to speak with your child's teacher.

There is further explanation in greater detail on the following pages.

Sample Report Card

Student Attendance Summary

Q1		Q2		Q3		Q4		TOTAL	
Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy	Absent	Tardy
0	1	2	0	1	0	2	1	5	2

* If your child has no absences or tardies, the report card will say: "This report card only lists absences. Lack of attendance means there were no absences."

Academic Performance Level for Current Expectations

Score	X = Expanding	P = Proficient	D = Developing	B = Beginning	NE = Not Enough Evidence	AE = Administrative Exemption
Level	Expanding	Proficient	Developing towards expectations	Beginning to meet expectations	Not enough evidence	Administrative Exemption

Example of How Transferable Skills Are Assessed and Scored

HABITS OF LEARNING (TRANSFERABLE SKILLS)		
SKILL	Q1	Q2
Works Independently	P	
Follows Directions (written and oral)	P	
Completes Work	X	
Participates Cooperatively with Others	P	
Contributes to Discussions / Is an Active Listener	D	
Respects Others (rights, opinions, feelings, and property)	B	
Accepts Responsibility for Their Own Action	D	

These are examples of habits of learning, also known as transferable skills, aligned with our Proficiency-Based Learning and Graduation requirements.

Explanation of scoring at the end of Quarter 1 (Q1)

P = The student's performance is meeting current expectations.

X = The student's performance is exceeding current expectations.

D = The student's performance is progressing toward meeting current expectations.

B = The student's performance is beginning to meet current expectations.

*Habits of Learning are scored independently of academic course work.

**At the Middle School level, different habits of learning are assessed and scored.

Example of How Content Standards Are Assessed and Scored

These are examples of standards, clusters, and domains aligned with our Proficiency Based Learning and Graduation requirements.

Explanation of scoring at the end of Quarter 1 (Q1)

D = The student's performance is progressing toward meeting current expectations

No assessment = the component not taught in this marking period

P = The student's performance is meeting current expectations

B = The student's performance is beginning to meet current expectations

Academic Performance Level / Mathematics Grade 2

SKILL	Q1	Q2
Operations & algebraic thinking	D	
Geometry		
Number & operations in base ten	P	
Measurement & data	B	

What the Words Mean

Standards define what students should understand and be able to do in a given subject area.

Clusters are groups of related standards that fall under a particular domain.

Domains are broader groups of related standards under a particular subject area.

In math, for example, the domains might include geometry, measurement and data, and numbers and operations; the standards would define what students should know and understand in these areas; and there would likely be clusters of sub-standards related to each domain.



We recognize that assessing and reporting your child's performance relative to our current expectations could potentially be confusing. If you have any questions or concerns after reviewing your child's report card, we encourage you to contact their teacher for additional information or explanations.

For more information about Proficiency Based Learning and Reporting, visit the Vermont Agency of Education at education.vermont.gov

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