

UNDERSTANDING YOUR CHILD'S REPORT CARD & TRANSCRIPT

The purpose of the report card is to communicate your child's performance relative to our current expectations. The purpose of the transcript is to report your child's ongoing progress towards demonstrating proficiency in our graduation standards.

The Washington Central Supervisory Union (WCSU) is assessing and reporting student progress differently this year to reflect the Vermont Education Quality Standards of 2014 and WCSU's Student Learning Outcomes.

The "Standards" aligned with our Student Learning Outcomes are divided between "Core Knowledge" standards such as Literacy, Mathematical Content and Practices, and Artistic Expression; and "Transferable Skills" such as Creative and Practical Problem Solving, Working Independently and Collaboratively, and Self-Awareness and Self-Direction.

This guide has been prepared to give you a clear understanding of your child's current performance and progress toward meeting our school's expectations relative to these Standards; and to help you understand how we will report ongoing progress toward proficiency in the Standards.

It is important to note that not all Standards are addressed every year, nor are they assessed at all grade levels. Only the Standards that are being taught and assessed in a given year will appear on the report card.

We recognize that assessing and reporting performance on Standards aligned to our Student Learning Outcomes could potentially be confusing! Please be sure to contact your child's teacher or TA if you have questions or concerns about your child's progress.

For more information about our Student Learning Outcomes, Standards, Performance Indicators, and assessment and scoring criteria, please visit the Student Learning Outcomes page at www.wcsu32.org.

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

- 4** = Your student is exceeding course expectations
- 3** = Your student is meeting course expectations
- 2** = Your student is progressing toward meeting course expectations
- 1** = Your student is beginning to meet course expectations
- NA** = Your student was not assessed on this Standard in this reporting period

IN OUR NEW TRANSCRIPTS, we indicate your child's progress towards achieving proficiency in the Standards, at the graduation level, by using the following letters:

- B** = Beginning
- D** = Developing
- P** = Proficient
- A** = Advanced

These numbers and letters are explained in greater detail on the following pages.

SAMPLE REPORT CARD

Academic Performance Level for Current Expectations

Score	4	3	2	1	NA
Level	Exceeding expectations	Meeting expectations	Progressing to expectations	Beginning to meet expectations	Not assessed

Student Learning Outcomes

Student Learning Outcomes can best be defined as what we believe our students should know and be able to do by the time they graduate. WCSU has divided its Student Learning Outcomes into two specific areas:

Core Knowledge of Essential Academic Subjects

Core Knowledge of Essential Academic Subjects include traditional academic subjects:

- literacy
- mathematical content and practices
- scientific inquiry and content
- global citizenship
- physical education and health
- artistic expression
- financial literacy

Transferable Skills

Transferable Skills are abilities and behaviors that prepare students for lifelong learning and success:

- creative and practical problem solving
- effective and expressive communication
- engaged citizenship
- working independently and collaboratively
- informed, integrated and critical thinking
- self-awareness and self-direction

We will know that a student has obtained a Core Knowledge of the Essential Academic Subjects, as well as the abilities and behaviors that will prepare them for lifelong learning, when they are able to demonstrate proficiency in the Standards that are aligned with each of these Student Learning Outcomes; and we will measure "proficiency" by looking at Performance Indicators assigned to each Standard.

The names of the course(s) your student is taking appear in the left margin.

The "Standards" your student is expected to meet in each course appear in the right margin. "Transferable Skills" are not included in the final Course Score calculation, but appear on the report card as an indication of their current progress.

COURSE	TASK	Q1	Q2
Humanities 10, Part 1	Course Score		3
	Reading: Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and Informational texts	1	3
	Expository Writing: Produce clear and coherent writing for a range of informative and analytical tasks, purposes, Standards and audiences	3	3
	Language: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		3
	TS: Creative and Practical Problem Solving: Apply a variety of problem-solving strategies demonstrating reflective, creative, and innovative Transferable Skills, Thinking and modeling		3
	TS: Working Independently and Collaboratively: Exhibit the skills to work independently and collaboratively with efficiency and effectiveness	3	3
Math, Algebra 2	Course Score		3
	Number and Quantity: Reason, describe, and analyze quantitatively, using units and number systems to solve problems.	2	3
	Algebra: Create, interpret, use, and analyze expressions, equations, and inequalities.		3
	TS: Effective and Expressive Communication: Communicate effectively and creatively using oral and written language	2	3

Standards

Transferable Skills

Student Learning Outcomes (SLOs) such as "Literacy" and "Math" are addressed in the courses and pathways students choose. Standards related to Literacy and Math are assessed in courses like Humanities 10 and Algebra 2.

The achievement and/or accomplishment of one or more performance indicators is a way of measuring whether students are beginning to meet, progressing towards, meeting, or exceeding course or pathway expectations in particular Standards. This, in turn, helps us measure their growing proficiency in the Standards.

Quarter scores reflect whether students are beginning to meet, progressing towards, meeting, or exceeding the expectations in the courses/pathways they are taking.

SAMPLE TRANSCRIPT

A student's Grade Point Average (GPA) will be calculated by averaging their combined course scores. If this student's GPA were based only on the below scores, it would be a 3.0 $(2+3+4 = 9 / 3 = 3.0)$

Key Components of the Student Transcript

Course Report

Score = How well your student met current course/pathway expectations

- 1 = Beginning to meet expectations
- 2 = Progressing towards expectations
- 3 = Meeting current expectations
- 4 = Exceeding expectations



Graduation Scale

Letter = Your student's progress towards achieving proficiency in our graduation requirements (PBGRs).

B = Beginning **P** = Proficient
D = Developing **A** = Advanced



Proficiency Graphs

Measuring progress towards achieving WCSU's PBGRs.

Year 1

Year 2

Year 3

Year 4

Let's Look at an Example: Literacy

COURSE NAMES	SCORE	YEAR
Composition & Literature	2	2015-16
Humanities 10	3	2016-17
American Writers S1	4	2017-18

GRADUATION PROFICIENCY STANDARD	B	D	P	A
Reading: Comprehend, interpret, analyze and evaluate a wide range and level of complex literary and informational texts.				
Expository Writing: Produce clear and coherent writing for a range of informative and analytical tasks, purposes and audiences.				
Expressive Writing: Develop polished written work in a variety of genres following a process of drafting, feedback and revision.				
Language: Demonstrate command of the conventions of standard English grammar and usage with writing or speaking.				

These are the courses (or pathways) your student has taken in the "Literacy" component of WCSU's Student Learning Outcomes.

The scores reflect how well your student met current expectations in that course/pathway.

Transferable Skills are also included on each student's transcript.

These are the Standards aligned with the "Literacy" Student Learning Outcome (SLO). Standards are the essential components of each SLO. To graduate, students must demonstrate Proficiency in each of the Standards. Proficiency can be demonstrated in any year.

These bars indicate student progress toward Proficiency in the Standards. In this example, the student demonstrated Proficiency in Reading and Expository Writing in year 4; Expressive Writing was not assessed in year 2, but the student demonstrated Advanced Proficiency in year 3, thereby exceeding the graduation standard; the student demonstrated Proficiency in Language in year 2.

Not all of the Literacy Standards are shown in the example, and not all Standards are assessed in all courses. Once a student has demonstrated proficiency in the Standards at the graduation level, they will be eligible to graduate and they will continue to have opportunities to achieve advanced levels of performance.