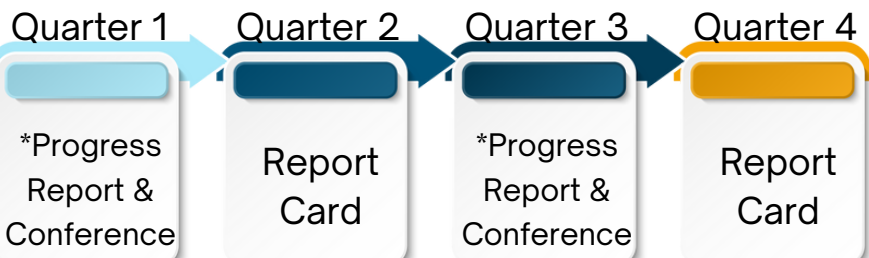




# UNDERSTANDING K-8 BUUSD REPORTING

The purpose of this guide is to help you understand your child's performance.



Progress Reports and Report cards provide insights into your child's learning. They reflect the Vermont education standards and the Barre Unified Union School District's grading policies.

Students are assessed on two components. One focuses on "transferable skills" or habits of learning, which are important for success in the 21st century. These skills include working independently, following instructions, completing tasks, cooperating with others, participating in discussions, listening actively, respecting others, and taking responsibility for one's actions.

Another component measures academic performance. These include: English language arts, mathematics, social studies (global citizenship), science, physical education, health, and the arts.

\*New for the 2023-24 school year, Progress Reports coincide with Caregiver/Teacher Conferences. The purpose of the Progress Report is to indicate how students are doing in accordance to current expectations.



## Proficiency Scale\*\*

**4** = EXPANDING. Your student is exceeding current grade level expectations

**3** = PROFICIENT. Your student is meeting current grade level expectations

**2** = DEVELOPING. Your student is progressing towards meeting current grade level expectations

**1** = BEGINNING. Your student is beginning to meet current grade level expectations

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

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

\*\*Feedback indicated that the letters (B, D, P, X) were confusing to families. We have shifted to the 1-4 scale in response.

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

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

# Progress/Report Card Examples

## 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

### HABITS OF LEARNING (TRANSFERABLE SKILLS)

SKILL	Q1	Q2
Works Independently	3	
Follows Directions (written and oral)	3	
Completes Work	4	
Participates Cooperatively with Others	3	
Contributes to Discussions / Is an Active Listener	2	
Respects Others (rights, opinions, feelings, and property)	1	
Accepts Responsibility for Their Own Action	2	

### Example of How Transferable Skills Are Assessed and Scored

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

3 = The student's performance is meeting current grade level expectations.

4 = The student's performance is exceeding current grade level expectations.

2 = The student's performance is progressing toward meeting current grade level expectations.

1 = The student's performance is beginning to meet current grade level expectations.

*We understand that your child's performance reports could be confusing. If you have any questions or concerns, please contact their teacher for more information or explanation.*

\*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

#### Academic Performance Level / Mathematics Grade 2

SKILL	Q1	Q2
Operations & algebraic thinking	2	
Geometry		
Number & operations in base ten	3	
Measurement & data	1	

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

2 = The student's performance is progressing toward meeting current grade level expectations

No assessment = the component not taught in this marking period

3 = The student's performance is meeting current grade level expectations

1 = The student's performance is beginning to meet current grade level expectations

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