

# Understanding Your Child's Report Card

The purpose of this guide is to help you understand your child's performance and report card 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 Central Vermont Supervisory Union's learning expectations.

Your child's report card reflects performance in two components. The first component, which is required in the Vermont Education Quality Standards, separates out our "transferable skills," or habits of success. 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:

- Respectful Learner (Personal Development)
- Responsible Learner (Work Ethic)
- Engaged Learner (Critical Thinking)
- Effective Learner (Communication)

The second component reflects academic performance. Each class your child takes reports out on performance indicators that connect to the content area standards (PBGRs). These content area 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.

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

*For detailed information on each of our Habits of Success, academic content proficiencies, and performance indicators, we encourage you to speak with your child's teacher.*

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

**E**

EXEMPLARY

**EXCEEDS PROFICIENCY:** The student's work demonstrates excellent achievement of the PI, shows in-depth understanding of the concepts and skills, grasps, applies, and extends the key concepts. The work may not be perfected, but critically shows independent attempts to transfer or apply the learning more deeply or in other settings.

**P**

PROFICIENT

**MEETS PROFICIENCY:** The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.

**DP**

DEVELOPMENTALLY PROFICIENT

**ON TRACK TO MEETING PROFICIENCY:** The student is making expected and appropriate progress toward meeting proficiency on grade level targets in a multi-year grade band.

**A**

APPROACHING

**DOES NOT MEET PROFICIENCY:** The student has made substantive attempts and is progressing toward meeting proficiency, but not meet proficiency independently and/or at this time.

**B**

BEGINNING

**DOES NOT MEET PROFICIENCY OR INADEQUATE EVIDENCE:** The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard, OR may not have attempted the assessment.

# Proficiency-Based Learning

## Central Vermont Supervisory Union

Graduation Requirement	Reporting Method	Assessment Method
YES	Transcripts Report Cards	<b>Habits of Success of All Learners (HOS)</b> 4 proficiencies taught in all content areas  <b>Body of Evidence</b> Students demonstrate achievement of proficiencies through a body of evidence evaluated using common PI scoring scales.
YES	Transcripts Report Cards	<b>Content- Area Graduation Proficiencies (PBGR)</b> 5-8 proficiencies for each content area  <b>Verification of Proficiency</b> Students demonstrate achievement of content-area graduation proficiencies through their aggregate performance on summative assessments over time.
NO	Progress Reports & Tyler	<b>Performance Indicators (PI)</b> 4-6 indicators for each cross-curricular and content-area proficiencies that move students toward the achievement of Graduation proficiencies  <b>Summative Assessment</b> Graded summative assessments are used to evaluate the achievement of performance indicators.
NO	Teacher Feedback	<b>Learning Targets (LT)</b>  Learning intentions/ Targets guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators  <b>Formative Assessment Ungraded</b> formative assessments are used to evaluate student learning progress.

*A Great Schools Partnership Learning Model adapted for CVSU Version 4.25.2018*