

A Parent's Guide to PB Reporting



Our Foundational Beliefs

All students feel respected, cared for, and loved.

Educators feel valued, respected and supported.

Students, educators and families work together to build positive relationships.

Students know why they are learning.

Students know what they are expected to learn.

All learners have voice and choice in their pursuit of personal growth.

Students and educators have ongoing, rigorous opportunities to learn.

Educators believe in and model learning as a lifelong process.

Educators communicate with families before, during, and after challenges and successes.

The entire community benefits from the strengths of its students, staff and schools.

A Parent's Guide to Proficiency Based Reporting

INTRODUCTION/PRINCIPLES OF PROFICIENCY BASED LEARNING

Assessment and grading are an integral part of teaching and learning and measure what a learner knows and is able to do. Proficiency-based learning calls for clarity around the learning expectations and the reporting of those expectations.

- All learning expectations are clearly and consistently communicated.
- All learning will be evaluated based on common standards regardless of program placement.
- All assessments are based on common standards.
- Formative assessments measure learning progress and inform instruction.
- Summative assessments evaluate learning at a specific point in time.
- Academic progress is reported separately from work habits or transferable skills.
- Grades communicate learning progress and achievement to learners and families.
- Learners are given multiple opportunities to demonstrate proficiency.
- Learners can demonstrate and transfer learning in multiple ways across content areas.
- Learners are given opportunities to make decisions about how they demonstrate their learning.

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SCORING GUIDE

Each course/subject area is built upon 3-8 proficiencies and each of those proficiencies have 3-8 performance indicators. A performance indicator is a description of concepts or skills that can be achieved during a particular course. We have derived the course/subject area proficiencies and performance indicators from the adopted Vermont State Standards/Common Core Standards. Report cards communicate a learner's achievement level of the assessed performance indicators.

Our proficiency-based grading language and scale is below:

4- Exceeding Proficiency- meaning your child is surpassing the standards/proficiencies at that point in time

3.5

3- Meets Proficiency- meaning your child is meeting grade level standards/proficiencies at that time of the year

2.5

2- Approaching Proficiency- meaning your child is approaching the standards/proficiencies

1.5

1- Below Proficiency- meaning your child is not meeting the standards/proficiencies yet

N/A- Not addressed /assessed this marking period

FREQUENTLY ASKED QUESTIONS

How are the levels of proficiency defined?

In grades K-6, there are three reporting periods. At the end of each reporting period, you will receive information about your child's progress.

For the first two reporting periods, students are evaluated based on their progress toward end of the year proficiencies (standards). A mark of a "3" in the first marking period means that your child is making steady and adequate progress toward achieving end of the year expectations.

In the last report card of the year, the scores reflect your child's actual achievement of the skills, concepts and strategies identified in the proficiencies for that grade level.

Exceeds Proficiency (4)- Your child is consistently exceeding the proficiencies as demonstrated by a variety of work and assessments that shows in-depth understanding and application beyond the grade level skills and concepts.

Meets Proficiency (3)- Your child consistently meets the proficiency as demonstrated by a variety of work and assessments that shows independent understanding and use of grade level skills and concepts.

Approaching Proficiency (2)- Your child occasionally meets proficiencies (standards) as demonstrated by a variety of work and assessments that show incomplete or inconsistent understanding and use of grade level skills and concepts.

Below Proficiency (1)- Your child shows little or no evidence yet of meeting the proficiencies (standards) as demonstrated by a variety of work and assessments of grade-level skills and concepts.

**How should we look at a student's grade if a system of A-F changes to 4-1?
What should be an A, in the new grading system?**

You cannot compare the two grading systems. As they say it is like comparing "apples to oranges". Proficiency-based grading philosophy defines a proficiency (standard), and determines whether or not a student is meeting the proficiency at given points in the school year. Unlike some of our previous report card systems, a proficiency-based system does not average performance over the duration of the course. Instead it collects evidence throughout the marking period that substantiates the student's level of proficiency.

Is it impossible to achieve a level 4?

No, it is not. However, a level 4 indicates performance that is consistently above performance expected for that grade level. Level 4 work shows depth of application, connection, and extension, or acceleration beyond the targeted goals.

If a student receives 1's or 2's what structures are in place to support that student?

Interventions are in place at all schools to support learners who are not meeting standards in math and reading. If a student receives 1's or 2's, it means his/her work is not yet meeting grade level standards. If you are unclear about interventions available to students, please contact your classroom teacher or building principal.

My child used to have "high grades" but doesn't now?

The score reflects the student's progress toward the proficiencies. Under the prior system, grades reflected a combination of ability and compliance. As a result, grades may have been inflated. Now, the student's participation and effort are reported as separate scores.

How does a proficiency-based report card improve teaching and learning?

Knowing where the students are in their progress toward meeting proficiency-based learning targets is crucial for planning and carrying out our classroom instruction. The assessment system is designed to give teacher more information about the student's progress in meeting the level of proficiency required by each standard. Teachers teach to the needs of their students. In addition, teachers share standards with students and parents, helping them to better understand the learning that needs to take place.

"By comparing one child's performance to a clear standard, parents, children and teachers all know precisely what is expected. Every time a student attempts a take, the performance is compared to the standard, not to other children's performances. The most important advantages for children and families are fairness clarity, and improved learning.

" ~ Doug Reeves, 2004

How is growth towards individual goals, i.e. IEP goals reported?

Growth towards individual goals will be reflected in a separate report for students who have an IEP through an IEP Progress Report. This will accompany the grade level report card.

Will all proficiencies/performance indicators be reported on each trimester?

Not all proficiencies will be reported on each trimester. Reporting of progress is dependent upon the curriculum in the classroom for that trimester. If a standard/proficiency is not assessed or addressed during Trimester 1 or 2 it will not appear on the report card for that Trimester. However, by Trimester 3 all of the proficiencies/standards will be reported on.

K-5 HABITS OF WORK

Work Respectfully and Collaboratively

Treat others with respect.

Accept responsibility for personal decisions and actions.

Listens actively.

Make sure classmates feel safe and comfortable.

Pursue Personal Best

Willing to try new things; take constructive risks.

Learn from setbacks and feedback; persevere.

Seek challenge and solutions.

Complete homework; prepare for class.

Use class time effectively.

6-12 TRANSFERABLE SKILLS

Each subject area beginning in 6th grade will report out on Transferable Skills in addition to content area proficiencies. The Transferable Skills will replace the Habits of Work from K-5 on the report card. These proficiencies must be attained by the end of 12th grade for graduation. These proficiencies should be embedded into performance assessments in the classroom.

Clear and Effective Communication

Self Direction

Creative and Practical Problem Solving

Responsible and Involved Citizenship

Informed and Integrative Thinking

Content Area Graduation Proficiencies

English Language Arts

- 1. Reading:** Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.
- 2. Writing:** Produce clear and coherent writing for a range of tasks, purposes, and audiences.
- 3. Speaking and Listening:** Prepare for and participate effectively in a range of conversations and collaborations (1:1, in groups and teacher/student led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 4. Language:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Math

- 1. Number and Quantity:** Reason, describe, and analyze quantitatively using units and number systems to solve problems.
- 2. Algebra:** Create, interpret, use and analyze expressions, equations and inequalities.
- 3. Functions:** Use functions including linear quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts.
- 4. Geometry:** Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.
- 5. Statistics and Probability:** Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

Global Citizenship (Social Studies and World Language)

1. Inquiry:

1A: Students make sense of the world around them through questioning.

1B: Students analyze information to develop reasonable explanations that support inquiry.

1C: Students communicate in ways that foster the exchange of ideas in a democratic society.

2. History: Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.

3. Geography: Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

4. Civics, Government and Society: Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).

5. Economics: Students make economic decisions through their understanding of the interaction between humans, the environment, government, and the economy.

6. Communication: Students communicate orally and in writing in a non-native language.

7. Culture: Students understand and appreciate cultural similarities and differences.

8. Connections: Students use non-native language resources to access information.

9. Compare: Students understand the nature of language through comparison.

10. Communities: Students understand how knowing a non-native language can influence their lives.

Science

1. PHYSICAL SCIENCES: STRUCTURE/PROPERTIES OF MATTER, FORCES, AND INTERACTIONS Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and crosscutting concepts (PS 1 + PS 2)

2. PHYSICAL SCIENCES: ENERGY, WAVES, AND ELECTROMAGNETIC RADIATION Understand and analyze energy and the characteristics and dynamics of waves as demonstrated through the integration of scientific and engineering practices and crosscutting concepts (PS 3 + PS 4)

3. LIFE SCIENCES: STRUCTURE, FUNCTION, AND INFORMATION PROCESSING Understand and analyze molecular, structural, and chemical biology as demonstrated through the integration of scientific and engineering practices and crosscutting concepts (LS 1)

4. LIFE SCIENCES: MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS Understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 2)

5. LIFE SCIENCES: GROWTH, DEVELOPMENT, AND REPRODUCTION OF ORGANISMS, NATURAL SELECTION, AND ADAPTATIONS: Understand and analyze genetics, adaptation, and biodiversity as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (LS 3 + LS 4)

6. EARTH AND SPACE SCIENCES: EARTH, SPACE, AND THE UNIVERSE: Understand and analyze the origins, interactions and relationships between and among the Earth, our solar system, and the universe as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts.

7. EARTH AND SPACE SCIENCES: EARTH SYSTEMS Understand and analyze Earth's systems and the relationship between human activity and the earth as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts (ESS 2 + ESS 3)

Physical Education

1. Motor Skills: Demonstrate proficiency in a variety of motor skills and movement patterns

2. Knowledge Apply: knowledge of concepts, principles, strategies and tactics related to movement and performance.

3. Physical Fitness: Demonstrate the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.

4. Affective Qualities and Social Interaction/Transferable Skills: Exhibit responsible personal and social behavior that respects and promotes success of self and others.

Health

- 1. Core Concepts:** Comprehend concepts related to health promotion and disease prevention to enhance health. —
- 2. Analyze Influences:** Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- 3. Access Information:** Demonstrate the ability to access valid information and products and services to enhance health.
- 4. Interpersonal Communication & Advocacy:** Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks.
- 5. Decision-making & Goal Setting:** Demonstrate the ability to use decision-making skills and goal setting to enhance health.

Art

- 1. Disciplinary Literacy:** Students show literacy in the arts through understanding and demonstrating concepts, skills, terminology, and processes.
- 2. Reflect, Critique, and Collaborate:** Students collaborate, describe, analyze, interpret, reflect and evaluate art (dance, music, theatre, and visual arts).
- 3. Making Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.
- 4. Creation, performance, expression:** Students create, perform, and express ideas and experiences through the art discipline.
- 5d. Visual Arts:** Students create, perform, and express ideas and experiences through the art discipline.

Music

- 1. Disciplinary Literacy:** Students show literacy in music through understanding and demonstrating concepts, skills, terminology, and processes.
- 2. Reflect, Critique and Collaborate:** Students collaborate, describe, analyze, interpret, reflect and evaluate music.
- 3. Making Connections:** Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.
- 4. Creation, performance, expression:** Students create, perform, and express ideas and experiences through the music discipline.

World Language (Global Citizenship)

- 1. Communication:** Students communicate orally and in writing in a non-native language.
- 2. Culture:** Students understand and appreciate cultural similarities and differences.
- 3. Connections:** Students use non-native language resources to access information.
- 4. Compare:** Students understand the nature of language through comparison.
- 5. Communities:** Students understand how knowing a non-native language can influence their lives.