

# Rutland South Supervisory Union

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Dear Parents and Guardians,

We are pleased to announce that we will be piloting a K-6 Proficiency-Based Report Card that is uniform across our four elementary schools next school year. You may already be familiar with a standards-based reporting system; proficiency-based reporting means the same thing but uses different terminology.

While this report card will further unify our schools, it is also a step towards implementing Proficiency-based Graduation and Personalized Learning, which is part of Act 77 Vermont Law. This law requires that all students beginning with the class of 2020 graduate under a proficiency-based system. A proficiency-based system is a model that focuses instruction on a clear set of locally delineated standards, based on our state standards. The purpose of a proficiency-based system is to identify what a student knows, or is able to do, in relation to pre-established criteria.

A proficiency-based system also allows students opportunities to pursue flexible pathways to graduation such as work based learning, early college, and dual enrollment while at the same time allowing students to progress at their own pace. Another tenet of proficiency-based learning is that students are given multiple opportunities to improve their work.

The report card will indicate whether your child is:

- 4- Exceeding Proficiency-** meaning your child is surpassing the standards/proficiencies at that point in time
- 3- Meets Proficiency-** meaning your child is meeting grade level standards/proficiencies at that time of the year
- 2- Approaching Proficiency-** meaning your child is approaching the standards/proficiencies
- 1- Below Proficiency-** meaning your child is not meeting the standards/proficiencies yet

Proficiency-based report cards separate academic performance from work habits and behavior in order to provide parents a more accurate view of a student's progress in both academic and behavioral areas. Variables such as effort, participation, timeliness, cooperation, attendance, etc...are reported separately.

Perhaps most importantly, you will have a clearer understanding of what your child knows and is able to do relative to the academic standards/proficiencies for that grade level. If you have any questions or would like more information please feel free to contact me at 775-3264.

Sincerely,

*Brooke Farrell*

Brooke Farrell  
Assistant Superintendent

Clarendon  
Elementary School

Shrewsbury  
Mountain School

Tinmouth  
Elementary School

Wallingford  
Elementary School

Mill River  
Union High School

## **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.

### ***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 task, 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*

### ***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 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.

### ***What does N/A mean on the report card?***

N/A means that the proficiency (standard) was not addressed and/or formally assessed during that particular marking period. These are end of the school year proficiencies so it may not be appropriate for that proficiency (standard) to be addressed at that point in time.