Understanding Your Child’s Report Card

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.

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.

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.

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.
Proficiency-Based Learning

Central Vermont Supervisory Union

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>Transcripts Report Cards</td>
<td>Body of Evidence Students demonstrate achievement of proficiencies through a body of evidence evaluated using common PI scoring scales.</td>
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<tr>
<td>YES</td>
<td>Transcripts Report Cards</td>
<td>Verification of Proficiency Students demonstrate achievement of content-area graduation proficiencies through their aggregate performance on summative assessments over time.</td>
</tr>
<tr>
<td>NO</td>
<td>Progress Reports &amp; Tyler</td>
<td>Summative Assessment Graded summative assessments are used to evaluate the achievement of performance indicators.</td>
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<tr>
<td>NO</td>
<td>Teacher Feedback Learning Targets (LT)</td>
<td>Formative Assessment Ungraded formative assessments are used to evaluate student learning progress.</td>
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Habits of Success of All Learners (HOS)
4 proficiencies taught in all content areas

Content-Area Graduation Proficiencies (PBGR)
5-8 proficiencies for each content area

Performance Indicators (PI)
4-6 indicators for each cross-curricular and content-area proficiencies that move students toward the achievement of Graduation proficiencies

Learning intentions/ Targets guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

A Great Schools Partnership Learning Model adapted for CVSU Version 4.25.2018