

A Parent's Look at Proficiency Based Reporting



District Mission: We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of district, state, and national educational standards and by challenging them to be productive members of our global society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.

District Vision: All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet and exceed standards.



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.

Greatschoolspartnership.org



Scoring Criteria

Each course/subject area is built upon 3-8 proficiencies and each of those proficiencies have 2-8 performance indicators (Driver's Education has two). 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- *Going Beyond* Proficiency- meaning your child is surpassing the standards/proficiencies at that point in time

3.5 Beyond Proficient

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

2.5 Beyond Making Progress

2- *Making Progress* to Proficiency-meaning your child is approaching the standards/proficiencies

1.5 Beyond Starting

1- *Getting Started* towards Proficiency-meaning your child is not meeting the standards/proficiencies yet

N/A- Not addressed/assessed during the specific marking period

NE- No Evidence



Frequently Asked Questions

How are the levels of proficiency defined?

At the time of each reporting period, you will receive information about your child's progress. For each reporting period, students are evaluated based on their progress toward identified proficiencies (standards).

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

Proficient (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.

Making Progress to 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.

Getting Started towards 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. A level 4 demonstrates depth of application, connection, and extension, or acceleration beyond the targeted goal(s).

If a student receives 1s or 2s 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 1s or 2s, 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 teachers 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?

Progress on IEP goals/objectives will be sent to parents at the same time as the report card. If a student is working on modified proficiencies, that detail will be noted in the “Present Levels” section of the IEP and will include information about how the student's educational and functional performance are impacted.

What does N/A (Not Applicable) 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.

What does N/E (No Evidence) mean on the report card?

N/E means that the proficiency (standard) was addressed and/or formally assessed during that particular marking period, and that there was no evidence that could be reported.



K-5 Habits of Work

Responsibility and Work Ethic

- Produce quality work.
- Come to class prepared.
- Pay attention and resist distracting others.
- Remember and follow directions.
- Begin work promptly and stay on task.
- Display appropriate organizational skills.
- Complete work on time.
- Persevere in challenging situations.
- Work independently with focus.
- Actively engage in learning.

Respect, Self-Control and Positive Attitude

- Allow others to speak without interruption.
- Show respect to adults and peers.
- Consider the consequences.
- Practice self-control.
- Actively participate in class.
- Show enthusiasm.
- Have a positive influence on others.
- Work cooperatively in large and small groups.

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 (Proficiency Required at the 11/12 Level)

#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.

Mathematics

#1 - Number & 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 analyse a variety of contexts

#4 - Geometry: Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.

#5 - Statistics & Probability: Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

Science

#1 - Earth & Space Sciences: Student understands and analyzes Earth's systems and the origins, interactions and relationships between and among the Earth, our solar system and the universe.

#2 - Life Science: Student understands and analyzes concepts of genetics, evolution, biodiversity, ecosystems, and molecular, structural, & cellular biology.

#3 - Physical Science (Energy & Interactions): Student understands how the interactions among objects can be described and represented by the motion, forces, and energy of the objects, and that these interactions can be represented with either particle or wave models.

#4 - Physical Science (Properties of Matter) : Students understand and analyze matter, reactions and physical systems.



Global Citizenship (Proficiency Required at the 11/12 Level)

#1 - Inquiry (Applications of Social Studies Processes, Knowledge, and Skill): Students will collaboratively and independently, research, present, and defend positions on societal issues, trends, and events by developing and modifying research questions and selecting, evaluating, and synthesizing information from multiple and varied resources. In addition, students will be expected to know about the concepts, facts, and tools of civics, economics, geography, history, and the social/behavioral sciences.

#2 - History: Students will apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.

#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 will apply understanding of ideals and purposes of founding documents, the principles and structures of constitutional government in the United States and American political system to analyze the interpersonal relationships among civic, government, and politics in the past and present.

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

Arts: Music

Create: Students will apply the skills and language of music to demonstrate the ability to create music.

Perform: Students will apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.

Respond: Students will apply the skills and language learned to demonstrate the ability to respond to musical intent.

Connect: Students will apply the skills and demonstrate the ability to make connections within music and other disciplines.

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: Exhibit responsible personal and social behavior that respects and promotes success of self and others.

Arts: Visual Arts

#1 - Create: Students will conceive and develop new artistic ideas and work by generating, conceptualize, organizing, developing, refining, and completing artistic work.

#2 - Present: Students will interpret and share artistic work by analyzing, interpreting, selecting, developing, refining, and conveying meaning through the presentation of artistic work

#3 - Respond: Students will understand and evaluate how the arts convey meaning by perceiving, analyzing, interpreting intent and meaning, and applying criteria to evaluate artwork.

#4 - Connect: Students will relate their artistic ideas and work with personal meaning and external context by synthesizing and relating knowledge and personal experiences to make art, and relating artistic ideas and works with societal, cultural and historical context to deepen understanding.

Health Education

#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.

#6 - Self-management: Demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Family And Consumer Science

#1 - Textiles, Fashion, and Apparel: Students will integrate knowledge, skills, and practices required for careers in textiles and apparels.

#2 - Human Development: Students will analyze factors that influence human growth & development.



#3 - Food Preparation: Students will integrate knowledge, skills, and practices required for careers in food production and services.

#4 - Nutrition and Wellness: Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

Computer Literacy

#1 - Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

#2 - Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

#3 - Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Personal Finance

#1 - Apply: Apply knowledge gained through individual assessments to develop a comprehensive goal and an individual career plan.

#2 - Develop: Develop and evaluate a spending/savings plan to meet short-term and long term-goals.

#3 - Evaluate: Evaluate services provided by financial deposit institutions

World Language

Endorsement Levels 1, 2, 3, 4, 5

#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.



Library Information Literacy, Digital Media, and Technology Studies

#1 - Information Literacy: Students will demonstrate critical thinking as they plan and conduct an inquiry-based research process using digital media, technology, and information literacy skills, to create products that express new understandings.

#2 - Innovation: Students will demonstrate innovative thinking as they develop products and processes using digital media and technology to express new understandings.

#3 - Digital Citizenship: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Transferable Skills (Proficiency at the 11/12 Grade Level)

#1 - Clear and Effective Communication: Students demonstrate effective expressive and receptive communication, including: oral, written, multimedia, & performance.

#2 - Self-Direction: Students demonstrate initiative and responsibility for learning.

#3 - Creative and Practical Problem Solving: Students generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions if necessary.

#4 - Responsible and Informed Citizenship: Students participate in and contribute to the enhancement of community life.

#5 - Informed and Integrative Thinking: Students apply knowledge from various disciplines and contexts to real life situations.

