

RSU1 K-5 PARENT REPORT CARD GUIDE

K-5 REPORT CARD

Our report card is aligned to the Maine Learning Results and reflects updates in our curriculum and instruction. Parents will find:

1. Category titles reflecting the Maine Learning Results.
2. Proficiency Levels reflecting student progress toward standards (1-4 Scale).
3. Academic Behaviors reflecting Guiding Principles necessary to be a successful learner (1-4 Scale).
4. Demonstration of rigor and consistency across grade levels.

PROFICIENCY-BASED REPORT CARDS

There are four essential components of a proficiency-based system:

1. The content standards, based on the Maine Learning Results, that describe what a student should know and be able to do at an identified point in time.
2. The standards-based curriculum that a teacher uses to ensure that classroom instruction targets these standards.
3. The assessments that a teacher uses to measure learning and the extent to which a student has met each standard.
4. The communication tool that allows a teacher to accurately report a student's progress toward meeting the standards three times throughout the school year.

UNDERSTANDING ACADEMIC PROFICIENCY LEVELS

This scale is a numeric (1-4) and provides information on overall achievement in the major categories of the subject area. Proficiency-based grading focuses on the student's current academic achievement rather than how quickly he/she learned or how many times it took him/her to master the standards.

Score	1	2	3	4	NA
Explanation of Scores	Not yet able to demonstrate understanding of skills and concepts explicitly taught without extensive teacher support.	Approaching knowledge of concepts and application of skills explicitly taught. Additional teacher support is needed.	Applies knowledge independently while demonstrating a thorough understanding of skills and concepts explicitly taught.	Applies knowledge independently while demonstrating a thorough understanding of skills and concepts beyond what is explicitly taught.	Not assessed during this trimester.

UNDERSTANDING LEARNER BEHAVIORS THAT REFLECT GUIDING PRINCIPLES

This scale provides information on overall demonstration of the Guiding Principles, and reports the development of skills necessary to be a successful learner.

Score	1	2	3	4
Explanation of Scores	Unable to meet expectations despite frequent guidance from adults, or relies on adults for limits to remain in control and maintain appropriate behavior and sustain work habits.	Needs frequent guidance from adults to meet appropriate behavior and sustain work habits for a period of time.	Shows grade appropriate ability and behavior to sustain and meet work habits, with occasional reminders or assistance from adults.	Consistently meets behavior and work expectations; doesn't need assistance or reminders from adults to maintain appropriate behavior and sustain work habits.

NOTE: Keep in mind that a “4” represents a very self-regulated learner, and is not typical of most grade level appropriate behaviors.

FREQUENTLY ASKED QUESTIONS

Q: Why a Proficiency--Based Report Card?

A: Proficiency-based report cards consider:

1. Consistent and timely observations and assessments throughout the year.
2. Evidence collected through differentiated instruction.
3. Student's current academic achievement, rather than pace or number of attempts to master the standards.

Q: How does this help parents?

A: Proficiency-based report cards enable parents to receive accurate information based on cumulative student progress throughout the marking period. In addition, they

1. Promote more detailed and meaningful conversations at parent/teacher conferences.
2. Allow for careful and precise monitoring of student achievement.
3. Reflect grade-level standards and expectations so parents gain a complete idea of student progress.

Q: Why are all standards not listed on the report card?

A: A proficiency-based report card is not the same as a standard/learning outcome listing.

Teams of teachers and administrators:

1. Reviewed the Maine Learning results for each grade level, and
2. Chose descriptors which were considered most significant for student learning in each grade level.

Q: Why are there no letter grades?

A: A proficiency-based report cards rubric approach (1, 2, 3, 4) provides information about student achievement without the need for letter grades.

Letter grades:

1. Do not show a student's performance toward state and district expectations.
2. Typically include factors such as effort, homework, extra credit, participation, and punctuality of assignments that may not demonstrate an accurate portrayal that the child has achieved the expectations of the standard.
3. Are often averages of student work that may not indicate the level of proficiency the student has achieved by the end of the trimester.

Q: Can a student perform at a level 3 and then move to a lower level in the next trimester?

A: The expectations change from one trimester to the next as students move toward the end of grade-level expectations. For example, a student may receive a 3 in one trimester, but as the expectations increase, the student may not demonstrate the same level of proficiency during subsequent trimesters and may receive a 2.

Q: How can I use the new report card to help my child?

A: There are many ways to work with your child's teacher to ensure success:

1. During conferences, examine and discuss samples of your child's work.
2. Ask what resources are available to use outside the classroom to encourage greater proficiency with the standards and expectations.
3. Although separate from proficiency levels, academic behaviors that reflect guiding principles are integral to student success. Discussing and encouraging these expectations will foster greater independence and achievement.

It is important to remember that standards are constantly evolving within and across grade levels (with increasing rigor and complexity) and the expectation is that we are continually growing. Learning from mistakes, taking risks, and increasing effort will be encouraged for all students. Helping your child focus on continuous growth and lifelong learning will be key to their success.