



# DAVID DOUGLAS SCHOOL DISTRICT

*Portland, Oregon*

*Learn · Grow · Thrive*

## **Parent Guide to Elementary Proficiency-Based Report Card**

### **Dear Parents and Guardians,**

At the elementary level David Douglas implements a proficiency-based report card. The proficiency-based report card helps parents to understand what a student knows, or is able to do, and what learning still needs to happen to meet end-of-year expectations. The report card is aligned with Common Core State Standards in English Language Arts and Math. The science units reflect Next Generation Science Standards.

Standards provide a clear set of expectations for the knowledge and skills students need to master at each grade level for their path to high school graduation. Teachers ensure that knowledge and skills are not only taught, but also learned.

The report card separates academic performance from work habits, effort, and behavior. This is to get a more accurate picture of academic performance. Work habits, effort and behavior will be noted in the "Success Skills" section of the report card.

It is our hope the proficiency-based report card, together with teacher conferences, will provide more detailed information for you to understand and support your child's learning. If you have any questions or concerns, please contact your child's teacher or principal.

Sincerely,

Brooke O'Neill

Director of Curriculum & Instruction

***To view a copy of the new report card visit the David Douglas School District Website.  
Grade level report cards are located under the Parent drop-down menu.***

# FREQUENTLY ASKED QUESTIONS

## Q What is the purpose of the report card?

The purpose of the David Douglas Report Card is to communicate with parents, guardians, and students about the progress towards grade-level standards. It identifies current levels of proficiency, areas of strength, and areas where improvement is needed.

## Q What are the benefits of proficiency grading?

**It shows student learning:** Parents can see which skills students have mastered and what learning still needs to happen to meet end of year expectations. Parents will know that students who are proficient are prepared to move on to the next level of learning. A proficiency score reflects a student's current level of performance (not an average score).

**It helps teachers teach:** Proficiency grading helps teachers identify gaps in learning and focus on areas where students need more instruction. Proficiency-based grades provide consistent expectations from teacher to teacher and school to school.

**It makes learning clear:** Standards set a clear set of expectations for the knowledge and skills students need to master at each grade level on their way to high school graduation. Students and teachers have clear learning targets for every standard. Students understand what they know and are able to do and what learning still needs to happen to reach proficiency.

## Q What is different about a proficiency-based report card?

### **2 major differences:**

- **What is measured:** Instead of just "Reading" you will see the specific skills and concepts for meeting grade level standards for Reading.
- **How progress is reported:** Instead of letter grades (A, B, C), students are scored on a scale of 1-4. This score is called a proficiency level.

## Q What does "Proficient" mean?

The student **consistently** demonstrates mastery of the grade level standards. Evidence shows the ability to apply concepts in a variety of contexts.

## Q How are students scored on the standards?

Classroom instruction and assessment is aligned to the learning targets set by the standards. Students should know the learning target and criteria for success. Proficiency scores are based on student performance on specific tasks and assessments, which are tied to the learning standards.

PROFICIENCY SCALE		
4	<b>Proficient</b>	The student consistently demonstrates mastery of the grade level standards. Evidence shows ability to apply concepts in a variety of contexts.
3	<b>Approaching Proficiency</b>	The student is able to demonstrate partial understanding of the grade level standards. Student produces evidence that may often contain errors.
2	<b>Minimal Proficiency</b>	The student is not demonstrating understanding of the grade level standards. Student produces evidence that is significantly below grade level.
1	<b>Insufficient Evidence Towards Proficiency</b>	There is lack of evidence to determine proficiency of the grade level standards.
NA	<b>Not Applicable</b>	The standard was not addressed this semester or the student was not enrolled long enough to accurately assess.

## **Q Is a 4 on a proficiency-based report equivalent to an A or is a 3 considered a B?**

- No.
- Grades and proficiency levels do not correlate with each other.
- Scoring a “3” in a skill or content area in the **middle of the year**, indicates that your child is on target to meet grade level standards by the end of the year.
- However, if your child scores a “3” at the **end of the year**, this indicates that he/she has not yet met the standard in that area for his/her grade level. A score of 4 would demonstrate proficiency in meeting the grade level standard.
- Instead of knowing that your child has an A in math, parents will know what specific skills their child has mastered and the specific skills where more support is needed.

## **Q How do I discuss proficiency scores with my student?**

Talk with your child about their learning targets (standards) and what is needed to reach the target. Help your child reflect on where they are (what he/she has already accomplished and what steps he/she can take to reach proficiency).

## **Q What if my child is falling behind or has already mastered the standards?**

- Teachers will show you examples of your child’s work to define their progress toward the state standards for each subject.
- Teachers will show you what your child needs to work on to increase his/her strengths and improve areas in which he/she is not making progress toward the grade level standard.
- Setting goals based on skills mastered and skills needing improvement is the purpose of proficiency based grading.

## **Glossary of Terms**

**Assessment:** How students show their understanding of what they know/understand and teachers evaluate student needs for further instruction. May include: projects, performances, tests, assignments, responses, portfolios, observation etc.

**Curriculum:** What is taught.

**Instruction:** How the curriculum is taught.

**Proficiency Level:** Score based on a scale of 1-4 indicating how close students are to reaching the standard.

**Standard:** The skill(s) students are expected to know and be able to do by the end of the year.



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