



6 Church Street, Rutland, VT 05701
Phone: 802-773-1900
Fax: 802-773-1927
Web: www.rutlandcitypublicschools.org

Mary E. Moran, Superintendent
Robert S. Bliss, Assistant Superintendent
Peter P. Amons, Chief Financial Officer
Eloise S. McGarry, Director of Support Services

Questions and Answers for Parents Regarding RCPS K-6 Progress Report

Will I know how my child is doing compared to what is expected of him/ her?

Yes. The progress report is aligned with state and local standards and assessments.

Will my child be “ranked” against his/her class mates?

No. We do not assess children against each other or rank the children. We assess them against the standards. Our goal is to have all students reach those standards.

Will my child still be able to get the help he/she needs?

Yes. The progress report does not change our obligation to help all students in need. We will continue to use our local assessments and the related data to focus our supports on students who need assistance.

Will opportunities for my child to access instruction beyond the standard still exist if he/she achieves the standards before the end of the year?

Yes. Our approach to meeting students where they are instructionally will not change.

Will I know if my child is working beyond the standard?

Yes. Teacher comment on the progress report and at parent conferences will be the best source of information.

Will I still be able to communicate with my child’s teacher about his/her progress?

Yes. The relationship between the teacher and the parents is always at the forefront. Please do communicate with your child’s teacher early and often.

How will this affect the ACE award and the Killington AEP program? Can my son daughter still earn a ski pass?

Yes. Rutland City Public Schools intends to participate in Killington’s Academic Excellence Program again. In fact, last year’s marks are the ones that count for this year. The ACE/AEP awards program will be reconfigured so we can recognize that achievement next year. If the students do well, we want to recognize that.

How is my child assigned a 1, 2, or 3? Are there factors other than testing?

As always, progress of the students at RIS, and the reporting of that progress, is based on assessments in school. There are sections on the progress report which speak to effort.

Are there factors other than testing?

As always, the teachers take many factors into account when reporting your child's progress to you. The assigned 1, 2, or 3 in math and literacy is based on specific standardized assessments of skill. In each section there is room for teacher comment on other information, as well as a mark for effort.

What will the progress report look like if the student meets the standard in September?

We do have students who meet some of the standards in the first trimester of the year. In the case of a student who meets the standard in the early part of the year, the mark will be "proficient," 3.

If my child achieves a "3" in the first trimester, how will I know they are still growing?

As always, we will have students who achieve at our highest level in the early parts of the year. Our goal is to meet the needs of the individual students instructionally. As in the past, your child's teacher will comment on the report card and at parent conferences about the level of your child's progress.

What do standards mean?

When we speak of standards in education we mean a learning target in a given skill or content area. It is our goal that our students meet the standards.

Can my child go backwards, met the standard in Trimester 1 and then not meet the standard in a later trimester?

Regression is possible, but unusual. If we do see regression on progress toward the standards it is usually due to absenteeism or extended time away from learning.

What does this mean if my child is on an IEP? Will they only get 1's?

All students will be marked on the progress report according to their progress toward the standards. The problem with this question is that it assumes students on IEP's cannot achieve any of the standards.

If a student is on an IEP he/she MUST, by law, receive a progress report from the school AND a report on the progress toward his/her IEP goals. It is possible that any student could receive all 1's or all 3's.

Are the students going to be assessed on information that hasn't been taught?

The students will be assessed against the standards. The literacy and math teams have chosen assessments that will meet that goal. While it is possible that students will be assessed on information for which they do not have a complete understanding, they will have been taught within the concept.

If there's no 4, how will my child be motivated to do his best?

Whether the mark given is a "4," "3," "100," "A," "Green," or any other piece of information, students who are engaged in their learning do their best as long as their parents and teachers expect them to. The key is to be clear about the learning target (standard) and the expectation.

Is there a difference between a progress report and a report card?

Not really. The names are a little different. The key is that it is a tool that is used to communicate the progress of your child toward a learning target.

What if I still have questions?

We have posted these and other questions, on the school's web site. Please go to: <http://ris.rutlandcitypublicschools.org/> for more information.

Building leadership or Assistant Superintendent of Schools, Rob Bliss. You can also research Vermont's standards at:

http://education.vermont.gov/new/html/pubs/framework.html#grade_expectations