

Parent Guide for the Elementary Report Card

Baltimore County Public Schools



Introduction

The updated report card that you are receiving this year was completely revised during the 2007-2008 school year and updated again this year with the aid and input of over 125 parents, teachers, administrators, and curriculum and instruction personnel. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each grade and in each subject.

This guide was written to assist you in understanding the form and the content of the elementary report card. You will also be able to view a sample report cards.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher. You may also contact a supervisor in the appropriate curricular office.

What Is the Purpose of the Elementary Report Card?

The purpose of the elementary report card is to communicate your child's academic progress. The report card is just one way of learning about your child's progress in school. Conferences with the teacher, along with samples of your child's work, can add to your understanding of your child's performance in school.

When Are Report Cards Sent Home?



Report cards are sent home with your child quarterly. Distribution of report cards is indicated on the Web-based System Calendar (<http://www.bcps.org/calendars/>) and also on the BCPS Information Calendar which is distributed at the beginning of each school year.

Report cards come home in a brown BCPS envelope like the one in Figure 1. You may keep the report card, but it is important that you sign the envelope and have your child return it to the teacher after the first, second, and third quarters. Your signature indicates that you have received and read the report card. You may also use the check boxes on the envelope to request a conference. Upon receiving a report card envelope with "Conference" checked, the teacher will contact you to schedule a convenient time. At the end of the year, you may keep the report card envelope.

ELEMENTARY REPORT CARD FOR _____	
SCHOOL YEAR ____ TO ____	CONFERENCE
TERM 1 – NOVEMBER _____	<input type="checkbox"/>
TERM 2 – JANUARY _____	<input type="checkbox"/>
TERM 3 – APRIL _____	<input type="checkbox"/>
TERM 4 – JUNE _____	
TEACHER _____	ROOM _____

Figure 1

Students in Grade 1 do not receive a report card at the end of the first quarter. Instead, you will have an opportunity to discuss your child's progress with the teacher during a scheduled conference. At the first conference, you may request that the teacher review the first grade report card with you so you will be familiar with the format and know what your child will be learning during the school year. Grade 1 students receive the first report card at the end of the second quarter of school. You will notice that most first quarter boxes are grayed to indicate that no grade was given, and there is no comments section for the first quarter. Attendance is reported for the first quarter since it is calculated into the year's total attendance.

What Is Conference Day?



In Baltimore County Public Schools, all elementary schools close for a day just before or after the distribution of the first quarter report card. Although you or your child's teacher may request a conference at any time, this is an optimal time to discuss your child's strengths and needs and to establish a partnership that contributes to your child's success in school.

What Is a Good Way to Talk about the Report Card with My Child?

Talking with your child about the report card can be a positive, productive experience. The following points may help:

1. Plan to talk in a quiet place and time.
2. Start with the good news. Talk about your child's successes first.
3. For disappointing grades, ask questions so you and your child understand how a grade was earned.
 - How difficult was the work?
 - Was work completed and turned in?
 - Was extra help needed?
 - Would more participation or effort have made a difference?
4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement.
6. Work together and follow through on your plan.



How Are All Elementary Report Cards Alike?

Essential Information

Your child’s name, school, homeroom teacher, grade and the year are listed at the top of each page of the report card. On the final report card for the year, your child’s grade placement for the following year will be indicated in the top, right-corner of the first page.

Attendance

Attendance is reported first on each report card. In the attendance area, you will see the number of days absent, the number of days late, and the attendance rate (the percentage of enrolled days present) as in Figure 2. Attendance is important to student achievement, and you will want to examine this section carefully – especially if there has been a change in your child’s grades. The Maryland State Department of Education’s standard for satisfactory attendance is 94%.

ATTENDANCE	Quarter				Year Total
	1	2	3	4	
Days absent	0	0	0	0	0
Days late	0	0	0	0	0
Attendance rate (percentage of days present)	100%	100%	100%	100%	100%

Figure 2

Organization of Subjects

Information on all BCPS elementary report cards is organized similarly. Academic subjects (language arts, mathematics, science, social studies, and health) are followed by special area subjects. Student effort is reported for every subject.

LANGUAGE ARTS	Quarter			
	1	2	3	4
	Achievement Grade Effort			
	B	B	A	A
	1	1	1	1
Reading—Comprehension and Vocabulary	S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions	S	S	VG	VG
Speaking and Listening	S	S	VG	VG

Figure 3

Learning Skills/Behavior

Expectations for Learning Skills/Behavior (Figure 4) are the same in every grade and are scored with the same codes in every grade. You will want to review the scores on this section since they often directly relate to your child’s success in academic and special area subjects.



LEARNING SKILLS/BEHAVIOR 1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable	Quarter			
	1	2	3	4
Completes classwork on time	2	2	2	2
Completes and returns homework	2	2	2	2
Actively participates in learning tasks	2	2	2	2
Uses a variety of technologies and other resources for learning	1	1	1	1
Follows classroom and school rules	2	2	2	2
Shows respect for people and property	2	2	2	2
Works cooperatively with others	1	1	1	1

Figure 4

Comments and Conference Requests

Comments appear on the last page of the report card and may be reported by any teacher who teaches your child. Any teacher may check the box in the comments section to request that you call and schedule a conference (Figure 5).

<p>Quarter 1 Comments</p> 	<p><input type="checkbox"/> Conference requested by _____</p>
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Figure 5

How Are the Elementary Reports Cards Different?

Achievement Codes for Grades 1 and 2

Student progress is reported differently in the primary (Grades 1 and 2) and intermediate (Grades 3, 4, and 5) grades. In the primary grades, students do not receive an overall grade for each academic subject. In addition to the effort grade for each subject, students are scored on curriculum expectations (subcategories) under a subject using the achievement codes listed on the first page of the report card (Figure 6). You can view a sample completed Grade 2 report card in Appendix A.

Achievement Codes:	
CD	Consistently Demonstrating The student acquires and applies the concept or skill consistently with minimal teacher support.
P	Progressing The student acquires and applies the concept or skill frequently and needs additional teacher support at times.
N	Needs Improvement The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed.
NA	Not Applicable

Figure 6

Achievement Grades for Grades 3-5

In the intermediate grades, students receive an overall achievement grade for each academic subject using achievement grades: A, B, C, D, or E. Students also are scored on the curriculum expectations (standards) under each academic subject using the domain/subject codes. (Figure 7) Achievement grades and domain/subject codes are listed on the first page of the report card for Grades 3, 4, and 5. You can view a sample completed Grade 4 report card in Appendix B.

Achievement Grades:	Domain/Subject Codes
A	Outstanding
B	Very Good
C	Satisfactory
D	Poor
E	Unsatisfactory
NA	Not Applicable
	VG
	Very Good
	S
	Satisfactory
	N
	Needs Development
	NA
	Not Applicable

Figure 7

Grade Level Report Cards and Curriculum Expectations

The report card for each grade level is different. The grade level is clearly marked on each page of the report card. Although all report cards contain the same general organization and subjects, you will see differences from grade to grade in the subcategories or domains under each academic subject. Some domains are reported every quarter while others are not. The box will remain gray when an expectation is not reported.

Grade 3

LANGUAGE ARTS	Quarter				
	1	2	3	4	
	Achievement Grade	C	B	A	A
	Effort	1	1	1	1
Reading—Comprehension and Vocabulary		S	VG	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

Grade 4

MATHEMATICS	Quarter				
	1	2	3	4	
	Achievement Grade	C	B	B	A
	Effort	1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions			S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry				S	VG

Language Arts Curriculum Expectations

The Language Arts portion of the elementary report card shows your student's progress in Reading, Writing, and Speaking and Listening. Although these categories are the same from grade to grade, the challenge level increases as your child reads and writes more complex text.

In addition, your child is mastering more challenging standards at each grade level.

The grade level standards for informational text listed below show this increasing complexity.

Grade 1: Identify the main topic and retell key details of a text.

Grade 2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Grade 3: Determine the main idea of a text; recount the key details and explain how they support the main idea.

Grade 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Grade 5: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

In Grades 1 and 2, your child's progress is also reported for Reading Foundational Skills. This category reflects the skills necessary for reading. Foundational Skills includes phonics and fluency instruction and is part of a comprehensive reading program designed to develop proficient readers with the capacity to comprehend appropriate grade level texts.

Mathematics Curriculum Expectations

The **Content Domains** of the Maryland College and Career-Ready Standards for Mathematics appear on the elementary report card in the mathematics section. The Content Domains are large groups of related standards. There are ten Content Domains taught within the Elementary Mathematics Program. The Geometry Domain is taught across all of the elementary grades. Instruction in all other domains occurs only in some grade levels. The GT5 Mathematics Program is aligned to the Grade 6 Maryland College and Career-Ready Standards for Mathematics and, thus, the Mathematics Section will display the Grade 6 Content Domains shown on the next page.



Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 5 GT
Counting and Cardinality			Number and Operations - Fractions			Ratios and Proportional Relationships
Number and Operations in Base Ten						The Number System
Operations and Algebraic Thinking						Expressions and Equations
Geometry						
Measurement and Data						Statistics and Probability

Elementary mathematics lessons in all grades will incorporate the eight Standards for Mathematical Practice. The standards describe the behaviors of a mathematically proficient student. The Standards for Mathematical Practice will not appear in the mathematics section of the report card; however, teachers may address these important practices in the comments section of the elementary report card.

Habits of Mind of a Productive Mathematical Thinker MP.1 Make sense of problems and persevere in solving them. MP.6 Attend to precision.	Reasoning and Explaining MP.2 Reason abstractly and quantitatively. MP.3 Construct viable arguments and critique the reasoning of others.
	Modeling and Using Tools MP.4 Model with mathematics. MP.5 Use appropriate tools strategically.
	Seeing Structure and Generalizing MP.7 Look for and make use of structure. MP.8 Look for and express regularity in repeated reasoning.

Adapted from Bill McCallum's work (ASU), lead writer of the Math Common Core State Standards

Science, Social Studies, and Health Curriculum Expectations

Science, Social Studies, and Health units are taught throughout the year based on state expectations. The achievement grade reflects the student's achievement of these expectations.

Science

Science instruction in the elementary classroom focuses on applying information to solve real-world problems. Students focus on understanding the natural world (science) and the built world (engineering). The process of understanding these two areas entails students engaging in hands-on, minds-on experiments to develop explanations and solutions.

Social Studies

In social studies, your child explores different aspects of five major themes including political science, peoples of the nation and world, geography, economics, and history. In Grades 1-3, these five themes are addressed first at the local level before moving on to the state and national levels. In Grade 4, students apply these five themes to the study of European exploration, Native Americans, and early settlements in the New World. In Grade 5, the five themes are applied to the colonial period, the Revolutionary War, and the creation of the United States. In all grades, students will be learning the skills necessary to think, speak, and write like a historian in order to help prepare them for the challenges of social studies in middle and high school.

Health

There are seven general topics covered throughout Grades 1 - 5 in health education: Mental and Emotional Health, Alcohol Tobacco, and Other Drugs, Personal and Consumer Health, Family Life and Human Sexuality, Safety and Injury Prevention, Nutrition and Fitness, and Disease Prevention and Control.

Grade	Expectations
1	Describe healthy ways to express emotions. Identify family roles and responsibilities. Identify basic hygiene practices and nutritional choices for healthy living.
2	Describe basic physical, mental, and social skills that promote personal health. Explain factors that help to prevent the spread of diseases. Identify rules for staying safe in the home and community.
3	Describe healthy ways to build relationships and demonstrate conflict resolution strategies. Evaluate choices and habits that affect personal health. Describe the health risks of alcohol and tobacco use.
4	Recognize and explain how setting goals and planning helps people meet wellness needs. Recognize hazards in the environment and explain personal and community response to hazards. Use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.
5	Recognize and explain the relationship of self-concept to emotional, physical, and social well-being. Describe the health risks associated with drug abuse and recognize effective resistance skills. Explain communicable disease transmission, the body's defense, and how to minimize infection. Explain the physical, mental, and social changes involved in human growth and development.

How Is Progress Communicated in Special Area Subjects?

Special area subjects include library media, art, vocal music, physical education and in grades 4 and 5, instrumental music. Your child is generally taught these subjects once a week by a special area teacher. Each elementary special area program is described below. Students in Grades 1 and 2 receive achievement (CD, P, N) and effort grades for special area subjects. In Grades 3, 4, and 5, students also receive achievement grades (A, B, C, D, E) and effort grades. The box will remain gray when content is not reported during a marking period.

Library Media

Your child has probably selected and borrowed books from the school library. In addition to book selection, the school librarian teaches your child how to access knowledge using a variety of resources such as books, computers, and videos. During this special area class, your child also learns to produce and share new knowledge.



Art

In art class, your child works with a variety of materials using the elements of art and principles of design to express personal ideas in art. Your child studies art and culture from different times and places and also learns to critique works of art.



Vocal Music

Your child studies four basic elements of music: rhythm, melody, harmony, and form in music class. All students sing, move, play instruments, and listen to a variety of musical styles in classroom music. Exploratory music is taught in Grade 4 with students studying clarinet, violin, and trumpet as they learn about the instruments of the orchestra.



Instrumental Music

In Grades 4 and 5, students have the opportunity to participate in the instrumental music program and learn to play an instrument of their choice. The instrumental music teacher will provide achievement and effort grades throughout the year as appropriate.

Physical Education

In physical education class, your child works individually, with a partner, or with a group to develop a variety of physical skills at each grade level. Your child also learns about physical fitness and wellness.



How Are Report Card Grades Calculated?

Throughout the quarter, teachers record grades for classwork, homework, and tests. Report card grades are calculated using weighted formulas. Classwork is given the heaviest weight followed by tests (assessments), and homework.

Grades 1 and 2

In Grades 1 and 2, seventy percent of a report card grade for each expectation is based on classwork. Twenty percent comes from tests (assessments), and ten percent is based on homework. Added together, the percentages equal one hundred percent. Figure 10 shows the weighted percentages for primary grades.

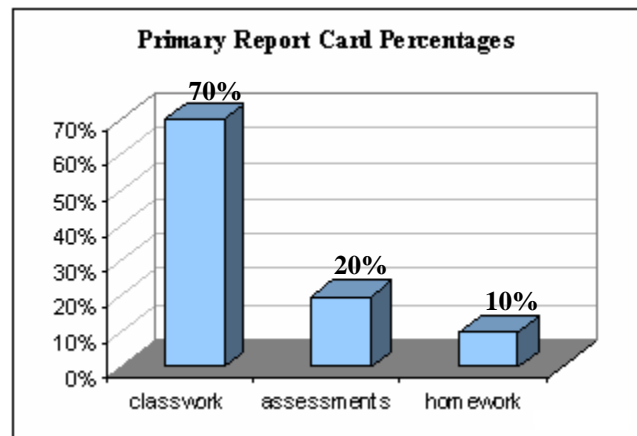


Figure 10

Grades 3, 4, and 5

In Grades 3, 4, and 5, sixty percent of a report card grade for each subject is based on classwork. Twenty-five percent comes from tests (assessments), and fifteen percent is based on homework. Figure 11 shows the weighted percentages for intermediate grades.

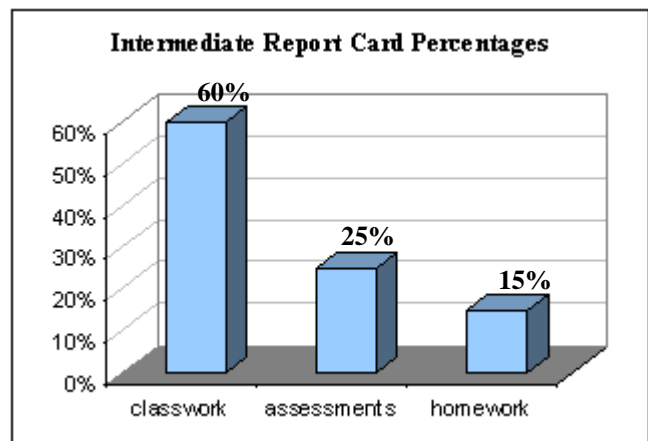


Figure 11

Why Do Some Report Cards Include “Programs and Services” and “Additional Reports?”

You may have seen a report card for your own child, another family member, or a neighbor that contains information under the heading, “Programs and Services” beneath the “Learning Skills and Behavior” section. This area appears on the report card when a child is receiving supplemental or enrichment programs or services. This part of the report card gives information about how a child’s instruction has been supplemented or enriched. In some instances, a report or description of the program may be sent home with the report cards. The “Additional Reports” area will let you know the names of documents that are being sent home with the report card.



Supplemental Programs and Services

Some students need additional support to meet grade level standards. Additional instruction and practice with phonics is just one example. This support may be short in duration and last for a quarter or continue throughout the school year. In order to meet the needs of students, it is sometimes necessary to supplement the regular classroom instruction. If your child is participating in a program or service an entry will be made in the “Programs and Services” area and/or comments section to provide additional information about the service. This support may continue throughout the school year and will be identified on the report card each quarter that it is received.

Some students require instructional programming beyond the standard curriculum. The “Programs and Services” area of the report card will indicate if students are consistently accessing *Acceleration* small group instruction in English Language Arts in Grades 1 to 5. This area also will identify students who are receiving consistent enrichment in mathematics in Grades 1 and 2, students who consistently access the enrichment tasks in Grade 3 mathematics, as well as students participating in advanced mathematics instruction in Grades 4 and 5.

**Baltimore County Public Schools
Grade 1 Report Card**

Fall Placement _____

Student _____ Teacher _____	School _____ Grade _____ Year _____
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ATTENDANCE	State standard for attendance is 94%				Year Total
	1	2	3	4	
Days absent	0	0	0	0	0
Days late	0	0	0	0	0
Attendance rate (percentage of days present)	100%	100%	100%	100%	100%

Achievement Codes:

- CD Consistently Demonstrating**
The student acquires and applies the concept or skill consistently with minimal teacher support.
- P Progressing**
The student acquires and applies the concept or skill frequently and needs additional teacher support at times.
- N Needs Development**
The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed.
- NA Not Applicable**

Effort Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**

LANGUAGE ARTS	Quarter			
	1	2	3	4
	Effort	2	2	1
Reading --Foundational Skills		CD	P	CD
Reading --Vocabulary, and Comprehension		CD	P	CD
Writing—Written Expression and Knowledge of Language and Conventions		CD	P	CD
Speaking and Listening		NA	P	CD

MATHEMATICS	Quarter			
	1	2	3	4
	Effort	2	2	1
Operations and Algebraic Thinking		CD	P	CD
Number and Operations in Base Ten		CD	CD	CD
Measurement and Data		P	CD	P
Geometry			P	CD

SCIENCE	Quarter			
	1	2	3	4
	Effort	2	2	1
		CD	P	CD

SOCIAL STUDIES	Quarter			
	1	2	3	4
	Effort	2	2	1
		CD	P	CD

**Baltimore County Public Schools
Grade 1 Report Card**

Student _____

School _____

Teacher _____

Grade _____ Year _____

HEALTH	Quarter			
	1	2	3	4
Effort		2	2	1
		P	P	P

SPECIAL AREA SUBJECTS	Quarter				
	1	2	3	4	
Library Media	Effort		2	2	1
			P	P	P
Art	Effort		2	2	1
			P	P	P
Music	Effort		2	2	1
			P	P	P
Physical Education	Effort		1	1	1
			P	P	P

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable				
Completes classwork on time		2	2	2
Completes and returns homework		2	2	2
Actively participates in learning tasks		1	1	1
Uses a variety of technologies and other resources for learning		2	2	2
Follows classroom and school rules		2	2	2
Shows respect for people and property		2	2	2
Works cooperatively with others		2	2	2

PROGRAMS AND SERVICES	Quarter			
	1	2	3	4
<i>This area of the report card enables families to see the types of services the student is receiving.</i>				
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 1.</i>				

ADDITIONAL REPORTS	Quarter			
	1	2	3	4
<i>This area is used if a program description or report is being sent home in addition to the report card.</i>				
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 1.</i>				

**Baltimore County Public Schools
Grade 1 Report Card**

Student _____

School _____

Teacher _____

Grade _____ **Year** _____

Quarter 2 Comments

Conference requested by _____

Quarter 3 Comments

Conference requested by _____

Quarter 4 Comments

Conference requested by _____

**Baltimore County Public Schools
Grade 2 Report Card**

Fall Placement _____

Student _____ Teacher _____	School _____ Grade _____ Year _____
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ATTENDANCE	State standard for attendance is 94%				Year Total
	Quarter				
	1	2	3	4	
Days absent	0	0	0	0	0
Days late	0	0	0	0	0
Attendance rate (percentage of days present)	100%	100%	100%	100%	100%

Achievement Codes:

- CD Consistently Demonstrating**
The student acquires and applies the concept or skill consistently with minimal teacher support.
- P Progressing**
The student acquires and applies the concept or skill frequently and needs additional teacher support at times.
- N Needs Development**
The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed.
- NA Not Applicable**

Effort Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**

LANGUAGE ARTS	Quarter			
	1	2	3	4
	Effort			
	2	2	2	1
Reading --Foundational Skills	CD	CD	P	CD
Reading --Vocabulary, and Comprehension	CD	CD	P	CD
Writing—Written Expression and Knowledge of Language and Conventions	CD	CD	P	CD
Speaking and Listening	NA	NA	P	CD

MATHEMATICS	Quarter			
	1	2	3	4
	Effort			
	2	2	2	1
Operations and Algebraic Thinking	CD	CD	P	CD
Number and Operations in Base Ten	CD	CD	CD	CD
Measurement and Data	P	P	CD	P
Geometry			P	CD

SCIENCE	Quarter			
	1	2	3	4
	Effort			
	2	2	2	1
	CD	CD	P	CD

SOCIAL STUDIES	Quarter			
	1	2	3	4
	Effort			
	2	2	2	1
	CD	CD	P	CD

**Baltimore County Public Schools
Grade 2 Report Card**

Student _____

School _____

Teacher _____

Grade _____

Year _____

HEALTH	Quarter			
	1	2	3	4
Effort	2	2	2	1
	P	P	P	P

SPECIAL AREA SUBJECTS	Effort	Quarter			
		1	2	3	4
Library Media		2	2	2	1
		P	P	P	P
Art		2	2	2	1
		P	P	P	P
Music		2	2	2	1
		P	P	P	P
Physical Education		1	1	1	1
		P	P	P	P

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable				
Completes classwork on time	2	2	2	2
Completes and returns homework	2	2	2	2
Actively participates in learning tasks	1	1	1	1
Uses a variety of technologies and other resources for learning	2	2	2	2
Follows classroom and school rules	2	2	2	2
Shows respect for people and property	2	2	2	2
Works cooperatively with others	2	2	2	2

PROGRAMS AND SERVICES	Quarter			
	1	2	3	4
<i>This area of the report card enables families to see the types of services the student is receiving.</i>				
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 2.</i>				

ADDITIONAL REPORTS	Quarter			
	1	2	3	4
<i>This area is used if a program description or report is being sent home in addition to the report card.</i>				
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 2.</i>				

**Baltimore County Public Schools
Grade 2 Report Card**

Student _____

School _____

Teacher _____

Grade _____ **Year** _____

Quarter 1 Comments

Conference requested by _____

Quarter 2 Comments

Conference requested by _____

Quarter 3 Comments

Conference requested by _____

Quarter 4 Comments

Conference requested by _____

**Baltimore County Public Schools
Grade 3 Report Card**

Fall Placement _____

Student	School
Teacher	Grade Year

ATTENDANCE	State standard for attendance is 94%	Quarter				Year Total
		1	2	3	4	
Days absent		0	0	0	0	0
Days late		0	0	0	0	0
Attendance rate (percentage of days present)		100%	100%	100%	100%	100%

Domain/Subject Codes: Indicate the students' level of understanding and application of curriculum standards.

Achievement Grades:

- A — Outstanding
- B — Very Good
- C — Satisfactory
- D — Poor
- E — Unsatisfactory
- NA Not Applicable

Effort Codes:

- 1 — Very Good
- 2 — Satisfactory
- 3 — Needs Development

Domain/Subject Codes:

- VG — Very Good
- S — Satisfactory
- N — Needs Development
- NA Not Applicable

LANGUAGE ARTS	Achievement Grade	Quarter			
		1	2	3	4
		B	B	A	A
	Effort	1	1	1	1
Reading—Comprehension and Vocabulary		S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

MATHEMATICS	Achievement Grade	Quarter			
		1	2	3	4
		C	B	B	A
	Effort	1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions			S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry				S	S

SCIENCE	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

SOCIAL STUDIES	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

HEALTH	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

**Baltimore County Public Schools
Grade 3 Report Card**

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement Grade	B	C	B	B
	Effort	1	1	1	1
Art	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Vocal Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Physical Education	Achievement Grade	A	B	A	A
	Effort	1	1	1	1

LEARNING SKILLS/BEHAVIOR		Quarter			
		1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable					
Completes classwork on time		2	2	2	2
Completes and returns homework		2	2	2	2
Actively participates in learning tasks		2	2	2	2
Uses a variety of technologies and other resources for learning		1	1	1	1
Follows classroom and school rules		2	2	2	2
Shows respect for people and property		2	2	2	2
Works cooperatively with others		1	1	1	1

PROGRAMS AND SERVICES		Quarter			
		1	2	3	4
<i>This area of the report card enables families to see the types of services the student is receiving.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 3.</i>					

ADDITIONAL REPORTS		Quarter			
		1	2	3	4
<i>This area is used if a program description or report is being sent home in addition to the report card.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 3.</i>					

**Baltimore County Public Schools
Grade 3 Report Card**

Student _____

School _____

Teacher _____

Grade _____ Year _____

Quarter 1 Comments

Conference requested by _____

Quarter 2 Comments

Conference requested by _____

Quarter 3 Comments

Conference requested by _____

Quarter 4 Comments

Conference requested by _____

**Baltimore County Public Schools
Grade 4 Report Card**

Fall Placement _____

Student	School
Teacher	Grade Year

ATTENDANCE	State standard for attendance is 94%	Quarter				Year Total
		1	2	3	4	
Days absent		0	0	0	0	0
Days late		0	0	0	0	0
Attendance rate (percentage of days present)		100%	100%	100%	100%	100%

Domain/Subject Codes: Indicate the students' level of understanding and application of curriculum standards.

Achievement Grades:

- A — Outstanding
- B — Very Good
- C — Satisfactory
- D — Poor
- E — Unsatisfactory
- NA Not Applicable

Effort Codes:

- 1 — Very Good
- 2 — Satisfactory
- 3 — Needs Development

Domain/Subject Codes:

- VG — Very Good
- S — Satisfactory
- N — Needs Development
- NA Not Applicable

LANGUAGE ARTS	Achievement Grade Effort	Quarter			
		1	2	3	4
		B	B	A	A
		1	1	1	1
Reading—Comprehension and Vocabulary		S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

MATHEMATICS	Achievement Grade Effort	Quarter			
		1	2	3	4
		C	B	B	A
		1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions			S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry				S	S

SCIENCE	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

SOCIAL STUDIES	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

HEALTH	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

**Baltimore County Public Schools
Grade 4 Report Card**

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement Grade	B	C	B	B
	Effort	1	1	1	1
Art	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Vocal Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Physical Education	Achievement Grade	A	B	A	A
	Effort	1	1	1	1
Exploratory Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1

LEARNING SKILLS/BEHAVIOR		Quarter			
		1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable					
Completes classwork on time		2	2	2	2
Completes and returns homework		2	2	2	2
Actively participates in learning tasks		2	2	2	2
Uses a variety of technologies and other resources for learning		1	1	1	1
Follows classroom and school rules		2	2	2	2
Shows respect for people and property		2	2	2	2
Works cooperatively with others		1	1	1	1

PROGRAMS AND SERVICES		Quarter			
		1	2	3	4
<i>This area of the report card enables families to see the types of services the student is receiving.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 4.</i>					

ADDITIONAL REPORTS		Quarter			
		1	2	3	4
<i>This area is used if a program description or report is being sent home in addition to the report card.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 4.</i>					

**Baltimore County Public Schools
Grade 4 Report Card**

Student _____

School _____

Teacher _____

Grade _____ Year _____

Quarter 1 Comments

Conference requested by _____

Quarter 2 Comments

Conference requested by _____

Quarter 3 Comments

Conference requested by _____

Quarter 4 Comments

Conference requested by _____

**Baltimore County Public Schools
Grade 5 Report Card**

Fall Placement _____

Student	School
Teacher	Grade Year

ATTENDANCE	State standard for attendance is 94%	Quarter				Year Total
		1	2	3	4	
Days absent		0	0	0	0	0
Days late		0	0	0	0	0
Attendance rate (percentage of days present)		100%	100%	100%	100%	100%

Domain Codes: Indicate the students' level of understanding and application of curriculum standards.

Achievement Grades:

- A — Outstanding
- B — Very Good
- C — Satisfactory
- D — Poor
- E — Unsatisfactory
- NA Not Applicable

Effort Codes:

- 1 — Very Good
- 2 — Satisfactory
- 3 — Needs Development

Domain/Subject Codes:

- VG — Very Good
- S — Satisfactory
- N — Needs Development
- NA Not Applicable

LANGUAGE ARTS	Achievement Grade Effort	Quarter			
		1	2	3	4
		B	B	A	A
		1	1	1	1
Reading—Comprehension and Vocabulary		S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

MATHEMATICS	Achievement Grade Effort	Quarter			
		1	2	3	4
		C	B	B	A
		1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions		NA	S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry		NA	NA	S	S

SCIENCE	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

SOCIAL STUDIES	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

HEALTH	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

**Baltimore County Public Schools
Grade 5 Report Card**

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement	B	C	B	B
	Grade Effort	1	1	1	1
Art	Achievement	B	B	B	B
	Grade Effort	1	1	1	1
Vocal Music	Achievement	B	B	B	B
	Grade Effort	1	1	1	1
Physical Education	Achievement	A	B	A	A
	Grade Effort	1	1	1	1
Instrumental Music	Achievement	B	B	B	B
	Grade Effort	1	1	1	1

LEARNING SKILLS/BEHAVIOR		Quarter			
		1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable					
Completes classwork on time		2	2	2	2
Completes and returns homework		2	2	2	2
Actively participates in learning tasks		2	2	2	2
Uses a variety of technologies and other resources for learning		1	1	1	1
Follows classroom and school rules		2	2	2	2
Shows respect for people and property		2	2	2	2
Works cooperatively with others		1	1	1	1

PROGRAMS AND SERVICES		Quarter			
		1	2	3	4
<i>This area of the report card enables families to see the types of services the student is receiving.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 5.</i>					

ADDITIONAL REPORTS		Quarter			
		1	2	3	4
<i>This area is used if a program description or report is being sent home in addition to the report card.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 5.</i>					

**Baltimore County Public Schools
Grade 5 Report Card**

Student _____

School _____

Teacher _____

Grade _____ Year _____

Quarter 1 Comments

Conference requested by _____

Quarter 2 Comments

Conference requested by _____

Quarter 3 Comments

Conference requested by _____

Quarter 4 Comments

Conference requested by _____