

Anne Arundel County Public Schools
 2015-2016 School Year
 Johnson, Aleyah B
 Student ID: 121212
 Grade: Pre-K
 Teacher: T. Jones

Elementary School Report Card
 Grade 1

Anne Arundel County Public Schools
 2015-2016 School Year
 First Marking Period
 Student, William T
 Student ID: 111222
 Grade: **A** **B**

Elementary School Report Card
 Grades 2-5

Crofton Meadows Elementary School
 123 Main Street
 Springfield, MD 12345
 Principal: Scott Jones
 School Phone: (555) 333-9999

Reading Level Codes	Grading Codes			Attendance					Marking Period							
	3 - Above Grade Level	2 - On Grade Level	1 - Below Grade Level	CD - 87-100% Consistently Demonstrates Skill	PR - 73-86% Progressing in the Development of Skill	EM - 60-72% Emerging in the Development of Skill	ND - Below 60% Needs Development	Tardy/Early Dismissal	Days Absent	Days Present	Days Enrolled	1	2	3	4	Total

		1	2	3	4			1	2	3	4
Reading						Science					
Reading Level Code						Demonstrates knowledge of concepts & skills					
Comprehends informational texts						Social Studies					
Comprehends literary texts						Demonstrates knowledge of concepts & skills					
Writing						Art					
Communicates effectively						Demonstrates knowledge of concepts & skills					
Applies writing conventions: grammar, mechanics, spelling						Music					
Mathematics						General Music					
Understands and applies computational skills						Chorus					
Applies mathematical concepts to problem solving						Instrumental Music					
EXPECTED STUDENT BEHAVIORS						Physical Education					
Respect for Myself						Demonstrates knowledge of concepts & skills					
Follow rules and directions of adults						Respect for Learning					
Shows responsibility						Stays on task					
Treats others respectfully						Participates in activities and discussions					
Cooperates with others						Respect for Property					
Respect for Others						Uses computers as directed by adults					
Treats others respectfully						Respects property of school and others					
Cooperates with others											

TEACHER COMMENTS

The Elementary Report Card—Grades 1–5

A Family Guide

The purpose of the Report Card is to communicate the progress of your child. Combined with parent conferences and examples of student work, the report card enables the school and the home to work together to help your child develop and apply the skills which lead to success and self-confidence.

The report card is sent home at the end of each of the four marking periods. A Parent-Teacher Conference is held in November to review student progress.



A

Reading Levels

The student's reading level is reported to parents each marking period except the first marking period in first grade. The following performance levels are used to report this information to parents:

3 — Above Grade Level

Your child fluently reads and understands a variety of above grade level materials. When reading, he/she uses many advanced reading skills and strategies. He/she has learned vocabulary words at a rate that exceeds grade level expectations.

2 — On Grade Level

Your child fluently reads and understands a variety of on grade level materials. When reading, he/she regularly uses several reading skills and strategies. He/she has learned vocabulary words at a rate that meets grade level expectations.

1 — Below Grade Level

At this time your child reads and understands a variety of below grade level materials with some fluency. He/she is provided with additional instructional support and time to help develop and increase sight vocabulary, fluency and understanding.

B

Grading Codes

In all content areas, a variety of assessments will be used to determine your child's progress. Some include: observations, checklists, projects, and assessments.

CD, PR, EM, and ND

These grading codes are used in all areas on the *Grade 1 Report Card*. For grades 2–5, they are used when evaluating *Art, Music, Physical Education*, and *Expected Student Behaviors*.

CD—Consistently Demonstrates Skill

87–100%

Your child exhibits the skills/behaviors independently with minimal teacher support.

PR—Progressing in the Development of Skill

73–86%

Your child exhibits the skills/behaviors with teacher guidance and support.

EM—Emerging in the Development of Skill

60–72%

Your child exhibits the skill/behaviors with consistent teacher assistance and support.

ND—Needs Development

Below 60%

Your child exhibits the skills/behaviors in isolated or rare instances, or with a great deal of support. The performance is inconsistent and below the normal range of expectancy for a student at this grade level.

Letter Grades—for grades 2–5, only

Letter grades are not given for students in grade 1.

A— Excellent (90–100%)

B— Good (80–89%)

C— Average (70–79%)

D— Below Average (60–69%)

E— Unsatisfactory (Below 60%)



Subject Areas

Academics

Reading

Comprehends Informational Text

Your child is evaluated on his/her ability to:

- Identify and support main ideas with text based details
- When appropriate use multiple texts to comprehend and write
- Explain events, procedures, ideas and concepts in nonfiction text
- Use story structure elements to comprehend text

Comprehends Literary Text

Your child is evaluated on his/her ability to:

- When appropriate, recount and summarize stories and events
- Describe events, characters and settings to understand theme, lesson and moral of stories
- Identify the differences between genres
- Understand the point of view of stories

Comprehends Information and Literary Text:

Your child is evaluated on his/her ability to:

- Read fluently, accurately and with expression
- Decode words using phonics strategies
- Use new vocabulary and sight words accurately
- Make evidence based predictions
- Generate evidence based responses
- Practice monitoring strategies when appropriate
- Ask and answer evidence based questions
- Read and comprehend grade level text (various genres) independently and proficiently
- Use information from text, illustrations and media to comprehend and write (multiple text when appropriate)

Writing

Communicates effectively

Your child is evaluated on how effectively he/she uses the writing process. This includes brainstorming and narrowing topics, planning and organizing ideas, using word choices effectively, and using a variety of sentence types/structures. His/her writing should keep a reader's attention and reflect the writer's personality and message.

Applies writing conventions

Your child is evaluated on his/her use of grammar, punctuation, spelling, and handwriting. His/her writing should be correct, neat, and understandable.

Mathematics

Understands and applies concepts and computation

Your child is evaluated on his/her understanding of whole numbers, fractions, decimals, algebraic concepts, geometry, measurement, statistics, graphing, and probability. He/she will use a variety of methods to solve problems including estimating, pencil and paper, and mental computation.

Understands and applies problem solving

Your child is evaluated on the ability to use the problem-solving model and problem-solving strategies for different types of problems.

Science

Your child is evaluated on the knowledge, understanding, and the ability to use the skills and processes of science in the study of earth/space science, life science, chemistry, physics, and environmental science. Your child is evaluated on how well he/she understands, interprets, and uses the scientific method. Your child will gather and question data from many different forms of scientific investigations.

Social Studies

Your child is evaluated on the knowledge, understanding, and the ability to use the skills and processes of social studies in the study of political science, peoples of the nations and worlds, geography, economics, history. He/she is evaluated on how well he/she understands, interprets, and manipulates the tools for social studies including maps & globes, charts & graphs, primary source documents, artifacts, technology resources and secondary sources.

C

Subject Areas

Cultural Arts

Art, Music, and Physical Education

Your child is evaluated on documented assessments at least three times during a marking period. In each program area, report cards will indicate:

- **CD**—*Consistently Demonstrates Skill*,
- **PR**—*Progressing in the Development of Skill*,
- **EM**—*Emerging in the Development of Skill, and*
- **ND**—*Needs Development*.

General Music (all students)

General music students are evaluated on a variety of skills including listening to music, singing and playing instruments, reading standard notation, moving to music, creating and composing, improvising, analyzing, and evaluating music composition and performance.

Chorus, Band, and Strings (Grades 3–5 only)

Chorus (grades 4–5), Band (grades 4–5), and Strings (grades 3–5) students are evaluated by the same criteria as students in general music. Students in these classes will also be evaluated on the ability to perform with expression to the cues of a conductor.

Art

Art students are evaluated on a variety of skills and processes including drawing, painting, printmaking, crafts, and sculpture. Skills and techniques are introduced sequentially in both two-dimensional and three-dimensional experiences. Art concepts such as line, shape, form, texture, and color are themes that are explored in lessons.

Physical Education

Physical education students are evaluated on a variety of skills and processes from the following instructional themes: basic movement, dance and rhythms, manipulative, ball handling, and fitness.

D

Expected Student Behaviors

Expected student behaviors are an important link to academic achievement and provide clear guidance for expectations of all students. Students are evaluated on several specific behaviors in the following categories:

- *Respect for Myself*
- *Respect for Others*
- *Respect for Learning*
- *Respect for Property*

In each program area, report cards will indicate:

- **CD**—*Consistently Demonstrates Skill*,
- **PR**—*Progressing in the Development of Skill*,
- **EM**—*Emerging in the Development of Skill, and*
- **ND**—*Needs Development*.



George Arlotto, Ed.D. Superintendent of Schools

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