

BALTIMORE COUNTY PUBLIC SCHOOLS ELEMENTARY REPORT CARD

Student		Teacher		Homeroom Section			
Sample Student		Sample Teacher		18			
School		Principal		Grade			
Sample Elementary School		Sample Principal		01			
School Year		Marking Period (MP)		Marking Period Ending			
2017-2018		4		June 17, 2018			
Days Absent		Days Tardy		Early Dismissals		Attendance Rate	
Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date
2	5	1	1	8	22	97%	94%
Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.							

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 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 Not Applicable
- NG No Grade The student is a Level 1 or Level 2 English Learner and will not receive a grade this marking period.

LANGUAGE ARTS	MP 1	MP 2	MP 3	MP 4
Reading – Foundational Skills				
Reading – Vocabulary and Comprehension				
Speaking and Listening				
Written Expression				
Knowledge of Language Conventions				
	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Instructional Reading Level *	MP 1	MP 2	MP 3	MP 4
	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ____	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ____	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ____	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ____

*Instructional Reading Level is determined by the student's accuracy, fluency, and comprehension of text.

MATHEMATICS	MP 1	MP 2	MP 3	MP 4
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Number and Operations – Fractions (Grade 3 only)				

MATHEMATICS	MP 1	MP 2	MP 3	MP 4
Measurement and Data				
Geometry				
	Choose an item.	Choose an item.	Choose an item.	Choose an item.

SCIENCE	MP 1	MP 2	MP 3	MP 4

SOCIAL STUDIES	MP 1	MP 2	MP 3	MP 4

HEALTH	MP 1	MP 2	MP 3	MP 4

SKILLS AND CONDUCT (Indicators found on last page.)	MP 1	MP 2	MP 3	MP 4
Classroom Conduct				
Work Completion				
Working With Adults				
Working With Peers				

SPECIAL AREA SUBJECTS	MP 1 and 2	MP 3 and 4
Library Media: Sample Teacher		
Overall Achievement		
SKILLS AND CONDUCT (Indicators found on the last page.)		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		
Art: Sample Teacher		
Overall Achievement		
SKILLS AND CONDUCT (Indicators found on the last page.)		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		
Music: Sample Teacher		
Overall Achievement		
SKILLS AND CONDUCT (Indicators found on the last page.)		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		
Physical Education: Sample Teacher		
Overall Achievement		

SKILLS AND CONDUCT (Indicators found on the last page.)		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		

PROGRAMS AND SERVICES	MP 1	MP 2	MP 3	MP 4
504 Accommodation Plan				
Individualized Education Program (IEP)				

Marking Period 1	<input type="checkbox"/> Conference Requested by Sample Teacher
Marking Period 2 Comments*	<input type="checkbox"/> Conference Requested by Sample Teacher
Marking Period 3 Comments*	<input type="checkbox"/> Conference Requested by Sample Teacher
Marking Period 4	<input type="checkbox"/> Conference Requested by Sample Teacher

* Comments would be administered in quarters 2 and 3. The comment field would limit the number of characters.

BCPS Skills and Conduct Indicators

		<i>Classroom Conduct</i>	<i>Work Completion</i>	<i>Working With Adults</i>	<i>Working With Students</i>
Meeting	3	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Consistently arrives on time. Is consistently prepared for class. Consistently participates in class. Consistently accepts responsibility for actions. Consistently behaves appropriately as outlined in classroom rules. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Consistently completes classwork as assigned. Consistently submits homework on time. Consistently uses available instructional supports. Takes advantage of retake/redo opportunities. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Consistently responds to and communicates positively with adults. Consistently follows directions from adults. Consistently seeks help from adults and asks questions when needed. Consistently interacts cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Consistently communicates positively with other students. Consistently avoids or resolves conflict with other students. Consistently demonstrates tolerance of multiple perspectives. Consistently interacts cooperatively with other students.
Developing	2	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Sometimes arrives on time. Sometimes is prepared for class. Sometimes participates in class. Sometimes accepts responsibility for actions. Sometimes behaves appropriately as outlined in classroom rules. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Sometimes completes classwork as assigned. Sometimes submits homework on time. Sometimes uses available instructional supports. Sometimes takes advantage of retake/redo opportunities. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Sometimes responds to and communicates positively with adults. Sometimes follows directions from adults. Sometimes seeks help from adults and asks questions when needed. Sometimes interacts cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Sometimes responds positively with other students. Sometimes avoids or resolves conflict with other students. Sometimes demonstrates tolerance of multiple perspectives. Sometimes interacts cooperatively with other students.
Insufficient Progress	1	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Rarely arrives on time. Rarely is prepared for class. Rarely participates in class. Rarely accepts responsibility for actions. Rarely behaves appropriately as outlined in classroom rules. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Rarely completes classwork as assigned. Rarely submits homework on time. Rarely uses available instructional supports. Rarely takes advantage of retake/redo opportunities and support. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Rarely responds to and communicates positively with adults. Rarely follows directions from adults. Rarely seeks help from adults or asks questions when needed. Rarely Interacts cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Rarely communicates positively with other students. Rarely avoids or resolves conflict with other students. Rarely demonstrates tolerance of multiple perspectives. Rarely interacts cooperatively with other students.
No Evidence	0	<p><u>Even with help, the student:</u></p> <ul style="list-style-type: none"> Does not arrive on time. Is not prepared for class. Does not participate. Does not accept responsibility for actions. Does not behave appropriately as outlined in classroom rules. 	<p><u>Even with help, the student:</u></p> <ul style="list-style-type: none"> Does not complete classwork as assigned. Does not submit homework on time. Does not use available instructional supports. Does not take advantage of retake/redo opportunities. 	<p><u>Even with help, the student:</u></p> <ul style="list-style-type: none"> Does not respond to and communicate positively with adults. Does not follow directions from adults. Does not seek help or ask questions when needed from adults. Does not interact cooperatively with adults. 	<p><u>The Student:</u></p> <ul style="list-style-type: none"> Does not communicate positively with other students. Does not avoid or resolve conflict with other students. Does not demonstrate tolerance of multiple perspectives. Does not interact cooperatively with other students.

*All bullet points are indicators for the level. Not all indicators must be met in order to score a student at a particular level in each category.

For more information on BCPS' Student Records visit www.bcps.org to review Policy 5230.

Department of Curriculum Operations
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