TEAM BCPS

2018-2019

BALTIMORE COUNTY PUBLIC SCHOOLS

UNDERSTANDING YOUR CHILD'S
EARLY CHILDHOOD
PROGRESS REPORTS

A GUIDE FOR PARENTS AND GUARDIANS

Division of Curriculum and Instruction

Introduction

The progress report that you are receiving this year was revised during the 2018-2019 school year with the aid and input of parents, teachers, administrators, and curriculum and instruction personnel. This progress report, 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 Prekindergarten and Kindergarten Progress Reports. 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 coordinator in the appropriate curricular office.

What Is the Purpose of the Progress Report?

The purpose of the Prekindergarten or Kindergarten Progress Report is to communicate your child's performance in relation to the grade level expectations. The progress report is just one way of learning about your child's performance and 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 Progress Reports Sent Home?

Prekindergarten and Kindergarten Progress Reports are provided to parents twice during the school year. Parents of prekindergarten and kindergarten students are invited to conference with their child's teacher in the fall and again in the spring, during systemwide conference days. These dates are indicated on the Web-based System Calendar, and also on the BCPS Information Calendar which is distributed at the beginning of each school year.

September, 2018

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. A second date is scheduled in the spring of each school year and is designated for prekindergarten and kindergarten parent-teacher conferences. Although you or your child's teacher may request a conference at any time, each systemwide conference day represents 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 Progress Report with My Child?

Talking with your child about the progress report 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. Use examples and work samples provided by the teacher to guide the conversation.
3. Help instill a love of learning by allowing your child to share favorite activities, center tasks and instructional tools, as well as asking questions about academic skills.
4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement. Recognize that in prekindergarten and kindergarten, learning to follow routines and interact appropriately with peers are of critical importance for continued success in school.
6. Work together and follow through on your plan.

What Information is Included on the Progress Report?

Student Information

Student	Teacher	Homeroom Section
School	Principal	Grade
School Year	Marking Period	Marking Period Ending

Attendance

Attendance	MP1	MP2	MP3	MP4	Year Total
Days Absent					
Days Tardy					
Early Dismissals					
Attendance Rate					
Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.					

Achievement

Achievement codes describe your child's performance and level of understanding in relationship to the grade level standards and curriculum expectations.

Prekindergarten, Kindergarten and Grades 1–3 (Primary)

Coding	Description
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:** The knowledge, skills, and practices embodied in the grade level standards were neither taught nor evaluated this marking period.

How will my Child's Performance in Language Arts be Reported?

In the area of language arts, students will receive progress indicators in the five domains aligned to the Maryland College and Career Readiness Standards.

For students in prekindergarten and kindergarten, there is no overall achievement code; only a progress code for each of the indicators aligned with the five language arts areas.

LANGUAGE ARTS

Reading - Foundational Skills	Fall	Spring
Print Concepts		
Phonological Awareness		
Phonics/ Word Recognition		
Fluency		

Reading - Vocabulary and Comprehension	Fall	Spring
Key Ideas and Details		
Vocabulary Acquisition		
Craft and Structure		
Integration of Knowledge and Ideas		
Range of Reading/ Level of Text Complexity		

Writing - Written Expression and Knowledge of Language and Conventions	Fall	Spring
Conventions of Standard English		
Text Types and Purposes		
Production and Distribution of Writing		
Research to Build and Present Knowledge		

Speaking and Listening	Fall	Spring
Comprehension and Collaboration		
Presentation of Knowledge and Ideas		

Domain	Explanation
Foundational Skills	This domain includes standards which focus on developing students' knowledge of the concepts of print, phonological awareness, phonics and word recognition, and fluency.
Vocabulary and Comprehension	This domain includes standards addressing word meaning and word relationships as well as standards assessing students' understanding of information and literary text.
Speaking and Listening	This domain includes standards which address students' ability to participate in collaborative discussions around topics and texts and to present knowledge and ideas in a clear and engaging manner appropriate to the audience and task.
Written Expression	This domain includes standards which address composing narrative, opinion, and informative writing pieces for a variety of purposes and audiences. Standards in this domain also address student participation in

Domain	Explanation
	shared and independent research and writing projects and the use of various print and digital resources for production and distribution of writing.
Knowledge of Conventions	This domain includes standards which address students' command of the conventions of standard English grammar and usage when writing or speaking as well as command of the conventions of standard English capitalization, punctuations, and spelling when writing.

Text Levels

In BCPS, beginning during the second half of the kindergarten year, we use the Fountas and Pinnell Benchmark Assessment System to determine the instructional text level for students. A text level refers to the text's difficulty as it relates to other texts placed along a gradient of text from A-Z which are not restricted to any single grade level. The Fountas and Pinnell leveling system uses ten characteristics of texts to determine complexity including: genre, text structure, content, themes and ideas, language and literary features, sentence complexity, vocabulary, words, illustrations and book and print features. Texts within each level are varied and may present different challenges for readers. Assigning levels to texts assists teachers in selecting books that match a student's developing skills to the challenges in a text and provide a tool to guide a student's choices for independent reading.

The text level, when applicable, will be recorded in the "Comments" section of the Kindergarten Progress Report.

It is critical to note that we level texts, not students. Readers bring a wealth of background knowledge, experience and interests that can make an individual text more or less challenging. Text levels should never be used as a limitation, but rather a tool for helping teachers match texts to the needs of the readers and to plan instruction aligned to assessment.

As a system, our goal is to develop lifelong strategic readers. One of the best ways parents can support that goal is to provide your child with ample opportunities to read and be read to. Research is clear that the more children read, the better readers they will become. According to the National Education Association, having kids read a lot is one of the crucial components of becoming a good reader. Young readers need to become practiced at recognizing letters and sounds. The only way to get good at it is to practice. In fact, the U.S. Department of Education found that, generally, the more students read for fun on their own time, the higher their reading scores. In the early years, "reading" includes listening to adults read a variety of texts, talking about the illustrations and how they support the words, "sharing" the reading by locating familiar letters, words and phrases in the text and retelling familiar stories. Young children enjoy and benefit from "reading" the same text multiple times.

How will my Child's Performance in Mathematics be Reported?

In the area of mathematics, students will receive progress codes for each of the indicators in the mathematics domains aligned to the Maryland College and Career Readiness Standards.

MATHEMATICS

Counting and Cardinality	Fall	Spring
Knowledge of number names and count sequence		
Counting to tell the number of objects		
Comparing numbers		

Operations and Algebraic Thinking	Fall	Spring
Understanding of addition as putting together/adding to and subtraction as taking apart/ taking from		

Numbers and Operations in Base Ten	Fall	Spring
Working with numbers 11-19 to gain foundations for place value (KG)		

Measurement and Data	Fall	Spring
Describing and comparing measurable attributes		
Sorting, counting and comparing the number of objects in categories (PK)		
Classifying and counting the number of objects in categories (KG)		

Geometry	Fall	Spring
Identifying and describing two dimensional shapes (PK)		
Working with three dimensional shapes to gain foundation for geometric thinking (PK)		
Identifying and describing shapes (KG)		
Analyzing, comparing, creating and composing shapes (KG)		

Domain	Explanation
Counting and Cardinality	This domain includes standards related to understanding the relationship between numbers and quantities, connecting counting to cardinality. It includes skills such as counting objects, saying the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
Operations and Algebraic Thinking	This domain includes standards related to story problems, strategies to support fluency, and the operations of addition and subtraction. This domain is taught in conjunction with the Number and Operations in Base Ten domain.
Number and Operations in Base Ten	This domain includes standards related to place value, symbolic notation, and place value understandings to support fluency. This domain is taught in conjunction with the Operations and Algebraic Thinking domain.
Measurement and Data	This domain includes standards related to describing measurable attributes, measuring length using standards and non standard units, and telling time. It also includes collecting data, creating graphs, and

Domain	Explanation
	interpreting data displays.
Geometry	This domain includes standards related to identifying, naming, describing, and analyzing plane figures.

How will my Child's Performance in Science and Social Studies be Reported?

Throughout the year, students participate in the following:

Science: Aligned to the Next Generation Science Standards (NGSS)
Social Studies: Aligned to national and state standards
Health: Aligned to Maryland State Standards

SCIENCE	Fall	Spring
Using the senses to observe and describe the environment (PK)		
Using simple tools and equipment to investigate (PK)		
Providing good reasons to support ideas (PK)		
Observing and describing how living things grow and change (PK)		

SOCIAL STUDIES (KG)	Fall	Spring

HEALTH	Fall	Spring

How will my Child's Performance in Special Areas be Reported?

Special Area Grades

Most students in prekindergarten classes do not attend special area subjects on a regular basis. Their progress with standards in these areas are measured and reported by their classroom teacher, since prekindergarten instructional tasks routinely include opportunities for students to learn and practice skills in fine arts and motor development.

Beginning in kindergarten, students attend weekly classes in one or more special area subjects. Their progress in these skill areas may be reported in the Fine Arts and Physical/Motor Development sections of the Kindergarten Progress Report by the special area teacher and/or their classroom teacher.

- Library/Media: Aligned to national standards
- Art: Aligned to national and state standards
- Physical Education: Aligned to national standards
- Music: Aligned to national and state standards

Programs and Services

There are three options under Programs and Services:
- 504 Accommodation Plan-indicated if a student has a 504 Accommodation Plan
- Individualized Education Program (IEP)- indicated if a student has an IEP.
- ESOL – indicated if a student receives ESOL services

Teacher Comments

Customized comments will be provided on Prekindergarten and Kindergarten Progress Reports in the fall and in the spring.

How will my Child's Conduct and Learning Skills be Reported?

The Conduct and Learning Skills portions of the report card codes are listed below on the Conduct and Learning Skills Rubric. This can be also be found in the Grading and Reporting Manual.

BCPS Skills and Conduct Indicators

		Classroom Conduct	Work Completion	Working With Adults	Working With Students
Meeting	3	**The Student:** • 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.	**The Student:** • Consistently completes classwork as assigned. • Consistently submits homework on time (Gr. 1 – 12). • Consistently uses available instructional supports. • Takes advantage of retake/redo opportunities (Gr. 1 – 12). • Consistently follows routines (PreK/K). • Consistently contributes during whole and small group instruction (PreK/K).	**The Student:** • 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.	**The Student:** • 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	**The Student:** • 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.	**The Student:** • Sometimes completes classwork as assigned. • Sometimes submits homework on time (Gr. 1 – 12). • Sometimes uses available instructional supports. • Sometimes takes advantage of retake/redo opportunities (Gr. 1 – 12). • Sometimes follows routines (PreK/K). • Sometimes contributes during whole and small group instruction (PreK/K).	**The Student:** • 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.	**The Student:** • 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	**The Student:** • 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.	**The Student:** • Rarely completes classwork as assigned. • Rarely submits homework on time (Gr. 1 – 12). • Rarely uses available instructional supports. • Rarely takes advantage of retake/redo opportunities and support (Gr. 1 – 12). • Rarely follows routines (PreK/K). • Rarely contributes during whole and small group instruction (PreK/K).	**The Student:** • 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.	**The Student:** • 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	**Even with help, the student:** • 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.	**Even with help, the student:** • Does not complete classwork as assigned. • Does not submit homework on time (Gr. 1 – 12). • Does not use available instructional supports. • Does not take advantage of retake/redo opportunities (Gr. 1 – 12). • Does not follow routines (PreK/K). • Does not contribute during whole and small group instruction (PreK/K).	**Even with help, the student:** • 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.	**The Student:** • 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.

September, 2018