



STUDENTS: Reporting to Parents

1. Achievement Tests

Students' performance on achievement tests shall be reported to parents/guardians in written or graphic form and sent to the home.

2. Conferences

The parent/guardian conference is a superior method of reporting and evaluating student progress. Conferences should be scheduled at times convenient to all concerned.

3. Student Report Cards

At all levels, the information provided on report cards should give parents/guardians insight into students' achievement.

Principals and staffs in the elementary, middle, and high schools levels shall communicate with one another, as well as with the appropriate personnel, parent/guardians, and students to help ensure student success at each level and successful transitions among levels.

Report cards shall be distributed to parents/guardians four times during each school year. In June, a copy shall be sent home, and a copy shall be retained for school records.

4. Report Card Formats

A. Beginning with the 1998-1999 school year, elementary schools shall use the following approved forms in reporting student progress to parents:

- In pre-kindergarten, and Early Learning Communication Record (to be revised in the 1997-1998 school year)

- In kindergarten, the Kindergarten Communication Record (BC^{*})
- In grades 1-3, a standardized reporting form which indicates student achievement through the use of a skills checklist showing the continuum of progress (to be developed in the 1997-1998 school year)
- In grades 4-5, a standardized reporting form which indicates student achievement through the use of letter grades A, B, C, D, and E (to be developed in the 1997-1998 school year)

- B. Beginning with the 1998-1999 school year, middle schools shall use the standardized reporting form (BC^{*}), which indicated student achievement through the use of letter grades as well as progress in performance factors. Letter grades A, B, C, D, or E shall be given in all courses.
 - C. High schools shall use the standardized reporting form BC-43-766-96B which indicates student achievement through the use of letter grades as well as progress in performance factors.
 - D. Grade reporting alternatives may be provided students with Individualized Education Programs (IEPs) when determined appropriate by the Admission, Review, and Dismissal (ARD) team. In this determination, the ARD team will consider factors including whether the student is anticipated to master the majority of the Maryland Learning Outcomes or the Core Learning Goals and whether the student is a candidate for a diploma or a Certificate of Attendance. When grade reporting alternatives are used, the alternatives must be documented on the ARD team summary.
5. Report Card Components

A. Achievement Codes

Expectations for student achievement are labeled as indicators in the Baltimore County Public Schools' Essential Curriculum. Indicators express what students are expected to know and be able to do as a result of their instructional experiences in the program or course. Report cards shall reflect student performance relative to the indicators of the program of course as identified in the Baltimore County Public Schools' Essential Curriculum.

* BCPS Form Number to be assigned.

When letter grades are used to report student achievement, the definitions of these symbols are as follows:

“A” - Outstanding achievement in relation to the indicators of the program or course

“B”- Above average achievement in relation to the indicators of the program or course

“C”- Satisfactory achievement in relation to the indicators of the program or course

“D”- Below average achievement in relation to the indicators of the program or course

“E”- Unsatisfactory achievement in relation to the indicators of the program or course (a failing grade)

B. Secondary Instructional Levels

Secondary programs and courses shall be offered at appropriate instructional levels to provide opportunities for challenge and success for all students. The report card shall indicate the instructional level of each program or course. The instructional levels are:

- “GT” Gifted and Talented
Requires the application of knowledge and skills at levels that far exceed the accepted standards for that grade or subject
- “H” Honors
Requires the application of knowledge and skills at levels that significantly exceed the accepted standards for the grade or subject
- “S” Standard
Requires the application of knowledge and skills the levels that meet the accepted standards for that grade or subject.

- “SE” Special Education
Offered for students, as recommended by the Admission, Review, and Dismissal (ARD) team as needing significant modification in the program or course.

C. Other areas

1. Days absent and days late shall be recorded for each reporting period.
2. An indication shall be given when the teacher requests a conference with the parent/guardian.
3. At grades 6-12, the number of student service learning hours earned by the student shall be indicated.
4. At grades 9-12, units of credit and grade point and quality point information shall be shown.

6. Interim Report

The purpose of the interim report is to inform parents/guardians of students’ progress. An interim report may be issued to any student. The interim report must be issued to a student who is failing, in danger of failing, or in danger of dropping two letter grades during a marking period with the following exceptions:

- a. The circumstances of the failure take place during the last two (2) weeks of the marking period. It is essential that parents/guardians be advised of this situation immediately.
- b. The student is in the elementary school, and other explicit and documented means of communication with the parent/guardian have been implemented.
- c. The student has an Individualized Education Program, and other explicit and documented means of communication with the parent/guardian have been implemented.

Generally, interim reports are issued at approximately the middle of the term to provide notification in sufficient time to assist the student in taking corrective action. However, they can be used more frequently during the term if deemed necessary.

RULE 5220

Teachers are responsible for preparing three copies of the interim report. One is to be signed and returned to the teacher, one is to be retained by the parent or guardian, and one is filed as the copy for the school. A teacher follow-up shall be made in the event that a signed copy of the interim report indicating the probability of failure is not returned within one week.

Alternate forms, including computer-generated reports, may be used if they include the following elements: name of student; date; subject; statement of overall progress; classwork; homework; test performance; personal work habits; comments; and provisions for parent, student, and teacher signatures.

Rule

Superintendent of Schools

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