

BALTIMORE COUNTY PUBLIC SCHOOLS

Date: May 20, 2008

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **ELEMENTARY REPORT CARD UPDATE**

ORIGINATOR:

RESOURCE PERSON(S): Yvonne Barhight, Acting Assistant Superintendent, Humanities
Jean Wilson, Principal on Assignment, Office of Language Arts, PreK-12
Barbara Bisset, Principal on Assignment, Department of Professional Development

INFORMATION

That the Board of Education receives an update on the elementary report card.

Attachment I – Executive Summary
Attachment II – Grade 1 Report Card
Attachment III – Grade 2 Report Card
Attachment IV – Grade 3 Report Card
Attachment V – Grade 4 Report Card
Attachment VI – Grade 5 Report Card
Attachment VII – Pull Down Menu Explanations
Attachment VIII – Professional Development Plan

Executive Summary Elementary Report Card Update

The current elementary report cards, in use since 1999, are aligned to the Maryland Learning Outcomes and to state assessments no longer in use. There is a need for a report card that reflects current national, state, and local standards.

In July 2007, at the direction of Dr. Hairston, the Elementary Report Card Task Force was formed. The task force is composed of four focus groups: parents/community members, teachers, administrators, and curriculum coordinators/central office personnel. One hundred and three task force members collaborated to create the new elementary report card.

The new report card is distinct for each of the elementary grades. This customization demonstrates to parents and guardians how the curriculum varies and becomes more complex from Grades 1-5. When compared to the current report card, the specificity and increased number of content area expectations at each grade level provide families with a clear understanding of the essential skills and concepts taught in each discipline. Well-defined coding and grading systems present clear information to parents and guardians about how students are assessed. Moreover, the new report card grading systems are based on higher standards requiring teachers to not only assess students' acquisition of knowledge, but also their *application* of knowledge.

The new elementary report cards (Attachments II-VI) are aligned to the *Articulated Instruction Module* (AIM), BCPS scope and sequence documents, the *Voluntary State Curriculum* (VSC), and to local and state assessments. The report card expectations directly correspond to the BCPS written, taught, and assessed curriculum. The expectations are measurable and rigorous.

Students identified for gifted and talented programs have advanced instructional expectations. Those expectations will be reflected on the Grade 3-5 report cards.

The report cards will be electronic and teachers may access them from school or home. The digital format permits easy adjustment when content standards and units of study change. Additionally, new technological features such as pull-down menus (Attachment VII) enable teachers to have a range of communication options.

Two pull-down areas on the report card allow parents and guardians to receive information about students' instructional programming. The *Programs and Services* area identifies *modified*, *supplemental*, or *enrichment/GT* programs the student is receiving. Written descriptions of supplemental programs are generated and attached to the report card when certain selections are made. Another new section, *Additional Reports*, lists the titles of these documents and others being sent home. The information indicated in these areas becomes a valuable part of the student's permanent record.

A *Teacher Report Card Handbook* will accompany the new report card. It will be available online. The handbook is expected to be completed by mid-August. It will explain procedures for assessing students and include guidelines for what constitutes a modified, supplemental, or enrichment program. It will define *on*, *above*, and *below grade level* designations. It will offer teachers support in terms of writing substantive comments. In general, it will be a resource that will provide clarity and consistency systemwide.

A *Family Report Card Interpretation Guide* will be available to parents via hard copy and electronically on the BCPS Web site by November 2008. The guide will give detailed information about each area of the report card and a glossary of terms. It will explain how grades are weighted and how they should be interpreted. References and hyperlinks to *AIM*, the *VSC*, and other parent resources will offer additional information to parents about curriculum and instructional expectations.

A professional development plan for the pilot and implementation of the new report card (Attachment VIII) outlines key actions, dates, budget implications, and audiences. It is proposed that 20 schools, four from each geographic area, pilot the new elementary report card during the 2008-2009 school year. Full implementation of the new elementary report cards is proposed to occur in 2009-2010 in all BCPS elementary schools.

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

Attachment II

Student _____

School _____

Teacher _____

Grade _____ Year _____

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%

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 Assessed

Effort Codes:

1 Very Good

2 Satisfactory

3 Needs Development

NA Not Assessed

LANGUAGE ARTS	Quarter			
	1	2	3	4
Reading				
Teacher: _____	Effort			
Identifies and manipulates the sounds in spoken words		P	P	P
Uses phonics to decode words in grade level text		P	P	P
Reads sight words accurately and automatically		P	P	P
Reads orally with accuracy and expression at an appropriate rate		P	P	P
Understands and uses new vocabulary		P	P	P
Uses strategies to comprehend text		P	P	P
Determines important ideas and messages in narrative and informational text		P	P	P
Identifies and describes elements of narrative text		P	P	P
Identifies and describes text features in informational text		P	P	P
Written Language				
Teacher: _____	Effort			
Writes to express personal ideas with well developed ideas and organization		2	2	2
Writes to inform using a main idea and supporting details		P	P	P
Writes to persuade by supporting a stated opinion		P	P	P
Revises writing by maintaining topic focus and adding important details		P	P	P
Edits writing for complete sentences, capital letters, and punctuation		P	P	P
Spells one and two syllable words that follow regular and irregular spelling patterns		P	P	P
Demonstrates legible handwriting: letter formation, size, slant, spacing		P	P	P

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

Attachment II

Student _____

School _____

Teacher _____

Grade _____ Year _____

MATHEMATICS	Effort	Quarter			
		1	2	3	4
Teacher:			2	2	2
Reads, writes, represents, compares, orders, and describes whole numbers			P	P	P
Adds and subtracts whole numbers			P	P	P
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections			P	P	P
Represents and determines money amounts				P	P
Reads, writes, and represents fractions			P		
Represents and describes patterns			P		
Measures in standard units					P
Identifies and describes plane and solid geometric figures					P
Identifies and describes congruent figures, transformations, and symmetry					P
Collects, organizes, displays, and interprets data in tables and graphs				P	
Identifies possible outcomes and describes the probability of an event using words					P

SCIENCE	Effort	Quarter			
		1	2	3	4
Teacher:			2	2	2
Acquires information from readings, investigations, and oral communications			P	P	P
Explains how the function of various external structures enable organisms to survive			P		
Classifies materials or objects based on physical properties (texture, size, color, shape)			P		
Identifies and describes natural features found on Earth				P	
Identifies and describes weather conditions for each season					P

SOCIAL STUDIES	Effort	Quarter			
		1	2	3	4
Teacher:			2	2	2
Describes location using relative location words and mapping skills			P	P	P
Explains how limited resources require people to make choices					
Describes good and services produced in a community			P		
Identifies and describes physical features of places and regions				P	P

HEALTH	Effort	Quarter	
		1 or 2	3 or 4
Teacher:		2	2
Describes healthy ways to express emotions		P	
Identifies family roles and responsibilities			P
Identifies basic hygiene practices and nutritional choices for healthy living			P

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

Attachment II

Student _____

School _____

Teacher _____

Grade _____ Year _____

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

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development				
Completes classwork on time		1	1	1
Completes and returns homework		1	1	1
Actively participates in learning tasks		1	1	1
Uses a variety of technologies and other resources for learning		1	1	1
Follows classroom and school rules		1	1	1
Shows respect for people and property		1	1	1
Works cooperatively with others		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 modified, supplemental, or enrichment programs 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**

Attachment II

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 _____

Attachment III

Student _____	School _____
Teacher _____	Grade _____ Year _____

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%

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 Assessed

Codes for Effort and Learning Skills:

1 Very Good

2 Satisfactory

3 Needs Development

NA Not Assessed

LANGUAGE ARTS	Quarter			
	1	2	3	4
Reading				
Teacher: Effort	2	2	2	2
Uses phonics to decode words in grade level text	P	P	P	P
Reads orally with accuracy and expression at an appropriate rate	P	P	P	P
Understands and uses new vocabulary	P	P	P	P
Uses strategies to comprehend text	P	P	P	P
Determines important ideas and messages in narrative and informational text	P	P	P	P
Identifies and describes elements of narrative text	P	P	P	P
Identifies and describes text features in informational text	P	P	P	P
Identifies and explains the author's use of language in narrative and informational text	P	P	P	P
Reads critically to evaluate narrative and informational text	P	P	P	P
Written Language				
Teacher: Effort	2	2	2	2
Writes to express personal ideas with well developed ideas and organization	P	P	P	P
Writes to inform using a main idea and supporting details	P	P	P	P
Writes to persuade by supporting a stated opinion	P	P	P	P
Revises writing to maintain topic focus and add important details	P	P	P	P
Edits writing for complete sentences, capital letters, and punctuation	P	P	P	P
Applies conventional spelling patterns and uses correct spelling of high frequency words in daily writing	P	P	P	P
Demonstrates legible handwriting: letter formation, size, slant, spacing	P	P	P	P

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

Attachment III

Student _____

School _____

Teacher _____

Grade _____ Year _____

MATHEMATICS	Effort	Quarter			
		1	2	3	4
Teacher:		2	2	2	2
Reads, writes, represents, compares, orders, and describes whole numbers		P	P	P	P
Adds and subtracts whole numbers		P	P	P	P
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections		P	P	P	P
Represents and determines money amounts		P			
Reads, writes, and represents fractions		P		P	
Represents and describes patterns		P		P	
Measures in standard and metric units				P	
Identifies and describes plane and solid geometric figures				P	
Identifies and describes congruent figures, transformations, and symmetry				P	
Collects, organizes, displays, and interprets data in tables and graphs				P	
Identifies possible outcomes and describes the probability of an event using words					P

SCIENCE	Effort	Quarter			
		1	2	3	4
Teacher:		2	2	2	2
Acquires information from readings, investigations, and oral communications		P	P	P	P
Describes similarities and differences among objects, materials, and scientific concepts		P			
Recognizes and explains how the basic needs of organisms are provided by their habitats			P		
Identifies and describes forces, including pushes and pulls, gravity, and vibrations				P	
Identifies the similarities and differences among offspring and their parents					P

SOCIAL STUDIES	Effort	Quarter			
		1	2	3	4
Teacher:		2	2	2	2
Describes location using relative location words and mapping skills		P		P	P
Identifies and describes physical and human features of rural, urban, and suburban environments		P			
Classifies natural, human, and capital resources used in production of goods and services			P		
Explains how rules maintain order and protect people				P	
Describes the rights and responsibilities of being a member of the community				P	
Describes how communities change over time					P

HEALTH	Effort	Quarter	
		1 or 2	3 or 4
Teacher:		2	2
Describes basic physical, mental, and social skills that promote personal health		P	
Explains factors that help to prevent the spread of diseases		P	
Identifies rules for staying safe in the home and community			P

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

Attachment III

Student _____

School _____

Teacher _____

Grade _____ Year _____

SPECIAL AREA SUBJECTS	Quarter			
	1	2	3	4
Library Media Teacher: _____ Effort	2	2	2	2
Art Teacher: _____ Effort	2	2	2	2
Music Teacher: _____ Effort	2	2	2	2
Physical Education Teacher: _____ Effort	2	2	2	2

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
Completes classwork on time		1	1	1
Completes and returns homework		1	1	1
Actively participates in learning tasks		1	1	1
Uses a variety of technologies and other resources for learning		1	1	1
Follows classroom and school rules		1	1	1
Shows respect for people and property		1	1	1
Works cooperatively with others		1	1	1

1 = Very Good 2 = Satisfactory 3 = Needs Development

PROGRAMS AND SERVICES	Quarter			
	1	2	3	4
<i>This area of the report card enables families to see the types of modified, supplemental, or enrichment programs 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

Attachment III

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 _____

Attachment IV

Student _____	School _____
Teacher _____	Grade _____ Year _____

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%

Achievement Grades:

- A Outstanding**
- B Very Good**
- C Satisfactory**
- D Poor**
- E Unsatisfactory**
- NA Not assessed**
- * Modified Program**

Curriculum Expectation Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**
- NA Not Assessed**

Effort Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**
- NA Not Assessed**

LANGUAGE ARTS		Quarter			
		1	2	3	4
Reading	Above Grade Level	X	X	X	X
	On Grade Level				
	Below Grade Level				
	Achievement Grade	B	B	A	A
Teacher:	Effort	1	1	1	1
Uses knowledge of word structure to determine the meaning of unfamiliar words		1	1	1	1
Reads orally with accuracy and expression at an appropriate rate		1	1	1	1
Understands and uses new vocabulary		1	1	1	1
Uses strategies to comprehend text		1	1	1	1
Summarizes important ideas and messages in narrative and informational text		1	1	1	1
Identifies and analyzes elements of narrative text		2	2	2	1
Identifies and uses text organization to understand informational text		2	2	1	1
Explains the author's use of language in narrative and informational text		2	2	2	2
Reads critically to evaluate the style and content of narrative and informational text		2	2	1	1
Written Language	Achievement Grade	B	B	B	A
	Effort	1	1	1	1
Writes to express personal ideas by using a variety of forms and techniques suited to topic, audience, and purpose		1	1	1	1
Writes to inform using relevant support and appropriate organizational structure		2	2	1	1
Writes to persuade using convincing reasons and relevant support		2	2	2	1
Refines writing using revision strategies of effective writers		1	1	1	1
Edits for correctness in language usage and conventions such as capitalization, punctuation, and spelling		1	1	1	1
Applies conventional spelling patterns and uses correct spelling of high frequency words in daily writing		1	1	1	1
Demonstrates legible handwriting: letter formation, size, slant, spacing		1	1	1	1

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

Attachment IV

Student _____

School _____

Teacher _____

Grade _____ Year _____

MATHEMATICS	Quarter			
	1	2	3	4
	X	X	X	X
Above Grade Level				
On Grade Level				
Below Grade Level				
Achievement Grade	B	A	B	A
Effort	1	1	1	1
Teacher:				
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections	2	2	2	1
Reads, writes, represents, compares, orders, and describes whole numbers and decimals	2		1	1
Adds and subtracts whole numbers and decimals	1	1	1	
Represents and determines money amounts	2			
Reads, writes, and represents fractions			1	1
Represents multiplication and division basic facts		1	1	
Represents and describes patterns	1	1		
Measures in standard and metric units			1	1
Identifies and describes plane and solid geometric figures			2	
Identifies and describes congruent figures, transformations, and symmetry			1	
Collects, organizes, displays, and interprets data in tables and graphs		1		
Identifies possible outcomes and describes the probability of an event using words			2	

SCIENCE	Quarter			
	1	2	3	4
	A	B	A	B
Achievement Grade	1	1	1	1
Effort	1	1	1	1
Teacher:				
Acquires information from readings, investigations, and oral communications	1	1	1	1
Recognizes and explains how physical weathering and erosion cause changes to Earth materials	1			
Recognizes and explains that the natural environment provides the survival needs of plants and animals		1		
Identifies and classifies materials as solids, liquids, and gases	1			
Explains that changes in the ways objects move are caused by forces			1	
Recognizes that consequences may occur when Earth's natural resources are used to meet human needs				2

SOCIAL STUDIES	Quarter			
	1	2	3	4
	B	A	A	A
Achievement Grade	1	1	1	1
Effort	1	1	1	1
Teacher:				
Constructs and interprets maps using map elements	1	1	1	1
Describes the role of governments and citizens	2		1	
Defines and describes the opportunity cost of a decision	1			
Describes how resources and physical features impact where communities are located		1		
Describes culture using music, art, literature, and holidays				1
Explains how specialized work leads to increased production and interdependence				2

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

Attachment IV

Student _____

School _____

Teacher _____

Grade _____ Year _____

HEALTH	Quarter	
	1 or 2	3 or 4
	A	A
Teacher:	Achievement	Grade Effort
Describes healthy ways to build relationships and demonstrates conflict resolution strategies	1	
Evaluates choices and habits that affect personal health		1
Describes the health risks of alcohol and tobacco use		1

SPECIAL AREA SUBJECTS	Quarter			
	1	2	3	4
Library Media				
Teacher:				
Art				
Teacher:				
Music				
Teacher:				
Physical Education				
Teacher:				

LEARNING SKILLS/BEHAVIOR 1 = Very Good 2 = Satisfactory 3 = Needs Development	Quarter			
	1	2	3	4
Completes classwork on time	1	1	1	1
Completes and returns homework	1	1	1	1
Actively participates in learning tasks	2	2	2	1
Uses a variety of technologies and other resources for learning	1	1	1	1
Follows classroom and school rules	1	1	1	1
Shows respect for people and property	1	1	1	1
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 modified, supplemental, or enrichment programs 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**

Attachment IV

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 _____

Attachment V

Student _____	School _____
Teacher _____	Grade _____ Year _____

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%

Achievement Grades:
A Outstanding
B Very Good
C Satisfactory
D Poor
E Unsatisfactory
NA Not assessed
*** Modified Program**

Curriculum Expectation Codes:
1 Very Good
2 Satisfactory
3 Needs Development
NA Not Assessed

Effort Codes:
1 Very Good
2 Satisfactory
3 Needs Development
NA Not Assessed

LANGUAGE ARTS		Quarter			
		1	2	3	4
Reading	Above Grade Level				
	On Grade Level	X	X	X	X
	Below Grade Level				
	Achievement Grade	C	C	C	C
	Effort	2	2	2	2
Teacher:					
Uses knowledge of word structure to determine the meaning of unfamiliar words		2	2	2	2
Reads orally with accuracy and expression at an appropriate rate		3	3	2	2
Understands and uses new vocabulary		2	2	2	2
Uses strategies to comprehend text		2	2	2	2
Synthesizes important ideas and messages in narrative and informational text		2	2	2	2
Identifies and analyzes elements of narrative text		2	2	2	2
Identifies and uses text organization to understand informational text		2	2	2	2
Analyzes and explains the author's use of language in narrative and informational text		2	2	2	2
Reads critically to evaluate the style and content of narrative and informational text		2	2	2	2
Written Language	Achievement Grade	C	C	C	C
	Effort	2	2	2	2
Teacher:					
Writes to express personal ideas by using a variety of forms and techniques suited to topic, audience, and purpose		2	2	2	2
Writes to inform using relevant support and appropriate organizational structure		2	2	2	2
Writes to persuade using convincing reasons and relevant support		2	2	2	2
Refines writing using revision strategies of effective writers		2	2	2	2
Edits for correctness in language usage and conventions such as capitalization, punctuation, and spelling		2	2	2	2
Applies conventional spelling patterns and uses correct spelling of high frequency words in daily writing		2	2	2	2
Demonstrates legible handwriting: letter formation, size, slant, spacing		2	2	2	2

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

Attachment V

Student _____

School _____

Teacher _____

Grade _____ Year _____

MATHEMATICS	Quarter			
	1	2	3	4
Above Grade Level				
On Grade Level	X	X	X	X
Below Grade Level				
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Teacher:				
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections	2	2	2	2
Reads, writes, represents, compares, orders, and describes whole numbers, fractions, and decimals	2	2	2	2
Adds and subtracts whole numbers, fractions, and decimals	2		2	2
Multiplies and divides whole numbers	2	2		2
Represents and describes patterns	2	2		
Completes a function table	2	2		
Finds the unknown in an equation	2	2		
Identifies, describes, and compares plane and solid geometric figures		2	2	
Identifies and describes congruent figures and transformations		2	2	
Measures in standard and metric units				2
Determines perimeter and area			2	
Collects, organizes, displays, describes, and interprets data		2		
Expresses probability as a fraction			2	

SCIENCE	Quarter			
	1	2	3	4
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Teacher:				
Acquires information from readings, investigations, and oral communications	2	2	2	2
Recognizes and compares the properties of static electricity, current electricity, and magnetism			2	
Recognizes and describes that heat is transferred between objects that are at different temperatures and can be transferred in different ways			2	
Identifies and explains the relationship among the Sun and planets in the solar system	2			
Identifies and describes that matter undergoes physical changes		2		
Recognizes and explains that Earth's surface features and environmental conditions limit what types of organisms can survive				2
Recognizes and explains that fossils provide evidence about the plants and animals that lived long ago and about the nature of the environment at that time				2

SOCIAL STUDIES	Quarter			
	1	2	3	4
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Teacher:				
Constructs and interprets maps using map elements	2	2	2	2
Explains how physical and human characteristics of a place have affected people living there	2	2		2
Describes the ways that Native American groups in pre-colonial North America adapted to their environments		2		
Identifies and explains the causes and consequences of early European exploration			2	
Describes the competing goals of settlement of the various European powers, including England, Spain, and France				2
Describes the ways in which the European powers interacted with Native American groups				2

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

Attachment V

Student _____

School _____

Teacher _____

Grade _____ Year _____

HEALTH	Quarter	
	1 or 2	3 or 4
	C	C
Teacher:	Achievement Grade	Effort
Recognizes and explains how setting goals and planning helps people meet wellness needs	2	
Recognizes hazards in the environment and explains personal and community response to hazards		2
Uses nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle		2

SPECIAL AREA SUBJECTS	Quarter			
	1	2	3	4
Library Media				
Teacher:				
Art				
Teacher:				
Vocal Music				
Teacher:				
Exploratory Music				
Teacher:				
Physical Education				
Teacher:				

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development				
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	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 modified, supplemental, or enrichment programs 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**

Attachment V

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 _____

Attachment VI

Student _____	School _____
Teacher _____	Grade _____ Year _____

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%

Achievement Grades:

- A Outstanding**
- B Very Good**
- C Satisfactory**
- D Poor**
- E Unsatisfactory**
- NA Not assessed**
- * Modified Program**

Curriculum Expectation Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**
- NA Not Assessed**

Effort Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**
- NA Not Assessed**

LANGUAGE ARTS		Quarter			
		1	2	3	4
Reading	Above Grade Level				
	On Grade Level				
	Below Grade Level	X	X	X	X
Achievement Grade		*C	*C	*C	*C
Effort		2	2	2	2
Teacher:					
Uses knowledge of word structure to determine the meaning of unfamiliar words		2	2	2	2
Reads orally with accuracy and expression at an appropriate rate		2	2	2	2
Understands and uses new vocabulary		2	2	2	2
Uses strategies to comprehend text		2	2	2	2
Identifies and uses text structure to understand narrative text		2	2	2	2
Identifies and uses text organization to understand informational text		2	2	2	2
Synthesizes important ideas and messages in narrative and informational text		3	3	3	3
Analyzes and explains the author's use of language in narrative and informational text		3	3	2	2
Reads critically to evaluate the style and content of narrative and informational text		3	3	3	2
Written Language					
Achievement Grade		*C	*C	*C	*C
Effort		2	2	2	2
Teacher:					
Writes to express personal ideas by using a variety of forms and techniques suited to topic, audience, and purpose		3	2	2	2
Writes to inform using relevant support and appropriate organizational structure		3	3	2	2
Writes to persuade using convincing reasons and relevant support		2	3	3	2
Refines writing using revision strategies of effective writers		3	3	2	2
Edits for correctness in language usage and conventions such as capitalization, punctuation, and spelling		3	3	3	3
Applies conventional spelling patterns and uses correct spelling of high frequency words in daily writing		3	3	3	3
Demonstrates legible handwriting: letter formation, size, slant, spacing		1	1	1	1

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

Attachment VI

Student _____

School _____

Teacher _____

Grade _____ Year _____

MATHEMATICS	Quarter			
	1	2	3	4
Above Grade Level				
On Grade Level	X	X	X	X
Below Grade Level				
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Teacher:				
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections	2	2	2	
Reads, writes, represents, compares, orders, and describes whole numbers, fractions, mixed numbers, and decimals	2	2	2	2
Adds and subtracts decimals, fractions, and mixed numbers	2		2	
Multiplies and divides whole numbers and decimals	2	2	2	2
Writes a rule for a function table and completes a function table	2			
Evaluates numeric expressions and writes and evaluates algebraic expressions	2	2		
Finds the unknown in an equation	2			2
Identifies, describes, and compares plane and solid geometric figures		2		
Identifies and describes transformations		2		
Measures in standard units and determines equivalent units of measurement			2	
Determines perimeter, area, and volume			2	
Collects, organizes, displays, describes, and interprets data		2		
Determines possible outcomes and expresses probability as a fraction		2		

SCIENCE	Quarter			
	1	2	3	4
Achievement Grade	*C	*C	*C	*C
Effort	2	2	2	2
Teacher:				
Acquires information from readings, investigations, and oral communications	2	2	2	2
Recognizes and explains that organisms have different structures, systems, and behaviors (inherited and learned) that serve various functions	2			
Identifies and describes motion using changes in position, speed, and time		2		
Describes and explains that light will travel in a straight line until it strikes an object and is reflected or refracted		2		
Recognizes and describes the atmospheric conditions related to weather changes			2	
Recognizes and explains the processes that shape and reshape the Earth's surface			2	
Explains the idea that in any particular environment, some kinds of plants and animals survive well, some less well, and some cannot survive at all				2
Recognizes and describes the consequences that may occur when Earth's natural resources are used				2

SOCIAL STUDIES	Quarter			
	1	2	3	4
Achievement Grade	*C	*C	*C	*C
Effort	2	2	2	2
Teacher:				
Uses geographic tools (maps, globes, photographs, drawings) to locate and describe places	2	2	2	2
Explains land use and economic activities of the three colonial regions		2		
Analyzes the causes and effects of the American Revolution			2	
Explains how individuals and groups contributed to American independence			2	
Analyzes the documents and practices that are the foundation of our government				2
Explains the ways the Constitution and the Bill of Rights limit government and protect the rights of citizens				2

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

Attachment VI

Student _____

School _____

Teacher _____

Grade _____ Year _____

HEALTH	Quarter	
	1 or 2	3 or 4
	Achievement Grade	
Teacher:	*C	*C
Effort	2	2
Recognizes and explains the relationship of self-concept to emotional, physical, and social well-being	2	
Describes the health risks associated with drug abuse and recognizes effective resistance skills	2	
Compares and contrasts infectious and noninfectious diseases		2
Describes adolescent growth and development and how it affects individuals		2

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

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development				
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	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 modified, supplemental, or enrichment programs the student is receiving.</i>				
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 5.</i>				
Modified Program: Individualized Education Plan (IEP)	X	X	X	X

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>				
IEP Quarterly Report	X	X	X	X

Baltimore County Public Schools
Grade 5 Report Card

Attachment VI

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 _____

**BCPS Elementary Report Card Revision Project
Pull-down Menus and Related Explanations for
Modified, Supplemental, and Enrichment Programs**

The revised elementary report cards include two new areas to provide families with additional information about their children's instructional programs. The first is an area called *Programs and Services*. The second area is called *Additional Reports*. An explanation of each area follows.

Teachers will have three categories from which to choose in the *Programs and Services* pull-down menu:

- 1) Modified Programs,
- 2) Supplemental Programs, and
- 3) Enrichment Programs

The information below describes these areas of the report card and how teachers will be trained.

PROGRAMS AND SERVICES

Modified Programs (Group 1 on the pull-down menu):

- The notation of a *modified program* is to be used in Grades 1-5 for children who are:
 - receiving *intensive additional support* in order to meet grade level expectations and/or
 - *working significantly below grade level* with extensive modifications.
- A *modified program* is indicated on the report card when an asterisk is placed **beside a letter grade** on the Grades 3, 4, and 5 report cards and when the program modification is selected from the *Programs and Services* menu. If the program modification is not listed on the pull-down menu, the modification(s) must be explained in the comment section of the report card.
- A *modified program* is not indicated with an asterisk in Grades 1 and 2; however, the modification should be noted by the appropriate selection from the pull-down menu. If the program modification is not listed on the pull-down menu, the modification(s) must be explained in the comment section of the report card.
- Asterisks may be used for any academic subject.
- English Language Learners (ELL), and those students with IEPs or 504 Plans, *may or may not* need an asterisk. If the student is receiving intensive additional support/modifications and/or working significantly below grade level, an asterisk is indicated. The pull-down menu will allow teachers the choice to indicate ELL Services, IEP, or 504 Plan *with or without* the **Modified Program* qualifier.
- If a child is receiving a Tier 3 program as an intensive intervention/alternative to the core (e.g. *Foundations or Wilson reading programs*), *the asterisk should be used*. The program name is included in the *Programs and Services* section.

Supplemental Programs (Group 2 on the pull-down menu)

- If a child is solely receiving a Tier 2 intervention as a supplement to the core (e.g. *SIPPS* or *Fluency Formula*), the asterisk is not used, but the program name is included in the *Programs and Services* section.
- If a child is receiving a supplemental program or service that is not listed on the pull-down menu, the teacher may enter that program or service (e.g. Reading Specialist Assistance, After-school Math Program, etc.)

***Enrichment Programs (Gr. 1-2)/Gifted and Talented Programs (Gr. 3-5)
(Group 3 on the pull-down menu)***

- Students who are receiving consistent enrichment (Grade 1-2 PACE lessons) or working *above* grade level expectations (Grade 3-5 Gifted and Talented Programs) should **not** receive an asterisk. The type of program will be indicated in the *Programs and Services* section.
- A description of the PACE Reading/Language Arts and Mathematics Programs will be provided to the parents in Grades 1 and 2.

ADDITIONAL REPORTS

This area of the report card will indicate program descriptions or reports that are being sent home with the report card. If there are no additional reports being sent home, this box will not appear on the report card.

A list of possible pull-down menu options for each grade is provided in this document. These selections may be used for optional reports such as the *AIM Parent Report* or for mandatory reports that are required to go home with the report card.

As a built-in timesaving feature on the report card software, report names will appear automatically in the *Additional Reports* area when certain selections are made in the *Programs and Services* area of the report card. An example would be the IEP Quarterly Progress Report.

Descriptions of the listed supplemental and enrichment programs will be pre-written and will be generated for teachers when selected on the *Programs and Services* menu. The report name will appear in the *Additional Reports* area the first time it is selected and will go home one time, but the program or service will appear each quarter the student receives it.

GRADE 1

PROGRAMS AND SERVICES	ADDITIONAL REPORTS
<p><i>Below are the choices that would appear in the pull-down menu for Grade 1.</i></p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> • <i>*Modified Program:</i> English Language Learner Support • <i>*Modified Program:</i> Individualized Education Plan (IEP) • <i>*Modified Program:</i> 504 Plan • <i>*Modified Program:</i> Reading Intervention Program: <i>Foundations Level 1</i> • <i>*Modified Program:</i> Reading Intervention Program: _____ (Reserved for pilot programs and others approved by BCPS) • <i>*Modified Program:</i> Choose all that apply: Reading, Written Language, Mathematics, Science, Social Studies, Health <p><u>Group 2</u></p> <ul style="list-style-type: none"> • English Language Learner Support (support is less intense and does not constitute modified program rating) • Individualized Education Plan (IEP) (support is less intense and does not constitute modified program rating) • 504 Plan (support is less intense and does not constitute modified program rating) • <i>Supplemental Reading Program: Beginning SIPPS</i> • <i>Supplemental Program: _____</i> (Additional support provided by Reading Specialist, Math Resource Teacher, After-school program, etc.) <p><u>Group 3</u></p> <ul style="list-style-type: none"> • <i>Enrichment Program: Primary Achievement Curriculum Enrichment (PACE) Reading/Language Arts</i> • <i>Enrichment Program: Primary Achievement Curriculum Enrichment (PACE) Mathematics</i> 	<p><i>Below are the choices that would appear in the pull-down menu for Grade 1. The bulleted items correspond to the programs and services on the left and name program descriptions or reports.</i></p> <ul style="list-style-type: none"> • AIM Parent Report • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>504 Plan: No report would be generated with this choice, but the additional support should be described in the comment section</p> <ul style="list-style-type: none"> • <i>Foundations Reading Program Description</i> • _____ Reading Program Description <p>No report would be generated here, but the modifications should be described in the comment section.</p> <ul style="list-style-type: none"> • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>No report would be generated with this choice, but the additional support should be described in the comment section</p> <ul style="list-style-type: none"> • <i>Beginning SIPPS Reading Program Description</i> <p>No report would be generated with this choice, but the additional support should be described in the comment section.</p> <ul style="list-style-type: none"> • PACE Reading/Language Arts Description • PACE Mathematics Description

GRADE 2

PROGRAMS AND SERVICES	ADDITIONAL REPORTS
<p><i>Below are the choices that would appear in the pull-down menu for Grade 2.</i></p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> • <i>*Modified Program:</i> English Language Learner Support • <i>*Modified Program:</i> Individualized Education Plan (IEP) • <i>*Modified Program:</i> 504 Plan • <i>*Modified Program:</i> Reading Intervention Program: <i>Fundations Level 1</i> • <i>*Modified Program:</i> Reading Intervention Program: <i>Fundations Level 2</i> • <i>*Modified Program:</i> Reading Intervention Program: _____ (<i>Reserved for pilot programs and others approved by BCPS</i>) • <i>*Modified Program:</i> Choose all that apply: Reading, Written Language, Mathematics, Science, Social Studies, Health <p><u>Group 2</u></p> <ul style="list-style-type: none"> • English Language Learner Support (support is less intense and does not constitute modified program rating) • Individualized Education Plan (IEP) (support is less intense and does not constitute modified program rating) • 504 Plan (support is less intense and does not constitute modified program rating) • <i>Supplemental Reading Program: Beginning SIPPS</i> • <i>Supplemental Reading Program: SIPPS Extension Level</i> • <i>Supplemental Reading Program: Fluency Formula</i> • <i>Supplemental Program: _____</i> (<i>Additional support provided by Reading Specialist, Math Resource Teacher, After-school program, etc.</i>) <p><u>Group 3</u></p> <ul style="list-style-type: none"> • <i>Enrichment Program: Primary Achievement Curriculum Enrichment (PACE) Reading/Language Arts</i> • <i>Enrichment Program: Primary Achievement Curriculum Enrichment (PACE) Mathematics</i> 	<p><i>Below are the choices that would appear in the pull-down menu for Grade 2. The bulleted items correspond to the programs and services on the left and name program descriptions or reports.</i></p> <ul style="list-style-type: none"> • AIM Parent Report • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>504 Plan: No report would be generated with this choice, but the additional support should be described i the comment section</p> <ul style="list-style-type: none"> • <i>Fundations Reading Program Description</i> • <i>Fundations Level 2 Reading Program Description</i> • _____ Reading Program Description <p>No report would be generated here, but the modifications should be described in the comment section of the report card.</p> <ul style="list-style-type: none"> • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>No report would be generated with this choice, but the additional support should be described i the comment section</p> <ul style="list-style-type: none"> • <i>Beginning SIPPS Reading Program Description</i> • <i>SIPPS Extension Reading Program Description</i> • <i>Fluency Formula Reading Program Description</i> <p>No report would be generated with this choice, but the additional support should be described i the comment section.</p> <ul style="list-style-type: none"> • PACE Reading/Language Arts Description • PACE Mathematics Description

Note: Items new to this grade are indicated in red.

GRADE 3

PROGRAMS AND SERVICES	ADDITIONAL REPORTS
<p><i>Below are the choices that would appear in the pull-down menu for Grade 3.</i></p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> • <i>*Modified Program:</i> English Language Learner Support • <i>*Modified Program:</i> Individualized Education Plan (IEP) • <i>*Modified Program:</i> 504 Plan • <i>*Modified Program:</i> Reading Intervention Program: <i>Wilson Reading System</i> • <i>*Modified Program:</i> Reading Intervention Program: _____ (Reserved for pilot programs and others approved by BCPS) • <i>*Modified Program:</i> Choose all that apply: Reading, Written Language, Mathematics, Science, Social Studies, Health <p><u>Group 2</u></p> <ul style="list-style-type: none"> • English Language Learner Support (support is less intense and does not constitute modified program rating) • Individualized Education Plan (IEP) (support is less intense and does not constitute modified program rating) • 504 Plan (support is less intense and does not constitute modified program rating) • <i>Supplemental Reading Program: Fast Track</i> • <i>Supplemental Reading Program: SIPPS Extension Level</i> • <i>Supplemental Reading Program: Fluency Formula</i> • <i>Supplemental Program: _____</i> (Additional support provided by Reading Specialist, Math Resource Teacher, After-school Program, etc.) <p><u>Group 3</u></p> <ul style="list-style-type: none"> • <i>Gifted and Talented Program: Choose all that apply: Reading, Mathematics, Science, Social Studies</i> • <i>Gifted and Talented Program: Diagnostic placement for: Choose all that apply: Reading, Mathematics, Science, Social Studies</i> 	<p><i>Below are the choices that would appear in the pull-down menu for Grade 3. The bulleted items correspond to the programs and services on the left and name program descriptions or reports.</i></p> <ul style="list-style-type: none"> • AIM Parent Report • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report 504 Plan: No report would be generated with this choice, but the additional support should be described in the comment section • <i>Wilson Reading System Program Description</i> • _____ Reading Program Description <p>No report would be generated here, but the modifications should be described in the comment section.</p> <ul style="list-style-type: none"> • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>No report would be generated with this choice, but the additional support should be described in the comment section</p> <ul style="list-style-type: none"> • <i>Fast Track Reading Intervention Program</i> • <i>SIPPS Extension Reading Program Description</i> • <i>Fluency Formula Reading Program Description</i> <p>No report would be generated with this choice, but the additional support should be described in the comment section.</p>

Note: Items new to this grade are indicated in red.

GRADE 4

PROGRAMS AND SERVICES	ADDITIONAL REPORTS
<p><i>Below are the choices that would appear in the pull-down menu for Grade 4.</i></p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> • <i>*Modified Program: English Language Learner Support</i> • <i>*Modified Program: Individualized Education Plan (IEP)</i> • <i>*Modified Program: 504 Plan</i> • <i>*Modified Program: Reading Intervention Program: Wilson Reading System</i> • <i>*Modified Program: Reading Intervention Program: _____ (Reserved for pilot programs and others approved by BCPS, e.g. Language!)</i> • <i>*Modified Program: Choose all that apply: Reading, Written Language, Mathematics, Science, Social Studies, Health</i> <p><u>Group 2</u></p> <ul style="list-style-type: none"> • <i>English Language Learner Support (support is less intense and does not constitute modified program rating)</i> • <i>Individualized Education Plan (IEP) (support is less intense and does not constitute modified program rating)</i> • <i>504 Plan (support is less intense and does not constitute modified program rating)</i> • <i>Supplemental Reading Program: Fast Track</i> • <i>Supplemental Reading Program: SIPPS Extension Level</i> • <i>Supplemental Reading Program: SIPPS Challenge Level</i> • <i>Supplemental Reading Program: Fluency Formula</i> • <i>Supplemental Program: _____ (Additional support provided by Reading Specialist, Math Resource Teacher, After-school Program, etc.)</i> <p><u>Group 3</u></p> <ul style="list-style-type: none"> • <i>Gifted and Talented Program: Choose all that apply: Reading, Mathematics, Science, Social Studies</i> • <i>Gifted and Talented Program: Diagnostic placement for: Choose all that apply: Reading, Mathematics, Science, Social Studies</i> 	<p><i>Below are the choices that would appear in the pull-down menu for Grade 4. The bulleted items correspond to the programs and services on the left and name program descriptions or reports.</i></p> <ul style="list-style-type: none"> • AIM Parent Report • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report 504 Plan: No report would be generated with this choice, but the additional support should be described in the comment section • <i>Wilson Reading System Program Description</i> • _____ Reading Program Description <p>No report would be generated here, but the modifications should be described in the comment section.</p> <ul style="list-style-type: none"> • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>No report would be generated with this choice, but the additional support should be described in the comment section</p> <ul style="list-style-type: none"> • <i>Fast Track Reading Intervention Program</i> • <i>SIPPS Extension Reading Program Description</i> • <i>SIPPS Challenge Reading Program Description</i> • <i>Fluency Formula Reading Program Description</i> <p>No report would be generated with this choice, but the additional support should be described in the comment section.</p>

Note: Items new to this grade are indicated in red

GRADE 5

PROGRAMS AND SERVICES	ADDITIONAL REPORTS
<p><i>Below are the choices that would appear in the pull-down menu for Grade 5.</i></p> <p><u>Group 1</u></p> <ul style="list-style-type: none"> • <i>*Modified Program:</i> English Language Learner Support • <i>*Modified Program:</i> Individualized Education Plan (IEP) • <i>*Modified Program:</i> 504 Plan • <i>*Modified Program:</i> Reading Intervention Program: <i>Wilson Reading System</i> • <i>*Modified Program:</i> Reading Intervention Program: _____ (Reserved for pilot programs and others approved by BCPS, e.g. Language!) • <i>*Modified Program:</i> Choose all that apply: Reading, Written Language, Mathematics, Science, Social Studies, Health <p><u>Group 2</u></p> <ul style="list-style-type: none"> • English Language Learner Support (support is less intense and does not constitute modified program rating) • Individualized Education Plan (IEP) (support is less intense and does not constitute modified program rating) • 504 Plan (support is less intense and does not constitute modified program rating) • <i>Supplemental Reading Program: Fast Track</i> • <i>Supplemental Reading Program: SIPPS Challenge Level</i> • <i>Supplemental Reading Program: Fluency Formula</i> • <i>Supplemental Program: _____</i> (Additional support provided by Reading Specialist, Math Resource Teacher, After-school Program, etc.) <p><u>Group 3</u></p> <ul style="list-style-type: none"> • <i>Gifted and Talented Program: Choose all that apply:</i> Reading, Mathematics, Science, Social Studies • <i>Gifted and Talented Program:</i> Diagnostic placement for: <u>Choose all that apply:</u> Reading, Mathematics, Science, Social Studies 	<p><i>Below are the choices that would appear in the pull-down menu for Grade 5. The bulleted items correspond to the programs and services on the left and name program descriptions or reports.</i></p> <ul style="list-style-type: none"> • AIM Parent Report • Instrumental Music Report Card • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report 504 Plan: No report would be generated with this choice, but the additional support should be described in the comment section • <i>Wilson Reading System Program Description</i> • _____ Reading Program Description <p>No report would be generated here, but the modifications should be described in the comment section.</p> <ul style="list-style-type: none"> • ESOL Report Card (Quarters 2 and 4) • IEP Quarterly Progress Report <p>No report would be generated with this choice, but the additional support should be described in the comment section</p> <ul style="list-style-type: none"> • <i>Fast Track Reading Intervention Program</i> • <i>SIPPS Challenge Reading Program Description</i> • <i>Fluency Formula Reading Program Description</i> <p>No report would be generated with this choice, but the additional support should be described in the comment section.</p>

Note: Items new to this grade are indicated in red.

**Professional Development Plan for New Elementary Report Card:
2008-09 Pilot Program and 2009-10 Full Implementation**

Attachment VIII

DATE	AUDIENCE	STRATEGY/KEY ACTION	PERSON RESPONSIBLE	BUDGET IMPLICATIONS
June 2008		Identify the 20 schools (4 in each area) that will participate in the pilot.	AAS J. Wilson	NA
August 2008	Pilot school principals, a teacher representative from each grade level 1-5, mentors or instructional coaches	<ul style="list-style-type: none"> • Provide an overview of the new report card. • Present the <i>Teacher Handbook</i> and the <i>Family Report Card Interpretation Guide</i>. • Provide Back to School Night PowerPoint presentation for parents. • Provide opening week parent letter explaining the new report card. 	J. Wilson DPD	½ day stipend for teachers (\$8736)
September 2008	Technology liaisons in pilot schools	Provide technical training on completing the report card for all technology liaisons so that they may train pilot teachers at their respective schools.	DPD IMG	NA
December 2008	Principals, teachers, and families from pilot schools	Convene focus groups after completion of the first quarter report card to obtain feedback.	J. Wilson	\$3276 After school seminar (1 hour)
February 2009	Principals, teachers, and families from pilot schools	.Convene focus groups after completion of the second quarter report card to obtain feedback.	J. Wilson	\$3276 After school seminar (1 hour)

**Professional Development Plan for New Elementary Report Card:
2008-09 Pilot Program and 2009-10 Full Implementation**

Attachment VIII

February 2009		Based on the feedback, complete revisions of the report card and related documents.	J. Wilson	NA
May 2009	All elementary technology liaisons	Provide training for technology liaisons concerning full implementation in 2009-2010.	DPD IMG	NA
June 2009	All elementary principals	Provide an overview of the new report card at the 2009 Principals' Academy.	J. Wilson B. Bisset	NA
August 2009 (during first week back for teachers)	Grade 1-5 teachers in all elementary schools	Utilize Safari Montage to provide professional development for all teachers on the new report card within their home schools: <ul style="list-style-type: none"> • <i>Teacher Handbook</i> • <i>Family Report Card Interpretation Guide</i> 	J. Wilson	NA
September 2009	Grade 1-5 teachers in all elementary schools	Provide technical training in the completion of the report cards for all elementary grade 1-5 teachers; training provided by home school technology liaisons.	DPD	NA