



## The Elementary Report Cards

# A Family Guide

Promoted  
 Not Promoted

Assignment for Next School Year \_\_\_\_\_ Teacher's Signature \_\_\_\_\_  
 Principal's Signature (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

**The purpose of the Report Card is to communicate the progress of your child.**

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

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



# A

## Reading Levels

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

### **4 — Exceeds grade level expectations**

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

### **3 — Consistently meets grade level expectations**

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

### **2 — Meets grade level expectations with assistance**

With support, your child reads and understands a variety of on and below grade level materials. When reading, he/she sometimes uses reading skills and strategies. With additional practice and support, he/she has acquired a limited sight vocabulary.

### **1 — Does not yet meet grade level expectations**

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

# B

## Grading Codes

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

### **CD, PR, and NI**

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These grading codes are used in all areas on the *Grades 1 & 2 Report Card*. For grades 3–5, they are used when evaluating *Art, Music, Physical Education, and Expected Student Behaviors*.

#### **CD—Consistently Demonstrating**

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

#### **PR—Progressing in the development of the skill**

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

#### **NI—Needs Improvement**

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

### **Letter Grades—for grades 3–5, only**

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Letter grades are not given for students in grades 1 and 2.

- A— Excellent
- B— Good
- C— Average
- D— Below Average
- E— Unsatisfactory



## Subject Areas

## Academics

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### Reading

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#### Uses reading strategies

Your child is evaluated on his/her ability to:

- read fluently, smoothly, and accurately
- use punctuation cues to guide meaning and expression
- apply phonics skills
- break words apart to make meaning
- learn new words that he/she can read automatically

Your child is evaluated on his/her ability to use and apply reading strategies such as:

- making predictions
- thinking about what he/she already knows about the topic
- thinking about what he/she is reading
- rereading when ideas/words/concepts don't make sense
- visualizing what he/she is reading
- making personal connections to the text
- summarizing what he/she has read

#### Comprehends a variety of texts

Your child is evaluated on his/her ability to demonstrate an understanding of what he/she has read (stories, poems, plays, information articles, directions, etc.).

Your child is evaluated on his/her ability to answer different types of questions and how well he/she is able to:

- retell the main ideas
- describe events and characters
- relay the most important information
- identify the problem or solution

### Writing

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#### Communicates effectively

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

#### Applies writing conventions

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

### Mathematics

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#### Understands and applies problem-solving processes

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

#### Understands and applies concepts and computation

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

### Science

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

### Social Studies

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

# C

## Subject Areas

### Cultural Arts

# D

## Expected Student Behaviors

### Art, Music, & Physical Education

*Your child is evaluated on documented assessments at least three times during a marking period. Report cards will indicate “CD—Consistently Demonstrating,” “PR—Progressing in Development of Skill,” and “NI—Needs Improvement” in each program area.*

#### General Music (all students)

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

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

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

#### Art

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

#### Physical Education

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

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

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

Report cards will indicate “CD—Consistently Demonstrating,” “PR—Progressing in Development of Skill,” and “NI—Needs Improvement” in each program area.



Kevin M. Maxwell, Ph.D., *Superintendent of Schools*

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