



Anne Arundel County Public Schools  
Elementary School Progress Report  
2019-2020 School Year – Spring

Elementary School Name  
123 Main Street  
Annapolis, MD 21401  
(410) 555-1212

**A**

Reading Level Code		Grading Codes		Marking Period							
Grades 1-5		Grades 2-5		Attendance		1	2	3	4	Total	
3 – Above Grade Level	A – 90-100% Excellent	<b>CD – Consistently Demonstrates Skill</b> <b>PR – Progressing in the Development of Skill</b> <b>ND – Needs Development</b>		Tardy/Early Dismissal							
2 – On Grade Level	B – 80-89% Good			Says Absent							
1 – Below Grade Level	C – 70-79% Average			Says Present							
	D – 60-69% Below Average			Says Enrolled							
	E – Below 60% Unsatisfactory										
	NG – No Grade										

  

Course	Teacher	Winter	Spring	Course Comment
Reading-K Comprehends Texts		CD	CD	
Writing-K Communicates Effectively		CD	CD	
Writing-K Applies Conventions		PR	CD	
Math-K Demonstrates Numeracy Skills		ND	PR	
Math-K Solves Mathematical Problems		CD	CD	
Science-K		PR	CD	
Social Studies-K		PR	CD	
Visual Arts-K		CD	CD	
Physical Education-K		CD	CD	
Music-General-K		CD	CD	

  

Expected Student Behaviors		Winter	Spring	Winter	Spring
<b>Respect for Myself</b>					
Follows rules and directions of adults					
Shows Responsibility					
<b>Respect for Others</b>					
Treats others respectfully					
Cooperates with others					
<b>Respect for Learning</b>					
Stays on task					
Participates in activities and discussions					
<b>Respect for Property</b>					
Uses computers as directed by adults					
Respects property of school and others					

Overall Homeroom Comment

**B**

**C**

Elementary School Progress Report

## The Pre-K & Kindergarten Progress Report

# A Family Guide

The purpose of the progress report is to communicate the development of your child. Combined with parent conferences and examples of student work, the progress report enables parents, teachers, and school staff to work together to help each child develop and apply the skills which lead to success and self-confidence.



## Overview

### Grading Codes

In all content areas, a variety of assessments will be used to determine your child's progress. Observing and taking notes about students as they work, evaluating student work samples and journal entries, using performance checklists, and maintaining portfolios of student work are frequently used evaluation methods.

*The following grading codes are used to communicate the current level of student performance in all areas evaluated on the Prekindergarten and Kindergarten Progress Report:*

#### **CD—Consistently Demonstrates Skill**

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

#### **PR—Progressing in the Development of Skill**

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

#### **ND—Needs Development**

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.

### Progress Report Objectives

During each school year, children grow physically, socially, and academically. Therefore, the expectations and evaluations of student performance on grade level objectives and indicators become more rigorous as the school year and the instructional program progress. As a result of this added rigor, a child may be Consistently Demonstrating in a particular skill in the fall and Progressing in the Development of that same skill in the spring.

## Subject Areas

### Reading and Writing

Your child is evaluated on the ability to:

- Engage in listening and speaking activities to develop the skills necessary to attain meaning and clearly articulate ideas
- Hear and produce sounds and parts in words such as rhyme, syllables, and individual sounds
- Engage in blending (putting sounds together to form words) and segmenting (taking sounds in words apart)
- Develop an awareness of how print works
- Engage in phonics by learning letter names and letter sounds and using these skills when reading
- Read and listen to a variety of text, practice fluent reading, and retell information about what was read
- Learn new vocabulary words and use these new words in conversation
- Engage in grade level comprehension discussions
- Write using appropriate writing skills such as letters, words, spacing, and writing from left to right
- Writes to communicate ideas related to a personal experience and informational topics

### Math

Your child is evaluated on the ability to:

- Identify numerals, count orally, and build sets of objects
- Add and subtract
- Develop geometry skills and concepts by working with shapes, sorting, and using words to describe position
- Explore measurement in terms of weight, length, and capacity
- Compares sets of objects using math vocabulary

# Behavior

## Science

Your child is evaluated on the ability to:

- Observe the world around them
- Ask questions and describe what is observed
- Seek information through reading, observation, exploration, and investigation
- Use tools to extend their senses and gather data
- Interpret data to make decisions about what is observed

## Social Studies

Your child is evaluated on the ability to:

- Describe roles of community members
- Identify geographic representations
- Demonstrate understanding of citizenship
- Understand basic economic ideas

## Visual Arts, Music, and Physical Education

Your child is evaluated on documented assessments at least three times during each progress period.

### 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.

### Visual 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

Appropriate student behavior is linked to academic achievement. The behavioral objectives evaluated on the Prekindergarten and Kindergarten Progress Report provide clear goals for all students. Students are evaluated on specific behaviors in each of the following categories:

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



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COUNTY PUBLIC SCHOOLS

**George Arlotto, Ed.D. *Superintendent of Schools***

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