



Anne Arundel County Public Schools
Elementary School Report Card
2023-2024 School Year - Marking Period 1

Arnold Elementary School
95 Joyce Lane E.
Arnold, MD 21012
(410) 757-4400

A		B								
Reading Level Code	Grading Codes:			Marking Period						
(Grades 1-5)	(Grades 2-5)									
3 - Above Grade Level	A - 90-100% Excellent	CD - Consistently Demonstrates Skill (87-100%)		Attendance	1	2	3	4	Total	
2 - On Grade Level	B - 80-89% Good			Early/Early Dismissal	0.0				0.0	
1 - Below Grade Level	C - 70-79% Average	PR - Progressing in the Development of Skill (73-86%)		Days Absent	3.0				3.0	
	D - 60-69% Below Average	EM - Emerging in the Development of Skill (60-72%)		Days Present	42.0				42.0	
	E - Below 60% - Unsatisfactory	ND - Needs Development (Below 60%)		Days Enrolled	45.0				45.0	

Course	Teacher	MP1	MP2	MP3	MP4	Course Comment
Reading Level Code	Powers, C.	2				
Reading-04 Comprehends Texts	Powers, C.	C				
Writing-04 Communicates Effectively	Powers, C.	A				
Writing-04 Applies Conventions	Powers, C.	B				
Mathematics-04	Woodworth, H.	B				
Science-04	Woodworth, H.	A				
Social Studies-04	Martin, J.	B				
ELD-04	Corliss, J.	CD				
Visual Arts-04	Hipl, Z.	CD				
Physical Education-04	Gardner, A.	CD				
Music-General-04	Recklenwald, M.	CD				

Expected Student Behaviors	MP1	MP2	MP3	MP4	MP1	MP2	MP3	MP4
Respect for Myself					Respect for Learning			
Follows rules and directions of adults	PR				Stays on Task	CD		
Shows responsibility	CD				Participates in activities and discussions	CD		
Respect for Others					Respect for Property			
Treats others respectfully	CD				Uses computers as directed by adults	CD		
Cooperates with others	CD				Respects property of school and others	CD		

C

D

The Elementary Report Card—Grades 1–5

A Family Guide

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

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:

3 — Above Grade Level

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.

2 — On Grade Level

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.

1 — Below Grade Level

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

Grading Codes

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

CD, PR, EM, and ND

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

CD—Consistently Demonstrates Skill

87–100%

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

PR—Progressing in the Development of Skill

73–86%

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

EM—Emerging in the Development of Skill

60–72%

Your child exhibits the skill/behaviors with consistent teacher assistance and support.

ND—Needs Development

Below 60%

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 2–5, only

Letter grades are not given for students in grade 1.

A — Excellent (90–100%)

B — Good (80–89%)

C — Average (70–79%)

D — Below Average (60–69%)

E — Unsatisfactory (Below 60%)



Academics

Reading

Comprehends Information and Literary Text:

Your child is evaluated on his/her ability to:

- Read fluently, accurately and with expression
- Identify the differences between genres
- Decode words using phonics strategies
- Use text structure elements to comprehend text
- Use new vocabulary and sight words accurately
- Make evidence-based predictions
- Generate evidence-based responses
- Practice monitoring strategies when appropriate
- Ask and answer evidence-based questions
- Read and comprehend grade level text (various genres) independently and proficiently
- Use information from text, illustrations and media to comprehend and write (multiple text when appropriate)

Comprehends Informational Text

Your child is evaluated on the ability to:

- Identify and support main ideas with text-based details
- When appropriate, use multiple texts to comprehend and write
- Explain events, procedures, ideas and concepts in nonfiction text

Comprehends Literary Text

Your child is evaluated on his/her ability to:

- When appropriate, recount and summarize stories and events
- Describe events, characters and settings to understand theme, lesson and moral of stories
- Understand point of view

Writing

Communicates effectively

Your child is evaluated on effective use of 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. The writing should keep a reader's attention and reflect the writer's personality and message.

Applies writing conventions

Your child is evaluated on effective use of grammar, punctuation, spelling, and handwriting within a piece of writing.

Mathematics

Understands and applies concepts, computation, and problem solving.

Your child is evaluated on their understanding of whole numbers, fractions, decimals, algebraic concepts, geometry, measurement, statistics, graphing, and probability. Your child is evaluated on the ability to use problem-solving models and strategies for different types of problems. They will use a variety of methods to solve problems including estimating, pencil and paper, and mental computation.

Science

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 use scientific inquiry to develop explanations and support them with evidence. Your child will gather and question data from many different forms of scientific investigations.

Social Studies

Your child is evaluated on the knowledge, understanding, and the ability to use the skills and processes of social studies in the study of civics, peoples of the nations and worlds, geography, economics and history. Evaluation is based on how well the student 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

Visual Arts, Music, Physical Education, & Health Education

Your child is evaluated on documented assessments at least three times during a marking period. In each program area, report cards will indicate:

- **CD**—*Consistently Demonstrates Skill*,
- **PR**—*Progressing in the Development of Skill*,
- **EM**—*Emerging in the Development of Skill, and*
- **ND**—*Needs Development*.

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.

Visual Arts

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 cognitive, motor, and social-emotional skills and concepts through a wide range of activities. These activities include fundamental movement patterns, fitness knowledge, manipulative skills, and dance and rhythms.

Health Education

Health Education students are evaluated on a variety of skills and processes derived from the National and State Health Education Standards to build health-literate students. Health skills include advocacy, decision-making, self-management, communication, and analyzing influences.

D

Expected Student Behaviors

Expected Student Behaviors

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

In each program area, report cards will indicate:

- **CD**—*Consistently Demonstrates Skill*,
- **PR**—*Progressing in the Development of Skill*,
- **EM**—*Emerging in the Development of Skill, and*
- **ND**—*Needs Development*.



Mark Bedell, Ed.D. Superintendent of Schools

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