

2014-2015

Report Card Manual for Elementary Teachers



Introduction

The report cards that you are completing this year were revised during the 2007-2008 and updated again this school year, 2014-2015, with the aid and input of over 125 parents, teachers, administrators, and curriculum and instruction personnel. These grade level report cards are aligned with national, state, and county standards and are designed to communicate what students know and can do each quarter in each grade. Expectations, instruction, and grading at all grade levels reflect acquisition and application of skills and processes.

This guide is a resource for understanding the form and content of the elementary report cards and for completing them accurately and effectively. Part I provides an overview and explanation of report card components. Part II contains information on tracking and reporting student progress. The appendix includes sample report cards.

This guide has been created as a reference tool in regard to grading and reporting student progress.

Part I: Report Card Components

1. Student Information

Each page of the report card contains the following information and is shown in Figure 1.

- School System
- Fall Placement
- Grade
- Student
- Teacher
- School
- Year

Baltimore County Public Schools		Fall Placement _____
Grade 1 Report Card		
Student _____	School _____	
Teacher _____	Grade _____	Year _____

Figure 1

2. Attendance

In every grade, attendance is reported on the first page of the report card. Each quarter, STARS will enter attendance data including days absent, days late, and the attendance rate. In addition, cumulative attendance data will be entered at the end of the school year, as illustrated in Figure 2.

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%

Figure 2

3. Achievement Codes in Grades 1 and 2

Achievement codes, rather than letter grades, are used in Grades 1 and 2. The achievement codes appear on the first page of the report card as abbreviations with definitions beside them and explanations below, as in Figure 3.

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 Applicable

Figure 3

Achievement codes describe student performance in terms of acquisition and application of concepts and skills for each curriculum expectation. Gray boxes indicate quarters in which an expectation was not assessed. Figure 4 shows gray boxes and the placement of achievement codes. Guidelines for determining and reporting student achievement appear in Part II of this manual.

LANGUAGE ARTS	Quarter			
	1	2	3	4
Effort	2	2	2	1
Reading --Foundational Skills	CD	CD	P	CD
Reading --Vocabulary, and Comprehension	CD	CD	P	CD
Writing—Written Expression and Knowledge of Language and Conventions	CD	CD	P	CD
Speaking and Listening			P	CD

MATHEMATICS	Quarter			
	1	2	3	4
Effort	2	2	2	1
Operations and Algebraic Thinking	CD	CD	P	CD
Number and Operations in Base Ten	CD	CD	CD	CD
Measurement and Data	P	P	CD	P
Geometry			P	CD

4. Achievement Grades, Effort Codes, and Domain/Subject Codes for Grades 3 through 5

Achievement grades and domain/subject codes communicate student progress in each subject for the intermediate grades.

Domain/Subject Codes: Indicate the students' level of understanding and application of curriculum standards.		
Achievement Grades:	Effort Codes:	Domain/Subject Codes:
A — Outstanding	1 — Very Good	VG — Very Good
B — Very Good	2 — Satisfactory	S — Satisfactory
C — Satisfactory	3 — Needs Development	N — Needs Development
D — Poor		NA Not Applicable
E — Unsatisfactory		
NA Not Applicable		

Achievement grades indicate the overall letter grade for Language Arts and Mathematics as illustrated in Figure 5. The domain/subject codes indicate the students' level of understanding and application of curriculum standards as illustrated in Figure 6.

LANGUAGE ARTS	Quarter			
	1	2	3	4
	Achievement Grade	C	C	C
Effort	1	1	1	1
Reading—Comprehension and Vocabulary	S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions	S	S	VG	VG
Speaking and Listening	S	S	VG	VG

Figure 5

MATHEMATICS	Quarter			
	1	2	3	4
	Achievement Grade	C	C	C
Effort	1	1	1	1
Operations and Algebraic Thinking	S	S	VG	VG
Number and Operations in Base Ten	N	S	VG	VG
Number and Operations — Fractions		S	VG	VG
Measurement and Data	S	S	VG	VG
Geometry			S	S

Figure 6

To determine achievement grades for students, consider overall student performance using the following guidance:

Achievement Grades:	
A Outstanding	Students performing at this level demonstrate a distinguished and strong command of the knowledge, skills, and practices embodied by the state standards assessed at their grade level.
B Very Good	Students performing at this level demonstrate a moderate command of the knowledge, skills, and practices embodied by the state standards assessed at their grade level.
C Satisfactory	Students performing at this level demonstrate a moderate or partial command of the knowledge, skills, and practices embodied by the state standards assessed at their grade level.
D Poor	Students performing at this level demonstrate a limited or minimal command of the knowledge, skills, and practices embodied by the state standards assessed at their grade level.
E Unsatisfactory	Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the state standards assessed at their grade level.

Figure 7

Domain/Subject Codes:	
VG Very Good	The student acquires and applies the concept or skill consistently with minimal teacher support.
S Satisfactory	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 Applicable	

Figure 8

5. Effort Codes for Grades 1 through 5

Effort is reported for each academic subject each quarter in all grades. The coding system is numerical, as in Figure 7. This measure of student effort provides additional information about one factor that influenced achievement grades and codes reported for each subject.

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

Figure 9



6. Content Area Expectations

Language Arts

The purpose of the report card is to provide parents and students with information about a student’s progress toward meeting the specific content standards. The domain categories for the report card reflect the alignment of the English Language Arts curriculum to the MD common core state standards.

Domain Categories:

Reading: comprehension literature, informational texts, vocabulary

Writing: written expression and knowledge of language and conventions

Foundational Skills (K – 2): phonics, fluency, spelling

Speaking and Listening*

***Speaking and Listening:** Teachers should use a combination of formative assessment through class discussion both large and small group and curriculum embedded performance-based assessments (including minor performance-based assessment and culminating events as appropriate). PARCC has not yet released the speaking and listening rubric, for this year only a sample scoring guide is provided below: Speaking and Listening Scoring Guidance.

Speaking and Listening Scoring Guidance

Note on range and content of student speaking and listening:

“To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio” (from the CCSS).

Achievement Codes Grades 1 – 2	Domain Codes Grades 3 – 5	Description of Performance
CD	VG – Very Good	Student demonstrates a distinguished command of the grade-level standards consistently and independently.
P	VG – Very Good	Student demonstrates a strong command of the

		grade level standards with <i>minimal</i> teacher support.
P	S - Satisfactory	Student demonstrates a moderate or partial command of the grade level standards with teacher support.
N	N – Needs Development	Student demonstrates a minimal command of the grade level standards with much teacher support. The student applies the skills rarely. Additional practice is needed.

Figure 10

Guidance for Grading

- Teachers should input the Assessment Events: minor performance-based assessments and culminating assessments out of 100 points and not the rubric score itself into the grade book. Guidance for converting rubric scores is provided in Appendix A. *Calculating percentage of points using the rubric points earned doesn't accurately represent student achievement because there are too few points possible and the resulting grade does not match the description of the rubric level.*
- Diagnostic Assessments should not be graded but used as formative assessment to inform instruction.
- Additional evidences which may be used to determine the appropriate achievement codes include but are not limited to:
 - Responses to reading (oral and written)
 - Journal responses
 - Graphic organizers
 - Teacher created worksheets/assessments
 - Writing prompts
 - Writing projects
 - Independent and center-based learning activities

Mathematics

The Content Domains of the Maryland College and Career-Ready Standard for Mathematics will appear in the Mathematics Section of the elementary report card. Only the domains categories specific to the student's current grade/course level will appear. As an example, the Mathematics Section of the Grade 3 Report Card appears in Figure 9. Only the domains categories specific to the grade three are included.

Figure 11 Grade 3 Mathematics Section

MATHEMATICS	Quarter			
	1	2	3	4
	C	C	C	C
Achievement Grade	1	1	1	1
Effort	1	1	1	1
Operations and Algebraic Thinking	S	S	VG	VG
Number and Operations in Base Ten	N	S	VG	VG
Number and Operations — Fractions		S	VG	VG
Measurement and Data	S	S	VG	VG
Geometry			S	S

Some domains categories will be taught throughout the entire school year while others will be taught for a portion of the school year. Curriculum Alignment Tables for Grades 1 – 5 can be found in Appendix.. These Curriculum Alignment Tables provide a list of the Content Domains for the grade and the associated Cluster Headings. The Curriculum Alignment Tables also provide the Standards Codes which are shown in bold font to indicate major content, italics font to indicate supporting content and, unformatted font to indicate additional content. The last column of the Curriculum Alignment Table lists the instructional unit(s) in which the Standards will be taught. As an example, the Curriculum Alignment Table for Grade 3 Report Card appears in Figure 12.

Figure 12 Grade 3 Curriculum Alignment Table

Grade 3		
Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
A. Represent and solve problems involving multiplication and division.	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4	Units 1, 6, 7, 11
B. Understand properties of multiplication and the relationship between multiplication and division.	3.OA.5, 3.OA.6	Units 1, 6, 7, 11
C. Multiply and divide within 100.	3.OA.7	Units 6, 7, 11
D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.8, 3.OA.9	Units 2, 3, 6, 11
Clusters	Domains	
Major	OA – Operations and Algebra	
Supporting	NBT – Number and Operations in Base Ten	
Additional	NF – Number and Operations – Fractions	
	MD – Measurement and Data	
	G – Geometry	

It should be noted that the Standards for Mathematical Practice will not appear in the Mathematics Section of the report card and should be addressed in the Comments Section of the report card.

Science, Social Studies, and Health Expectations

Science, Social Studies, and Health units are taught throughout the year based on state expectations. The achievement grade reflects the student’s achievement of these expectations.

SCIENCE	Quarter			
	1	2	3	4
Achievement Grade	A	A	A	A
Effort	1	1	1	1

SOCIAL STUDIES	Quarter			
	1	2	3	4
Achievement Grade	A	A	A	A
Effort	1	1	1	1

HEALTH	Quarter			
	1	2	3	4
Achievement Grade	A	A	A	A
Effort	1	1	1	1

Figure 13

Special Area Subjects

Special area subjects include library media, art, music, and physical education. Students in Grades 1 and 2 receive achievement (CD, P, N) and effort grades for special area subjects. In Grades 3, 4, and 5, students also receive achievement grades (A, B, C, D, E) and effort grades. Gray boxes indicate subjects not reported on during a marking period. Any boxes left blank will be grayed out.

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Effort		2	2	1
	Achievement Grade		P	P	P
Art	Effort		2	2	1
	Achievement Grade		P	P	P
Music	Effort		2	2	1
	Achievement Grade		P	P	P
Physical Education	Effort		1	1	1
	Achievement Grade		P	P	P

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement Grade	B	C	B	B
	Effort	1	1	1	1
Art	Achievement Grade	B	B	B	B
	Effort	1	1	1	1

Vocal Music	Achievement Grade Effort	B	B	B	B
		1	1	1	1
Physical Education	Achievement Grade Effort	A	B	A	A
		1	1	1	1
Exploratory Music	Achievement Grade Effort		B	B	B
			1	1	1

Figure 14

Learning Skills/Behavior

This portion of the report card is consistent for every grade level and communicates performance with regard to behaviors that can positively or negatively impact learning. Numerical codes represent descriptors of student behaviors which include work completion, participation, respect, cooperation, and use of resources for learning. Learning resources include print and non-print materials such as reference books, computers, videos, etc. See expectations for learning skills and behaviors in Figure 15.

LEARNING SKILLS/BEHAVIOR 1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable	Quarter			
	1	2	3	4
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	1	1	1	1
Follows classroom and school rules	2	2	2	2
Shows respect for people and property	2	2	2	2
Works cooperatively with others	1	1	1	1

Figure 15

Programs and Services

This area of the report card enables families to see the types of modified or supplemental programs, or Advanced Academic opportunities the student is receiving. To assist teachers, programs and services are listed on a pull-down menu. This report card area is only visible to parents when a service or program is selected from the menu.

Additional Reports

This area of the report card indicates that a description of an additional report is being sent home with the report card. Like the “Programs and Services” area, this section of the report card is only visible to parents when a selection is made from the pull-down menu. Descriptions for listed services are available online and hard copies are available in schools. Additional reports should be included in the envelope with the child’s report card.

Comments

There are boxes for quarterly comments on the final page of the report card for each grade level. The Grade 1 report card contains comment boxes beginning with the second quarter since there is a parent-teacher conference at the end of the first marking period. In addition to recording comments, any teacher may use the check box to request a conference with a parent. Figure 16 displays a sample comment box.

Quarter 1 Comments	<input type="checkbox"/> Conference requested by _____

Figure 16

The Report Card Envelope

Report cards are sent home in the envelope shown in Figure 17. The envelope should be returned after the first, second, and third quarter. Parents/guardians may request a conference by checking the conference box. Upon its return, the envelope should be carefully reviewed for the presence of parent or guardian's signature and for a conference request which should be scheduled in a timely manner.

ELEMENTARY REPORT CARD FOR _____	
SCHOOL YEAR ____ TO ____	CONFERENCE
TERM 1 – NOVEMBER _____	<input type="checkbox"/>
TERM 2 – JANUARY _____	<input type="checkbox"/>
TERM 3 – APRIL _____	<input type="checkbox"/>
TERM 4 – JUNE	
TEACHER _____	ROOM _____

Figure 17

Part II: Tracking and Reporting Student Progress

1. The Grade Book

When using an electronic grade book, the first and most important step in reporting student progress is grading student work. Report card grades derive from a combination of classwork, homework, and assessments – which are weighted when determining grades.

Classwork

Classwork includes many elements. Records of student performance include classwork grades, observational data, and anecdotal notes. The following are examples of student performance to be assessed when arriving at the classwork portion of the grade:

- Demonstrates knowledge and skill development in subject content areas
- Attains daily learning objectives
- Exhibits critical listening and thinking skills
- Writes, speaks, and performs with clarity of thought and accuracy of content
- Completes assignments, projects, and reports accurately and on time
- Participates in learning tasks, class discussions, and activities
- Accesses, evaluates, and uses information efficiently and effectively

Homework

Classroom learning is improved by homework which may include:

- Review
- Reinforcement
- Reading in preparation for discussion
- Data gathering, analysis, and synthesis
- Preparation of long-term projects
- Enrichment through utilization of resources outside school

Homework should be meaningful and checked promptly for quality as well as completion.

Tests and Assessments

Well-designed assessments administered by the teacher that reflect curriculum indicators are the basis of the assessment portion of the grade. Examples of assessments include teacher-made tests and performance assessments. Although standardized tests and state-mandated tests are not calculated into the assessment portion of the grade, they provide valuable insights into student performance for teachers and parents.

2. Interim Reports

Interim reports are used between reporting periods to communicate student progress. Interims are generally sent home in the middle of the term, but they may be sent at any time and as often as necessary to communicate effectively. Interims must be issued for students who are failing, in danger of failing, or in danger of dropping two letter grades during a marking period with the following exceptions:

- 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.
- Other explicit and documented means of communication with the parent/guardian have been implemented.

The interim report includes the name of the student, date, subject, a statement of overall progress including classwork, homework, and test performance, personal work habits, and comments. There is a space for the parent's signature, and the signed interim should be returned to the teacher within a week. Teachers must follow up on interim reports that are not returned within the time allotted.

3. Calculating Grades

Each quarter, the marking period closes approximately two weeks before the scheduled distribution of report cards. This window allows for the accurate calculation of grades and careful completion of report cards. Grades are calculated using weighted formulas.

Grades 1 and 2

In Grades 1 and 2, seventy percent of a report card grade for each expectation is based on classwork. Twenty percent comes from tests (assessments), and ten percent is based on homework. Added together, the percentages equal one hundred percent. Figure 17 shows the weighted percentages for Grades 1 and 2.

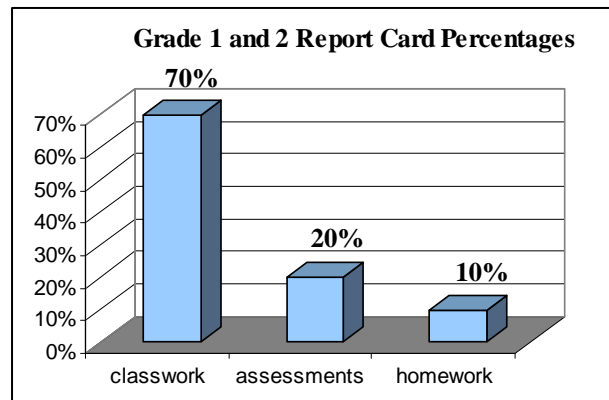


Figure 17

A grade book program, a spreadsheet, or a calculator may be used to determine grades for each subject using this formula for Grades 1 and 2:

(70% of classwork average + 20% of assessment average + 10% of homework average)

Grades 3, 4, and 5

In Grades 3, 4, and 5, sixty percent of a report card grade for each subject is based on classwork. Twenty-five percent comes from tests (assessments), and fifteen percent is based on homework. Figure 18 shows the weighted percentages for intermediate grades.

Use this formula to determine grades for each subject for Grades 3, 4, and 5:

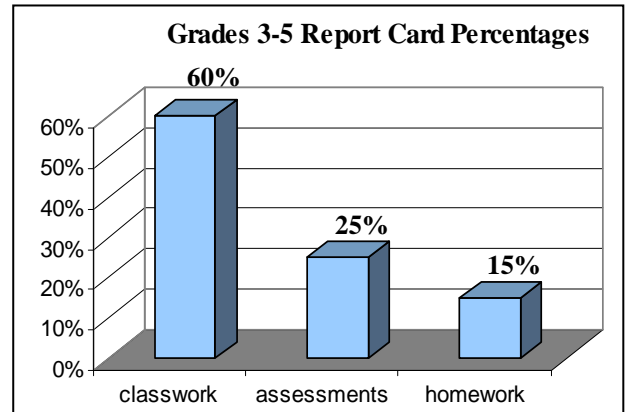


Figure 18

(60% of classwork average + 25% of assessment average + 15% of homework average)

4. Report Card Comments

Report card comments are most helpful to parents when they are honest, specific, and constructive. Comments should provide explanations, commendations and/or recommendations related to grades or to learning skills and behaviors. The table below illustrates how some very general report card comments might be written to convey more specific information.

General Comments	Specific Comments
___ should try harder in math.	___ could improve her math grades by paying attention to instruction and completing all homework.
___ is an excellent student.	___ excels in reading and writing. Her classwork and participation reflect the depth of her thinking.
___ consistently struggles in art class.	___ has difficulty understanding and applying art concepts. She often completes work quickly and fails to follow directions.
It's a pleasure having ___ in my class.	___ is a delightful student. He is always attentive and respectful.
Have a nice summer!	___ has shown a great interest in science this year. I would like to recommend these books for his summer reading: <i>Creepy Creature</i> by Sneed P. Collard III and <i>Animals Nobody Loves</i> by Seymour Simon.

Appendixes

Appendix A: Guidance for Using for PARCC BCPS Rubrics

Converting Rubric Levels to Grades:

Grades 3 – 5: Reading Comprehension

Grade	Rubric Rating	Text Complexity*
A – 100%	3 or 2	Moderately Complex Very Complex
A – 100%	3	Readily Accessible
B – 89%	2	Readily Accessible
C – 79%	1	Moderately Complex Very Complex
D – 69%	1	Readily Accessible
F – 59%	0	

**Text Complexity level is denoted on the Unit Overview.*

Grades 3 – 5: Written Expression and Knowledge of Language and Conventions

Grade	Rubric Rating
A – 100%	3 w/ consistent performance across all factors
B – 89%	3 w/ inconsistent performance across all factors
C – 79%	2
D – 69%	1
F – 59%	0

Grades 1 – 2: Reading Comprehension

Grade	Rubric Rating	Text Complexity
CD (100%)	3 or 2	Moderately Complex Very Complex
CD (100%)	3	Readily Accessible
P (89%)	2	Readily Accessible
P (79%)	1	Moderately Complex Very Complex
N (69%)	1	Readily Accessible
N (59%)	0	

Grades 1 – 2: Written Expression and Knowledge of Language and Conventions

Grade	Rubric Rating
CD (100%)	2 w/ consistent performance across all factors
P (89%)	2 w/ inconsistent performance across all factors
P (79%)	1
N (69%)	0

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Math Curriculum Alignment Tables

Grade 1

Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
A. Represent and solve (word) problems involving addition and subtraction.	1.OA.1, 1.OA.2	Units 1, 3, 4, 5, 6, 7, 8, 9
B. Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.3, 1.OA.4	Units 1, 3, 4, 5, 6, 7, 8, 9
C. Add and subtract within 20.	1.OA.5, 1.OA.6	Units 1, 3, 4, 5, 6, 7, 8, 9
D. Work with addition and subtraction equations.	1.OA.7, 1.OA.8	Units 1, 3, 4, 5, 6, 7, 8, 9
Number and Operations in Base Ten		
A. Extend the counting sequence.	1.NBT.1	Units 1, 2, 3, 4, 5, 6, 7, 8
B. Understand place value.	1.NBT.2, 1.NBT.3	Units 3, 4, 5, 6, 8
C. Use place value understanding and properties of operations to add and subtract.	1.NBT.4, 1.NBT.5, 1.NBT.6	Unit 8
Measurement and Data		
A. Measure lengths indirectly and by iterating length units.	1.MD.1, 1.MD.2	Unit 5
B. Tell and write time.	<i>1.MD.3</i>	Unit 5
C. <i>Represent and interpret data.</i>	1.MD.4	Unit 4
Geometry		
A. Reason with shapes and their attributes.	1.G.1, 1.G.2, 1.G.3	Unit 2 (2-D shapes) Unit 5 (fractions) Unit 9 (3-D shapes)
Clusters	Domains	
Major Supporting Additional	OA – Operations and Algebra NBT – Number and Operations in Base Ten MD – Measurement and Data G – Geometry	

Note: As part of the Grade 1 Mathematics Program, the Classroom Routines and Every Day Counts Calendar Math provide ongoing opportunities for practice and review.

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Grade 2

Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
A. Represent and solve (word) problems involving addition and subtraction.	2.OA.1	Units 1, 3, 6, 8
B. Add and subtract within 20.	2.OA.2	Units 1, 2, 3, 4, 5, 6, 8, 9
C. Work with equal groups of objects to gain foundations for multiplication.	<i>2.OA.3, 2.OA.4</i>	Units 1, 3, 5, 8
Number and Operations in Base Ten		
A. Understand place value.	2.NBT.1, 2.NBT.2, 2.NBT.3, 2.NBT.4	Units 1, 2, 3, 5, 6, 8
B. Use place value understanding and properties of operations to add and subtract.	2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.8, 2.NBT.9	Units 1, 3, 5, 6, 8, 9
Measurement and Data		
A. Measure and estimate lengths in standard units.	2.MD.1, 2.MD.2, 2.MD.3, 2.MD.4	Unit 9
B. Relate addition and subtraction to length.	2.MD.5, 2.MD.6	Unit 1
C. Work with time and money.	<i>2.MD.7, 2.MD.8</i>	Units 1, 2, 3, 4, 5, 6, 7, 8, 9 (time) Units 1, 3, 4, 6 (money)
C. Represent and interpret data.	<i>2.MD.9, 2.MD.10</i>	Unit 4, 9 (line plot)
Geometry		
A. Reason with shapes and their attributes.	<i>2.G.1, 2.G.2, 2.G.3</i>	Unit 2 (2-D and 3-D shapes) Unit 7 (fractions)
Clusters	Domains	
Major <i>Supporting</i> Additional	OA – Operations and Algebra NBT – Number and Operations in Base Ten MD – Measurement and Data G – Geometry	

Note: As part of the Grade 2 Mathematics Program, the Classroom Routines and Every Day Counts Calendar Math provide ongoing opportunities for practice and review.

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Grade 3

Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
A. Represent and solve problems involving multiplication and division.	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4	Units 1, 6, 7, 11
B. Understand properties of multiplication and the relationship between multiplication and division.	3.OA.5, 3.OA.6	Units 1, 6, 7, 11
C. Multiply and divide within 100.	3.OA.7	Units 6, 7, 11
D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.8, 3.OA.9	Units 2, 3, 6, 11
Number and Operations in Base Ten		
A. Use place value understanding and properties of operations to perform multi-digit arithmetic.	3.NBT.1, 3.NBT.2, 3.NBT.3	Units 2, 3, 4, 11
Number and Operations — Fractions		
A. Develop understanding of fractions as numbers.	3.NF.1, 3.NF.2, 3.NF.3	Units 9, 12, 13
Measurement and Data		
A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3.MD.1, 3.MD.2	Units 5 and 13
B. Represent and interpret data.	<i>3.MD.3, 3.MD.4</i>	Units 5, 8, 13
C. Geometric measurement: understand concepts of area and relate area to multiplication and addition.	3.MD.5, 3.MD.6, 3.MD.7	Unit 8, 11
D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3.MD.8	Unit 8
Geometry		
A. Reason with shapes and their attributes.	<i>3.G.1, 3.G.2</i>	Units 9, 10, 12
Clusters	Domains	
Major <i>Supporting</i> Additional	OA – Operations and Algebra NBT – Number and Operations in Base Ten NF – Number and Operations – Fractions MD – Measurement and Data G – Geometry	

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Grade 4

Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
A. Use the four operations with whole numbers to solve problems.	4.OA.1, 4.OA.2, 4.OA.3	Units 2, 3, 5, 6, 12
B. Gain familiarity with factors and multiples.	<i>4.OA.4</i>	Units 3, 6
C. Generate and analyze patterns.	4.OA.5	Units 2, 3
Number and Operations in Base Ten		
A. Generalize place value understanding for multi-digit whole numbers.	4.NBT.1, 4.NBT.2, 4.NBT.3	Units 1, 5, 6, 12
B. Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.4, 4.NBT.5, 4.NBT.6	Units 2, 3, 5, 6, 12
Number and Operations — Fractions		
A. Extend understanding of fraction equivalence and ordering.	4.NF.1, 4.NF.2	Unit 8
B. Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.	4.NF.3, 4.NF.4	Units 8, 10
C. Understand decimal notation for fractions, and compare decimal fractions.	4.NF.5, 4.NF.6, 4.NF.7	Unit 1
Measurement and Data		
A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	<i>4.MD.1, 4.MD.2, 4.MD.3</i>	Units 1, 2, 4, 7, 9, 10
B. Represent and interpret data.	<i>4.MD.4</i>	Units 4, 10
C. Geometric measurement: understand concepts of angle and measure angles.	4.MD.5, 4.MD.6, 4.MD.7	Units 7, 11
Geometry		
A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	4.G.1, 4.G.2, 4.G.3	Unit 7
Clusters	Domains	
Major <i>Supporting</i> Additional	OA – Operations and Algebra NBT – Number and Operations in Base Ten NF – Number and Operations – Fractions MD – Measurement and Data G – Geometry	

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Grade 4 Advanced

Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
4A. Use the four operations with whole numbers to solve problems.	4.OA.1, 4.OA.2, 4.OA.3	Units 2, 3, 5, 6, 12
4B. Gain familiarity with factors and multiples.	<i>4.OA.4</i>	Units 3, 6,
4C. Generate and analyze patterns.	<i>4.OA.5</i>	Units 2, 3
5A. Write and interpret numerical expressions.	<i>5.OA.1, 5.OA.2</i>	Unit 12
Number and Operations in Base Ten		
4A. Generalize place value understanding for multi-digit whole numbers.	4.NBT.1, 4.NBT.2, 4.NBT.3	Units 1, 5, 6, 12
4B. Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.4, 4.NBT.5, 4.NBT.6	Units 2, 3, 5, 6, 12
5A. Understand the place value system.	5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4	Units 1, 2, 5, 6, 12
5B. Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.5, 5.NBT.6, 5.NBT.7	Units 2, 3, 5, 6, 12
Number and Operations — Fractions		
4A. Extend understanding of fraction equivalence and ordering.	4.NF.1, 4.NF.2	Unit 8
4B. Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.	4.NF.3, 4.NF.4	Units 8, 10
4C. Understand decimal notation for fractions, and compare decimal fractions.	4.NF.5, 4.NF.6, 4.NF.7	Unit 1
5A. Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.1, 5.NF.2	Units 8, 10
5B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7	Units 8, 10
Measurement and Data		
4A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	<i>4.MD.1, 4.MD.2, 4.MD.3</i>	Units 1, 2, 4, 7, 9, 10
4B. Represent and interpret data.	<i>4.MD.4</i>	Units 4, 10
4C. Geometric measurement: understand concepts of angle and measure angles.	<i>4.MD.5, 4.MD.6, 4.MD.7</i>	Units 7, 11
5A. Convert like measurement units within a given measurement system.	<i>5.MD.1</i>	Unit 9
5B. Represent and interpret data.	<i>5.MD.2</i>	Units 8, 10
Geometry		
4A. Draw and identify lines and angles, and classify shapes by properties	<i>4.G.1, 4.G.2, 4.G.3</i>	Unit 7

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

	of their lines and angles.		
5A.	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.1, 5.G.2	Unit 11
5B.	Classify two-dimensional figures into categories based on their properties.	5.G.3, 5.G.4	Unit 7
Clusters		Domains	
Major <i>Supporting</i> Additional		OA – Operations and Algebra NBT – Number and Operations in Base Ten NF – Number and Operations – Fractions MD – Measurement and Data G – Geometry	

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Grade 5

Domain and Cluster Headings	Standards Codes	Unit(s)
Operations and Algebraic Thinking		
A. Write and interpret numerical expressions.	5.OA.1, 5.OA.2	Units 2, 3, 4, 12
B. Analyze patterns and relationships.	5.OA.3	Units 2, 3, 4, 12
Number and Operations in Base Ten		
A. Understand the place value system.	5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.4	Units 1, 2, 3, 10
B. Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.5, 5.NBT.6, 5.NBT.7	Units 1, 2, 3, 10
Number and Operations — Fractions		
A. Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.1, 5.NF.2	Units 5, 6, 7, 11, 12
B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7	Units 6, 7, 11
Measurement and Data		
A. Convert like measurement units within a given measurement system.	5.MD.1	Unit 8
B. Represent and interpret data.	5.MD.2	Unit 12
C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3, 5.MD.4, 5.MD.5	Unit 9
Geometry		
A. Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.1, 5.G.2	Unit 12
B. Classify two-dimensional figures into categories based on their properties.	5.G.3, 5.G.4	Unit 5
Clusters	Domains	
Major Supporting Additional	OA – Operations and Algebra NBT – Number and Operations in Base Ten NF – Number and Operations – Fractions MD – Measurement and Data G – Geometry	

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

Elementary Mathematics Report Cards
BCPS Curriculum Alignment Table

Grade 5 GT

Domain and Cluster Headings	Standards Codes	Unit(s)
Ratios and Proportional Relationships		
C. Understand ratio concepts and use ratio reasoning to solve problems	6.RP.A	Units 10, 11
The Number System		
C. Apply and extend previous understandings of multiplication and division to divide fractions by fractions	6.NS.A	Unit 7
D. Compute fluently with multi-digit numbers and find common factors and multiples	6.NS.B	Units 2, 3
E. Apply and extend previous understandings of numbers to the system of rational numbers	6.NS.C	Units 9, 12
Expressions and Equations		
C. Apply and extend previous understandings of arithmetic to algebraic expressions	6.EE.A	Units 1, 7, 8, 12
D. Reason about and solve one-variable equations and inequalities	6.EE.B	Units 1, 12
E. Represent and analyze quantitative relationships between dependent and independent variables	6.EE.C	Unit 12
Geometry		
D. Solve real-world and mathematical problems involving area, surface area, and volume	6.G.A	Units 5, 8
Statistics and Probability		
C. Develop understanding of statistical variability	6.SP.A	Unit 4
D. Summarize and describe distributions	6.SP.B	Unit 4
Clusters	Domains	
Major <i>Supporting</i> Additional	RP – Ratios and Proportional Relationships NS – The Number System EE – Expressions and Equations G – Geometry SP – Statistics and Probability	

Maryland College and Career-Ready Standards: <http://mdk12.org/instruction/commoncore/>

Common Core State Standards: <http://www.corestandards.org/Math/>

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

Fall Placement _____

Student _____ Teacher _____	School _____ Grade _____ Year _____
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ATTENDANCE	State standard for attendance is 94%	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 Applicable**

Effort Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**

LANGUAGE ARTS	Quarter			
	1	2	3	4
Effort	1	2	2	1
Reading --Foundational Skills	CD	P	P	CD
Reading --Vocabulary, and Comprehension	CD	P	P	CD
Writing—Written Expression and Knowledge of Language and Conventions	CD	P	P	CD
Speaking and Listening	NA	P	P	CD

MATHEMATICS	Quarter			
	1	2	3	4
Effort	1	2	2	1
Operations and Algebraic Thinking	CD	P	P	CD
Number and Operations in Base Ten	CD	CD	CD	CD
Measurement and Data	P	CD	P	P
Geometry	P	P	P	CD

SCIENCE	Quarter			
	1	2	3	4
Effort	1	2	2	1
	CD	P	P	CD

SOCIAL STUDIES	Quarter			
	1	2	3	4
Effort	1	2	2	1
	CD	P	P	CD

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

Student _____

School _____

Teacher _____

Grade _____ Year _____

HEALTH	Quarter			
	1	2	3	4
Effort		2	2	1
		P	P	P

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

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable				
Completes classwork on time		2	2	2
Completes and returns homework		2	2	2
Actively participates in learning tasks		1	1	1
Uses a variety of technologies and other resources for learning		2	2	2
Follows classroom and school rules		2	2	2
Shows respect for people and property		2	2	2
Works cooperatively with others		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 services 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**

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 _____

Student _____ Teacher _____	School _____ Grade _____ Year _____
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ATTENDANCE	State standard for attendance is 94%				Year Total
	Quarter				
	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 Applicable**

Effort Codes:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**

LANGUAGE ARTS	Quarter			
	1	2	3	4
Effort	2	2	2	1
Reading --Foundational Skills	CD	CD	P	CD
Reading --Vocabulary, and Comprehension	CD	CD	P	CD
Writing—Written Expression and Knowledge of Language and Conventions	CD	CD	P	CD
Speaking and Listening	NA	NA	P	CD

MATHEMATICS	Quarter			
	1	2	3	4
Effort	2	2	2	1
Operations and Algebraic Thinking	CD	CD	P	CD
Number and Operations in Base Ten	CD	CD	CD	CD
Measurement and Data	P	P	CD	P
Geometry			P	CD

SCIENCE	Quarter			
	1	2	3	4
Effort	2	2	2	1
	CD	CD	P	CD

SOCIAL STUDIES	Quarter			
	1	2	3	4
Effort	2	2	2	1
	CD	CD	P	CD

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

Student _____

School _____

Teacher _____

Grade _____ Year _____

HEALTH	Quarter			
	1	2	3	4
Effort	2	2	2	1
	P	P	P	P

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

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable				
Completes classwork on time	2	2	2	2
Completes and returns homework	2	2	2	2
Actively participates in learning tasks	1	1	1	1
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 services 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**

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 _____

Student	School
Teacher	Grade Year

ATTENDANCE	State standard for attendance is 94%	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%

Domain/Subject Codes: Indicate the students' level of understanding and application of curriculum standards.

Achievement Grades:

- A — Outstanding
- B — Very Good
- C — Satisfactory
- D — Poor
- E — Unsatisfactory
- NA Not Applicable

Effort Codes:

- 1 — Very Good
- 2 — Satisfactory
- 3 — Needs Development

Domain/Subject Codes:

- VG — Very Good
- S — Satisfactory
- N — Needs Development
- NA Not Applicable

LANGUAGE ARTS	Achievement Grade	Quarter			
		1	2	3	4
		C	C	C	B
	Effort	1	1	1	1
Reading—Comprehension and Vocabulary		S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

MATHEMATICS	Achievement Grade	Quarter			
		1	2	3	4
		C	C	C	C
	Effort	1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions			S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry				S	S

SCIENCE	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

SOCIAL STUDIES	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

HEALTH	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

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

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement Grade	B	C	B	B
	Effort	1	1	1	1
Art	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Vocal Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Physical Education	Achievement Grade	A	B	A	A
	Effort	1	1	1	1

LEARNING SKILLS/BEHAVIOR		Quarter			
		1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable					
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		1	1	1	1
Follows classroom and school rules		2	2	2	2
Shows respect for people and property		2	2	2	2
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 services 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**

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 _____

Student	School
Teacher	Grade Year

ATTENDANCE	State standard for attendance is 94%	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%

Domain/Subject Codes: Indicate the students' level of understanding and application of curriculum standards.

Achievement Grades:

- A — Outstanding
- B — Very Good
- C — Satisfactory
- D — Poor
- E — Unsatisfactory
- NA Not Applicable

Effort Codes:

- 1 — Very Good
- 2 — Satisfactory
- 3 — Needs Development

Domain/Subject Codes:

- VG — Very Good
- S — Satisfactory
- N — Needs Development
- NA Not Applicable

LANGUAGE ARTS	Achievement Grade Effort	Quarter			
		1	2	3	4
		C	C	C	B
		1	1	1	1
Reading—Comprehension and Vocabulary		S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

MATHEMATICS	Achievement Grade Effort	Quarter			
		1	2	3	4
		C	C	C	C
		1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions			S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry				S	S

SCIENCE	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

SOCIAL STUDIES	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

HEALTH	Achievement Grade Effort	Quarter			
		1	2	3	4
		A	A	A	A
		1	1	1	1

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

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement Grade	B	C	B	B
	Effort	1	1	1	1
Art	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Vocal Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Physical Education	Achievement Grade	A	B	A	A
	Effort	1	1	1	1
Exploratory Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1

LEARNING SKILLS/BEHAVIOR		Quarter			
		1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable					
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		1	1	1	1
Follows classroom and school rules		2	2	2	2
Shows respect for people and property		2	2	2	2
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 services 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**

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 _____

Student	School
Teacher	Grade
	Year

ATTENDANCE	State standard for attendance is 94%	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%

Domain Codes: Indicate the students' level of understanding and application of curriculum standards.

Achievement Grades:

- A — Outstanding
- B — Very Good
- C — Satisfactory
- D — Poor
- E — Unsatisfactory
- NA Not Applicable

Effort Codes:

- 1 — Very Good
- 2 — Satisfactory
- 3 — Needs Development

Domain/Subject Codes:

- VG — Very Good
- S — Satisfactory
- N — Needs Development
- NA Not Applicable

LANGUAGE ARTS	Achievement Grade	Quarter			
		1	2	3	4
		C	C	C	B
	Effort	1	1	1	1
Reading—Comprehension and Vocabulary		S	S	VG	VG
Writing –Written Expression and Knowledge of Language and Conventions		S	S	VG	VG
Speaking and Listening		S	S	VG	VG

MATHEMATICS	Achievement Grade	Quarter			
		1	2	3	4
		C	C	C	C
	Effort	1	1	1	1
Operations and Algebraic Thinking		S	S	VG	VG
Number and Operations in Base Ten		N	S	VG	VG
Number and Operations — Fractions		NA	S	VG	VG
Measurement and Data		S	S	VG	VG
Geometry		NA	NA	S	S

SCIENCE	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

SOCIAL STUDIES	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

HEALTH	Achievement Grade	Quarter			
		1	2	3	4
		A	A	A	A
	Effort	1	1	1	1

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

SPECIAL AREA SUBJECTS		Quarter			
		1	2	3	4
Library Media	Achievement Grade	B	C	B	B
	Effort	1	1	1	1
Art	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Vocal Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1
Physical Education	Achievement Grade	A	B	A	A
	Effort	1	1	1	1
Instrumental Music	Achievement Grade	B	B	B	B
	Effort	1	1	1	1

LEARNING SKILLS/BEHAVIOR		Quarter			
		1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable					
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		1	1	1	1
Follows classroom and school rules		2	2	2	2
Shows respect for people and property		2	2	2	2
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 services the student is receiving.</i>					
<i>Teachers will use a pull-down menu containing various choices appropriate for Grade 5.</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 5.</i>					

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

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 _____

Expectations for Students in Grade 5 GT Mathematics*

MATHEMATICS	Quarter			
	1	2	3	4
	Achievement Grade Effort			
	C	C	C	C
	1	1	1	1
Ratios and Proportional Relationships	S	S	VG	VG
The Number System	N	S	VG	VG
Expressions and Equations		S	VG	VG
Geometry	S	S	VG	VG
Statistics and Probability			S	S

*The Grade 6 Content Domains of the Maryland College and Career-Ready Standard for Mathematics will appear on electronic report cards for students who have been identified for Grade 5 GT services and entered into STARS.