



Understanding your Child's Elementary School Report Card

KINDERGARTEN

Look at the whole report card, not just the grades. Each student is unique and progresses through the Howard County Public School System curriculum at his or her own pace. This report card is one means of communicating a student's progress. Parents are encouraged to maintain communication with the school staff throughout the year.

EVALUATION CODE

I-Independent - Student's performance consistently demonstrates understanding of skills and concepts with little or no support on most objectives taught this quarter.

W-With Assistance - Student's performance consistently demonstrates understanding of skills and concepts with support on most objectives taught this quarter.

N-Not Yet Apparent - Student's performance does not consistently demonstrate understanding of skills and concepts on most objectives taught this quarter.

Performance indicators are based on multiple assessments from the entire marking period. These include teacher observation, formal and informal assessments, classwork and projects.

GRADES 1 AND 2

Look at the whole report card, not just the grades. Each student is unique and progresses through the Howard County Public School System curriculum at his or her own pace. The skills become more difficult from one instructional level to the next. This report card is one means of communicating a student's progress. Parents are encouraged to maintain communication with the school staff throughout the year.

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Performance indicators are based on multiple assessments from the entire marking period. These include classroom participation, teacher observation, quizzes, tests, projects, HCPSS assessments, homework and classwork.

GRADES 3 THROUGH 5

Students are unique and progress through the Howard County Public School System curriculum at their own pace. The skills become more difficult as students move from one instructional level to the next. This report card is one means of communicating a student's progress. Parents are encouraged to maintain communication with the school staff throughout the year.

- Look at the report card as a whole rather than looking at just the grades.
- Understand the Comments, Instructional Levels, and Evaluation Codes on your student's report cards.
- Know that numbers indicate Effort Codes and Learning Behaviors.
- Take advantage of the opportunity to talk to the teacher at conferences.

EVALUATION CODE (GRADES):

- A - Outstanding Level 90-100%
- B - High Level 80-89%
- C - Satisfactory Level 70-79%
- D - Low Level 60-69%
- E - Failure 59% and below

Grades are based on multiple assessments from the entire marking period. These include: classroom participation, teacher observation, quizzes, tests, projects and other teacher-made assessments, HCPSS assessments, homework and classwork.

EFFORT CODE

The effort code describes the student's level of task commitment, class participation, quality and quantity of work, and timely completion of class and homework assignments.

Effort Code rating scale indicates the student meets or exceeds expectations:

- Consistently: 1-Outstanding
- Most of the Time: 2-Satisfactory
- Inconsistently: 3-Needs Improvement

INSTRUCTIONAL CODE

Instructional levels are only for reading and mathematics and indicate student performance in relation to grade level expectations.

Reporting Period – Stands independently; the fourth marking period is not cumulative.

Learning Behaviors – Evaluated using the effort code rating scale.

Attendance – Determined by state regulations.

Placement Box – This section is only completed at the end of the year.