



A Guide for Families

Understanding the Grade 3–5 Report Card

The quarterly report card is one means of communicating a student's progress throughout the year. When reviewing the report card, parents are encouraged to:

- Look at the report card as a whole rather than just the grades.
- Understand the Comments and Evaluation Codes on your student's report cards.
- Take advantage of the opportunity to talk to the teacher at conferences.

Parents are encouraged to maintain communication with the school staff throughout the year. Skills become more

difficult as students move from one reporting period to another.

HCPSS is implementing the Standards Based Instruction and Reporting (SBIR) process, per Policy 8010 – Grading and Reporting: Pre-Kindergarten Through Grade 5. SBIR requires teachers to gather evidence of student learning over time and articulate a student's relative strengths and growth areas as compared to the grade level standards.

Organization of Information on the Report Card

Measurement Topic – Line items on the report card. Curriculum standards are bundled into a measurement topic.
See QR code on back page for more details about measurement topics.

Subject →	LANGUAGE ARTS	REPORTING PERIOD			
		1	2	3	4
	Demonstrates reading comprehension				
	Applies grade level reading foundational skills				
	Writes for different purposes and audiences				
	Applies grade level knowledge of language and its conventions when writing and speaking				
	Demonstrates listening and speaking skills to productively participate in conversations				

Academic Performance Codes*

Used to describe the extent to which a student has met the expectation of grade-level standards.

Student Performance – For Grades 3-5 within curriculum standards is indicated by a teacher assessment of the evidence noting the following:
A – Consistently meets expectations (90% or higher)
B – Frequently meets expectations (89%-80%)
C – Making sufficient progress toward expectations (79%-70%)
D - Making insufficient progress toward expectations (69%-40%)
E - Limited/No progress toward expectations (39% or below)
Learning Behaviors – Indicates student demonstration of learning
1 - Meets expectations
2 - Making progress toward expectations
3 - Limited/No progress toward expectations

*Codes explained more fully on back page.

Learning Behavior Performance Codes*

Used to describe a student's demonstration of the learning behaviors.

Learning Behaviors (K–5 only)

Learned actions that enable students to access learning and interact with others productively in the community.

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

Academic Performance Codes

To give the most accurate information about how a student is progressing with grade-level standards, HCPSS will use the following performance categories:

A = Consistently meets expectations (90% or higher)

- "A" indicates the student is achieving the grade-level expectations of the standards.
- The student consistently demonstrates understanding of content and applies the skills required in the academic standards.

B = Frequently meets expectations (89% - 80%)

- "B" indicates the student is achieving the grade-level expectations of the standards.
- The student frequently demonstrates understanding of content and applies the skills required in the academic standards.

C = Making sufficient progress toward expectations (79%–70%)

- "C" indicates the student is progressing toward the grade-level expectations of the standards.
- The student may need more instruction, support, or monitoring to meet the grade level standards.
- The student demonstrates some understanding of the content and applies some of the skills required in the academic standards.

D = Making insufficient progress toward expectations (69% - 40%)

- "D" indicates the student is progressing toward the grade-level expectations of the standards.
- The student requires more instruction, support, or monitoring to meet the grade-level standards.
- The student demonstrates minimal understanding of the content and applies some of the skills required in the academic standards.

E = Limited / No progress toward expectations (39% or below)

- "E" indicates the student is demonstrating limited proficiency with the grade-level expectations of the standards.
- The student consistently requires more instruction, support, and monitoring to meet the grade-level standards.
- The student demonstrates little (to no) understanding of the content and is unable to apply the skills required in the academic standards.

N/A = Not Available

- N/A codes will be used when transfer students from out of the county are missing grades from one marking period and/or assessment grades.
- If an N/A code is used, the report card will include a comment describing the reason the code was used.

I = Incomplete

- I (Incomplete) will be used when a student has not been able to complete required coursework due to excused absences or other extenuating circumstances.
- I (Incomplete) will be converted to an appropriate letter grade according to Implementation Procedures Section II.E.

Learning Behaviors

Learning Behaviors are defined as learned actions that enable students to access learning and interact with others productively in the community. The frequency and quality of the learning behavior being demonstrated are considered when reporting. Visit <https://www.hcpss.org/academics/learning-behaviors/> for more information.

Learning Behavior Reporting Codes (K–5 only):

- 1 - Meets Expectations
- 2 - Making Progress Toward Expectations
- 3 - Limited/No Progress Toward Expectations

Report Card Comments

All report cards include a section for written narrative comments, which will include a comment:

- Highlighting a student strength.
- Stating if a student is working on standards beyond their current grade level, if applicable.
- Providing clarification on what a student should continue to work on for any measurement topics marked "D" or "E."
- Providing clarification on what a student should continue to work on for any learning behaviors marked "3."
- Providing clarification on any N/A, if applicable.

Other Components of the Intermediate Report Card

- **Reporting Period** – Stands independently; the fourth marking period is not cumulative.
- **Attendance** – Determined by state regulations.

For more information, scan the QR Code:



Family and Community
Standards Based
Instruction and
Reporting (SBIR)
website



**Howard
County**
Public School System