

A Guide for Families of Students with IEPs



Understanding the Elementary Report Card

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.

Students with an Individualized Education Program (IEP) receive two types of progress reports quarterly: a report card and an IEP Annual Goal(s) Progress Report. Please contact your child's case manager with any questions.

Report Cards

For students with an IEP who receive instruction in the Maryland College and Career Readiness Standards (MCCRS), Academic Performance Codes reflect progress towards grade level MCCRS standards with the provision of their IEP, including specially designed instruction, accommodations, and supplementary aids and services.

For students with an IEP who receive instruction in the Alternate Academic Achievement Standards (AAAS), Academic Performance Codes in English/Language Arts and Mathematics reflect progress towards grade level AAAS standards with the provision of their IEP, including specially designed instruction, accommodations, and supplementary aids and services.

For students with an IEP who receive instruction in the Alternate Academic Achievement Standards (AAAS), Academic Performance Codes in other subjects without AAAS reflect progress towards the grade level standards that are modified and less complex with the provision of their IEP, including specially designed instruction, accommodations, and supplementary aids and services.

IEP Annual Goal(s) Progress Report

Provides detailed progress toward IEP goals. IEP Progress Reports will be sent during the report card time frame.



For more information, scan the QR Code:



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