

Parent Guide for the Elementary Report Card

Baltimore County Public Schools



Table of Contents

<u>Introduction</u>	3
<u>What Is the Purpose of the Elementary Report Card?</u>	4
<u>When Are Report Cards Sent Home?</u>	4
<u>What Is Conference Day?</u>	5
<u>What Is a Good Way to Talk about the Report Card with My Child?</u>	5
<u>How Are All Elementary Report Cards Alike?</u>	6
<u>Essential Information</u>	6
<u>Attendance</u>	6
<u>Organization of Subjects</u>	6
<u>Learning Skills/Behavior</u>	7
<u>Comments and Conference Requests</u>	7
<u>How Are the Elementary Report Cards Different?</u>	8
<u>Achievement Codes for Grades 1 and 2</u>	8
<u>Achievement Grades for Grades 3-5</u>	8
<u>Grade Level Report Cards and Curriculum Expectations</u>	9
<u>Language Arts Curriculum Expectations</u>	10
<u>Mathematics Curriculum Expectations</u>	10
<u>Science, Social Studies, and Health Curriculum Expectations</u>	10
<u>How Is Progress Communicated in Special Area Subjects?</u>	11
<u>Library Media</u>	11
<u>Art</u>	11
<u>Music</u>	11
<u>Physical Education</u>	11
<u>How Are Report Card Grades Calculated?</u>	12
<u>Grading for Students in Grades 1 and 2</u>	12
<u>Grading for Students in Grades 3-5</u>	12
<u>Why Do Some Report Cards Have “Programs and Services” and “Additional Reports?”</u>	13
<u>Modified Programs</u>	13
<u>Supplemental Programs</u>	13
<u>Enrichment Programs</u>	13
<u>Glossary of Terms</u>	Appendix A
<u>Sample Completed Grade 2 Report Card</u>	Appendix B
<u>Sample Completed Grade 4 Report Card</u>	Appendix C

*Coming together is a beginning.
Keeping together is progress.
Working together is success.*

~Henry Ford

Introduction

The report card that you are receiving this year was revised during the 2007-2008 school year with the aid and input of over 125 parents, teachers, administrators, and curriculum and instruction personnel. This report card, aligned with national and state standards, is designed to provide you with specific information about your child's performance in each grade and in each subject.

This guide was written to assist you in understanding the form and the content of the elementary report card. At the end of this guide, you will find a glossary of terms for the Grade 1 through Grade 5 report cards. You will also be able to view a sample report card for Grade 2 and Grade 4.

It is our hope that this guide anticipates and answers your questions. In the event that you need more information, you may contact your child's school and/or teacher. You may also contact a supervisor in the appropriate curricular office.

Learning is a treasure that will follow its owner everywhere.
~Chinese Proverb

What Is the Purpose of the Elementary Report Card?

The purpose of the elementary report card is to communicate your child's academic progress. The report card is just one way of learning about your child's progress in school. Conferences with the teacher, along with samples of your child's work, can add to your understanding of your child's performance in school.

When Are Report Cards Sent Home?



Report cards are sent home with your child quarterly. Distribution of report cards is indicated on the Web-based System Calendar (<http://www.bcps.org/calendars/>) and also on the BCPS Information Calendar which is distributed at the beginning of each school year.

Report cards come home in a brown BCPS envelope like the one in Figure 1. You may keep the report card, but it is important that you sign the envelope and have your child return it to the teacher after the first, second, and third quarters. Your signature indicates that you have received and read the report card. You may also use the check boxes on the envelope to request a conference. Upon receiving a report card envelope with "Conference" checked, the teacher will contact you to schedule a convenient time. At the end of the year, you may keep the report card envelope.

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 1

Students in Grade 1 do not receive a report card at the end of the first quarter. Instead, you will have an opportunity to discuss your child's progress with the teacher during a scheduled conference. At the first conference, you may request that the teacher review the first grade report card with you so you will be familiar with the format and know what your child will be learning during the school year. Grade 1 students receive the first report card at the end of the second quarter of school. You will notice that most first quarter boxes are grayed to indicate that no grade was given, and there is no comments section for the first quarter. Attendance is reported for the first quarter since it is calculated into the year's total attendance.

The report card helps give us a focus, and it frames the dialogue for moving forward.

~Adrian Smith

What Is Conference Day?



In Baltimore County Public Schools, all elementary schools close for a day just before or after the distribution of the first quarter report card. Although you or your child's teacher may request a conference at any time, this is an optimal time to discuss your child's strengths and needs and to establish a partnership that contributes to your child's success in school.

The Office of Parent Support Services offers many useful materials to assist with communication and conferences. You may want to review the following resources and other links from the Web site (http://www.bcps.org/offices/pdc/parent_teacher_conf.html#Tools):

- *A Parent's Guide to Parent/Teacher Conferences* – You can use the information on this trifold before, during, and after a conference.
- *Conference Questions Worksheet* – This document contains prepared questions to ask your child's teacher and a space to record answers.
- *Parent/Teacher Conference Action Plan* – You or the teacher may use this document to take notes and agree on actions to take as a result of the conference.

What Is a Good Way to Talk about the Report Card with My Child?

Talking with your child about the report card can be a positive, productive experience. The following points may help:

1. Plan to talk in a quiet place and time.
2. Start with the good news. Talk about your child's successes first.
3. For disappointing grades, ask questions so you and your child understand how a grade was earned.
 - How difficult was the work?
 - Was work completed and turned in?
 - Was extra help needed?
 - Would more participation or effort have made a difference?
4. Ask for a parent-teacher-student conference if you need more information.
5. Set realistic goals and make a plan for improvement.
6. Work together and follow through on your plan.



Learning is an active process. We learn by doing.
~Dale Carnegie

How Are All Elementary Report Cards Alike?

Essential Information

Your child’s name, school, homeroom teacher, grade and the year are listed at the top of each page of the report card. On the final report card for the year, your child’s grade placement for the following year will be indicated in the top, right-corner of the first page.

Attendance

Attendance is reported first on each report card. In the attendance area, you will see the number of days absent, the number of days late, and the attendance rate (the percentage of enrolled days present) as in Figure 2. Attendance is important to student achievement, and you will want to examine this section carefully – especially if there has been a change in your child’s grades. The Maryland State Department of Education’s standard for satisfactory attendance is 94%.

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

Organization of Subjects

Information on all BCPS elementary report cards is organized similarly. Academic subjects (language arts including reading and written language, mathematics, science, social studies, and health) and their expectations (subcategories) are followed by special area subjects. Student [effort](#) is reported for every subject as in Figure 3.

SCIENCE	Grade	Achievement	Quarter			
			1	2	3	4
			Effort	1	1	1
		Acquires information from readings, investigations, and oral communications				
		Recognizes and explains how physical weathering and erosion cause changes to Earth materials				
		Recognizes and explains that the natural environment provides the survival needs of plants and animals				
		Identifies and classifies materials as solids, liquids, and gases				
		Explains that changes in the ways objects move are caused by forces				
		Recognizes that consequences may occur when Earth’s natural resources are used to meet human needs				

Figure 3

No matter how good teaching may be, each student must take responsibility for his own learning.
 ~John Carolus

Learning Skills/Behavior

Expectations for Learning Skills/Behavior (Figure 4) are the same in every grade and are scored with the same codes in every grade. You will want to review the scores on this section since they often directly relate to your child's success in academic and special area subjects.



LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
Completes classwork on time	2	2	2	1
Completes and returns homework	1	1	1	1
Actively participates in learning tasks	2	2	2	1
Uses a variety of technologies and other resources for learning	1	1	1	1
Follows classroom and school rules	1	1	1	1
Shows respect for people and property	1	1	1	1
Works cooperatively with others	1	1	1	1

Figure 4

Comments and Conference Requests

Comments appear on the last page of the report card and may be reported by any teacher who teaches your child. Any teacher may check the box in the comments section to request that you call and schedule a conference (Figure 5).

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

Figure 5

Arriving at one goal is the starting point of another.

~John Dewey

How Are the Elementary Reports Cards Different?

Achievement Codes for Grades 1 and 2

Student progress is reported differently in the primary (Grades 1 and 2) and intermediate (Grades 3, 4, and 5) grades. In the primary grades, students do not receive an overall grade for each academic subject. In addition to the effort grade for each subject, students are scored on curriculum expectations (subcategories) under a subject using the achievement codes listed on the first page of the report card (Figure 6). You can view a sample completed Grade 2 report card in Appendix A.

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 Improvement 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 6

Achievement Grades for Grades 3-5

In the intermediate grades, students receive an overall achievement grade for each academic subject using achievement grades: A, B, C, D, or E. Students also are scored on the curriculum expectations (subcategories) under each academic subject using the curriculum expectation codes. (Figure 7) Achievement grades and curriculum expectation codes are listed on the first page of the report card for Grades 3, 4, and 5. You can view a sample completed Grade 4 report card in Appendix B.

Achievement Grades:	Curriculum Expectation Codes		
A	Outstanding	1	Very Good
B	Very Good	2	Satisfactory
C	Satisfactory	3	Needs Development
D	Poor	NA	Not Applicable
E	Unsatisfactory		
NA	Not Applicable		
*	Modified Program		

Figure 7

*Man's mind, once stretched by a new idea,
never regains its original dimensions.*

~Oliver Wendell Holmes

Grade Level Report Cards and Curriculum Expectations

The report card for each grade level is different. The grade level is clearly marked on each page of the report card. Although all report cards contain the same general organization and subjects, you will see differences from grade to grade in the curriculum expectations (subcategories) under each academic subject. Some curriculum expectations are reported every quarter while others are reported just once a year. The box will remain gray when an expectation is not reported. See the Grade 2 (Figure 8) and Grade 4 (Figure 9) science expectations. Not Applicable (NA) will be used if an expectation is taught but there are insufficient data to report a grade.

Grade 2

SCIENCE	Quarter			
	1	2	3	4
Effort	2	2	2	2
Acquires information from readings, investigations, and oral communications	P	P	P	CD
Describes similarities and differences among objects, materials, and scientific concepts	P			
Recognizes and explains how the basic needs of organisms are provided by their habitats		P		
Identifies and describes forces, including pushes and pulls, gravity, and vibrations			P	
Identifies the similarities and differences among offspring and their parents				P

Figure 8

Grade 4

SCIENCE	Quarter			
	1	2	3	4
Achievement Grade	C	C	C	B
Effort	2	2	2	2
Acquires information from readings, investigations, and oral communications	2	2	2	2
Recognizes and compares the properties of static electricity, current electricity, and magnetism			2	
Recognizes and describes that heat is transferred between objects that are at different temperatures and can be transferred in different ways			2	
Identifies and explains the relationship among the sun and planets in the solar system	2			
Identifies and describes that matter undergoes physical changes		2		
Recognizes and explains that earth's surface features and environmental conditions limit what types of organisms can survive				1
Recognizes and explains that fossils provide evidence about the plants and animals that lived long ago and about the nature of the environment at that time				2

Figure 9

Learning without thought is labor lost.

~Confucius

Language Arts Curriculum Expectations

Reading and writing curriculum expectations appear similar from grade to grade. Actually, the challenge level increases over time as your child reads and writes more complex text. In addition, you will see from the expectations below that the skills become more difficult as the text lengthens and becomes more sophisticated.

- Determines important ideas and messages in narrative and informational text (Grade 1).
- Summarizes important ideas and messages in narrative and informational text (Grade 3).
- Synthesizes important ideas and messages in narrative and informational text (Grade 5).

Spelling is one of the language arts expectations. Children learn to spell accurately as they apply rules and patterns learned in phonics and word study lessons; therefore, you will see spelling expectations that include instruction in phonics and word study.

Mathematics Curriculum Expectations

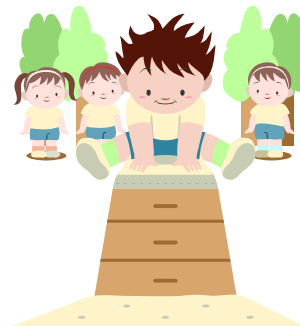
Curriculum expectations for mathematics reflect units of study or skills within a unit. While some expectations remain similar, new and complex skills are introduced from grade to grade. Note how addition and subtraction changes from grade to grade.

- Adds and subtracts whole numbers (Grade 1).
- Adds and subtracts whole numbers and decimals (Grade 3).
- Adds and subtracts decimals, fractions, and mixed numbers (Grade 5).



Science, Social Studies, and Health Curriculum Expectations

Most curriculum expectations for these subjects change from grade to grade and reflect units of study in science, social studies, and health. These expectations state essential understandings for the units in these subjects.



As a child, my number one best friend was the librarian in my grade school. I actually believed all those books belonged to her.

~Erma Bombeck

How Is Progress Communicated in Special Area Subjects?

Special area subjects include library media, art, music, and physical education. Your child is generally taught these subjects once a week by a special area teacher. Each elementary special area program is described below. Students in Grades 1 and 2 receive an effort grade for special area subjects at the end of each quarter. In Grades 3, 4, and 5, students receive effort grades each quarter. Students also receive achievement grades (A, B, C, D, E) at the close of Quarters 2 and 4.

Library Media

Your child has probably selected and borrowed books from the school library. In addition to book selection, the school librarian teaches your child how to access knowledge using a variety of resources such as books, computers, and videos. During this special area class, your child also learns to produce and share new knowledge.



Art

In art class, your child works with a variety of materials using the elements of art and principles of design to express personal ideas in art. Your child studies art and culture from different times and places and also learns to critique works of art.



Music

Your child studies four basic elements of music: rhythm, melody, harmony, and form in music class. All students sing, move, play instruments, and listen to a variety of musical styles in classroom music. Exploratory music is taught in Grade 4 with students studying clarinet, violin, and trumpet as they learn about the instruments of the orchestra.



In Grade 5, students have the opportunity to participate in the instrumental music program and learn to play an instrument of their choice. The instrumental music teacher will provide a report of student progress quarterly.

Physical Education

In physical education class, your child works individually, with a partner, or with a group to develop a variety of physical skills at each grade level. Your child also learns about physical fitness and wellness.



No human being will work hard at anything unless they believe that they are working for competence.

~William Glasser

How Are Report Card Grades Calculated?

Throughout the quarter, teachers record grades for classwork, homework, and tests. Report card grades are calculated using weighted formulas. Classwork is given the heaviest weight followed by tests (assessments), and homework.

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 10 shows the weighted percentages for primary grades.

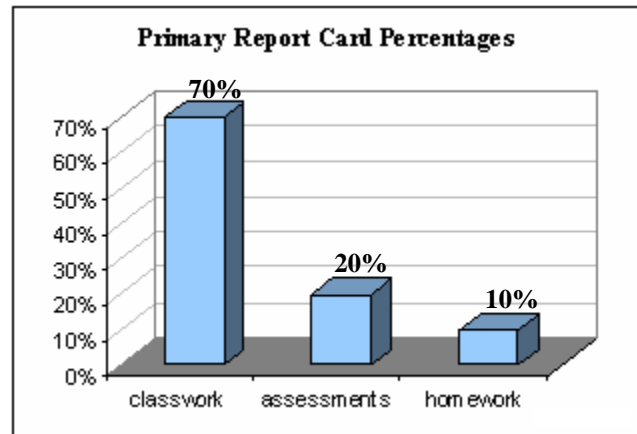


Figure 10

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 11 shows the weighted percentages for intermediate grades.

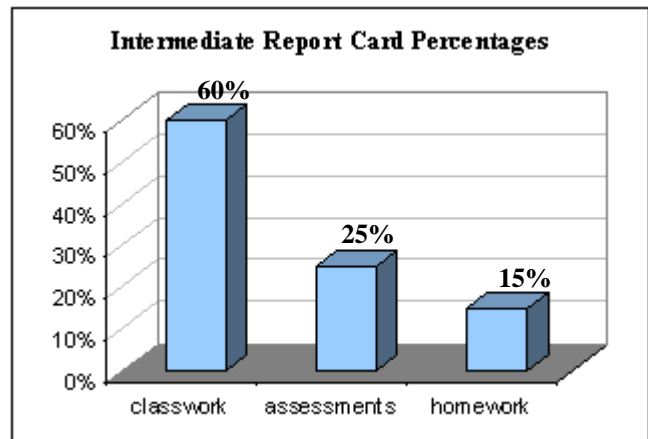


Figure 11

Why Do Some Report Cards Include “Programs and Services” and “Additional Reports?”

You may have seen a report card for your own child, another family member, or a neighbor that contains information under the heading, “Programs and Services” beneath the “Learning Skills and Behavior” section. This area appears on the report card when a child is receiving modified, supplemental, or enrichment programs or services. This part of the report card gives information about how a child’s instruction has been modified, supplemented, or enriched. In some instances, a report or description of the program may be sent home with the report cards. The “Additional Reports” area will let you know the names of documents that are being sent home with the report card.



Modified Programs

In order to meet the needs of students, it is sometimes necessary to provide a modified program. When students in Grades 3, 4, or 5 need intensive additional support to meet grade level standards and/or when they are working significantly below grade level, an asterisk (*) will be placed beside the letter grade for those subjects in which the program has been modified. An entry will be made in the “Programs and Services” area and/or comments section to provide additional information about the modified program. This support may continue throughout the school year and will be identified on the report card each quarter that it is received.

In Grades 1 and 2, modified programs are indicated each quarter they are received in the “Programs and Services” area and/or comments section of the report card. An asterisk is not used in Grades 1 and 2.

Supplemental Programs

Some students need additional support to meet grade level standards. Additional instruction and practice with phonics is just one example. This support may be short in duration and last for a quarter or continue throughout the school year. Supplemental programs are not indicated by an asterisk, but will be noted in the “Programs and Services” area of the report and/or in the teacher’s comment area.

Enrichment Programs

Some students require instructional programming beyond the standard curriculum. The “Programs and Services” area of the report card will indicate if students are receiving consistent enrichment in Grades 1 and 2. This area also will identify students who are enrolled in gifted and talented programs in Grades 3, 4, and 5. Enrichment and gifted and talented programs are not indicated by an asterisk.

Glossary of Terms

Language Arts	
Reading	
Analyze	To break a text into its parts to comprehend its meaning.
Comprehend	To understand what is heard and read.
Decode	To pronounce a word by applying knowledge of letter/sound correspondences.
Informational text	Text that conveys or explains information.
Narrative text	A wide range of texts that tell a story to make a point, express a personal opinion, or provide an enjoyable experience.
Phonics	The relationships between letters and sounds.
Read with Expression	To read in a way that sounds natural and conversational.
Reading rate	The number of words read in one minute.
Sight word	A word that is immediately recognized as a whole word and may not follow phonics rules such as <i>the, was, who</i> .
Synthesize	To combine information from text with what you already know to form new ideas.
Text feature	An important feature of literary and informational text that assists the reader in understanding (i.e., title, illustrations, diagrams, labels, bulleted lists, captions, etc.).
Text organization/ text structure	The organization of facts and details in a text that helps the reader understand the text (i.e., sequential order, time order, location order, cause/effect, comparison/contrast, similarities/differences).
Word structure	Parts of a word that have their own meaning such as base words, prefixes, and suffixes.
Written Language	
Language usage	Using the correct word or word form.
Organizational structure	The way a writer arranges facts and details to help the reader understand the text (i.e., sequential order, time order, location order, cause/effect, comparison/contrast, similarities/differences).
Relevant support	Facts that are clearly related to the topic and main idea.
Revision strategies	Making structural or content changes.
Write to express personal ideas	To describe a personal or imaginary experience (e.g., stories, poems, plays, narratives, etc.).
Write to inform	To explain or describe ideas with strong supporting facts.
Write to persuade	Using personal and/or factual evidence to convince others to accept your opinion or belief.

Glossary of Terms

Mathematics	
Algebraic expression	A mathematical phrase using variables, numbers, operations (+, −, ×, ÷), and/or grouping symbols, such as $4y + (9 - 2)$.
Area	The size of a region measured in number of square units. To find the area, multiply the length and width of the region or figure.
Congruent figures	Geometric figures having the same size and shape; all corresponding parts of congruent figures have the same measure.
Coordinate grid	A 2-dimensional system in which the coordinates of a point are its distances from two intersecting perpendicular lines called axes.
Decimal	A number with one or more digits to the right of the decimal point, including money amounts.
Data	Pieces of collected information that can be organized and interpreted on tables and graphs.
Equation	A mathematical sentence that shows equality between two expressions, such as $7 + 5 = 12$.
Experimental Probability	A probability calculated from the results of an experiment.
Fraction	A symbol used to name a part of a whole, a part of a set, a location on a number line, or a division of whole numbers.
Function table	A table of values that shows a relation in which every value of x (input) has a unique value of y (output).
Inequality	A mathematical sentence that compares two unequal expressions using one of the symbols $<$, $>$, \leq , \geq , \neq . For example, $14 < 8$ (14 is less than 8) or $35 \geq 10 + a$ (35 is greater than or equal to 10 plus a).
Integers	The set of whole numbers and its opposites, such as $(\dots -2, -1, 0, 1, 2, \dots)$.
Metric units	Units of measure in the metric system, such as meters, liters, grams, and degrees Celsius.
Mixed number	A number that has a whole number and a fractional part.
Numeric expression	A mathematical phrase using numbers, operations (+, −, ×, ÷), and/or grouping symbols, such as $43 + 6$.
Perimeter	The distance around a geometric shape.
Plane figure	A two-dimensional figure (square, triangle, rectangle, trapezoid, etc.).
Outcomes	All of the possible events in a probability situation.
Probability	The number of favorable outcomes compared to the number of possible outcomes of an experiment. A number from 0 to 1 which indicates how likely something is to happen.

Glossary of Terms

Mathematics (continued)	
Processes of Mathematics	<ul style="list-style-type: none"> • Problem solving Applying a variety of concepts, processes, and skills to solve problems. • Reasoning/ Communication Justifying ideas or solutions with mathematical concepts or proofs. • Representation Presenting mathematical ideas using words, symbols, visual displays, or technology. • Connections Relating or applying mathematics within the subject, to other subjects, and to the real world.
	Proportion An equation showing that two ratios are equivalent.
	Rate A ratio comparing two quantities with different units of measure, such as miles per gallon.
	Ratio A comparison of two whole numbers by division. A ratio can be written in three ways: 1 to 2, 1:2, and $\frac{1}{2}$.
Rational number A real number that can be written as a quotient of two integers, a/b where $b \neq 0$. Whole numbers, fractions, integers, and repeating or terminating decimals are rational numbers.	
Solid figure A geometric figure with three dimensions, such as cubes, spheres, and cones.	
Standard units Customary units of measure, such as inches, feet, yards, ounces, pounds, cups, pints, quarts, gallons, minutes, hours, and degrees Fahrenheit.	
Symmetry A figure has symmetry if it can be folded along a line so that the two halves match exactly.	
Theoretical Probability A probability calculated from mathematical counting techniques. The theoretical probability of a coin landing heads up is 1 out of 2.	
Transformation A rule for moving every point in a plane figure to a new location. Examples include slides (translations), flips (reflections), and turns (rotations).	
Volume The amount of space enclosed in a three-dimensional figure, measured in cubic units. To find the volume, multiply the length, width, and height of the figure.	
Whole numbers The numbers in the set $\{0, 1, 2, 3, \dots\}$.	

Glossary of Terms

Science	
Atmospheric conditions	Conditions that affect the weather, including temperature and air pressure.
Classifies	To arrange or organize groups based on similar characteristics.
Current electricity	The flow of charged particles from one place to another.
Erosion	The carrying away of weathered soil, rock, and other materials on the Earth's surface by gravity, water, and wind.
External structure	Animal shells, etc.
Force	A push or a pull applied to an object.
Habitat	The local environment in which a specified organism, population, or species lives, characterized by physical and chemical features, and the presence of certain other species.
Magnetism	The field of force produced by a magnet or an electric current.
Matter	Anything that has volume and mass.
Organism	A living thing.
Physical change	A change that occurs in the physical property/properties of a substance without altering its composition. (i.e., cutting, bending, or breaking).
Physical property	Any characteristic of matter that can be observed by your senses.
Physical weathering	The breakdown of rocks and soils through direct contact with atmospheric conditions such as heat, water, ice, and pressure.
Refracted	To deflect (light, for example) from a straight path by refraction as it passes from one medium into another (e.g., through a glass of water).
Surface features	Landforms (mountains, hills, plateaus, plains, valleys, peninsulas, and islands) and bodies of water.

Health	
Adolescent	A person in the period of growth and development from the age of 10 to the age of 19.
Conflict resolution	A respectful process for solving problems that works to find a win/win solution.
Emotional well-being	Expressing feelings in positive ways.
Hygiene	Personal cleanliness practices.
Infectious diseases	Diseases that can be spread.
Noninfectious diseases	Diseases that cannot be spread.
Physical well-being	Maintaining a healthy body and having enough energy to carry out daily activities.
Resistance skills	Assertive techniques used to avoid situations or actions that may threaten personal wellness.
Self-concept	The general picture you have of yourself.
Social well-being	Getting along with others.

Glossary of Terms

Social Studies	
Adapt	To change in order to fit new conditions.
Capital resources	Goods made by people and used to produce other goods and services (e.g., tools, roads, bridges, factories, machinery, glue, lumber, chalk, rope, textbooks, etc.).
Colonial regions	New England Colonies, Middle Colonies, Southern Colonies.
Goods	Things that people make or grow that satisfy economic wants.
Human resources	People doing physical or mental work to produce goods or services.
Limited resources	Insufficient resources to produce all the goods and services that people want.
Interdependence	Depending on one another for resources, goods, and services. When people and businesses specialize, they become interdependent. Example: Within a community, a grocer depends on a doctor for medical care and a doctor depends on a grocer for food.
Map elements	The parts of a map that make it easy to use (i.e., key, grid, title, directions).
Natural resources	Gifts of nature that can be used to produce goods and services (i.e., trees, sunshine, soil, water, plants, animals, oil, coal, and metals).
Opportunity cost	The next best (second-best) choice that is given up when a decision (choice) is made.
Physical feature	Landforms (mountains, hills, plateaus, plains, valleys, peninsulas, and islands) and bodies of water.
Production	The process of making a product, either a good or a service.
Region	An area that has one or more geographic characteristics in common, such as a desert region or a dairy-producing region.
Relative location words	The position of one place as compared to another.
Rural	Like or having to do with a place away from a city.
Service	Actions (jobs) that people do for each other. A service is something that you cannot touch or hold (e.g., firefighter, mayor, police officer, teacher, plumber, dentist, and hair cutter).
Specialized work	A job or a part of a job (e.g., reading teacher, farmer, brick layer, police officer, taxi driver, or worker on an assembly line).
Suburban	The region surrounding a large city.
Urban	Of or like a city.

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

Fall Placement _____

Student _____ Teacher _____	School _____ Grade _____ Year _____
----------------------------------------------	-------------------------------------------------------------

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%

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**

Codes for Effort and Learning Skills:

- 1 Very Good**
- 2 Satisfactory**
- 3 Needs Development**
- NA Not Applicable**

LANGUAGE ARTS	Quarter			
	1	2	3	4
Reading				
Effort	2	2	2	2
Uses phonics to decode words in grade level text	P	P	P	P
Reads orally with accuracy and expression at an appropriate rate	P	P	P	P
Understands and uses new vocabulary	P	P	P	P
Uses strategies to comprehend text	P	P	P	P
Determines important ideas and messages in narrative and informational text	P	P	P	P
Identifies and describes elements of narrative text	P	P	P	P
Identifies and describes text features in informational text	P	P	P	P
Identifies and explains the author’s use of language in narrative and informational text	P	P	P	P
Reads critically to evaluate narrative and informational text	P	P	P	P
Written Language				
Effort	2	2	2	2
Writes to express personal ideas with well developed ideas and organization	P	P	P	P
Writes to inform using a main idea and supporting details	P	P	P	P
Writes to persuade by supporting a stated opinion	P	P	P	P
Revises writing to maintain topic focus and add important details	P	P	P	P
Edits writing for complete sentences, capital letters, and punctuation	P	P	P	P
Applies conventional spelling patterns and uses correct spelling of high frequency words in daily writing	P	P	P	P
Demonstrates legible handwriting: letter formation, size, slant, spacing	P	P	P	P

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

Student _____

School _____

Teacher _____

Grade _____ Year _____

MATHEMATICS	Quarter			
	1	2	3	4
Effort	2	2	2	2
Reads, writes, represents, compares, orders, and describes whole numbers	P	P	P	P
Adds and subtracts whole numbers	P	P	P	P
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections	P	P	P	P
Represents and determines money amounts	P			
Reads, writes, and represents fractions	P		P	
Represents and describes patterns	P		P	
Measures in standard and metric units			P	
Identifies and describes plane and solid geometric figures			P	
Identifies and describes congruent figures, transformations, and symmetry			P	
Collects, organizes, displays, and interprets data in tables and graphs			P	
Identifies possible outcomes and describes the probability of an event using words				P

SCIENCE	Quarter			
	1	2	3	4
Effort	2	2	2	2
Acquires information from readings, investigations, and oral communications	P	P	P	P
Describes similarities and differences among objects, materials, and scientific concepts	P			
Recognizes and explains how the basic needs of organisms are provided by their habitats		P		
Identifies and describes forces, including pushes and pulls, gravity, and vibrations			P	
Identifies the similarities and differences among offspring and their parents				P

SOCIAL STUDIES	Quarter			
	1	2	3	4
Effort	2	2	2	2
Describes location using relative location words and mapping skills	P		P	P
Identifies and describes physical and human features of rural, urban, and suburban environments	P			
Classifies natural, human, and capital resources used in production of goods and services		P		
Explains how rules maintain order and protect people			P	
Describes the rights and responsibilities of being a member of the community			P	
Describes how communities change over time				P

HEALTH	Quarter	
	1 or 2	3 or 4
Effort	2	2
Describes basic physical, mental, and social skills that promote personal health	P	
Explains factors that help to prevent the spread of diseases	P	
Identifies rules for staying safe in the home and community		P

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

Student _____

School _____

Teacher _____

Grade _____ Year _____

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

LEARNING SKILLS/BEHAVIOR	Quarter			
	1	2	3	4
1 = Very Good 2 = Satisfactory 3 = Needs Development NA = Not Applicable				
Completes classwork on time	1	1	1	1
Completes and returns homework	1	1	1	1
Actively participates in learning tasks	1	1	1	1
Uses a variety of technologies and other resources for learning	1	1	1	1
Follows classroom and school rules	1	1	1	1
Shows respect for people and property	1	1	1	1
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 modified, supplemental, or enrichment programs the student is receiving.</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>				

**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 4 Report Card**

Student _____ Teacher _____	School _____ Grade _____ Year _____
----------------------------------------------	-------------------------------------------------------------

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%

Achievement Grades:

A **Outstanding**
 B **Very Good**
 C **Satisfactory**
 D **Poor**
 E **Unsatisfactory**
 NA **Not Applicable**
 * **Modified Program**

Curriculum Expectation Codes:

1 **Very Good**
 2 **Satisfactory**
 3 **Needs Development**
 NA **Not Applicable**

Effort Codes:

1 **Very Good**
 2 **Satisfactory**
 3 **Needs Development**
 NA **Not Applicable**

LANGUAGE ARTS	Quarter			
	1	2	3	4
Reading	Above Grade Level			
	On Grade Level			
	Below Grade Level			
	Achievement Grade			
	Effort			
Uses knowledge of word structure to determine the meaning of unfamiliar words	2	2	2	2
Reads orally with accuracy and expression at an appropriate rate	3	3	2	2
Understands and uses new vocabulary	2	2	2	2
Uses strategies to comprehend text	2	2	2	2
Synthesizes important ideas and messages in narrative and informational text	2	2	2	2
Identifies and analyzes elements of narrative text	2	2	2	2
Identifies and uses text organization to understand informational text	2	2	2	2
Analyzes and explains the author's use of language in narrative and informational text	2	2	2	2
Reads critically to evaluate the style and content of narrative and informational text	2	2	2	2
Written Language	Achievement Grade			
	Effort			
Writes to express personal ideas by using a variety of forms and techniques suited to topic, audience, and purpose	2	2	2	2
Writes to inform using relevant support and appropriate organizational structure	2	2	2	2
Writes to persuade using convincing reasons and relevant support	2	2	2	2
Refines writing using revision strategies of effective writers	2	2	2	2
Edits for correctness in language usage and conventions such as capitalization, punctuation, and spelling	2	2	2	2
Applies conventional spelling patterns and uses correct spelling of high frequency words in daily writing	2	2	2	2
Demonstrates legible handwriting: letter formation, size, slant, spacing	2	2	2	2

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

Student _____
Teacher _____

School _____
Grade _____ Year _____

MATHEMATICS	Quarter			
	1	2	3	4
Above Grade Level				
On Grade Level	X	X	X	X
Below Grade Level				
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Applies the processes of mathematics, including problem solving, reasoning, communication/representation, and connections	2	2	2	2
Reads, writes, represents, compares, orders, and describes whole numbers, fractions, and decimals	2	2	2	2
Adds and subtracts whole numbers, fractions, and decimals	2		2	2
Multiplies and divides whole numbers	2	2		2
Represents and describes patterns	2	2		
Completes a function table	2	2		
Finds the unknown in an equation	2	2		
Identifies, describes, and compares plane and solid geometric figures		2	2	
Identifies and describes congruent figures and transformations		2	2	
Measures in standard and metric units				2
Determines perimeter and area			2	
Collects, organizes, displays, describes, and interprets data		2		
Expresses probability as a fraction			2	

SCIENCE	Quarter			
	1	2	3	4
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Acquires information from readings, investigations, and oral communications	2	2	2	2
Recognizes and compares the properties of static electricity, current electricity, and magnetism			2	
Recognizes and describes that heat is transferred between objects that are at different temperatures and can be transferred in different ways			2	
Identifies and explains the relationship among the sun and planets in the solar system	2			
Identifies and describes that matter undergoes physical changes		2		
Recognizes and explains that earth's surface features and environmental conditions limit what types of organisms can survive				2
Recognizes and explains that fossils provide evidence about the plants and animals that lived long ago and about the nature of the environment at that time				2

SOCIAL STUDIES	Quarter			
	1	2	3	4
Achievement Grade	C	C	C	C
Effort	2	2	2	2
Constructs and interprets maps using map elements	2	2	2	2
Explains how physical and human characteristics of a place have affected people living there	2	2		2
Describes the ways that Native American groups in pre-colonial North America adapted to their environments		2		
Identifies and explains the causes and consequences of early European exploration			2	
Describes the competing goals of settlement of the various European powers, including England, Spain, and France				2
Describes the ways in which the European powers interacted with Native American groups				2

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

Student _____
Teacher _____

School _____
Grade _____ Year _____

HEALTH	Quarter	
	1 or 2	3 or 4
	Achievement Grade	C
Effort	2	2
Recognizes and explains how setting goals and planning helps people meet wellness needs	2	
Recognizes hazards in the environment and explains personal and community response to hazards		2
Uses nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle		2

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

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	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 modified, supplemental, or enrichment programs the student is receiving.</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>				

**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 _____