

The Queen Anne's County Board of Education has designated a system of reporting the growth and progress of children that reflects best practices and current research.

Each twelve week grading period your child's progress is formally reported. The elementary progress report is designed to communicate a comprehensive picture of how your child is performing in school. This performance reflects the progress and effort demonstrated with the specific knowledge and skills that are being taught in the classroom. Supplemental information and examples of your child's work are available for further discussion during conferences.

The comprehensive reporting system is an ongoing conversation between teachers, students, and their families. The information shared reflects a summary of the student's performance as compared to grade-level expectations. Communication between home and school is essential to support the progress that students make toward demonstrating proficiency with the curriculum taught in Queen Anne's County Public Schools.

For more information visit our website

<http://qacpsreportcard.weebly.com/>

## What You Can Do to Help Your Child

### Pre-K—2:

- Read with your child everyday.
- Encourage your child to tell you about his or her day.
- Try to create a quiet place for your child to study.
- Visit the library.
- Play word games.
- Look for word problems in real life... If you open a new carton of a dozen eggs and you use four eggs to cook breakfast, close the carton and ask your child how many eggs are left.
- When shopping at the grocery store, discuss which item is the best buy. Determine how much money the sale item saves.

### 3—5

- Set aside quiet time, free of distractions, when your child can read for pleasure.
- Urge your child to use logical arguments to defend his or her opinion.
- Invite your child to read his or her writing out loud to other family members and ask questions about your child's word choices and ideas.
- Look for word problems in real life... Using the length, width, and depth of a garden plot to determine how many bags of soil to buy.
- Ask your child to help you compare fractional amounts when cooking...is  $\frac{2}{3}$  of a cup or is  $\frac{3}{4}$  of a cup bigger?
- Notice those everyday occasions when you find yourself using times tables.



## Family Guide to STANDARDS-BASED Progress Reports

### Elementary

### Pre-Kindergarten

### Through

### Grade 5

## Queen Anne's County Public Schools

202 Chesterfield Ave.  
Centreville, MD 21617

# STANDARDS-BASED REPORT CARD

Elementary  
Pre K– 5



## What is a standards-based report card?

A standards-based report card highlights the most important content and skills students should learn in each subject at a particular grade level. A standards-based report card sets clear expectations for learning and is based on student attainment of standards based on data. The standards-based report card provides more specific information to parents on how their child is performing.

## What is a trimester marking period?

Our new standards-based report card is distributed three times a year (December, March and June) rather than four times a year because it requires more time for assessment and documentation. Research indicates trimester reporting periods are more developmentally appropriate for elementary school students as they provide more time for students to learn and demonstrate proficiency, provide more time for teachers and parents to identify and correct areas of concern during the reporting period and provide more flexibility for teachers to pace curriculum and ensure student mastery of instruction.

## What are the proficiency levels on the report card?

The proficiency level represents a student's progress on the report card. There are four categories, 1-4

Earning a "4" means a student demonstrates academically superior skills in a specific area, extends key concepts processes and skills, and consistently works beyond the stated grade-level standards. A "4" is difficult to obtain and indicates unusually high achievement.

Earning a "3" means the student has proficient understanding in a specific area, consistently grasps and applies key concepts, processes, and skills, and successfully meets stated grade-level standards. We want all of our students to reach a "3" by the end of their grade level. A student receiving a "3" is right on track with our high academic expectations. A "3" is something to be celebrated.

Earning a "2" means the student is beginning to and continues to grasp and apply key concepts, processes, and skills in a specific area while progressing towards stated grade-level standards. A "2" should indicate to parents that their child is approaching the grade level standard.

Earning a "1" means the student is not grasping key concepts, processes and essential skills of stated grade-level standards. This is an area of concern that requires support and interventions may be needed to learn and stay on track with district expectations.

Please keep in mind that students will receive a "3" when they have successfully met the grade-level standard. Different students progress at different rates, so standards may be met in varying amounts of time, with varying amounts of teacher support. The goal is for all students to achieve a "3" in the stated grade-level standards by the end of the school year.

## How do teachers determine proficiency levels?

Throughout each trimester, teachers assess students using both formative and summative assessments. With the standards for that grade level in mind, they consider:

- **knowledge of the child** (How does the child learn best and in what way does the child communicate his/her learning?)
- **evidence of student performance** (This would include work samples that have been collected, student performance on activities and assessments, and teacher anecdotal notes)
- **knowledge of what the child is expected to know or be able to do** (The expectations stated in the grade-level standards.)

## Will there still be conference opportunities available to discuss my child's progress?

Yes, we will continue with the regularly scheduled parent-teacher conferences in the fall and spring. Parents/Guardians can contact the teacher for additional conferences at any time during the school year if there are concerns.

