

# Teacher Handbook for Elementary Grading and Reporting



**Cecil County Public Schools**

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Elkton, MD 21921

[www.ccps.org](http://www.ccps.org)

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The CCPS Elementary Grading and Reporting Handbook provides guidance for teachers to communicate student progress with families.

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## Philosophy

The elementary school philosophy of reporting student progress is based upon the following objectives:  
The system of reporting is one that is clear and can be communicated easily.

- The evaluation of student progress is based upon the learning goals of the content area.
- Each student's progress will be reported in terms of academic achievement that may be further clarified through the use of comments regarding work habits and learner behaviors.
- The system of reporting may include written communication as well as teacher-parent and/or teacher-student conferences.

The purpose of a report card is to provide parents, teachers, and students with accurate information about students' progress toward meeting specific grade-level content standards. Grading and monitoring student progress must reflect what a student knows, understands, and is able to do related to the grade level content standards. Grades and progress indicators are not intended to be a consequence for student behavior. Extra credit assignments are not to be used.

## Communicating Progress Monitoring Criteria

At the beginning of each school year, elementary schools will inform parents how to find the Elementary Grading and Reporting Regulation by accessing the school system's website. Parents will also be informed that the regulation will serve as the county-wide elementary school progress monitoring criteria. Each school will provide copies for families upon request. This **Elementary Grading and Reporting Handbook** provides all teachers with additional details.

## Reporting Marking Period Progress

- Report cards will be issued four times a year to students in grades one through five.
- A brief description of the topics/standards that will occur for each content area will be provided to families at the beginning of the marking period. These descriptions will be shared by classroom teachers.
- Kindergarten students will receive a narrative at the end of the first marking period rather than a report card. Report cards will be issued for marking periods two through four.
- Dates for interim reports and report cards will be communicated to students and parents.
- Interim reports and report cards will be sent to parents through a secure email and accessed through a variety of platforms including PowerSchool, and our CCPS app.
- Reports of progress on Individual Education Plans (IEPs) will be issued with interim reports and report cards to parents of students with disabilities. Progress will also be reported at each student's annual review.
- English learners in kindergarten and grades one through five may receive narratives instead of progress indicators and/or grades for their first two marking periods of enrollment in a U.S. school. They will receive progress indicators and/or grades for all subsequent marking periods. During the two marking periods in which newcomer ELs are not receiving report card grades, teachers must score all student work, enter the grades in PowerSchool, and mark each grade as exempt.

## Explanation of Progress

Letter grades and progress indicators are to reflect academic progress based on what students know, understand, and are able to do.

## Progress Indicators

Progress indicators will be used in:

- Kindergarten and grade one for ALL subjects (excluding special areas)
- Grades two through five for Spelling and Handwriting.

	Progress Indicator	Description of Progress Indicator	Percentage Range	Entered into PS as:
CE	Consistently Evident	Student consistently demonstrates and applies understanding independently in a variety of settings.	87.5-100%	4
DEV	Developing	Student demonstrates some understanding and applies understanding in a variety of settings with support.	62.5-87.4%	3
HD	Having Difficulty	Student is unable to demonstrate and apply understanding even with support.	50-62.4%	2

Students in grade two will be assessed using a combination of letter grades and progress indicators. For Mathematics, Reading, Science, Social Studies and Writing, students will receive an A, B, C, or progressing. Progress Indicators (CE, DEV, or HD) will be used for Spelling and Handwriting.

Grade	Description	Percentage Range
A	Excellent mastery of knowledge and skills; the quality of work is superior.	89.5 - 100%
B	Good mastery of knowledge and skills; the quality of work is above average.	79.5 - 89.4%
C	Satisfactory mastery of knowledge and skills; the quality of work is average.	69.5-79.4%
Progressing	Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance.	60.0-69.4%

Letter grades will be used in grades three through five for all other content areas:

Grade	Description	Percentage Range
A	Excellent mastery of knowledge and skills; the quality of work is superior.	89.5 - 100%
B	Good mastery of knowledge and skills; the quality of work is above average.	79.5 - 89.4%
C	Satisfactory mastery of knowledge and skills; the quality of work is average.	69.5-79.4%
D	Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance.	59.5-69.4%
E	Failure in mastery of knowledge and skills; the student does little or none of the work required, and the quality is unacceptable.	50.0-59.4%
I	Incomplete work due to excessive lawful absences from school.	

Special Area Courses (Art, Personal Wellness and Health, Information Literacy, Computer Science, Music, and Physical Education) will be scored using the Progress Indicators below.

	Progress Indicator	Description of Progress Indicator	Percentage
EE	Exceeds Expectations	Student consistently demonstrates and applies understanding independently in a variety of settings.	88-100%
ME	Met Expectations	Student demonstrates understanding and applies understanding in a variety of settings with support.	75-87.9%
AE	Approached Expectations	Student approaches understanding and applies understanding in a variety of settings with support.	62-74.9%
HD	Having Difficulty	Student is unable to demonstrate and apply understanding even with support.	50-61.9%

Teachers will enter assignment scores as 4, 3, or 2 in PowerSchool. Grades will be calculated and reported to families using the percentages above.

**Additional Considerations:**

- In an effort to equalize the influence of a failing score upon a student's grade, no scored assignment will receive a score of less than 50 percent. The actual percentage (if lower than 50 percent) and comments must be added in the Score Inspector section of the gradebook to provide instructional feedback.
- Students benefit from immediate, descriptive feedback provided as soon as possible.
- Not every assignment needs to be scored; students need time to practice new skills and receive constructive feedback before being assessed. Any performance score assigned to a student's work is to be recorded.

## End-of-Course Grade Calculation

When calculating the end-of-course grade, the marking period percentages will be averaged and will be weighted equally.

## Determining Grades and Progress Indicators

- The pacing of recorded grades and progress indicators must be timely and reflective of a variety of assignments throughout the marking period. Student behaviors (effort, participation, adherence to class rules, etc.) are not to be used.
- Homework, participation, notebooks, practice opportunities, and projects/presentations/reports completed are examples of practice activities and are not to be included in the PowerSchool gradebook. Cooperative group opportunities may only be used as a scored assignment through the determination of evidence of achievement by each student.
- For students receiving special education services, a progress report will accompany each report card and will report progress on IEP goals.
- Homework is never given to students so they can learn the material the first time around. Homework is given in order for students to practice, reinforce, and extend what they already know. Homework is what we do to learn the content, practice the skills, and meet the standards; it is not a final decree of proficiency for any objective or assessment. Grades, on the other hand, reflect a declaration of what students know and are able to do regarding a standard. Therefore, homework should not be graded.

## Make-Up Work

- Regardless of the absence code, a minimum of five class days will be allowed for each day of absence for the completion of make-up work. During this allotted time, teachers will provide any practice opportunities and score assignments missed by the students. Practice opportunities can occur at school or home. There is no academic penalty for scored assignments completed as make-up work and students will be given full credit for the scores earned.
- If scored assignments are to be given beyond a time teachers deem as too far from the classroom instruction (similar to the idea of not giving a retake beyond 10 school days), these assignments can be exempted.
- If an absence(s) occurs at the end of the marking period, a grade of incomplete may be issued.

## Retake Opportunities

- Retake opportunities for scored assignments may occur. These should reflect an accurate, authentic performance of student understanding and learning.
- Only assignments in content areas receiving letter grades are eligible for retake.
- Only assignments receiving a grade of less than 80 are eligible for retakes.
- Assignments can only be retaken once.
- Students will retake the assignment within ten school days after the initial assignment has been graded, entered into PowerSchool gradebook, and returned to the student.
- Students will retake the assignment at a mutually agreeable time.

- The higher of the two grades will be recorded in the gradebook. The original score will be added in the Score Inspector section of the gradebook.

## Recording Grades

The following charts show the number of grades and/or progress indicators required for each content area per marking period. This will allow for consistent assessment expectations for all teachers during instruction. The PowerSchool gradebook will include all work that has received a grade/progress indicator. Every effort should be made to record a scored assignment within seven school days of the assignment being collected.

### Pre-Kindergarten

Student progress is monitored using the Early Learning Assessment Form.

- Practice opportunities can occur at school or home. There is no academic penalty for scored assignments completed as make-up work and students will be given full credit for the scores earned.
- If scored assignments are to be given beyond a time teachers deem as too far from the classroom instruction (similar to the idea of not giving a retake beyond 10 school days), these assignments can be exempted.
- If an absence(s) occurs at the end of the marking period, a grade of incomplete may be issued.
- Flexibility must be provided to families to support students' circumstances.

### Kindergarten

Content Areas Receiving Progress Indicators	Number of Scored Assignments
Mathematics	5
Reading/Writing <ul style="list-style-type: none"> <li>• Three assessments collected in Reading</li> <li>• Three assessments collected in Writing</li> </ul>	6
Science (taught in two marking periods)	4
Social Studies (taught in one marking period)	4
Content Areas receiving Progress Indicators: Graded in Marking Period three and four only	
Art	4
Personal Wellness and Health	4
Physical Education	4
Information Literacy (Marking Period 3 only)	4
Computer Science (Marking Period 4 only)	4

## Grades One through Five

Content Areas Receiving Progress Indicators	Number of Scored Assignments
Mathematics	5-6
Reading	5-6
Science (taught in two marking periods)	5-6
Social Studies (taught in two marking periods)	5-6
Writing <ul style="list-style-type: none"> <li>• One assignment completed in science or social studies and one assignment completed in math.</li> <li>• Two grades may be taken from one writing assignment; writing proficiency and content knowledge.</li> </ul>	5
Content Areas receiving Progress Indicators	
Art	4
Band	4
Computer Science <ul style="list-style-type: none"> <li>• Grade 1, one marking period</li> <li>• Grades 2-5, two marking periods</li> </ul>	4
Handwriting	4
Personal Wellness and Health	4
Information Literacy <ul style="list-style-type: none"> <li>• Grade 1, three marking periods</li> <li>• Grades 2 -5, two marking periods</li> </ul>	4
Music	4
Physical Education	4
Spelling (Grade 1 students do not receive grades in the 1st marking period)	4
Strings	4



## Learner Behavior

Learner behaviors are the skills related to the characteristics of successful students. Learner behaviors are observed, not assessed, by classroom teachers. These behaviors impact learning, and are reflective of the student's current behaviors and work habits within the classrooms. Learner behaviors will be reported by classroom teachers on report cards and interim reports in marking periods 2-4.

The following terms will be used when reporting occurs:

Usually	Sometimes	Rarely
Student <u>usually</u> demonstrates these skills without teacher prompting.	Student <u>occasionally</u> demonstrates these skills with minimal teacher prompting.	Student <u>seldom</u> demonstrates these skills and requires teacher redirection.

1. Stays on-task and follows directions.
  - a. Shows initiative in seeking help when needed.
  - b. Maintains appropriate level of focus on activities.
2. Completes assignments on time (in a timely manner, within the allotted time).
3. Consistently shows effort in daily work and/or homework.
  - a. Actively seeks to improve work.
4. Participates in activities and discussions.
  - a. Contributes as a member of a group.
  - b. Adds insights into classroom discussion.
5. Shows respect, responsibility, and safety in the classroom.
  - a. Resolves conflict effectively.
  - b. Demonstrates self-control.
  - c. Respects self, classmates, and staff.
  - d. Follows school rules and routines.

## Reporting Progress for Students with Disabilities

Students with disabilities will also receive IEP Progress Reports that are reflective of the specific learning goals as specified in the student's individualized education plan. IEP progress reports are provided at the same frequency and attached to the general education progress reports.

Comments in PowerSchool should be entered by teachers as appropriate. The following comments should be used for students with disabilities as required.

- *Comment 31 - See additional report*  
Students who are working on grade level curriculum with the support of accommodations and/or modifications receive the performance level they earned on their grade level work.
- *Comment 32 - No grade received, additional documentation attached*  
Students for whom the IEP team has determined will receive narratives instead of grades should

receive a narrative that describes access and progress in the curriculum in addition to the IEP Progress Report.

- *Comment 33 - Modified below grade level curriculum (as identified on the student's IEP)*  
Students working below grade level receive the performance level they have earned based upon their work at their instructional level with the support of accommodations and/or modifications.
- *Comment 34 - Alternate Curriculum (as identified on the student's IEP)*  
Students who participate in the state's alternate assessment may or may not receive grades based upon the IEP team's decision. If the team chooses not to have the child receive the performance level in some or all areas, a narrative noting student progress on the content within the identified area would be attached to the report card as indicated on the report card with the comment number 32, "No performance level received, additional report attached."

### **Reporting Progress for Students Following Alternative Outcomes**

Students following alternate curriculum are working toward a Maryland Certificate of Completion. A student's IEP team makes this determination. Students who follow an alternate curriculum work toward mastery of Essential Elements (EE), which are the most salient standards related to grade level curriculum. Some students following alternate outcomes will receive a performance level describing their performance related to the EEs. There is not a standard assessment for students following alternate outcomes. Assessments must be modified and adapted to meet the individual needs of the student. When entering data points or grades for the student, please refer to the Essential Elements ([English Language Arts](#), [Mathematics](#), [Science](#)) for each standard in the gradebook to determine where to enter the student's level of performance on aligned standards with the comment #34.

### **Determining Grades for Students Entering/Withdrawing During the Year**

- Students entering from another CCPS school will have their current grade/progress indicator average transferred to their new school from their former school. The exiting average will be repeated in each reported area in the receiving teacher's grade book, filling all assignments given to receiving teacher's students prior to the arrival of the new student.
- Students entering from outside of CCPS will have their current final grade/progress indicator from their previous school converted to the highest average for that grade, according to the CCPS grading rubric, entered in all previous assignments given to the receiving teacher's students, prior to the arrival of the new student. If no grades/progress indicators are available from the previous school, a narrative will be used.
- In both scenarios, new students will not be penalized for the assignments given prior to their entrance into the class, yet will be entering with the previous teacher's existing grade/average.
- Refer to your office procedures for students exiting CCPS to relocate to a school outside of CCPS.
- It is the teacher's responsibility to enter any pending grades upon notification that a student will be withdrawing from their class and school.

## Interim Reports

Interim reports, reflecting current grades in all subjects, will be issued at the midpoint of the marking periods to all students in grades two through five. For subjects receiving a letter grade, approximately 40 percent of the minimum required grades should be entered by the interim reporting time. The first marking period interim reports may represent a minimum number of grades in each content area since teachers use the first several weeks of school to develop classroom routines and set expectations. Subject areas receiving a progress indicator (Handwriting, Spelling, and Special Areas) will have a minimum of one grade entered by the interim reporting time.

Comments are required for HD (Having Difficulty), Progressing (grade two), and grades of D and/or E. In the event no grade is assigned, a comment is required. Interim reports are not issued in preschool, pre-kindergarten, kindergarten, and grade one.

## Written Narratives

Written narratives provide parents with more individualized feedback and information on the progress of their child. Narratives are helpful in commending students for outstanding progress and for making general statements concerning a student's progress to those parents who have not attended a conference.

Written narratives are required for the following reasons:

- To explain the occurrence of HD (Having Difficulty), D, or E on the report card
- To communicate progress in the Challenge Program for identified gifted and talented students, when services are provided
- To communicate progress in an intervention program
- To communicate progress for identified ELs in their first two marking periods in a U.S. school.

Written narrative comments are suggested for the following reasons:

- To describe concepts taught in each content area for the given marking period
- To notify a parent of a marked change in the student's progress
- To indicate needs/concerns in personal and social development such as effort, responsibility for personal choices, following directions, self-control, completing assigned work, or completing homework
- To describe the support provided to students to ensure their participation in their learning

## Report Card/Interim Comments

The use of comments is encouraged for all areas and must be used for HD (Having Difficulty) and grades of D and E. In the event where no grade is assigned, a comment is required. The following comments will be used:

<i>The student has demonstrated:</i>	<i>The student needs to:</i>	<i>Additional Comments:</i>
<ol style="list-style-type: none"> <li>1. Outstanding effort and initiative.</li> <li>2. Consistent effort.</li> <li>3. Mastery of subject/content.</li> <li>4. High level of creativity.</li> <li>5. Ability to work well with others.</li> <li>6. Positive leadership.</li> <li>7. Motivation to learn.</li> <li>8. Positive learning attitude.</li> <li>9. Improved academic performance.</li> <li>10. Interest and enthusiasm.</li> <li>11. High level of responsibility.</li> </ol>	<ol style="list-style-type: none"> <li>12. Improve performance on tests and quizzes.</li> <li>13. Master skills and concepts.</li> <li>14. Complete assigned work on time.</li> <li>15. Complete long-term assignments.</li> <li>16. Participate in class.</li> <li>17. Complete work accurately.</li> <li>18. Turn in required work.</li> <li>19. Bring in class materials.</li> <li>20. Follow directions.</li> <li>21. Improve time management skills.</li> <li>22. Complete homework assignments.</li> <li>23. Show more effort.</li> <li>24. Complete work after an absence.</li> <li>25. Take advantage of retake opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>26. Behavior interferes with learning.</li> <li>27. Grade was affected by attendance.</li> <li>28. PRO, D+, D, E, or HD was issued on an interim report.</li> <li>29. Please arrange for a conference.</li> <li>30. Grade was affected by transfer.</li> <li>31. See additional report.</li> <li>32. No grade received, narrative provided</li> <li>33. Grade reflects modified below grade level curriculum.</li> <li>34. Grade reflects alternative curriculum.</li> <li>35. Grade reflects consistent use of linguistic accommodations.</li> <li>36. The student has demonstrated appropriate use of technology to enhance learning.</li> <li>37. The student needs to improve organizational skills.</li> <li>38. The grade was affected by lack of participation in online learning.</li> </ol>

## Recognition of Academic Achievement

Elementary students in grades two through five, who have demonstrated outstanding academic performance, should be recognized for their achievement in a manner determined by the school. Any combination of As and Bs is an indication of outstanding academic performance. Students may have one C as long as one A is also earned. Content areas receiving progress indicators - CE, DEV, and HD - are not to be considered when determining academic achievement. Students may be recognized for excellent work in specific subjects or when they demonstrate academic improvement across marking periods. Schools are encouraged to recognize the academic achievement of students who do not meet the criteria for outstanding achievement but whose performance is improving.

Pre-kindergarten, kindergarten, and grade one students are not recognized with academic awards.

## Changing Grades

At the end of each marking period, grades are finalized in the Student Information System on a date set by Cecil County Public Schools. Grades may only be changed in the next 45 school days with the approval of the principal. For a change of grade for the fourth marking period, the timeline begins on the first day of school in the new school year. Grades may be changed for one of the following reasons:

- An error in calculation or recording of grades is discovered
- Student has completed or retaken assignments due in the previous marking period.
- Student received a grade of Incomplete in the previous marking period and has not completed work.
- CCPS regulations or practices were not followed.

Only the principal or Executive Director for Elementary School Education have the authority to approve a change of grade. All grade changes shall be made only after consultation with the teacher concerned if the teacher is reasonably available.

The following documentation must be maintained for all grade changes:

- Name of teacher requesting grade change;
- Date of request;
- Reason for grade change;
- Teacher's signature (electronic or hard copy);
- Date of principal's approval;
- Reason for approval;
- Principal's signature (electronic or hard copy).

Grade changes will be reviewed by the Executive Director for Elementary School Education quarterly through electronic records. The Executive Director for Elementary School Education, under the direction of the Associate Superintendent for Education Services, will conduct a yearly audit of all grade changes at each elementary school.

Once a grade change has been approved by the principal or Executive Director of Elementary School Education, school-based secretaries are the only staff authorized to change the grade in the student information system.

Appeals shall be made in writing to the principal. Should further appeal be required, the appeal should be made in writing to the Executive Director for Elementary School Education.

## Communication

Communication with the student and the parents/guardians is an essential component of a good educational program. This communication includes but is not limited to written notes, emails, telephone conversations, interim reports, and conferences. Conferences may be initiated by both parents/guardians and teachers. A decline in student performance should be addressed by the teacher with some form of communication to the parent/guardian.

## Non-Promotion

Educators are well aware that the vast majority of education research indicates that grade retention has rarely been an effective intervention for an underachieving student. Prior to consideration for non-promotion, appropriate instruction, placement, and intervention must be provided to address individual student learning needs.

A student may be considered for non-promotion if the:

- Student is failing or is demonstrating having difficulty overall in two or more of the following subjects:
- mathematics, reading, social studies, science, and writing.
- Student's excessive absences and/or non-enrollment place their academic performance "at risk." Specific information regarding guidelines for student attendance can be found in Regulation JED-RA "Student Attendance and Punctuality."
- Prior to considering a student for non-promotion, the appropriate Tier II and/or Tier III interventions that target identified deficiencies must be occurring.

Procedures for determining the appropriateness of non-promotion include the following:

- Student progress must be reviewed by the Student Services Team, Multi-Tiered Systems of Support (MTSS) team, and/or the IEP Team. A student cannot be retained more than once in grades kindergarten through five. Exceptions may be granted by the Associate Superintendent of Education Services.
- Student progress, or lack of progress, must be consistently communicated through a series of documented conferences with the parent/guardian.
- A parent/guardian whose student is "at risk" for non-promotion must be contacted by the teacher and a conference held before the end of the third marking period.
- During the fourth marking period, evidence must be collected through an examination of multiple factors that another year in the same grade, with appropriate instructional experiences, will result in academic success. This information will be summarized by the teacher using the [Non-Promotion/Placement Form](#) and compiled into a packet. Evidence should include:
  - PowerSchool Quick Look-up for students
  - Current Academic Improvement Plan and Intervention Progress Monitoring data
  - Light's Retention Scale. This instrument is completed through the collaborative efforts of the teacher and parent. It is not meant to be the final decision-making tool.
  - Attendance report from PowerSchool
  - Current AIP; SSP, and 504 or IEP documents

A team consisting of the principal, assistant principal, teacher making the recommendation, and other appropriate staff members, as identified by the principal, will meet to review the evidence packet. The

decision to non-promote must be accompanied by a detailed educational plan to be used during the following year.

Parents/guardians of students for whom non-promotion is determined must be afforded a conference during the last three weeks of school. Parents sign the "Non-Promotion" form and receive their copy (signature indicates a copy has been received and does not indicate agreement). Parents have the right to appeal the decision in writing to the Executive Director of Elementary School Education within ten calendar days of signing.

Students may be "placed" not promoted in the next grade based on evidence of insufficient progress. A student "placed" in the next grade must meet at least one of the following criteria:

- Has been retained at least once in the previous grade and has continued to make little or no progress.
- Has been seriously considered for non-promotion in the current grade and for whom the decision has been made not to retain. Being "placed" in the next grade level indicates the student may be "at risk" for achieving success.

# Appendix A: Elementary Report Card, Grades 1-5



## CECIL COUNTY PUBLIC SCHOOLS 2021-2022 ELEMENTARY SCHOOL REPORT CARD | GRADES 1 - 5

STUDENT:	SCHOOL:
StudentID:	TEACHER:
GRADE:	

SUBJECT	GRADE/DESCRIPTOR					COMMENTS
	MP1	MP2	MP3	MP4	Year	
Mathematics						
Science						
Social Studies						
Reading						
Writing						
Handwriting						
Spelling						
Art						
Computer Science						
General Music						
Information Literacy						
Personal Wellness & Health						
Physical Education						
Band						
Strings						

GRADING SCALE	
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Failure
I	Incomplete
CE	Consistently Evident - Student consistently demonstrates and applies understanding independently in a variety of settings
DEV	Developing - Student demonstrates some understanding and applies understanding in a variety of settings with support.
HD	Having Difficulty - Student is unable to demonstrate and apply understanding even with support.

SCHOOL ATTENDANCE				
	MP1	MP2	MP3	MP4
Days Enrolled	47	57	47	51
Days Absent	0	0	0	0
Tardy	0	0	0	0
Conference Held				
Narrative Attached				

EXPLANATION OF COMMENTS	
The student has demonstrated:	21 - Improve time management skills
1 - Outstanding effort and initiative	22 - Complete homework assignments
2 - Consistent effort	23 - Show more effort
3 - Mastery of subject/content	24 - Complete work after absence
4 - High level of creativity	25 - Take advantage of retake opportunities.
5 - Ability to work well with others	
6 - Positive leadership	Additional Comments:
7 - Motivation to learn	26 - Behavior interferes with learning
8 - Positive learning attitude	27 - Grade was affected by attendance
9 - Improved academic performance	28 - D+,D,E,F or HD was issued on interim report
10 - Interest and enthusiasm	29 - Please arrange for a conference
11 - High level of responsibility	30 - Grade was affected by a transfer
	31 - See additional report
The student needs to:	32 - No grade received, additional documentation attached
12 - Improve performance on tests and quizzes	33 - Grade reflects modified below grade level curriculum
13 - Master skills and concepts	34 - Grade reflects alternate curriculum
14 - Complete assigned work on time	35 - Grade reflects consistent use of linguistic accommodations(Required if applicable)
15 - Complete long-term assignments	37 - The student has demonstrated appropriate use of technology to enhance learning
16 - Participate in class	38 - The student needs to improve organizational skills
17 - Complete work accurately	39 - Grade was affected by lack of participation in online learning
18 - Turn in required work	
19 - Bring in class materials	
20 - Follow directions	

Learner Behaviors Descriptors				
<b>Usually</b> - Student usually demonstrates these skills without teacher prompting.				
<b>Sometimes</b> - Student occasionally demonstrates these skills with minimal teacher prompting.				
<b>Rarely</b> - Student seldom demonstrates these skills and requires teacher redirection.				
Learner Behaviors	M2	M3	M4	
Stays on-task and follows directions.				
Completes assignments on time. (in a timely manner, within the allotted time)				
Consistently shows effort in daily work.				
Participates in activities and discussions.				
Shows respect, responsibility and safety in the classroom.				

PROMOTION INFORMATION		
<input type="checkbox"/> Promoted to:	<input type="checkbox"/> Placed in:	<input type="checkbox"/> Retained in:



# Appendix B: Kindergarten Report Card



## CECIL COUNTY PUBLIC SCHOOLS 2021-2022 ELEMENTARY SCHOOL REPORT CARD | Kindergarten

<b>STUDENT:</b>	<b>SCHOOL:</b>
<b>StudentID:</b>	<b>TEACHER:</b>
<b>GRADE:</b>	

SUBJECT	GRADE/DESCRIPTOR					COMMENTS
	MP1	MP2	MP3	MP4	Year	
Mathematics						
Reading/Writing						
Science						
Social Studies						
Art						
Computer Science						
General Music						
Information Literacy						
Personal Wellness & Health						
Physical Education						

GRADING SCALE	
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Failure
I	Incomplete
CE	Consistently Evident - Student consistently demonstrates and applies understanding independently in a variety of settings.
DEV	Developing - Student demonstrates some understanding and applies understanding in a variety of settings with support.
HD	Having Difficulty - Student is unable to demonstrate and apply understanding even with support.

SCHOOL ATTENDANCE				
	MP1	MP2	MP3	MP4
Days Enrolled				
Days Absent				
Tardy				
Conference Held				
Narrative Attached				
*				
*				

EXPLANATION OF COMMENTS	
The student has demonstrated:	21 - Improve time management skills
1 - Outstanding effort and initiative	22 - Complete homework assignments
2 - Consistent effort	23 - Show more effort
3 - Mastery of subject/content	24 - Complete work after absence
4 - High level of creativity	25 - Take advantage of retake opportunities
5 - Ability to work well with others	
6 - Positive leadership	Additional Comments:
7 - Motivation to learn	26 - Behavior interferes with learning
8 - Positive learning attitude	27 - Grade was affected by attendance
9 - Improved academic performance	28 - D+, D, E, F or HD was issued on interim report
10 - Interest and enthusiasm	29 - Please arrange for a conference
11 - High level of responsibility	30 - Grade was affected by a transfer
	31 - See additional report
The student needs to:	32 - No grade received, additional documentation attached
12 - Improve performance on tests and quizzes	33 - Grade reflects modified below grade level curriculum
13 - Master skills and concepts	34 - Grade reflects alternate curriculum
14 - Complete assigned work on time	35 - Grade reflects consistent use of linguistic accommodations (Required if applicable)
15 - Complete long-term assignments	37 - The student has demonstrated appropriate use of technology to enhance learning
16 - Participate in class	38 - The student needs to improve organizational skills
17 - Complete work accurately	39 - Grade was affected by lack of participation in online learning
18 - Turn in required work	
19 - Bring in class materials	
20 - Follow directions	

Learner Behaviors Descriptors			
<b>Usually</b> - Student usually demonstrates these skills without teacher prompting.			
<b>Sometimes</b> - Student occasionally demonstrates these skills with minimal teacher prompting.			
<b>Rarely</b> - Student seldom demonstrates these skills and requires teacher redirection.			
Learner Behaviors	M2	M3	M4
Stays on-task and follows directions.			
Completes assignments on time. (in a timely manner, within the allotted time)			
Consistently shows effort in daily work.			
Participates in activities and discussions.			
Shows respect, responsibility & safety in the classroom.			

PROMOTION INFORMATION		
<input type="checkbox"/> Promoted to:	<input type="checkbox"/> Placed in:	<input type="checkbox"/> Retained in:

# Appendix C: Interim Report, Grades 1-5



## CECIL COUNTY PUBLIC SCHOOLS 2021-2022 ELEMENTARY SCHOOL REPORT CARD | Kindergarten

<b>STUDENT:</b>	<b>SCHOOL:</b>
<b>StudentID:</b>	<b>TEACHER:</b>
<b>GRADE:</b>	

SUBJECT	GRADE/DESCRIPTOR					COMMENTS
	MP1	MP2	MP3	MP4	Year	
Mathematics						
Reading/Writing						
Science						
Social Studies						
Art						
Computer Science						
General Music						
Information Literacy						
Personal Wellness & Health						
Physical Education						

GRADING SCALE	
A	Excellent
B	Good
C	Satisfactory
D	Unsatisfactory
E	Failure
I	Incomplete
CE	Consistently Evident - Student consistently demonstrates and applies understanding independently in a variety of settings.
DEV	Developing - Student demonstrates some understanding and applies understanding in a variety of settings with support.
HD	Having Difficulty - Student is unable to demonstrate and apply understanding even with support.

SCHOOL ATTENDANCE				
	MP1	MP2	MP3	MP4
Days Enrolled				
Days Absent				
Tardy				
Conference Held				
Narrative Attached				
*				
*				

EXPLANATION OF COMMENTS	
The student has demonstrated:	21 - Improve time management skills
1 - Outstanding effort and initiative	22 - Complete homework assignments
2 - Consistent effort	23 - Show more effort
3 - Mastery of subject/content	24 - Complete work after absence
4 - High level of creativity	25 - Take advantage of retake opportunities
5 - Ability to work well with others	
6 - Positive leadership	Additional Comments:
7 - Motivation to learn	26 - Behavior interferes with learning
8 - Positive learning attitude	27 - Grade was affected by attendance
9 - Improved academic performance	28 - D+, D, E, F or HD was issued on interim report
10 - Interest and enthusiasm	29 - Please arrange for a conference
11 - High level of responsibility	30 - Grade was affected by a transfer
	31 - See additional report
The student needs to:	32 - No grade received, additional documentation attached
12 - Improve performance on tests and quizzes	33 - Grade reflects modified below grade level curriculum
13 - Master skills and concepts	34 - Grade reflects alternate curriculum
14 - Complete assigned work on time	35 - Grade reflects consistent use of linguistic accommodations (Required if applicable)
15 - Complete long-term assignments	37 - The student has demonstrated appropriate use of technology to enhance learning
16 - Participate in class	38 - The student needs to improve organizational skills
17 - Complete work accurately	39 - Grade was affected by lack of participation in online learning
18 - Turn in required work	
19 - Bring in class materials	
20 - Follow directions	

Learner Behaviors Descriptors			
<b>Usually</b> - Student usually demonstrates these skills without teacher prompting.			
<b>Sometimes</b> - Student occasionally demonstrates these skills with minimal teacher prompting.			
<b>Rarely</b> - Student seldom demonstrates these skills and requires teacher redirection.			
Learner Behaviors	M2	M3	M4
Stays on-task and follows directions.			
Completes assignments on time. (in a timely manner, within the allotted time)			
Consistently shows effort in daily work.			
Participates in activities and discussions.			
Shows respect, responsibility & safety in the classroom.			

PROMOTION INFORMATION		
<input type="checkbox"/> Promoted to:	<input type="checkbox"/> Placed in:	<input type="checkbox"/> Retained in:

Appendix D: Non-Promotion Form



**CECIL COUNTY PUBLIC SCHOOLS**  
**NON-PROMOTION/PLACEMENT FORM**

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
 Homeroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Student's DOB: \_\_\_\_\_ Current Age: \_\_\_\_\_  
 Parent/Guardian(s): \_\_\_\_\_ (years, months)

Schools Attended					
School	Enter Date	Exit Date	School	Enter Date	Exit Date

Conferences				
<i>* Parent contact must be in person at home or in school</i>	<i>Dates</i>	<i>Persons Involved</i>	<i>Interventions</i>	<i>Decisions/Results/Rationale</i>
Parent Guardian Conference				
At-Risk Conference* ( <i>must be held before the end of the 3rd marking period</i> )				
Alerting Conference* ( <i>must be held before the end of the 3rd marking period</i> )				
<i>* Parent contact must be in person, at home, or in school</i>				

**Conferences (continued)**

	<i>Dates</i>	<i>Persons Involved</i>	<i>Interventions</i>	<i>Decisions/Results/ Rationale</i>
Recommendation to Parent(s)* <i>(must be held before the last 3 weeks of school)</i>				

**Test Results**

Please attach the following data from the Performance Matters *Baseball Card Report*:

- Attendance
- Reading Assessments
- Math Assessments
- SEL Assessments
- Discipline Data
- Attendance Data

**Special Education Information**

Is this student currently receiving Special Education services?		YES		NO	Disability:
Has this student been referred for Special Education services		YES		NO	Date tested:
Present status:					

**Educational/Psychological Tests as noted on Assessment Reports**

<i>Name of Test</i>	<i>Date</i>	<i>Result/Recommendations</i>

**Other Special Services**

<i>Plan/Intervention in Place</i>	<i>Date</i>	<i>Purpose</i>

**Additional Information**

Has this student been considered for a previous retention?

Retained in grade(s)?

Considered but not retained in grade(s)?
Why wasn't the student retained?
Has the student been placed in a grade?
What grade?
Student was placed but not retained because?
What placement is recommended for next year?
If retention is recommended, how will it help this student?
Please describe the intervention that will be implemented if this child is retained?

<b>Decision</b>		
Promotion	Non-Promotion	Placed in grade
<i>Written notification from the Principal should confirm the final decision to the parent/guardian.</i>		
Teacher Signature:	_____	
Principal Signature:	_____	
Parent/Guardian Signature**:	_____	

\*\*Signature indicates that a copy has been received and does not necessarily indicate agreement.