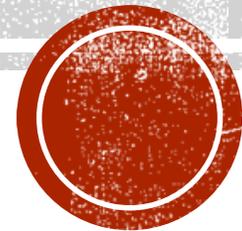
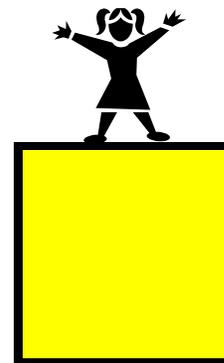


YOUR CHILD'S REPORT CARD

What's new for Stephen Knolls students



PLANNING FOR SUCCESS:



Teachers start with the **Maryland Common Core Curriculum Frameworks** (k12md.org) and the **Montgomery County Curriculum 2.0 Framework**.

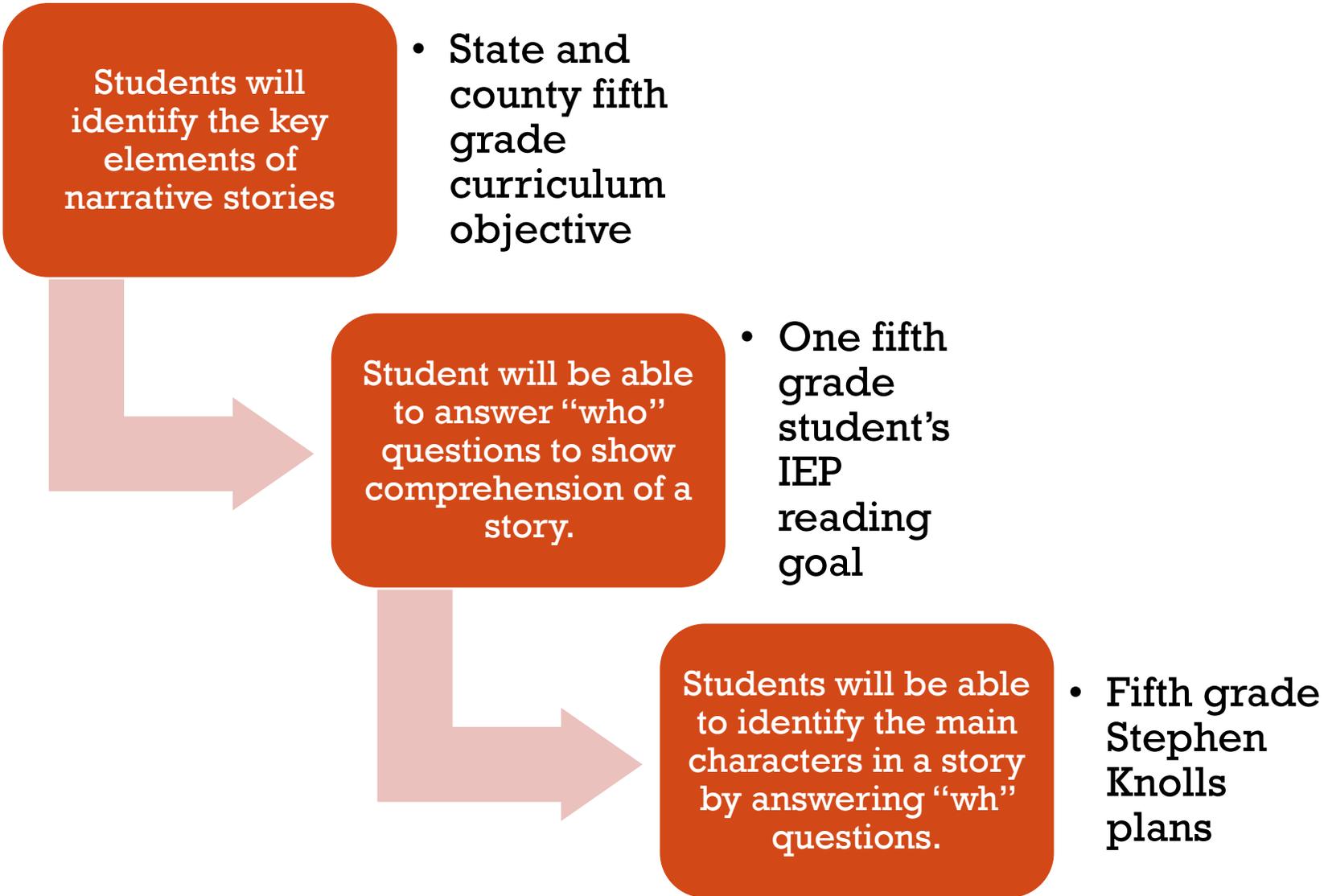
They set objectives for our students based on where they are now (determined by the students' IEP, teacher observation and classroom data).

These objectives are designed to help students make progress toward the state and county standards.

For more on the Common Core, see
<http://www.mdk12.org/instruction/commoncore/>

For more on Curriculum 2.0, see
<http://www.montgomeryschoolsmd.org/curriculum/2.0/>





- Objectives are aligned with county “measurement topics” – subgroups within each subject area.
- These measurement topics appear on the report card.

READING

Reading	MP1	MP2	MP3	MP4
Language: Vocabulary				
Reading: Informational Text				
Reading: Literature				

MATH

Mathematics	MP1	MP2	MP3	MP4
Geometry				
Measurement and Data				
Number and Operations in Base Ten				
Number and Operations-Fractions				
Operations and Algebraic Thinking				



PERFORMANCE TASK: IDENTIFY THE CHARACTERS IN THE STORY GIVEN A FIELD OF TWO.

Teachers create **performance tasks** for each objective. They set **criteria for success** for the student task – what will be an acceptable level of performance, if a student receives appropriate accommodations and support as determined by his or her IEP.



Criteria for success:
Three out of five
successful trials using
three different
characters from the
story.



AIMING FOR SUCCESS!



- Teachers use multiple tasks over many days to measure student progress.
- When a student needs support, teachers offer visual and tactile aids, varied prompt levels, and consult therapists and other teachers for new strategies.



REPORT CARDS GIVE PROGRESS TOWARD STANDARDS-BASED OBJECTIVES.

- Students are evaluated for each measurement topic required for the grading period.
 - Students receive P, I, N for kindergarten; or ES, P, I, N for grades 1 – 5.
 - Students are also evaluated individually to determine quarterly progress on the IEP.
 - Students receive a DEM (demonstrating), PRG (progressing), or N (not yet evident) code for thinking and learning skills for each quarter.
- **ES** Exceptional at the adapted grade-level standard
 - Student can complete the task independently AND can generalize the task across settings.
 - **P** Meets the adapted grade-level standard by demonstrating proficiency of the content or processes for the Measurement Topic
 - Student can complete the task with minimal and/or faded prompts, but is not able to generalize the skill across settings.
 - **I** In progress toward meeting the adapted grade-level standard.
 - Student is able to complete the task with prompting and adult support but is not able to generalize the skill across settings.
 - **N** Not yet making progress or making minimal progress toward meeting the adapted grade-level standard.
 - Student is not able to complete the task.
 - **M** Missing data – no score recorded for the marking period. (Considerations: absences, not addressed during marking period)





The report card is one measure to show the progress of your child. We look at many measures to determine student success. We see parents as valuable partners in nurturing the success of students.

