



Baltimore County Public Schools

# GRADING & REPORTING

Division of Curriculum  
and Instruction

<http://www.bcps.org/academics/grading/>



# POLICY 5210

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The new Grading and Reporting Policy 5210 was approved in June, 2015, and went into effect starting July, 2016.

Please take time to familiarize yourself with [Policy 5210](#) and the new focus on standards aligned grading.



# FULL CREDIT

- Standards-based mindset give students full credit for what they know and are able to do.
- New evidence replaces old evidence and only the higher grade is recorded in the grade book.
- The primary purpose of the grade is to accurately communicate students' level of performance in relation to the standard at a given point in time.



# BODY OF EVIDENCE

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A collection of aligned instructional tasks, such as assignments, assessments, homework, presentations, products, and observations used to determine if a student has met identified curriculum goals.





## PRIMARY PURPOSE FOR A GRADE

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The primary purpose of an achievement grade is to **communicate** a student's level of achievement in relation to the course expectations/standards.



# CORE BELIEFS

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- Baltimore County Public Schools commits to all stakeholders to provide ***equitable, accurate, specific, and timely*** information regarding student progress towards agreed-upon common course expectations as well as feedback for next steps and growth areas.



Equitable	The same work, completed in two different classrooms, should receive the same grade, even if the teacher is different.
Accurate	Grades are based solely on achievement, which means other factors, like behavior and attendance, are not used to calculate an achievement grade.
Specific	Classroom grading practices should be so clear that students should be able to tell teachers what grade they have earned, even before the teacher calculates it.
Timely	Feedback to students is timely that students can actually use that feedback, right away, to improve their performance on tests and assignments.



## BCPS GRADING & REPORTING - Division of Curriculum and Instruction



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Make grades transparent through the use of an  
electronic grade book.





# HOMEWORK: PURPOSEFUL AND STRATEGIC

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Learning targets: Statement of what must be learned as found in the standards.

- Aligned and focused
- Visible and student friendly
- Measurable and extendable



# GUIDING PRACTICES

1. Grading practices must be supportive of student learning.
2. Marking-period grades will be based solely on achievement of course or grade-level standards.
3. Students will have multiple opportunities to demonstrate proficiency.
4. Grades will be based on a body of evidence aligned to standards.
5. A consistent grading scale will be used to score assignments and assessments.
6. Accommodations and modifications will be provided for exceptional learners.



<http://www.bcps.org/academics/grading/>

BALTIMORE COUNTY PUBLIC SCHOOLS

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OUR SCHOOLS STUDENTS PARENTS COMMUNITY CALENDAR LEADERSHIP OUR SYSTEM

## GRADING AND REPORTING

**Grading Policy**



How confident are you that grades are equitable, accurate, meaningful, & supportive of learning?

04:14 HD :: vimeo

**INTRODUCTION**

Baltimore County Public Schools wants the grades assigned to its students to be equitable, accurate, meaningful, and supportive of learning. The school system views establishing effective grading practices as the next critical phase in ensuring that all students graduate globally competitive. In spring 2014, the school system created a Grading and Reporting Committee to revise Policy 5210 and develop districtwide procedures and practices to ensure effective and consistent grading and reporting of students' progress. The committee consisted of teachers, administrators, and stakeholders representing all grade levels from across the county.

Now it is your turn to weigh in. Tell us what you want to see as grading practices in Baltimore County schools. Please share your comments and ideas via the link below.

Thoughts? Comments? Ideas?



**RESOURCES**

- Seven Practices for Effective Learning  
Jay McTighe and Ken O'Connor
- Five Obstacles to Grading Reform  
Thomas R. Guskey







# Baltimore County Public Schools

## Creating a Culture of Deliberate Excellence

# 2016-2017 Report Card Updates

Baltimore County Public Schools  
Elementary Report Card

Student		Teacher		Homeroom Section			
Tara Peterson		Mrs. Anderson		54			
School		Principal		Grade			
Cedarvale Elementary		Mrs. Jones		05			
School Year		Marking Period (MP)		Marking Period Ending			
2016-2017		4		June 17, 2017			
Days Absent		Days Tardy		Early Dismissals		Attendance Rate	
Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date
2	5	1	1	4	15	97%	94%
Attendance Rate is the percentage of days present. The MSD standard for attendance is 94%.							

A Outstanding P Passing  
B Above Average F Failing  
C Average  
D Below Average  
E Failing  
I Incomplete/Insufficient Evidence  
NA Not Applicable

4 Extending  
3 Meeting  
2 Developing  
1 Beginning  
NA Not Applicable

LANGUAGE ARTS: Mrs. Jackson	MP 1	MP 2	MP 3	MP 4
Achievement Grade				
CATEGORIES: Reading – Foundational Skills				
Reading – Vocabulary and Comprehension				
Writing – Written Expression and Knowledge of Language Conventions				
Speaking and Listening				

MATHEMATICS: Mr. Thompson	MP 1	MP 2	MP 3	MP 4
Achievement Grade				
CATEGORIES: Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Measurement and Data				
Geometry				

<b>SCIENCE: Ms. Dyer</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
Achievement Grade				

  

<b>SOCIAL STUDIES: Mr. Bowman</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
Achievement Grade				

HEALTH: Ms. Dyer	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

BALTIMORE COUNTY PUBLIC SCHOOLS  
MIDDLE SCHOOL REPORT CARD

# Mason Peterson

Course Name	Course No	Sec	Teacher	MP 1	MP 2	MP 3	MP 4	MS Final	Final Grade	MS Credits	Absences	Skills and Conduct	Conference Desired	
Effective Learning Habits	1201000	04	Mrs. Jones	B	C	C	D				7	0	1	1
Language Arts MS	1201000	04	Mrs. Jones	D	B	C	A	C	B	1.0	3	12	0	2
World Culture MS	1201000	04	Mrs. Wilson	A	A	B	A	B	A	1.0	5	12	3	1
Mathematics (27/AA)	2201000	03	Mr. Smith	B	B	A	B	B	B		5	12	3	1
Science MSB	2201000	03	Mr. Anderson	B	C	B	D	C			5	12	0	1
Health	2201000	03	Mr. Jackson	C	C	C	C	C			5	12	0	1
Art MS	2201000	03	Mr. Henderson	C	C	C	C	C			5	12	0	1
Physical Education MSB	2201000	03	Mr. Thomas	C	C	C	C	C			5	12	0	1
Spanish MS	2201000	03	Mr. Stevens	C	C	C	C	C			5	12	0	1
Math E-L - Top Design MSB	2201000	03	Mr. Stevens	C	C	C	C	C			5	12	0	1

  

Achievement Grades	Comments
A Outstanding	I Incomplete / Insufficient Evidence
B Above Average	P Passing
C Average	F Failing
D Below Average	W Withdrawing
E Failing (No credit awarded)	L Late Enrollment
	S Satisfactory
	U Unsatisfactory

  

20 Student Service Learning Hours as of			
School	Marking Period	Days Absent	Days Tardy
Hartford Middle School	4	0	0
School Year	2016-2017	12	0
Total Days of School	120	12	0
Marking Period	4	12	0

  

20 Student Service Learning Hours as of			
School	Marking Period	Days Absent	Days Tardy
Hartford Middle School	4	0	0
School Year	2016-2017	12	0
Total Days of School	120	12	0
Marking Period	4	12	0

  

Last has been assigned to Grade 9 for the 2017-2018 school year.  
 01/15/2018  
 20 Student Service Learning Hours as of 6/3/17

To the Parents of Mason Peterson  
 1303 Meeting House Lane  
 Towson, MD 21256

For more information on BCPS' Student Records visit [www.bcps.org](http://www.bcps.org) to review Policy 5230.



# Changes to the Report Cards

All report cards:

- All report cards now have a consistent look and basic information across all grade levels.
- All report cards now use the term Marking Periods (MP).



## Updates for Grades 1-2

- Early dismissal totals have been added to the attendance section of the report card.
- In the Learning Skills and Behavior section heading a note has been added about referencing the Skills and Conduct Indicators (rubric). The rubric will be attached to the report cards.



# Marking Period Grades Grades 1 & 2

- For Grades 1 and 2, achievement codes rather than letter grades will be used. The achievement codes appear on the first page of the report card as abbreviations with definitions beside them as follows:

<b>CD</b>	Consistently Demonstrating	The student acquires and applies the concept or skill consistently with minimal teacher support.
<b>P</b>	Progressing	The student acquires and applies the concept or skill frequently and needs additional teacher support at times.
<b>N</b>	Needs Development	The student acquires and applies the concept or skill rarely or does so with much teacher support. Additional practice is needed.
<b>NA</b>	Not Applicable	Not applicable



# BALTIMORE COUNTY PUBLIC SCHOOLS ELEMENTARY REPORT CARD

STUDENT		TEACHER		Homeroom Section	
Michelle Wagner		Mrs. Jackson		18	
SCHOOL		PRINCIPAL		GRADE	
Happy Hills		Mrs. Jones		01	
SCHOOL YEAR		MARKING PERIOD (MP)		MARKING PERIOD ENDING	
2016-2017		4		June 17, 2017	
DAYS ABSENT		DAYS TARDY		EARLY DISMISSALS	
Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date
2	5	1	1	8	22
ATTENDANCE RATE					
97%		94%			

Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.

## 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 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 Not Applicable



LANGUAGE ARTS	MP 1	MP 2	MP 3	MP 4
Reading – Foundational Skills				
Reading – Vocabulary and Comprehension				
Writing – Written Expression and Knowledge of Language Conventions				
Speaking and Listening				

MATHEMATICS	MP 1	MP 2	MP 3	MP 4
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Measurement and Data				
Geometry				

SCIENCE	MP 1	MP 2	MP 3	MP 4

SOCIAL STUDIES	MP 1	MP 2	MP 3	MP 4

HEALTH	MP 1	MP 2	MP 3	MP 4

STUDENT	TEACHER	Homeroom Section
Michelle Wagner	Mrs. Jackson	18

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

LEARNING SKILLS AND CONDUCT	MP 1	MP 2	MP 3	MP 4
Classroom Conduct				
Work Completion				
Working With Adults				
Working With Peers				

PROGRAMS AND SERVICES	MP 1	MP 2	MP 3	MP 4
Other Modified Program(s) as Explained in Comments				X

## Marking Period 1 Comments

Conference Requested by Mrs. Jackson

Michelle has made great progress this marking period.

## Marking Period 2 Comments

Michelle is very social and always willing to help a friend in need. In Phonics we have been working on long vowels, digraphs and blends. Michelle has been placed in an intervention group to review these skills and cover new skills in a smaller group setting.

## Marking Period 3 Comments

Conference Requested by Mrs. Jackson

## Marking Period 4 Comments

As we discussed at her last IEP meeting, Michelle's behavior has improved by leaps and bounds this school year. It has been a challenge having her meet the new goal on her behavior chart of listening to teacher directions with no more than two reminders. This is an area we will continue to work on this year. Thank you for your continued support at home!

Other Modified Programs: Works with Mrs. Hall, Reading Specialist, Mrs. Stevens, Para-educator, Mrs. Thomas, Special Educator, Mrs. Fried, School Counselor, Mrs. Park, Occupational Therapist, Mrs. Addison, School Psychologist, Mrs. Prince, Speech and Language Pathologist



# Changes to the Report Cards

- Learning Skills and Behavior section has been replaced with the BCPS Skills and Conduct Indicators.

BCPS Skills and Conduct Indicators				
	Classroom Conduct	Work Completion	Working With Adults	Working With Students
3	<b>The Student:</b> <ul style="list-style-type: none"> <li>Consistently arrives on time.</li> <li>Is consistently prepared for class.</li> <li>Consistently participates in class.</li> <li>Consistently accepts responsibility for actions.</li> <li>Consistently behaves appropriately as outlined in classroom rules.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Consistently completes classwork as assigned.</li> <li>Consistently submits homework on time.</li> <li>Consistently uses available instructional supports.</li> <li>Takes advantage of retake/redo opportunities.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Consistently responds to and communicates positively with adults.</li> <li>Consistently follows directions from adults.</li> <li>Consistently seeks help from adults and asks questions when needed.</li> <li>Consistently interacts cooperatively with adults.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Consistently communicates positively with other students.</li> <li>Consistently avoids or resolves conflict with other students.</li> <li>Consistently demonstrates tolerance of multiple perspectives.</li> <li>Consistently interacts cooperatively with other students.</li> </ul>
2	<b>The Student:</b> <ul style="list-style-type: none"> <li>Sometimes arrives on time.</li> <li>Sometimes is prepared for class.</li> <li>Sometimes participates in class.</li> <li>Sometimes accepts responsibility for actions.</li> <li>Sometimes behaves appropriately as outlined in classroom rules.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Sometimes completes classwork as assigned.</li> <li>Sometimes submits homework on time.</li> <li>Sometimes uses available instructional supports.</li> <li>Sometimes takes advantage of retake/redo opportunities.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Sometimes responds to and communicates positively with adults.</li> <li>Sometimes follows directions from adults.</li> <li>Sometimes seeks help from adults and asks questions when needed.</li> <li>Sometimes interacts cooperatively with adults.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Sometimes responds positively with other students.</li> <li>Sometimes avoids or resolves conflict with other students.</li> <li>Sometimes demonstrates tolerance of multiple perspectives.</li> <li>Sometimes interacts cooperatively with other students.</li> </ul>
1	<b>The Student:</b> <ul style="list-style-type: none"> <li>Rarely arrives on time.</li> <li>Rarely is prepared for class.</li> <li>Rarely participates in class.</li> <li>Rarely accepts responsibility for actions.</li> <li>Rarely behaves appropriately as outlined in classroom rules.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Rarely completes classwork as assigned.</li> <li>Rarely submits homework on time.</li> <li>Rarely uses available instructional supports.</li> <li>Rarely takes advantage of retake/redo opportunities and support.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Rarely responds to and communicates positively with adults.</li> <li>Rarely follows directions from adults.</li> <li>Rarely seeks help from adults or asks questions when needed.</li> <li>Rarely interacts cooperatively with adults.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Rarely communicates positively with other students.</li> <li>Rarely avoids or resolves conflict with other students.</li> <li>Rarely demonstrates tolerance of multiple perspectives.</li> <li>Rarely interacts cooperatively with other students.</li> </ul>
0	<b>Even with help, the student:</b> <ul style="list-style-type: none"> <li>Does not arrive on time.</li> <li>Is not prepared for class.</li> <li>Does not participate.</li> <li>Does not accept responsibility for actions.</li> <li>Does not behave appropriately as outlined in classroom rules.</li> </ul>	<b>Even with help, the student:</b> <ul style="list-style-type: none"> <li>Does not complete classwork as assigned.</li> <li>Does not submit homework on time.</li> <li>Does not use available instructional supports.</li> <li>Does not take advantage of retake/redo opportunities.</li> </ul>	<b>Even with help, the student:</b> <ul style="list-style-type: none"> <li>Does not respond to and communicate positively with adults.</li> <li>Does not follow directions from adults.</li> <li>Does not seek help or ask questions when needed from adults.</li> <li>Does not interact cooperatively with adults.</li> </ul>	<b>The Student:</b> <ul style="list-style-type: none"> <li>Does not communicate positively with other students.</li> <li>Does not avoid or resolve conflict with other students.</li> <li>Does not demonstrate tolerance of multiple perspectives.</li> <li>Does not interact cooperatively with other students.</li> </ul>

# Updates for Grades 3-5

- Early dismissal totals have been added to the attendance section of the report card.
- Starting in Grade 3 certificate-bound students achievement will be graded on a pass/fail.
- A “Categories” heading has been added
- The category codes have been updated to align with 4-point learning progression scale.
- Teacher names have been added for each subject.
- Learning Skills and Behavior section has been replaced with the BCPS Skills and Conduct Indicators.



# Marking Period Grades

## Grades 3-12

<b>A</b>	Outstanding	Students performing at this level demonstrate a distinguished and strong command of the knowledge, skills, and practices embodied by the standards. Students at this level are meeting or extending the standards at their grade level.
<b>B</b>	Above Average	Students performing at this level demonstrate a moderate command of the knowledge, skills, and practices embodied by the standards. Students at this level are approaching the standards at their grade level.
<b>C</b>	Average	Students performing at this level demonstrate a developing command of the knowledge, skills, and practices embodied by the standards at their grade level.
<b>D</b>	Below Average	Students performing at this level demonstrate a beginning command of the knowledge and/or skills embodied by the standards assessed at their grade level.
<b>E</b>	Failing	Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the state standards assessed at their grade level.

# BALTIMORE COUNTY PUBLIC SCHOOLS ELEMENTARY REPORT CARD

STUDENT		TEACHER		Homeroom Section			
Tara McNulty		Mrs. Jackson		54			
SCHOOL		PRINCIPAL		GRADE			
Happy Valley		Mrs. Jones		05			
SCHOOL YEAR		MARKING PERIOD (MP)		MARKING PERIOD ENDING			
2016-2017		4		June 17, 2017			
DAYS ABSENT		DAYS TARDY		EARLY DISMISSALS		ATTENDANCE RATE	
Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date	Marking Period	Year to Date
2	5	1	1	4	15	97%	94%

Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.

## ACHIEVEMENT GRADES:

- A Outstanding
- B Above Average
- C Average
- D Below Average
- E Failing
- I Incomplete/Insufficient Evidence
- NA Not Applicable
- P Passing
- F Failing

## CATEGORIES: Indicate the students' level of understanding and application of curriculum standards.

- 4 Extending
- 3 Meeting
- 2 Developing
- 1 Beginning
- NA Not Applicable

STUDENT	TEACHER	Homeroom Section
Michelle Wagner	Mrs. Jackson	18

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

LEARNING SKILLS AND CONDUCT	MP 1	MP 2	MP 3	MP 4
Classroom Conduct				
Work Completion				
Working With Adults				
Working With Peers				

PROGRAMS AND SERVICES	MP 1	MP 2	MP 3	MP 4
Other Modified Program(s) as Explained in Comments				X

LANGUAGE ARTS: Mrs. Jackson	MP 1	MP 2	MP 3	MP 4
Achievement Grade				
CATEGORIES: Reading – Foundational Skills				
Reading – Vocabulary and Comprehension				
Writing – Written Expression and Knowledge of Language Conventions				
Speaking and Listening				

MATHEMATICS: Mr. Thompson	MP 1	MP 2	MP 3	MP 4
Achievement Grade				
CATEGORIES: Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Measurement and Data				
Geometry				

SCIENCE: Ms. Dyer	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

SOCIAL STUDIES: Mr. Bowman	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

HEALTH: Ms. Dyer	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

## Marking Period 1 Comments

Conference Requested by Mrs. Jackson

Michelle has made great progress this marking period.

## Marking Period 2 Comments

Michelle is very social and always willing to help a friend in need. In Phonics we have been working on long vowels, digraphs and blends. Michelle has been placed in an intervention group to review these skills and cover new skills in a smaller group setting.

## Marking Period 3 Comments

Conference Requested by Mrs. Jackson

## Marking Period 4 Comments

As we discussed at her last IEP meeting, Michelle's behavior has improved by leaps and bounds this school year. It has been a challenge having her meet the new goal on her behavior chart of listening to teacher directions with no more than two reminders. This is an area we will continue to work on this year. Thank you for your continued support at home!

Other Modified Programs: Works with Mrs. Hall, Reading Specialist, Mrs. Stevens, Para-educator, Mrs. Thomas, Special Educator, Mrs. Fried, School Counselor, Mrs. Park, Occupational Therapist, Mrs. Addison, School Psychologist, Mrs. Prince, Speech and Language Pathologist



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				ATTENDANCE RATE	
				97%	

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B Above Average  
C Average  
D Below Average  
E Failing  
I Incomplete/Insufficient Evidence  
NA Not Applicable

**CATEGORIES:** Indicate the students' level of understanding and application of curriculum standards.

4 Extending  
3 Meeting  
2 Developing  
1 Beginning  
NA Not Applicable

STUDENT	TEACHER	Homeroom Section
Michelle Wagner	Mrs. Jackson	18

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

LEARNING SKILLS AND CONDUCT	MP 1	MP 2	MP 3	MP 4
Classroom Conduct				
Work Completion				
Working With Adults				
Working With Peers				

PROGRAMS AND SERVICES	MP 1	MP 2	MP 3	MP 4
Other Modified Program(s) as Explained in Comments				X

LANGUAGE ARTS: Mrs. Jackson	MP 1	MP 2	MP 3	MP 4
Achievement Grade				
CATEGORIES: Reading – Foundational Skills				
Reading – Vocabulary and Comprehension				
Writing – Written Expression and Knowledge of Language Conventions				
Speaking and Listening				

MATHEMATICS: Mr. Thompson	MP 1	MP 2	MP 3	MP 4
Achievement Grade				
CATEGORIES: Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Measurement and Data				
Geometry				

SCIENCE: Ms. Dyer	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

SOCIAL STUDIES: Mr. Bowman	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

HEALTH: Ms. Dyer	MP 1	MP 2	MP 3	MP 4
Achievement Grade				

### Marking Period 1 Comments

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