



Standards-Based Instruction and Reporting SBIR Parent and Family Night

PreK - Grade 2
2023-2024

What is Standards Based Instruction and Reporting?

1. Outlines consistent standards to be taught, is focused on learning goals, and sets purpose.
2. Reports student achievement *in reference to the standards they are taught* with consistent scoring practices.
3. Supports all students in reaching the standards.
4. Progress is reported compared to a standard - not compared to other students.
5. Is equitable.

SBIR - Where We Have Been

Policy 8010 Revision

- Committee started in 2016
- Committee of stakeholders
- Progress meetings with BOE
- Final adoption in August 2018
- Input from other groups and committees

SBIR - Where We Have Been

- Learning Behaviors crafted with input from every staff member at every school
- Training for evidence collection, reporting guidance, and indicators
- Grading practices training for PreK/K, related arts, and administration

SBIR - Where We Have Been

Beginning in 2020...

- Teachers began using Canvas gradebook
- Parents became familiar with Canvas gradebook and could view grades
- Interim reports no longer used
- Teachers reported on student learning behaviors
- Rubrics were used for assessing student understanding

SBIR - Where We Are Headed



Keep current report card
in place

Above, On, Below (AOB)
Learning Behaviors
Independently (I), With
Support (W), Not yet (N)
A, B, C, D, E

Training - April PL

SBIR transition for
PreK-2

Updated report cards
for primary

Support will be
available throughout
the year

SBIR transition for
3-5

Updated report cards
for intermediate

Support will be
available throughout
the year

Fully
transitioned to
SBIR

Reporting Codes

Reporting Categories

Academic Grades	Learning Behaviors
M - Meets expectations	1 - Meets expectations
P - Making progress toward expectations	2 - Making progress toward expectations
L - Limited/no progress toward expectations	3 - Limited/no progress toward expectations

Learning Behaviors

Learning Behaviors are defined as learned actions that enable students to access learning and interact with others productively in the community. The frequency and quality of the learning behavior being demonstrated are considered when reporting.

Learning Behaviors

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

Learning Behaviors Reporting Codes

Remember, these are the codes for reporting learning behaviors.

Learning Behaviors
1 - Meets expectations
2 - Making progress toward expectations
3 - Limited/no progress toward expectations

Academic Reporting Codes

- The goal is for all students to demonstrate that they MEET the expectations for targeted grade-level standards.
- The purpose is to give the most accurate information about how a student is learning grade-level standards.

Academic Reporting Codes

HCPSS will use the following three performance categories:

M = MEETS expectation of the learning standards.

P = Is MAKING PROGRESS toward meeting expectation.

L = LIMITED/NO PROGRESS toward meeting the expectation.

Academic Reporting Codes

M = Meets Expectation of the Curriculum Standard

- “M” indicates the student is achieving grade-level expectations of the standards.
- The student *consistently* demonstrates understanding of content, and applies the skills required in the academic standards.

Academic Reporting Codes

P = Making Progress Toward Meeting the Expectation of the Curriculum Standard

- “P” indicates the student is progressing toward grade-level expectations of the standards.
- The student may need more instruction, support, or monitoring, to meet the grade level standards.
- The student demonstrates some understanding of the content, and applies some of the skills required in the academic standards.
- Student performance is *inconsistent*.

Academic Reporting Codes

L = Limited/No Progress Toward Meeting the Expectation of the Curriculum Standard

- “L” indicates the student is demonstrating limited proficiency with the grade-level expectations toward of the standards.
- This student requires more instruction, support, and monitoring, to meet the grade level standards.
- The student demonstrates little (to no) understanding of the content, and is *unable to apply* the skills required in the academic standards.

Academic Reporting Codes

How often are grades reported for each subject?

Subject Areas are reported QUARTERLY
Related Arts are reported SEMESTERLY.

Academic Reporting Codes

How are grades determined for the end of each marking period?

RECENT and FREQUENT

New Primary Report Card

Performance Codes

THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM - Report Card

Student:

Student ID:

Grade:

Teacher: . . .

REPORTING PERIOD

Academic Grades	Learning Behaviors
M - Meets Expectation	1 - Meets Expectation
P - Making Progress Towards Expectation	2 - Making Progress Towards Expectation
L - Limited/No Progress Towards Expectation	3 - Limited/No Progress Towards Expectation

ATTENDANCE	REPORTING PERIOD				
	1	2	3	4	Total
Days Absent					
Days Present					
Days Tardy					

LANGUAGE ARTS	REPORTING PERIOD			
	1	2	3	4
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates listening and speaking skills to productively participate in conversations				

MATHEMATICS	1	2	3	4
Demonstrates understanding of subtraction				
Adds and subtracts to solve word problems				
Demonstrates understanding of measurement and data concepts				
Reasons about shapes and their attributes				
SCIENCE				
Demonstrates use of science and engineering practices to build understanding of the content				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
SOCIAL STUDIES				
Demonstrates understanding of social studies concepts				
Demonstrates ability to appropriately use social studies skills				
HEALTH EDUCATION				
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

Reporting Period: Each reporting period stands independent; the fourth marking period is not cumulative

LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Demonstrates Interpersonal Skills																						
Demonstrates Responsibility																						
Demonstrates Perseverance																						
Demonstrates Collaboration																						
Demonstrates Initiative																						

Understanding the report card: A gray box above indicates the score is not reported during the reporting period. The report card is one means of communicating your student's progress within Howard County Public School System's curriculum for each quarter. Parents are encouraged to maintain communication with school staff throughout the year.

Performance Codes

Academic Grades	Learning Behaviors
M - Meets expectations	1 - Meets expectations
P - Making progress toward expectations	2 - Making progress toward expectations
L - Limited/no progress toward expectations	3 - Limited/no progress toward expectations

Academic Performance Codes

Used to describe the extent to which a student has met the expectation of grade-level standards.

Learning Behavior Performance Codes

Used to describe a student's demonstration of the learning behaviors.

Subject and Measurement Topics

THE HOWARD COUNTY PUBLIC SCHOOL SYSTEM - Report Card

Student:

Student ID:

Grade:

Teacher: . .

Academic Grades	Learning Behaviors
M - Meets Expectation	1 - Meets Expectation
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ATTENDANCE	REPORTING PERIOD				
	1	2	3	4	Total
Days Absent					
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Days Tardy					

LANGUAGE ARTS	REPORTING PERIOD			
	1	2	3	4
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates listening and speaking skills to productively participate in conversations				

MATHEMATICS	REPORTING PERIOD			
	1	2	3	4
Demonstrates understanding of number concepts and relationships				
Demonstrates understanding of addition				
Demonstrates understanding of subtraction				
Adds and subtracts to solve word problems				
Demonstrates understanding of measurement and data concepts				
Reasons about shapes and their attributes				
SCIENCE				
Demonstrates use of science and engineering practices to build understanding of the content				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
SOCIAL STUDIES				
Demonstrates understanding of social studies concepts				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

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LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Demonstrates Interpersonal Skills																					
Demonstrates Responsibility																					
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Subject and Measurement Topics

Grade 1 Report Card Example

Measurement Topic – Line items on the report card. Curriculum standards are bundled into a measurement topic.

Subject →

	REPORTING PERIOD			
	1	2	3	4
LANGUAGE ARTS				
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates listening and speaking skills to productively participate in conversations				

Subject and Measurement Topics

Grade 1 Report Card Example

	REPORTING PERIOD			
MATHEMATICS	1	2	3	4
Demonstrates understanding of number concepts and relationships				
Demonstrates understanding of addition				
Demonstrates understanding of subtraction				
Adds and subtracts to solve word problems				
Demonstrates understanding of measurement and data concepts				
Reasons about shapes and their attributes				

Learning Grade 1
Standards

Relates
addition to
counting

Recalls +1
and + 2
facts

Understands
the
Commutative
Property

Measurement Topic
on the Report Card

**Demonstrates
Understanding
of Addition**

Grade 1 Standards
Quarter 1

Relates
addition to
counting.

Recalls +1
and + 2
facts

Understands
the
Commutative
Property

Measurement Topic
on the Report Card

**Demonstrates
Understanding
of Addition**

Grade 1 Standards
Quarter 3

Adds a
two-digit and
one-digit
number

Recalls
double facts
(e.g., 6+6)

Understands
the
Associative
Property

Learning Behaviors

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Student:

Student ID:

Grade:

Teacher: . . .

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M - Meets Expectation	1 - Meets Expectation
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ATTENDANCE	REPORTING PERIOD				
	1	2	3	4	Total
Days Absent					
Days Present					
Days Tardy					

LANGUAGE ARTS	REPORTING PERIOD			
	1	2	3	4
Demonstrates reading comprehension				
Applies grade level reading foundational skills				
Writes for different purposes and audiences				
Applies grade level knowledge of language and its conventions when writing and speaking				
Demonstrates listening and speaking skills to productively participate in conversations				

MATHEMATICS	REPORTING PERIOD			
	1	2	3	4
Demonstrates understanding of number concepts and relationships				
Demonstrates understanding of algebraic concepts				
Demonstrates understanding of geometry concepts				
Adds and subtracts to solve word problems				
Demonstrates understanding of measurement and data concepts				
Reasons about shapes and their attributes				
SCIENCE				
Demonstrates use of science and engineering practices to build understanding of the natural world				
Demonstrates understanding of grade level life science concepts				
Demonstrates understanding of grade level earth/space science concepts				
Demonstrates understanding of grade level physical science concepts				
SOCIAL STUDIES				
Demonstrates understanding of social studies concepts				
Demonstrates ability to appropriately use social studies skills				
HEALTH EDUCATION				
Demonstrates knowledge and skills for social and emotional health				
Demonstrates knowledge and skills for violence prevention				
Demonstrates knowledge and skills for injury prevention				
Demonstrates knowledge and skills for personal health and disease prevention				

Reporting Period: Each reporting period stands independent; the fourth marking period is not cumulative

LEARNING BEHAVIORS	LANGUAGE ARTS				MATH				SCIENCE				SOCIAL STUDIES				HEALTH EDUCATION					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
Demonstrates Interpersonal Skills																						
Demonstrates Responsibility																						
Demonstrates Perseverance																						
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Back of the Report Card

Related Arts: Semester Grades

Student:

Student ID:

Grade:

Teacher: . .

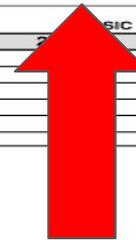
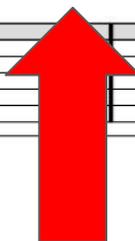
	REPORTING PERIOD	
	2	4
ART		
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking and problem solving		
Demonstrates an appreciation of literature in a variety of topics, genres, and formats		

	REPORTING PERIOD	
	2	4
MUSIC		
Demonstrates skills and strategies to inform and develop performance		
Generates, communicates and evaluates musical ideas for refinement		
PHYSICAL EDUCATION		
Demonstrates fundamental motor skills		
Demonstrates knowledge and skills related to fitness and movement concepts		

Academic grades and learning behaviors for these content areas are reported semesterly.

Principal _____

	ART		INSTRUCTIONAL TECH		LIBRARY MEDIA		MUSIC		PHYSICAL EDUCATION	
	2	4	2	4	2	4	2	4	2	4
LEARNING BEHAVIORS										
Demonstrates Interpersonal Skills										
Demonstrates Responsibility										
Demonstrates Perseverance										
Demonstrates Collaboration										
Demonstrates Initiative										



Back of the Report Card

Report Card Comments

Student:

Student ID:

Grade:

Teacher: . . .

REPORTING PERIOD		
ART	2	4
Generates and reflects on a variety of ideas to develop personal solutions		
Uses design strategies, reflects on and refines work to ensure quality		
INSTRUCTIONAL TECHNOLOGY		
Employs digital citizenship, computational thinking skills and transfers knowledge to explore emerging technologies		
Demonstrates proficient use of technology operations and computing systems		
LIBRARY MEDIA		
Demonstrates new knowledge through inquiry, critical thinking and problem solving		
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REPORTING PERIOD		
MUSIC	2	4
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Principal _____

	ART		INSTR		LIBRARY MEDIA		MUSIC		PHYSICAL EDUCATION	
	2	4	2	4	2	4	2	4	2	4
Demonstrates Interpersonal Skills										
Demonstrates Responsibility										
Demonstrates Perseverance										
Demonstrates Collaboration										
Demonstrates Initiative										

Report Card Comments

All report cards include a section for written narrative comments, which will include a comment:

- Highlighting a student strength.
- Stating if a student is working on standards beyond their current grade level, if applicable.
- Providing clarification on what a student should continue to work on for any measurement topics marked “L.”
- Providing clarification on what a student should continue to work on for any learning behaviors marked “3.”
- Providing clarification on any N/A, if applicable.

Resources for Families

Resources for Families

Elementary Standards Based Instruction and Reporting

Family and Community Resources

NEW



Introduction

Welcome!

The purpose of this page is to provide students, families, and the community with information and resources about Standards Based Instruction and Reporting (SBIR).

Resources for Families

Elementary Standards Based Instruction and Reporting

Family and Community Resources

NEW

Table of Contents

Select the buttons below to access resources:

Elementary Curriculum

Elementary Curriculum: Standards and Measurement Topic Alignment (Crosswalk)

SBIR Rationale and Research

Report Card Information

FAQ's

Learning Behaviors

Introduction

The purpose of
resources abc

Resources for Families

Elementary Standards Based Instruction and Reporting

Family and Community Resources



Introduction

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NEW

A Guide for Families



Understanding the Elementary Report Card PreK – Grade 2

The report card is one means of communicating progress throughout the year. When reviewing reports, parents are encouraged to:

- View the report card as a whole rather than just the scores.
- Read the Comments and Evaluation Codes on the report cards.
- Take advantage of the opportunity to talk to the teacher at conferences.

Parents are encouraged to maintain communication with school staff throughout the year. Skills become more

difficult as students move from one reporting period to another.

In PreK-2, HCPSS is implementing the Standard Based Instruction and Reporting (SBIR) process, per Policy 8020, Grading and Reporting: Pre-Kindergarten Through Grade 5. SBIR requires teachers to gather evidence of student learning over time and articulate a student's relative strengths and growth areas as compared to the grade level standards.

Organization of Information on the Report Card

Subject	LANGUAGE ARTS	1	2	3	4
Measurement Topic – Line items on the report card. Curriculum standards are bundled into a measurement topic. *See QR code on back page for more details about measurement topics.	Communicates ideas clearly when speaking				
	Identifies words effectively when reading				
	Demonstrates reading comprehension				
	Communicates ideas clearly when writing				
	Meets expectations in spelling				
Meets expectations in capitalization/punctuation					

Academic Grades	Learning Behaviors	Codes explained more fully on back page.
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Academic Performance Codes
Used to describe the extent to which a student has met the expectation of grade-level standards.

Learning Behavior Performance Codes – Used to describe a student's demonstration of the learning behaviors.

Learning Behaviors – Learned actions that enable students to access learning and interact with others productively in the community.

LEARNING BEHAVIORS	1	2	3	4
Demonstrates Interpersonal Skills				
Demonstrates Responsibility				
Demonstrates Perseverance				
Demonstrates Collaboration				
Demonstrates Initiative				

For More Information...

Access the QR code or click the link below to view standards-based instruction and reporting parent resources.

[Elementary SBIR For Families Home Page](#)

