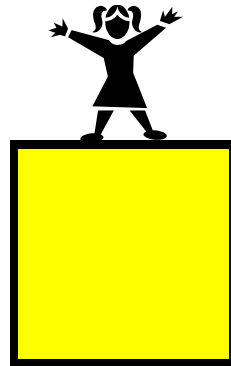


# Your Child's Report Card

What's new for Stephen Knolls students



# Planning for success:

Teachers start with the [Maryland Common Core Curriculum Frameworks \(k12md.org\)](http://k12md.org) and the [Montgomery County Curriculum 2.0 Framework](http://www.montgomeryschoolsmd.org/curriculum/2.0/).

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/>



Students will identify the key elements of narrative stories

- State and County Literature Objective



Student will be able to answer “who” questions to show comprehension of a story.

- One student’s IEP reading goal



Students will be able to identify the main characters in a story by answering “wh” questions.

- Secondary Stephen Knolls plans

## New this year:

Stephen Knolls Secondary students are enrolled in courses.

They are enrolled by their teacher in the most appropriate classes listed in the secondary course catalogs for Montgomery County.

- ▶ Students will receive grades for their courses weighted according to this template:
- ▶ 50 percent formative (ongoing, daily work)
- ▶ 45 percent summative (performance on tasks designed to assess progress at a certain time)
- ▶ 5 percent homework

## Sample Objectives:

History- Students will be able to identify three symbols of the United States government.

Consumer Math - Students will be able to use a budget to plan what items to buy on a trip to the grocery store.

Literature - Students will be able to identify the setting of a story.

Environmental Science: Students will be able to identify ways in which water pollution affects animals in the Chesapeake Bay.

- ▶ Teachers plan units with clear objectives for students.



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.



**Performance task:** Identify the characters in the story given a field of two.

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

# Grades on performance tasks will mean the following at Stephen Knolls School:

**A** - Student can complete the task independently AND can generalize the task across settings.

**B** - Student can complete the task with minimal and/or faded prompts, but is not able to generalize the skill across settings.

**C** - Student is able to complete the task with prompting and adult support but is not able to generalize the skill across setting.

**D** - Student is able to partially complete the task, with prompting and adult support.

**E** - Student is not able to complete the task.

# 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.





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.