



2017-2018

BALTIMORE COUNTY PUBLIC SCHOOLS

# ELEMENTARY REPORT CARDS

A GUIDE FOR TEACHERS AND ADMINISTRATORS



Division of Curriculum  
and Instruction

## **Introduction**

The report cards that you are completing this year were revised during the 2016–2017 school year with the aid and input of parents, teachers, administrators, and curriculum and instruction personnel. These grade level report cards are aligned with national, state, and county standards and are designed to communicate what students know and can do each marking period in each grade. Expectations, instruction, and grading at all grade levels reflect acquisition and application of understanding and skills.

This guide is a resource for understanding the form and content of the elementary report cards and for completing them accurately and effectively. This guide has been created as a reference tool in regard to grading and reporting student progress.

I. Student Information and Attendance

Student		Teacher		Homeroom Section			
Sample Student		Sample Teacher		18			
School		Principal		Grade			
Sample Elementary School		Sample Principal		01			
School Year		Marking Period (MP)		Marking Period Ending			
2016-2017		4		June 17, 2018			
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	8	22	97%	94%
Attendance Rate is the percentage of days present. The MSDE Standard for attendance is 94%.							

The information in the section above will be automatically populated from the BCPS One Student Information System. (SIS)

II. Achievement Codes

Achievement codes describe student performance and level of understanding in relationship to the grade level standards and curriculum expectations.

Grades 1–3

CD	<b>Consistently Demonstrating:</b> Student demonstrates a strong command of the knowledge, skills, and practices embodied in the grade level standards.
P	<b>Progressing:</b> Student is developing their command of the knowledge, skills, and practices embodied in the grade level standards.
N	<b>Needs Development:</b> Student demonstrates a beginning command of the knowledge, skills, and practices embodied by the grade level standards. Additional practice is needed.
NA	<b>Not applicable:</b> The knowledge, skills, and practices embodied in the grade level standards were neither taught nor evaluated this marking period. The box will appear gray.
NG	<b>No Grade:</b> The student is a Level 1 or Level 2 English Learner and will not receive a grade this marking period.

Grades 4–5

A	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	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.
C	Average	Students performing at this level demonstrate a developing command of the knowledge, skills, and practices embodied by the standards at their grade level.
D	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.

E	Failing	Students performing at this level demonstrate no evidence of the knowledge, skills, and practices embodied by the standards assessed at their grade level.
NG	No Grade	The student is a Level 1 or Level 2 English Learner and will not receive a grade this marking period.

### III. Intermediate Domain Codes for language arts and mathematics

For Grades 4–5, students receive an overall achievement grade and an achievement indicator in each domain.

4	Meeting and extending grade level standards
3	Moderate command of, or approaching, grade level standards
2	Developing command of grade level standards
1	Beginning command of grade level standards
NA	The knowledge, skills, and practices embodied in the grade level standards were neither taught nor evaluated this marking period. The box will appear gray.

### IV. Grading for English Learners

All Level 1 and Level 2 English Learners (ELs) will receive a code (NG for “No Grade”) on their report card in lieu of an achievement grade for the first two marking periods they are in the school system.

After the first two marking periods they are in the system, all Level 1 and Level 2 ELs are Pass / Fail in all non-ESOL classes.

### V. Content Area Expectations

#### A. Language Arts

#### **Performance in Relationship to Standards**

Students will receive progress indicators in five language arts domains aligned to the Maryland College and Career Readiness Standards.

Primary (Grades 1–3): There is no overall achievement code; only a code in each domain.

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

Intermediate (Grades 4–5): Students receive an overall achievement grade and an achievement code in each domain using the above referenced domain codes.

ELA: Sample Teacher	MP 1	MP 2	MP 3	MP 4
<b>Overall Achievement</b>				
CATEGORIES:				
Foundational Skills				
Vocabulary and Comprehension				
Speaking and Listening				
Written Expression				
Knowledge of Language Conventions				

Domain	Explanation
Foundational Skills	This domain includes standards which focus on developing students' knowledge of the concepts of print, phonological awareness, phonics and word recognition, and fluency.
Vocabulary and Comprehension	This domain includes standards addressing word meaning and word relationships as well as standards assessing students' understanding of information and literary text.
Speaking and Listening	This domain includes standards which address students' ability to participate in collaborative discussions around topics and texts and to present knowledge and ideas in a clear and engaging manner appropriate to the audience and task.
Written Expression	This domain includes standards which address composing narrative, opinion and informative writing pieces for a variety of purposes and audiences. Standards in this domain also address student participation in shared and independent research and writing projects and the use of various print and digital resources for production and distribution of writing.
Knowledge of Language Conventions	This domain includes standards which address students' command of the conventions of standard English grammar and usage when writing or speaking as well as command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Modified Instructional Program**

In the area of language arts, teachers should only indicate if a student's program has been modified for one of the following reasons:

- Modified: English Learner – The student is an English Learner and receives instruction that is reflective of modified standards.

### **Instructional Reading Level**

Instructional Reading Level *	MP 1	MP 2	MP 3	MP 4
	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ___	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ___	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ___	<input type="checkbox"/> Above Grade Level <input type="checkbox"/> On Grade Level <input type="checkbox"/> Below Grade Level Reading Level: ___
*Instructional Reading Level is determined by the student's accuracy, fluency, and comprehension of text.				

Daily small group reading instruction is the most accurate reflection of a student's instructional reading level.

Students whose instructional reading level is **Above Grade Level** consistently read and comprehend text above the grade level complexity band independently and proficiently.

Students whose instructional reading level is **On Grade Level** consistently read and comprehend text within the grade level complexity band independently and proficiently.

In BCPS, we use the Fountas and Pinnell Benchmark Assessment System to determine the instructional text level for students reading **Below Grade Level**. This instructional reading level should reflect the level of text used in daily guided reading instruction. Instructional reading level refers to the following:

- Levels A – K: Student reads with 90 – 94% accuracy and proficient or approaching proficiency in comprehension OR 95 – 100% accuracy and limited proficiency in comprehension.
- Levels L – N: Student reads with 95 – 97% accuracy and proficient or approaching proficiency in comprehension OR 98 – 100% accuracy and limited proficiency in comprehension.

**Reading Targets Text Level Chart: 1 – 5**

Grade Level	End of First Marking Period	End of Second Marking Period	End of Third Marking Period	End of Fourth Marking Period
<b>Grade 1</b>	D/E	F	H	J
<b>Grade 2</b>	J/K	K	L	M
<b>Grade 3</b>	M/N	N	O	P
<b>Grade 4</b>	P/Q	Q	R	S
<b>Grade 5</b>	S/T	T	U	V

B. Mathematics

## Performance in Relationship to Standards

Students will receive progress indicators in domains aligned to the Maryland College and Career Readiness Standards.

### Grades 1–2

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

Domain	Explanation
Operations and Algebraic Thinking	This domain includes standards related to story problems, strategies to support fluency, and the operations of addition and subtraction. This domain is taught in conjunction with the Number and Operations in Base Ten domain.
Number and Operations in Base Ten	This domain includes standards related to place value, symbolic notation, and place value understandings to support fluency. This domain is taught in conjunction with the Operations and Algebraic Thinking domain.
Measurement and Data	This domain includes standards related to describing measurable attributes, measuring length using standards and nonstandard units, and telling time. It also includes collecting data, creating graphs, and interpreting data displays.
Geometry	This domain includes standards related to identifying, naming, describing, and analyzing plane figures.

### Grade 3

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

Domain	Explanation
Operations and Algebraic Thinking	This domain includes standards related to story problems in context, strategies to support fluency, and conceptual and procedural understanding of the operations of addition, subtraction, multiplication, and division. This domain is taught in conjunction with the Number and Operations in Base Ten domain.
Number and Operations in Base Ten	This domain includes standards related to place value, and place value understandings to support fluency with the four operations. This domain is taught in conjunction with the Operations and Algebraic Thinking domain.

Domain	Explanation
Number and Operations - Fractions	This domain includes standards related to conceptual and procedural understanding of fractions and fractional operations. This domain builds on conceptual and procedural understandings within the Operations and Algebraic Thinking and Number in Base Ten domains and students' previous experiences with whole numbers.
Measurement and Data	This domain includes standards related to measurement of mass, volume, and weight, real life applications of measurements, and volume.
Geometry	This domain includes standards related to identifying, naming, describing, and analyzing plane figures and lines. It also is taught in conjunction with the Measurement and Data domain and includes finding area, perimeter, and volume of those figures in context.

#### Grades 4–5

<b>MATHEMATICS: Sample Teacher</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
<b>Overall Achievement</b>				
CATEGORIES:				
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Number and Operations - Fractions				
Measurement and Data				
Geometry				

Domain	Explanation
Operations and Algebraic Thinking	This domain includes standards related to story problems in context, strategies to support fluency, and conceptual and procedural understanding of the operations of addition, subtraction, multiplication, and division. This domain is taught in conjunction with the Number and Operations in Base Ten domain.
Number and Operations in Base Ten	This domain includes standards related to place value, and place value understandings to support fluency with the four operations. This domain is taught in conjunction with the Operations and Algebraic Thinking domain.
Number and Operations - Fractions	This domain includes standards related to conceptual and procedural understanding of fractions and fractional operations. This domain builds on conceptual and procedural understandings within the Operations and Algebraic Thinking and Number in Base Ten domains and students' previous experiences with whole numbers.
Measurement and Data	This domain includes standards related to measurement of mass, volume, and weight, real life applications of measurements, and volume.
Geometry	This domain includes standards related to identifying, naming, describing, and analyzing lines, two and three dimensional figures, lines. It will also include finding perimeter, area, and volume of those figures in context. It also is taught in conjunction with the Measurement and Data domain and includes finding area, perimeter, and volume of those figures in context.



## Grade 5 Advanced Academics

<b>MATHEMATICS: Sample Teacher</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
Overall Achievement				
<b>CATEGORIES:</b>				
Operations and Algebraic Thinking				
Number and Operations in Base Ten				
Number and Operations - Fractions				
Measurement and Data				
Geometry				
Statistics and Probability				
The Number System				
Expressions and Equations				
Ratios and Proportional Relationships				

## Grade 5 Advanced Domain Descriptors

Domain	Explanation
*Grade 5	See Grade 3-5 domain descriptions above that are included in Advanced 5 curriculum.
Statistics and Probability	This domain focuses on understanding how to collect, represent, interpret, and determine measures of central tendency for data sets.
The Number System	This domain extends knowledge of division of fractions using models and equations to represent situational problems. Fluency using the standard algorithms with all four operations with whole numbers and multi-digit decimals is also a major focus. Integers and rational numbers are explored.
Expressions and Equations	This domain includes evaluating expressions and reasoning to solve one-variable equations and inequalities and apply knowledge to solve contextual problems. This domain is taught in conjunction with the Number System domain.
Ratios and Proportional Relationships	This domain includes the study of ratios and proportional reasoning and extends students' work in measurement, multiplication and division by using ratios, rates, unit rates and percents to solve situations in daily life.

In the area of mathematics, teachers should only indicate if a student's program has been modified for one of the following reasons:

- Modified: English Learner - The student is an English Learner and receives instruction that is reflective of modified standards.
- Acceleration – The student has demonstrated readiness and need for instruction in mathematics standards a grade above their age-appropriate grade level. The student has been assessed through the Office of Advanced Academics for “subject level acceleration” in the area of mathematics and participates in Advanced Academics mathematics instruction in a higher grade.

C. Science, Social Studies, and Health

Throughout the year, students participate in the following:

Science: aligned to the Next Generation Science Standards (NGSS)

Social Studies: Aligned to national and state standards

Health: Aligned to Maryland State Standards

**Grades 1-3:** The codes CD, P, N, or NA should be used.

**Grades 4-5:** The codes A, B, C, D, and E should be used.

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

D. Special Area Grades

Special Area grades provided at the conclusion of Marking Period 2 should be reflective of the body of evidence gathered throughout Marking Periods 1 and 2. Grades provided at the conclusion of Marking Period 4 should be reflective of the body of evidence gathered throughout Marking Periods 3 and 4.

**Grades 1-3**

Students will receive grades at the conclusion of Marking Periods 2 and 4 in the following areas using the codes CD, N, P, or NA:

- Library/Media: Aligned to national standards
- Art: Aligned to national and state standards
- Physical Education Aligned to national standards
- Music: Aligned to national and state standards

Grades provided at the conclusion of Marking Period 2 should be reflective of the body of evidence gathered throughout Marking Periods 1 and 2. Grades provided at the conclusion of Marking Period 4 should be reflective of the body of evidence gathered throughout Marking Periods 3 and 4.

## Grades 4-5

Students will receive grades in the following areas using the codes A, B, C, D, E, or NA:

- Library/Media: Aligned to national standards
- Art: Aligned to national and state standards
- Physical Education Aligned to national standards
- Vocal Music: Aligned to national and state standards
- Instrumental Music: Aligned to national and state standards

## VI. Conduct and Learning Skills

### Codes

For the Conduct and Learning Skills portions of the report card, codes aligned to the Conduct and Learning Skills Rubric should be used. This can be found in the [Grading and Reporting Manual](#).

BCPS Skills and Conduct Indicators					
		Classroom Conduct	Work Completion	Working With Adults	Working With Students
Meeting	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>
Developing	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>
Insufficient Progress	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>
No Evidence	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>

\*All bullet points are indicators for the level. Not all indicators must be met in order to score a student at a particular level in each category.

## Grades 1-3

Students in Grades 1–3 will receive scores in Conduct and Learning Skills:

1. From their homeroom teacher.

SKILLS AND CONDUCT (Indicators found on last page.)	MP 1	MP 2	MP 3	MP 4
Classroom Conduct				
Work Completion				
Working With Adults				
Working With Peers				

2. From their special area teachers.

<b>SPECIAL AREA SUBJECTS</b>	<b>MP 1 and 2</b>	<b>MP 3 and 4</b>
<b>Library Media: Sample Teacher</b>		
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		
<b>Art: Sample Teacher</b>		
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		
<b>Music: Sample Teacher</b>		
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		
<b>Physical Education: Sample Teacher</b>		
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		

### Grades 4-5

Students in Grades 4-5 will receive scores in Conduct and Learning Skills:

1. In each content area (language arts, mathematics, science, social studies, and health).

Example:

<b>SCIENCE: Sample Teacher</b>	<b>MP 1</b>	<b>MP 2</b>	<b>MP 3</b>	<b>MP 4</b>
<b>Overall Achievement</b>				
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>				
Classroom Conduct				
Work Completion				
Working With Adults				
Working With Peers				

2. In each special area class

<b>Library Media: Sample Teacher</b>	<b>MP 1 and 2</b>	<b>MP 3 and 4</b>
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		

<b>Art: Sample Teacher</b>	<b>MP 1 and 2</b>	<b>MP 3 and 4</b>
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		

<b>Music: Sample Teacher</b>	<b>MP 1 and 2</b>	<b>MP 3 and 4</b>
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		

<b>Physical Education: Sample Teacher</b>	<b>MP 1 and 2</b>	<b>MP 3 and 4</b>
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		

<b>Instrumental Music: Sample Teacher</b>	<b>MP 1 and 2</b>	<b>MP 3 and 4</b>
<b>Overall Achievement</b>		
<b>SKILLS AND CONDUCT (Indicators found on the last page.)</b>		
Classroom Conduct		
Work Completion		
Working With Adults		
Working With Peers		

## VII. Programs and Services

### Grades 1–3

There are two options under Programs and Services:

- 504 Accommodation Plan- indicated if a student has a 504 Accommodation Plan
- Individualized Education Program (IEP)- indicated if a student has an IEP.

### Grades 4–5

There are three options under Programs and Services:

- 504 Accommodation Plan - indicated if a student has a 504 Accommodation Plan
- Individualized Education Program (IEP)- indicated if a student has an IEP.
- Advanced Academics: Grade 4 – indicated if a student is participating in the Grade 4 Advanced Mathematics curriculum.
- Advanced Academics: Grade 5 – indicated if a student is participating in the Grade 5 Advanced Mathematics curriculum.

## VIII. Comments

Customized comments will be provided twice during the school year:

- At the conclusion of Marking Period 2
- At the conclusion of Marking Period 3

Teachers should use Elementary Conference Day to provide customized comments to parents regarding student progress during Marking Period 1.

A conference may be requested at the conclusion of every marking period.

Marking Period 1	<input type="checkbox"/> Conference Requested by Sample Teacher
Marking Period 2 Comments	<input type="checkbox"/> Conference Requested by Sample Teacher
Marking Period 3 Comments	<input type="checkbox"/> Conference Requested by Sample Teacher
Marking Period 4	<input type="checkbox"/> Conference Requested by Sample Teacher