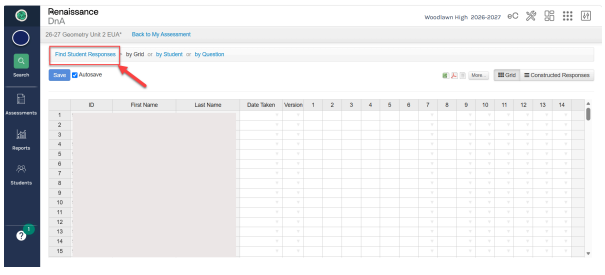
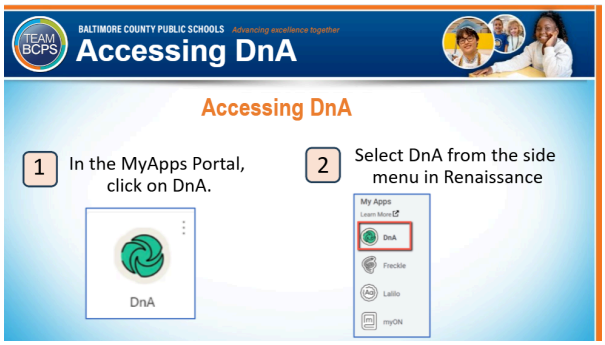
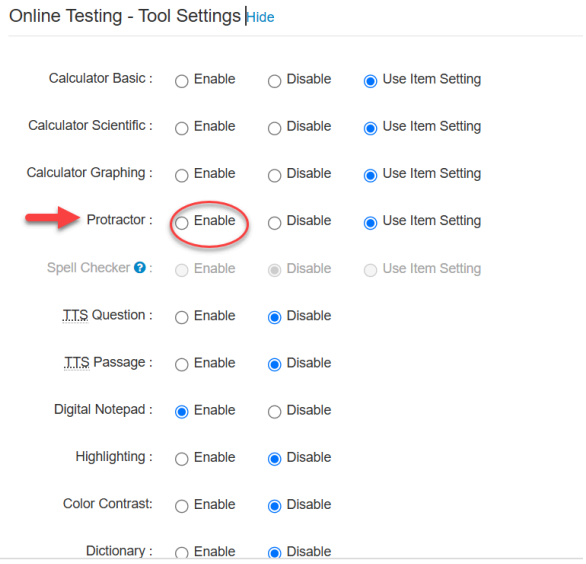
CIC & BCPS Meeting Agenda and Notes

Meeting Date: October 14, 2026

In Attendance: Tiffany Ayres, Monique Jones, Dr. Jennifer Craft, Serafina DeVita, Dr. John Staley

Educator Concerns and Questions	BCPS Responses and Solutions
1. **Issue:** Report Cards **Question:** Have elementary report cards been updated to reflect updated math standard categories?	**Elementary Mathematics Report Card Revisions** DOIT is currently working on the ticket and will complete the task prior to teacher grade entry opening on October 23, 2026. The changes for Kindergarten, Grades 1 – 3, and Grades 4 – 5 are listed in the ***Elementary Mathematics Report Cards Updates Appendix***.
1. **Issue:** DNA concerns – A slew of questions and concerns regarding the new testing platform DNA have been sent/communicated with our committee. They include but are not limited to: a. It is tedious to grade. Even when a teacher makes different links, all students show up in one list to grade. This makes it so that teachers can't grade classes individually. Is there any way to disaggregate the CRs by classes? b. It's being reported that scores are not going through to Schoology, so teachers have to enter the raw score as practice and percent score for their major. c. Inconsistency of giving partial	2. a. To filter when scoring, click on **Find Student Responses**. This will take you to a filter box. You can filter by Courses, Classes, and Students. See image below or visit DnA Innovation Hub for step-by-step directions and a video tutorial.  b.Renaissance is aware of issues with score passback from DnA to Schoology. Most support cases have been resolved. If you clicked "Enable Grading" **before** the test started and scores do not pass to your Schoology gradebook, submit a support case

credit - no partial credit option on DNA when the rubric gives partial credit. d. At least one test, on paper, had 2 CRs, but divided into 6 different graded questions on DnA. e.When teachers click on DnA in the apps portal, it doesn't go to DnA directly. Why do we have to click on a waffle to click on DnA again? e. Many teachers have access to ALL students and assessments. f. Students are frustrated with the touch screen responses. g. Tools like a protractor were not automatically included as a tool on a test that needed a protractor. Can that be automatically included? i. Teachers are generally frustrated with a lack of PD to truly understand how to use the program completely. **Questions:** What future PD is scheduled for DNA? Where can we send issues with DNA? (Previously, there was a dedicated email for Performance Matters issues.) **Suggestions:** Clearer training is needed. Back-end modifications can be made to streamline the test-taking and grading experiences.	in Incident IQ. c. Math is aware of the issue and has addressed them with her Q&A document and they are also updating the Unit 2 assessments with the known issues. dna@bcps.org. d. The Office of Mathematics adjusted some items do to limitations in DnA functionality. No standards were changed and future unit assessments are being reviewed and adjusted based on feedback received. e.Training materials include steps to get into DnA. Yes, it is a two-click process. First click takes you to the Renaissance Next site and DnA is listed on the left-side menu. See image (below) from training PowerPoint.  f.Please email dna@bcps.org with teacher name and email address. Teachers can use the search feature at the top of the page when looking for assessments. Typing the name of the content and/or grade level with help narrow down the field. To filter classes, see question 2a above. g. The Office of Mathematics is aware of some of the touch screen issues for younger learners and making adjustments to future assessments. h.Unlike Performance Matters, in DnA, teachers have the power to control the use of Tools for every test administration. On the line for the test's Quick Code, click on **Edit** and choose Enable for protractor. Click **Save**. See image below.

	 i.The quality of training varies from school to school. All training materials are available at DnA Innovation Hub. Click on the box for **Click Here for Systemwide Training Materials & FAQ**. Additional how-to resources are often added and will appear within the page if you scroll down. A new support e-mail has been established for questions. Staff should e-mail dna@bcps.org for support with questions. Will follow up with DOS EDs to discuss using one of the Monday meetings to provide some additional PD and time to collaborate and work through some of the functionality.
3. **Issue:** Grading and Reporting Committee Updates - Last year, a Grading and Reporting Committee was reconvened to discuss changes that needed to be made to the current BCPS policies; however, with the change in leadership, no changes were implemented or shared with us. **Questions:** Is there any news from the grading and reporting committee about changes to grading and reporting? Will the grading and reporting committee	The elementary and secondary grading and reporting steering committees will be reconvened during the beginning of the second semester to review recommendations and provide an update to cabinet for review and discussion. An updated Report Card Manual, elementary and secondary Report Card Guides, and BCPS Grading and Reporting Expectations for Parents and Guardians will be shared with schools by 10/16/26 and posted publicly to the Academics page on bcps.org. The updates include aligning the guidelines provided with school–based grading practices already in place. No new

still be up and running this school year?	information will be included in the updates, rather the updates provide streamlined and aligned guidelines.

Discussion Notes

Educator Concerns and Questions	BCPS Responses and Solutions
1. **Issue:** Report Cards **Question:** Have elementary report cards been updated to reflect updated math standard categories?	**Discussion:** - In progress and working with DoIT team - See appendix for revised domain listing - Compares the old and new Follow up Question: - Will there be anything on the Hub or announcement to principles before teachers start inputting grades - Answer: Yes – we can do a PW and News Hub - When communication goes out, can you let teachers know when they will be able to access that? o YES, we will include the where and when. (October 23,2026)
2. **Issue:** DNA concerns – A slew of questions and concerns regarding the new testing platform DNA have been sent/communicated with our committee. They include but are not limited to: It is tedious to grade. Even when a teacher makes different links, all students show up in one list to grade. This makes it so that teachers can't grade classes individually. Is there any way to disaggregate the CRs by classes? It's being reported that scores are not going through to Schoology, so teachers	**Discussion:** **2A.** - Val and Christine have created additional resources for DnA in the Innovation Hub - There are videos and step-by-step guides accessible to all teachers. Need more training on DNA **Question**: Is there a set time where teachers will get training to learn to grade and do grading? Is there a set PD to explore and workshop? - There was one in September where some of this was covered

have to enter the raw score as practice and percent score for their major.

Inconsistency of giving partial credit - no partial credit option on DNA when the rubric gives partial credit.

At least one test, on paper, had 2 CRs, but divided into 6 different graded questions on DnA.

When teachers click on DnA in the app's portal, it doesn't go to DnA directly. Why do we have to click on a waffle to click on DnA again?

Many teachers have access to ALL students and assessments.

Students are frustrated with the touch screen responses.

Tools like a protractor were not automatically included as a tool on a test that needed a protractor. Can that be automatically included?

Teachers are generally frustrated with a lack of PD to truly understand how to use the program completely.

Questions: What future PD is scheduled for DNA? Where can we send issues with DNA? (Previously, there was a dedicated email for Performance Matters issues.)

Suggestions: Clearer training is needed.

Back-end modifications can be made to streamline the test-taking and grading experiences.

- There is another date coming up (Kevin C. has another PD planned and the goal is to chunk the training)

*__Dr. Craft will follow up with this suggestion to the DnA team and DoS ED for the next PD Day__

Comment:
Training from administrator was lack luster
Learned how to add a test. Felt they received misinformation.
Still have access for all tests ~~and all students~~ – need less access.
*Used to have access to all students and their tests – now Monique just has all tests, but the student access is now limited.
Even narrowing down to the content specific buckets would be good**.**

Response:
Containers are still being built and developed. Could not share with a specific content.
Asking DnA to design containers to specific areas instead of full access. This is the current limitation.

****Comment about communication around PD, questions and troubleshooting time.**
Hoping that there will be time found for educators to work. Serafina suggests that since DnA will be used by all it might be a good idea to communicate to Principles that they can use one of the three meetings in the month to give educators time to look at the innovation hub because a big chunk of PD time may not come until January.

2B.

- There was an issue and the vendor reported a resolution.

Comment:

- Some teachers clicked "collected" button, but they had to unclick "collected" to get DnA grades show up

	- **Tiffany had a teacher who had a 53% show up as a C/D in Schoology. Had to manually change it. Not sure if this a DnA or Schoology issue. - When these issues do arise, but if this continues to happen put in an Incident IQ ticket OR, reach out on Innovation page to Val or Christine for C&I to review functionality. Question: - We had a dedicated PM email; will this be introduced for DnA? o Yes! It was just secured but it is in the notes. o One streamline place to reach out. 2C&D - Partial credit and scoring were initially designed into rubric, then we learned DnA does not have that functionality. Guidance did go out about this (Sept 23/24 - last week) from Jen Semanski to DC's and teachers about this revision. - Rubric communication with Principles was shared that .5 cannot be added - Unit 2 and the future will be adjusted. - Items are not being changed for the teacher to score. The team is looking at Unit 2 for adjustments that need to be made. Want to minimize items that will give a "0" score. Question: Unit 1 Math Test – with adjustment, should the gradebook be reflecting this or should teacher be putting in what they actually got, DnA score? Schools are doing this differently. - Scores will need to be added to gradebook

	2E. - Was apart of the training to AP - Giving you the entry way to Renaissance but there isn't another way to avoid 2 clicks 2H. - Can the test creators do it OR could there be a line at top to tell teachers to enable it? o We can look at what is the best solution is for end users. o **Feedback: Tiffany feels like she would want a one sheet and in Schoology with a link to how to do it**. o **Is there somewhere else in Schoology that would be front and center?** **Answer: On the Blueprint (top)** 2I. - Be specific about what is being shared and what resources teachers are being pointed too. - **Talked about Schoology Sandbox and could this be something that would be applied to DnA (before / during / after)?**
3. **Issue:** Grading and Reporting Committee Updates - Last year, a Grading and Reporting Committee was reconvened to discuss changes that needed to be made to the current BCPS policies; however, with the change in leadership, no changes were implemented or shared with us.	**Discussion:** - Goal is to make this accessible for all so that everyone is working from the same resources Question: Does the steering committee include all stakeholders? Who is in it? - Last year: teachers, administrators, DoS

Questions: Is there any news from the grading and reporting committee about changes to grading and reporting? Will the grading and reporting committee still be up and running this school year?	Ed's, content C&I, counselors, had a variety of stakeholders - Dr. Craft will verify with Kevin C. Question: Is there any plan to reach out to the people who were on it last year? The people who were on the committee can speak to why the changes were suggested. - Will need to confirm with Kevin C. TABCO and CIC Counselors - Would strongly suggest that the people who were on it last year should be able to reconvene for the new year.
Question from Dr. Staley	As the team is adjusting Unit assessments it was put up in Schoology, not changing standards. Wondering about an assessment changing and would they prefer the adjustment assessment being put in the Schoology? This would be the one they are taking in DnA. Answer: Whatever is being taken in DnA by students should be in the Schoology folder.
Question:	What happens if you set up your test a week ahead of time and there is an adjustment. Will the test adjust or will you have to re-set it up. - Depending on the timeline, you may need to reset it up. - Math team will be able to communicate what needs to adjusted and will share newer version of assessments. - Function may change but standards will not change. Might need a News Hub announcement and Schoology folder.

Elementary Mathematics Report Cards Updates Appendix

Kindergarten Progress Report

Number and Operation Sense (NOS)			
Count to 100 by ones Count to 100 by tens	Counts forward to 100 by ones and tens and counts forward from any given number within 100.	K.NOS.A.1	K.NOS.A.1 explicitly combines counting by ones and tens;
Counts forward from any number		K.NOS.A.2	K.NOS.A.2 addresses counting forward from any given number.
No current indicator	Counts backward from any given number within 20.	K.NOS.A.3	ADD. This is a new Maryland standard specifically added to support numeracy development.
Writes numbers 0–10	Writes numbers and represents quantities with written numerals within 20.	K.NOS.A.4–5	REVISE & CONSOLIDATE. Removes the artificial 0–10/0–20 split and includes the expectation to connect numerals with quantities.
Writes numbers 0–20	↑ Consolidated above	K.NOS.A.4–5	CONSOLIDATE. K.NOS.A.4 establishes 0–20 as the standard.
Understands the relationship between numbers and quantities (e.g., counting objects to match a number)	Counts objects within 20 and understands that the last number counted tells how many and each successive number represents one more.	K.NOS.B.6–7	REVISE. More clearly communicates one-to-one correspondence, cardinality, and the relationship between successive numbers and quantities.
No current indicator	Recognizes quantities without counting (subitizes) using familiar and unfamiliar arrangements.	K.NOS.B.8	ADD. Subitizing is a new explicit kindergarten standard.
Understands numbers 11–19 as ten and some more	Understands teen numbers as one ten and additional ones.	K.NOS.C.9	REVISE. Retains the concept while aligning terminology more closely with the revised place-value expectation.
Compare numbers and groups: compare two groups of objects or two numbers to determine which is greater, less, or if they are equal	Compares quantities within 20 as greater than, less than, or equal to.	K.NOS.C.10	REVISE. The new standard integrates comparisons using objects, number paths, and written numerals within 20.
Decompose numbers less than or equal to 10 in various ways	Decomposes numbers within 10 in more than one way using objects, drawings, or equations.	K.NOS.D.11	REVISE. Retains this indicator with language that better reflects the new standard.
Algebraic Thinking (AT)			
Solve addition and subtraction problems	Represents and solves addition and subtraction situations	K.AT.A.1–2	REVISE. Adds the important distinction between *representing*

within 10 using objects, drawings, or equations.	within 10 using objects, drawings, and/or equations.		addition/subtraction situations and *solving* contextual problems.
No current indicator	Identifies, extends, and creates repeating patterns.	K.AT.B.3	ADD. Repeating patterns are a new kindergarten Algebraic Thinking expectation.
Geometric Reasoning and Measurement (GR)			
Compare measurable attributes (length, weight, height).	Describes, compares, and orders objects by measurable attributes such as length, height, weight, and capacity.	K.GR.A.1–3	EXPAND. Adds describing attributes, capacity, and ordering up to three objects—the latter moved from Grade 1.
Understands spatial relationships using positional words... / Identify and describe shapes...	Describes spatial relationships and identifies and describes two- and three-dimensional shapes.	K.GR.B.4–6	REVISE. Separates this conceptually from shape analysis while explicitly incorporating 2-D and 3-D shapes.
Analyzes and compares two- and three-dimensional shapes...	Analyzes, compares, creates, and composes two- and three-dimensional shapes.	K.GR.B.7–9	EXPAND. Retains analysis/comparison while capturing the additional creation/composition expectations.
Reasoning with Data and Statistics (DS)			
Sort objects into categories and count the number of objects in each category.	Classifies objects into categories, counts the objects in each category, and compares categories by count.	K.DS.A	EXPAND. Retains classification/counting while incorporating the new Reasoning with Data and Statistics expectations.

Grades 1-3

Current Report Card Domains	Revised Domain Listing
Mathematics » 1-3 » Teacher Name Operations and Algebraic Thinking Number and Operations in Base Ten Number and Operations - Fractions Measurement and Data Geometry	**Math >> 1-3 >> Teacher Name** **Number and Operation Sense** **Algebraic Thinking** **Geometric Reasoning** **Reasoning with Data and Statistics**

Grades 4-5

Current Report Card Domains	Revised Domain Listing

Overall Achievement Operations and Algebraic Thinking Number and Operations in Base Ten Number and Operations - Fractions Measurement and Data Geometry	**Overall Achievement** **Number and Operation Sense** **Algebraic Thinking** **Geometric Reasoning and Measurement** **Reasoning with Data and Statistics**