



Brevard Public Schools Kindergarten Report Card Parent Guide

Performance Codes			
<u>Performance Level 1</u>	<u>Performance Level 2</u>	<u>Performance Level 3</u>	<u>Performance Level 4</u>
<p>Does not meet expectations/standards; shows no growth even with support</p> <p>The student does not have understanding of the entire concept/standard as expected for the grading period, even with support from the teacher.</p> <p>The student is receiving interventions, marked below grade level and most likely not on track for promotion.</p>	<p>Does not meet expectations/standards; shows growth with additional support</p> <p>The student is showing some growth, but demonstrates only inconsistent or partial understanding of the entire concept/standard as expected for the grading period, even with support from the teacher.</p> <p>The student may be marked below grade level and may not be on track for promotion.</p>	<p>Meets and applies expectations/standards with support</p> <p>The student has complete understanding of the entire concept/standard as expected for the grading period and is able to apply the knowledge consistently but WITH SUPPORT from the teacher.</p> <p>The student is on grade level in an area which they earn this code and on track for promotion.</p>	<p>Meets and applies expectations/standards independently</p> <p>The student has complete understanding of the entire concept/standard as expected for the grading period and is able to apply knowledge consistently and INDEPENDENTLY.</p> <p>The student is considered on or above grade level in an area which they earn this code and on track for promotion.</p>
<p>SUPPORT: Modifying the process or product to enable the student to meet and apply the standard. The teacher may need to provide step-by-step guidance, and/or a higher degree of individualized feedback in order for the student to demonstrate and apply the expectation or standard.</p>			<p>INDEPENDENTLY: The student is capable of thinking and acting on his/her own in individual, small or whole group situations.</p>
Whole Child Indicators			
Social/Emotional Development	The student works and plays well with others, adapts to new situations easily, accepts responsibility for his/her actions, respects rights and property of others, and resolves problems appropriately.		
Learning Behaviors	The student demonstrates consistent effort, completes tasks independently, offers ideas and questions in class, works actively in individual, small or whole group situations, and follows classroom/school rules consistently.		
Gross Motor Development and Ability	The student demonstrates self-control, participates in music, art and movement activities, demonstrates controlled body movements and participates in activities while maintaining appropriate levels of endurance.		
Fine Motor Development and Ability	The student uses school tools (crayons, pencils, scissors, glue, etc.) properly and takes care of personal needs.		
Communication Development and Ability	The student listens to and understands peers and teacher, comprehends directions and stories read aloud, follows directions, communicates with others both academically and socially using correct volume, tone, and pacing.		
Academic Indicators			
Reading	<p>The student demonstrates understanding of the foundational skills listed below that are necessary and important in developing proficient readers.</p> <p>Concepts of Print – how print is organized and read, knowledge of upper and lower case letters</p> <p>Phonological/Phonemic Awareness – spoken words, syllables and word-sounds without print connection</p> <p>Phonics/Word Analysis – sounds represented by letters, decoding sounds to read words, and recognizing sight words</p> <p>Vocabulary – words needed to communicate effectively when listening, speaking, reading and writing</p> <p>Comprehension – meaning learned from listening to or reading text</p>		
Writing	<p>Conventions – The student writes letter/sound recognition for consonants and short vowels, produces/expands complete sentences, capitalizes first word in a sentence, uses correct ending punctuation (period, exclamation mark, question mark) and spells simple words phonetically with letter/sound relationship.</p> <p>Purpose – The student is able to develop, organize and create ideas for a variety of writing purposes including: Persuasive – gives opinion; Expository – shares specific information about a topic; and Narrative – tells events in order, adds details, and responds with an appropriate reaction to what happened.</p>		
Mathematics	<p>The student demonstrates active thinking strategies to solve mathematical problems.</p> <p>Number and Operations – represents, compares and orders whole numbers; joins and separates sets</p> <p>Geometry – describes shapes and composes shapes</p> <p>Measurement – compares and orders objects directly or indirectly</p> <p>Algebraic Thinking – develops thinking strategies that can be applied to other problem solving situations</p>		
Science	<p>The student demonstrates knowledge of standards through active participation, asks relevant questions, and connects academic vocabulary to science experiences.</p> <p>Science strands include: Life, Physical, Earth/Space, and The Practice of Science</p>		
Social Studies	<p>The student demonstrates knowledge of standards through active participation, links new knowledge to everyday life and connects academic vocabulary to social studies experiences.</p> <p>Social Studies strands include: History, Geography, Economics and Civics</p>		