



# Brevard Public Schools Kindergarten Report Card Parent Guide First Nine Weeks

Performance Codes			
<p><b><u>Performance Level 1</u></b>  <b>Does not meet expectations/standards; shows no growth even with support</b>            The student is receiving interventions, marked below grade level and most likely not on track for promotion.</p>	<p><b><u>Performance Level 2</u></b>  <b>Does not meet expectations/standards; shows growth with additional support</b>            The student may be marked below grade level and may not be on track for promotion.</p>	<p><b><u>Performance Level 3</u></b>  <b>Meets and applies expectations/standards with support</b>            The student is on grade level in an area which they earn this code and on track for promotion.</p>	<p><b><u>Performance Level 4</u></b>  <b>Meets and applies expectations/standards independently</b>            The student is considered on or above grade level in an area which they earn this code and on track for promotion.</p>
<p><b>SUPPORT:</b> 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><b>INDEPENDENTLY:</b> The student is capable of thinking and acting on his/her own in individual, small or whole group situations.</p>
Academic Indicators			
Reading			
<b>Concepts of Print</b>		The student demonstrates understanding of how print is organized and read: tracks left to right. The student knows the difference between a letter and a word. The student knows 15/26 upper and 15/26 lower case letters.	
<b>Phonological/Phonemic Awareness</b>		The student recognizes and produces rhymes. The student is able to count the number of syllables in a spoken word. The student identifies initial phonemes.	
<b>Phonics/Word Analysis</b>		The student is able to produce the sounds of 15 letters and read 7 high frequency words with automaticity (5 seconds or less). The student can identify initial grapheme in a word.	
<b>Vocabulary</b>		The student demonstrates understanding of robust words and content specific vocabulary that are taught; participates in discussions and uses new vocabulary in the classroom. The student adds -s and -ed as needed to a word. The student sorts common objects into categories and names the items and categories. The student uses own elaborations and some supporting details to answer the question, "How do you know?"	
<b>Comprehension</b>		The student demonstrates deep understanding of text read or heard through identifying story element vocabulary (author, setting, detail, etc.); participates in retellings and activities comparing & contrasting characters/texts; and can discuss connections made between events, ideas or pieces of information. The student begins to be aware that s/he does not understand a word/concept in the text.	
Writing			
<b>Conventions</b>		The student writes with a developing awareness of the sound-to-letter relationship. The student labels with initial sound and capitalizes the first word in a sentence and the pronoun "I". The student can correctly write 15 letters to match the sound given.	
<b>Purpose</b>		The student draws, dictates or writes to express an idea and can add some details. The student participates in shared writing activities to compose opinions and/or tell about events in order.	
Mathematics			
<b>Number and Operations</b>		The student counts to 20 by ones and tens, writes numbers 0-5; understands that the last number said when counting tells the number of objects counted; understands the number of objects is the same regardless of their arrangement; counts to answer "how many?" questions about as many as 5 things in different configurations; and identifies whether the number of objects in one group (0-5) is greater than, less than or equal to the number of objects in another group.	
<b>Measurement</b>		The student classifies objects into given categories and counts the number of objects in each category.	
<b>Algebraic Thinking</b>		The student decomposes numbers less than or equal to 5 into pairs in more than one way using objects or drawings.	
Science			
		The student demonstrates knowledge of Life Science and Nature of Science standards/benchmarks through exploring, investigating, observing, recognizing, describing and creating. The student uses content specific vocabulary.	
Social Studies			
		The student demonstrates knowledge of citizenship (Civics) standards/benchmarks through exploring, investigating, observing, recognizing, describing and creating. The student uses content specific vocabulary.	
Instructional Reading Level			
		Not assessed this grading period.	