



Brevard Public Schools Kindergarten Report Card Parent Guide Second Nine Weeks

| Performance Codes | | | |
|---|---|--|---|
| <p>Performance Level 1 Does not meet expectations/standards; shows no growth even with support The student is receiving interventions, marked below grade level and most likely not on track for promotion.</p> | <p>Performance Level 2 Does not meet expectations/standards; shows growth with additional support The student may be marked below grade level and may not be on track for promotion.</p> | <p>Performance Level 3 Meets and applies expectations/standards with support The student is on grade level in an area which they earn this code and on track for promotion.</p> | <p>Performance Level 4 Meets and applies expectations/standards independently 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> |
| Academic Indicators | | | |
| Reading | | | |
| Concepts of Print | The student demonstrates understanding of how print is organized and read. The student knows the difference between a letter and a word and knows the direction in which text should be read including the return sweep to the next line of text. The student can track print word for word as it is being read aloud. The student knows 22/26 upper and 22/26 lower case letters. | | |
| Phonological/Phonemic Awareness | The student is able to change a syllable in a word to make a new word. The student is able to count the number of syllables in a spoken word. The student is able to identify and produce rhyming words. The student is able to orally and fluently isolate the rime in words (the word is mop; the rime is op). | | |
| Phonics/Word Analysis | The student is able to produce the sounds of 22 letters and read 18-22 high frequency words with automaticity (4 seconds or less). The student is able to build words with m, s, t, p, n, f, b, hard c, and vowels- short a & i.. | | |
| Vocabulary | The student demonstrates understanding of robust words and content specific words that are taught, participates in discussions and uses new vocabulary in the classroom. The student adds re-, un-, and -ing as needed to a word. The student sorts objects - naming the items and categories. The student uses own elaborations and supporting details to answer the question, "How do you know?" | | |
| Comprehension | 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 and contrasting characters/text, and can discuss connections made between events, ideas or pieces of information. The student is aware when s/he does not understand a word/concept in a text. The student is beginning to demonstrate an understanding of text through comments, reactions and discussions. | | |
| Writing | | | |
| Conventions | The student's writing begins to convey meaning by matching letter sounds to words. The student's writing can be somewhat deciphered by the reader. The student can correctly write 22 letters to match the sound given and can correctly write 4/5 dictated consonant-vowel-consonant words. The student begins to use capitalization and punctuation correctly. Temporary spelling including ending sounds is used throughout. | | |
| Purpose | The student's writing and/or labeling matches picture idea. The student participates in activities that expand sentences and use text to answer questions. The student is beginning to demonstrate understanding through detailed illustrations and/or writing about text and topics. | | |
| Mathematics | | | |
| Number and Operations | The student counts verbally to 30, recognizes and writes numbers 0-10; recognizes and creates 0-10 with manipulatives and visual representations; solves problems for numbers 0-10 by comparing sets and ordering sets; using objects, the student is able to create numbers sets such as 3 and 5 more are 8, I have 4 and I need 9 so how many more do I need?; uses mathematical vocabulary in explaining thinking such as is greater than, is less than, is equal to. For any given number (1-9), the student finds the number that makes 10 when added to the given number. | | |
| Geometry | The student identifies, names and describes basic 2-dimensional and 3-dimensional shapes such as squares, triangles, circles, rectangles, hexagons, cubes, cones, cylinders and spheres. | | |
| Measurement | The student classifies objects into given categories and counts the number of objects in each category. | | |
| Algebraic Thinking | The student decomposes numbers (0-10) into pairs by using objects and solves addition and subtraction word problems, by using objects. The student fluently adds and subtracts within 5 using objects. | | |
| Science | | | |
| | The student demonstrates knowledge of Life Science, Earth & Space 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 cultural celebrations & national holidays, families today & in the past, and timelines (History) standards/benchmarks through exploring, investigating, observing, recognizing, describing and creating. The student uses content specific vocabulary. | | |
| Instructional Reading Level | The number reported on the report card indicates the book level that the student can read and maintain comprehension with 90-94% accuracy. Levels range from 1-70. Kindergartners are expected to leave at a level 4 and should be on a level 2 for this reporting period. | | |