



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

Performance Codes			
<p><b>Performance Level 1</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>Performance Level 2</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>Performance Level 3</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>Performance Level 4</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. The student knows the difference between a letter, 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 identify a sentence and track print word for word as it is being read aloud. The student knows 25/26 upper and 25/26 lower case letters.		
<b>Phonological/Phonemic Awareness</b>	The student is able to orally and fluently identify/isolate the onset (beginning sound) and rime (ending) in words (the word is mop, the onset is /m/ & the rime is op). The student is able to isolate, blend and segment phonemes in words (ie: c-a-t).		
<b>Phonics/Word Analysis</b>	The student is able to produce the sounds of 25/26 letters and read 35-42 high frequency words without sounding out (3 seconds or less). The student is able to blend consonant-vowel-consonant words and manipulate the beginning sound in words that are in the same word pattern.		
<b>Vocabulary</b>	The student demonstrates an understanding of robust words and content specific words that are taught, participates in discussions and uses new vocabulary when interacting in the classroom. The student sorts objects - naming the items and categories. The student asks and answers questions about unknown words in stories, poems, or informational text. The student demonstrates some understanding of multiple meaning words.		
<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 and contrasting characters/text, and can discuss connections made between events, ideas or pieces of information in text. 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			
<b>Conventions</b>	The student's writing conveys meaning by matching letter sounds to form words and the writing begins to show evidence of organization; spaces between words. The student writes some high frequency words correctly. One complete thought can be read and understood. The student can correctly write 25/26 letters to match the sound given and 7/9 dictated words including words dictated in sentence format.		
<b>Purpose</b>	The student writes complete sentences to express ideas. The student supplies specific information about the topic. The student is beginning to participate in peer-to-peer activities to revise and/or expand sentences.		
Mathematics			
<b>Number and Operations</b>	The student counts verbally to 100 by ones, recognizes and writes numbers 0-20; solves problems for numbers 0-10 by comparing sets and ordering sets; using objects and drawings, 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.		
<b>Geometry</b>	The student identifies, names and describes two- and three-dimensional shapes such as circles, hexagons, rectangles, spheres, cubes, and cylinders by attributes including faces, number of vertices, and number of sides; uses basic shapes to construct more complex shapes.		
<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 (0-10) into pairs by using objects and solves addition and subtraction word problems. The student fluently adds and subtracts within 5 using objects and drawings.		
Science			
	The student demonstrates knowledge of 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 Beginning Economics standards/benchmarks through exploring, investigating, observing, recognizing, describing and creating. The student uses content specific vocabulary.		
<b>Instructional Reading Level</b>	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 3 for this reporting period.		