



Brevard Public Schools Kindergarten Report Card Parent Guide Fourth 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 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 and locates a sentence in print. The student knows 26/26 upper and 26/26 lower case letters.		
Phonological/Phonemic Awareness	The student is able to orally & fluently identify/isolate the onset (beginning) and rime (ending) in words. The student is able to blend (s/t/e/m = stem) & segment (flat = f/l/a/t) phonemes in a word. The student manipulates phonemes: is able to add, delete & substitute phonemes in single syllable words to create new words.		
Phonics/Word Analysis	The student is able to produce the sounds of all letters and read 57 high frequency words without sounding out (3 seconds or less). The student is able to build words with all short vowels and distinguish between similarly spelled single syllable words by identifying the sounds of the letters that differ.		
Vocabulary	The student demonstrates understanding of words that are taught, participates in discussions and uses new vocabulary when interacting in the classroom. The student identifies real-life connections between words and their use. The student demonstrates understanding of multiple meaning words, shades of meaning among verbs and uses affixes (-ed, -s, re-, un-, pre-, -ful -less) as a clue to the meaning of an unknown word.		
Comprehension	The student demonstrates deep understanding of a text read or heard through identifying story element vocabulary (author, setting, details, etc.), participates in retellings, and activities comparing and contrasting characters/text, and can discuss connections made between individuals, events, ideas or pieces of information in an informational text. The student asks and answers questions about unknown words in a text. The student demonstrates understanding of text through comments, reactions, discussions, drawing and/or writing.		
Writing			
Conventions	The student's writing conveys meaning by matching letter sounds to form words and the writing shows evidence of organization; spaces between words. The student writes CVC and High Frequency Words correctly, uses a main topic sentence, capitalizes the pronoun I and the first word in a sentence. The student uses specific details and includes prepositions (i.e.: to, from, in, for, of by, with). The student can correctly write 26 letters to match the sound given and can correctly write 9/9 dictated words including words dictated in sentence format.		
Purpose	The student writes complete sentences to express thoughts, ideas, information and opinions with supplemental details. The student participates in peer-to-peer activities to revise and/or expand sentences.		
Mathematics			
Number and Operations	The student counts verbally to 100 by ones and tens; recognizes and creates 0-20 with manipulatives and visual representations; solves problems for numbers 0-10 by comparing sets and ordering sets; and compares two numbers between 1-10 presented as written numerals.		
Geometry	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.		
Measurement	The student compares and orders objects directly (longer/shorter) and indirectly (longer than/shorter than) using length and weight. Expresses the length of an object as a whole number of length units, by laying multiple copies of a shorter unit, end to end with no gaps or overlaps.		
Algebraic Thinking	The student composes and decomposes numbers from 11 to 19 into 10 ones and some further ones. Use addition and subtraction to solve word problems within 10.		
Science			
Social Studies	The student demonstrates knowledge of Physical Science and Nature of Science 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 4 for this reporting period.		