

# Pearl River School District

## Elementary School Report Card Performance Descriptions – Kindergarten

These performance level descriptions are provided as a guide to the student report card. The marking period focus (MP1) is noted in the first column. Specific areas of strength and/or need for improvement will be discussed at your child’s parent teacher conference.

	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
	<i>Does not meet grade level standards</i>	<i>Partially meets grade level standards</i>	<i>Meets grade level standards</i>	<i>Exceeds grade level standards</i>
<b>English Language Arts</b> <u>Listening/Speaking</u> <i>MP1 Focus</i>  <i>Asks, answers questions orally; retell, determines moral learned; describes illustrations; compare/contrast/connect two or more read alouds.</i>	Not yet participating voluntarily or listening to others. Can rarely respond to share key ideas.	Sometimes expresses ideas and shares information clearly. Occasionally participates and voluntarily listens to others.	Consistently expresses ideas and shares information clearly. Participates and asks questions while listening to others.	Always expresses ideas and shares information using complete sentences appropriate to the task and situation. Participates in discussions elaborating with questions, details and descriptions. Always listens to others.
<b>English Language Arts</b> <u>Reading</u> <i>MP1 Focus</i>  <i>Alphabet; directionality; identify blend and segment, sounds, and syllables; predicting; main idea; topic; details; literal recall; fiction/nonfiction.</i>	Inconsistently recognizes some of the target letters of the alphabet. Inconsistently blending and segmenting. Recognizing names and letters in own first name. Understands few features of print. Understands some spoken words, syllables and sounds with teacher	Recognizes and names letters in own first and last name. Understands some features of print. Sometimes can blend and segment. Understands some spoken words, syllables and sounds. Uses target literacy strategies and behaviors to support comprehension with some support.	Recognizes, matches and names target lower case letters of the alphabet. Understands and uses features of print. Understands spoken words, blending, segmenting syllables and sounds. Consistently demonstrates comprehension skills through responses to	Recognizes, matches and names all target lower case letters of the alphabet. Understands advanced features of print. Consistently understands and applies blending and segmentation of spoken words, syllables and sounds. Consistently demonstrates comprehension skills and

	support. Does not yet use target literacy strategies and behaviors to support comprehension. Is not yet able to demonstrate understanding text.	Sometimes demonstrates comprehension skills with teacher support.	text. Uses literacy strategies and behaviors to support comprehension.	makes connections. Independently uses target literacy strategies. and behaviors to support comprehension.
<b>English Language Arts</b> <u>Writing</u> <u>MP1 Focus</u>  <i>Sketching</i> <i>Generating ideas</i>	Telling, dictating and drawing not related to the purpose or task.	Telling, dictating and drawing are partially related to the purpose or task.	Telling, dictating and drawing respond to and are related to the purpose or task.	Telling, dictating and drawing are consistently related to the purpose or task.
<b>Math</b> <u>Numbers to 10</u> <u>MP1 Focus</u>  <i>Adds within 5; attributes of 2 related objects; classifying to make categories and count; numerals to 10; concept of 0; one more than; one less than.</i>	Does not yet sort and classify objects or analyze objects for similarities and differences. Does not yet demonstrate an understanding of addition.	Sorts and classifies objects while recognizes and extends a simple pattern with support. Sometimes demonstrates an understanding of addition.	Consistently sorts and classifies objects while recognizing a simple pattern. Adds and subtracts within 5. Demonstrates understanding of quantities of target number using various counting strategies.	Independently sorts and classifies objects. Recognizes and extends a complex pattern. Consistently adds and subtracts numbers greater than 10. Demonstrates reasonable strategies in finding solutions to problem solve.
<b>Science</b> <u>MP1 Focus</u>  <i>LA/ EP: Five Senses, Trees</i> <i>FA: Five Senses</i>	Does not yet demonstrates an understanding of science concepts and related content through oral discussion, drawing, Does not yet apply target inquiry skills.	Demonstrates a weak understanding of science concepts and related content through oral discussion, drawing. Is beginning to apply target inquiry skills.	Demonstrates an understanding of science concepts and related content through oral discussion, drawing. Applies target inquiry skills.	Uses self-generated examples, connections, to personal experiences or prior learning to extend understanding of target concept and related concepts or make inferences as observed by the teacher. Independently applies target inquiry skills.

<p><b>Social Studies</b>  <u>MPI Focus</u>  <i>All About Me</i>  <i>Pledge of Allegiance</i>  <i>Personal Information</i>  <i>(Name, birthday)</i></p>	<p>Does not yet demonstrate an understanding of target social studies concepts through oral discussion and drawing.</p>	<p>Demonstrates some understanding of target social studies concepts through oral discussion and drawing.</p>	<p>Demonstrates an understanding of target social studies concepts through oral discussion and drawing.</p>	<p>Demonstrates a deeper or extended understanding of target social studies concepts through oral discussion and drawing.</p>