

# 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 is noted in the first column.

|  | <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><br><u>Listening/Speaking</u><br><u>MP2 Focus</u><br><br><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><br><u>Reading</u><br><u>MP2 Focus</u><br><br><i>Alphabet; directionality; identify, blend and segment sounds and syllables; predicting; main idea; topic; details; identifies setting and characters; literal recall; understands vocabulary; 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 support. Does not yet | 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. Sometimes | 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 text. Uses literacy | 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 makes connections. |

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|  | use target literacy strategies and behaviors to support comprehension. Is not yet able to demonstrate understanding text.  | demonstrates comprehension skills with teacher support.  | strategies and behaviors to support comprehension.   | Independently uses target literacy strategies. and behaviors to support comprehension.   |
| <b>English Language Arts</b><br><u>Writing</u><br><u>MP2 Focus</u><br><br><i>Sketching</i><br><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><br><u>Numbers to 10</u><br><u>Shapes</u><br><u>MP2 Focus</u><br><br><i>Attributes of shapes; 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 recognize attributes of shapes. Does not yet sort and classify objects or recognize and extend a simple pattern. Does not yet demonstrate an understanding of addition. | Sometimes recognizes the attributes of shapes. Sorts and classifies objects while recognizes and extends a simple pattern with support. Sometimes demonstrates an understanding of addition. | Demonstrates an understanding of shape attributes. Consistently sorts and classifies objects while recognizing a simple pattern. Adds within 5. Demonstrates understanding of quantities of target number using various counting strategies. | Independently compares and contrasts the attributes of different shapes. Demonstrates the ability to apply vocabulary when describing shapes. Independently sorts and classifies objects. Recognizes and extends a complex pattern. Consistently adds numbers greater than 10. Demonstrates reasonable strategies in finding solutions to problem solve. |
| <b>Science</b><br><u>MP2 Focus</u><br><i>Use of Five Senses to Identify the Properties and Attributes of Objects</i>   | Does not yet demonstrates an understanding of science concepts and related content through oral discussion, drawing,   | 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  |

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|   | Does not yet apply target inquiry skills.  |  |  | the teacher.<br>Independently applies target inquiry skills.   |
| <b>Social Studies</b><br><u>MP2 Focus</u><br><i>Family and Holiday Traditions</i> | Does not yet demonstrate an understanding of target social studies concepts through oral discussion and drawing. | Demonstrates some understanding of target social studies concepts through oral discussion and drawing. | Demonstrates an understanding of target social studies concepts through oral discussion and drawing. | Demonstrates a deeper or extended understanding of target social studies concepts through oral discussion and drawing. |