



Brevard Public Schools Kindergarten Report Card

The purpose of this report card is to inform you of your child's performance in meeting behavioral expectations and the current state adopted standards.

Student _____

School _____

Birth Date _____

Principal _____

Teacher _____

School Year _____

Performance Codes	
4	Meets and applies expectations/standards independently
3	Meets and applies expectations/standards with support
2	Does not meet expectations/standards; shows growth with additional support
1	Does not meet expectations/standards; shows no growth even with support

Academic Indicators				
Reading				
Grading Period	1st	2nd	3rd	4th
Concepts of Print				
Phonological/Phonemic Awareness				
Phonics/Word Analysis				
Vocabulary				
Comprehension				
<i>Your child is working below grade level in reading.</i>				
Writing				
Conventions				
Purpose				
Mathematics				
Number and Operations				
Geometry				
Measurement				
Algebraic Thinking				
<i>Your child is working below grade level in math.</i>				
Science and Social Studies				
Science				
Social Studies				

Whole Child Indicators				
Social/Emotional Development				
Grading Period	1st	2nd	3rd	4th
Works and plays with others				
Adapts to new situations				
Accepts responsibility				
Respects rights and property (personal and school)				
Solves problems				
Learning Behaviors				
Demonstrates consistent effort				
Is attentive				
Follows rules and routines				
Gross Motor Development and Ability				
Shows body/ spatial /visual awareness				
Exhibits physical coordination and endurance				
Fine Motor Development and Ability				
Uses school tools				
Takes care of personal needs				
Communication Development and Ability				
Comprehends information through listening				
Demonstrates comprehension of information through speaking				

Attendance					
Grading Period	1st	2nd	3rd	4th	Total
Days Absent					
Days Tardy					

Parent Conference Requested				
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Assignment for _____ School Year is Grade _____

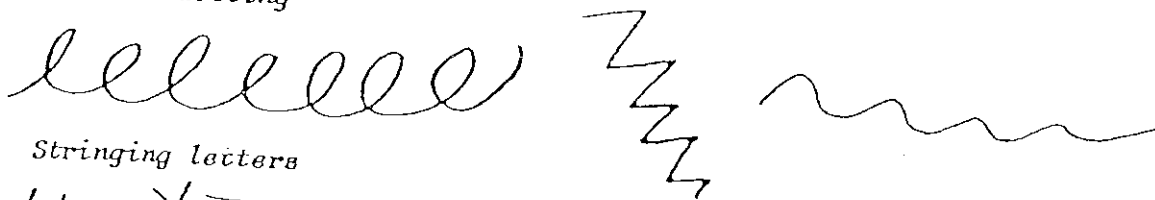
Invented Spelling and Beginning Writing

Important points to remember:

1. Invented spelling is a natural developmental process and essential to beginning writing.
2. All children can be successful. Children must work at their own stage of development. (See stages.)
3. A supportive, nurturing, and accepting environment is crucial to the process.
4. Invented spelling and beginning writing may begin as early as three years of age.
5. This is a process which allows the child to explore the world of writing and is a vital link to literacy. Concepts such as: print awareness, concept of words, conventions of print, i.e., left to right, top to bottom, spacing, etc., may be discovered, and self-motivated exploration of letters, sounds, words, ideas, and stories.

Stages of Invented Spelling and Beginning Writing

1. Scribble writing



2. Stringing letters

MXXTZPCORCK

3. Beginning sounds

MDLM

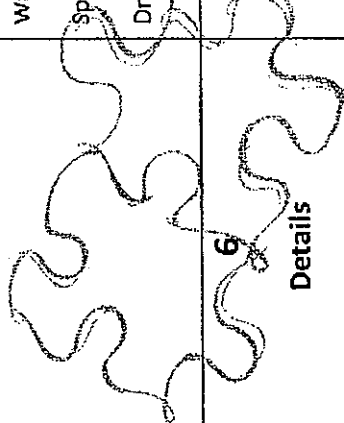
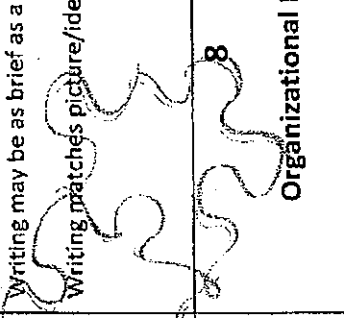
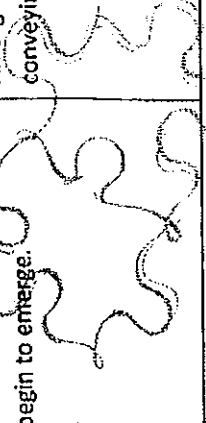
4. Addition of ending sounds

TEASdNUTK

5. Addition of vowels

I h d q mi dad c d t s d Tr k y

Kindergarten

1 Scribbling	2 Letter-like Symbols	3 Strings of Letters	4 Letter Sounds
<p>Scribbling looks like an assortment of marks.</p> <p>Sometimes the marks are large, circular, and random, and resemble drawings.</p> <p>Although the marks do not resemble print, they are significant because the young writer uses them to show ideas.</p> <p>Pictures (even detailed pictures) may be substituted for words.</p>	<p>Letter-like forms emerge, sometimes randomly placed, and may be interspersed with numbers.</p> <p>In this stage, spacing is rarely present.</p> 	<p>In the strings-of-letters phase, some legible letters are written.</p> <p>Developing awareness of the sound-to-symbol relationship is seen; although most sounds are not matched.</p> <p>Writing is usually in capital letters.</p> <p>Spacing is rarely present.</p> <p>Draws or dictates to express an idea.</p>	<p>Meaning begins to be conveyed by matching letter sounds to writing.</p> <p>Spacing may or may not be used between words, but the meaning can be somewhat deciphered by the reader.</p> <p>Writing may be as brief as a labeled picture.</p> <p>Writing matches picture/idea</p> 
5 Simple Sentences	6 Details	7 Transitions	8 Organizational Pattern
<p>Spaces may be used between words.</p> <p>A mix of upper and lower case letters may be written.</p> <p>Improved letter to sound matching makes decoding easier.</p> <p>Simple sentences are used to express ideas.</p>	<p>Some sight words, siblings' names, and environmental print may be spelled correctly, but other words may be spelled the way they sound.</p> <p>The writing is readable.</p> <p>Use of spacing is consistent</p> <p>Applies capitalization and ending punctuation</p> <p>Produces and expands complete sentence(s)</p>	<p>This writing is readable and approaches conventional spelling (cvc and beginning 40 sight words).</p> <p>The main idea is supported with specifics and details.</p> <p>Multiple sentences may be used.</p> <p>Transitions begin to emerge.</p> 	<p>Most words are spelled correctly and a developing understanding of root words, compound words, and contractions is evident.</p> <p>The main idea is supported with specifics and details.</p> <p>An organizational pattern begins to emerge conveying a beginning, middle, and end.</p>

a b c d e f g h i j

k l m n o p q r s t

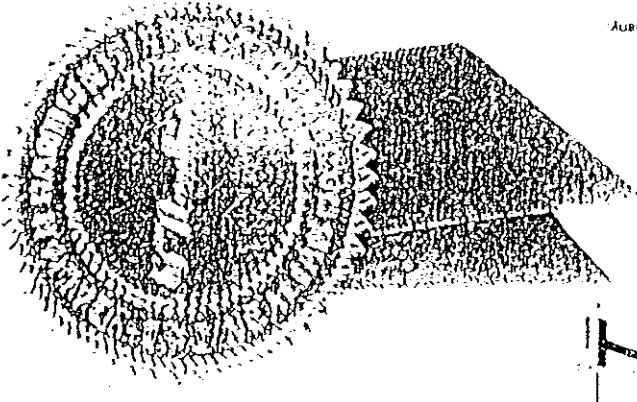
u v w x y z

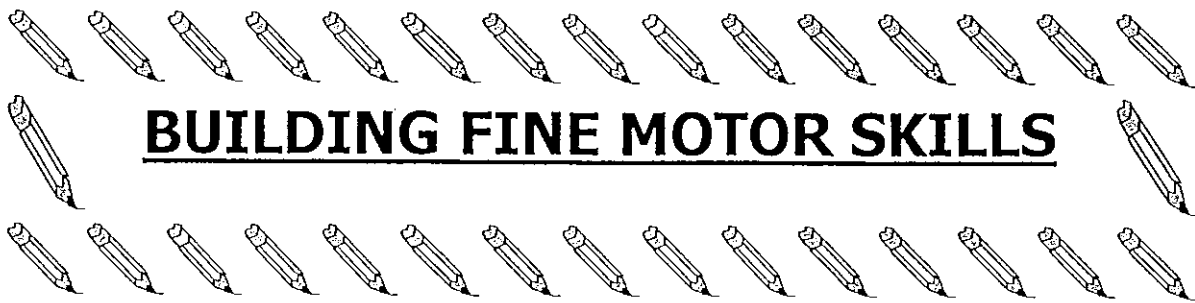
A B C D E F G H I

J K L M N O P Q R S

T U V W X Y Z

1 2 3 4 5 6 7 8 9 10





BUILDING FINE MOTOR SKILLS

THE FOLLOWING ARE A LIST OF HELPFUL ACTIVITIES YOU CAN DO WITH YOUR CHILD AT HOME TO BUILD STRONG FINE MOTOR SKILLS:

- DURING BATH TIME SPRAY SHAVING CREAM ON THE WALL TO PRACTICE FORMING LETTERS, SHAPES, NUMBERS, AND NAMES.
- PLAY WITH CLAY(MAKE SNAKES, BALLS, SHAPES, ETC...)
- USE TWEEZERS TO PICK UP COTTON AND PUT INTO A JUG(HAVE A RACE TO SEE WHO'S FASTEST)
- USE A STICK OUTSIDE TO WRITE IN THE SAND
- CUT WITH SCISSORS ON A STRAIGHT LINE OR A CIRCLE
- BUILD WITH LEGOS, BLOCKS, ETC..
- PUT TOGETHER PUZZLES

ALL OF THESE ACTIVITIES WILL HELP YOUR CHILD STRENGTHEN HIS OR HER FINE MOTOR SKILLS NEEDED FOR WRITING.