## Performance Codes

<table>
<thead>
<tr>
<th>Performance Level 4</th>
<th>Performance Level 3</th>
<th>Performance Level 2</th>
<th>Performance Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets and applies expectations/standards independently</td>
<td>Meets and applies expectations/standards with support</td>
<td>Does not meet expectations/standards; shows growth with additional support</td>
<td>Does not meet expectations/standards; shows no growth even with support</td>
</tr>
<tr>
<td>The student has complete understanding of the entire concept/standard as expected for the grading period and is able to apply knowledge consistently and independently.</td>
<td>The student has complete understanding of the entire concept/standard as expected for the grading period and is able to apply the knowledge consistently but with support from the teacher.</td>
<td>The student demonstrates inconsistent or partial understanding of the entire concept/standard as expected for the grading period, even with support from the teacher.</td>
<td>The student does not have understanding of the entire concept/standard as expected for the grading period, even with support from the teacher.</td>
</tr>
<tr>
<td>INDEPENDENTLY: The student is capable of thinking and acting on his/her own in individual, small or whole group situations.</td>
<td>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 in order for the student to demonstrate and apply the expectation or standard.</td>
<td></td>
<td>The student is receiving interventions, marked below grade level and most likely not on track for promotion.</td>
</tr>
</tbody>
</table>

## Whole Child Indicators

### Social/Emotional Development
- The student works and plays well with others, adapts to new situations easily, accepts responsibility for his/her actions, respects rights and property of others, and resolves problems appropriately.

### Learning Behaviors
- The student demonstrates consistent effort, completes tasks independently, offers ideas and questions in class, works actively in individual, small or whole group situations, and follows classroom/school rules consistently.

### Gross Motor Development and Ability
- The student demonstrates self-control, participates in music, art and movement activities, demonstrates controlled body movements and participates in activities while maintaining appropriate levels of endurance.

### Fine Motor Development and Ability
- The student uses school tools (crayons, pencils, scissors, glue, etc.) properly and takes care of personal needs.

### Communication Development and Ability
- The student listens to and understands peers and teacher, comprehends directions and stories read aloud, follows directions, communicates with others both academically and socially using correct volume, tone, and pacing.

## Academic Indicators

### Reading
- The student demonstrates understanding of the foundational skills listed below that are necessary and important in developing proficient readers.
  - **Concepts of Print** – how print is organized and read, knowledge of upper and lower case letters
  - **Phonological/Phonemic Awareness** – spoken words, syllables and word-sounds without print connection
  - **Phonics/Word Analysis** – sounds represented by letters, decoding sounds to read words, and recognizing sight words
  - **Vocabulary** – words needed to communicate effectively when listening, speaking, reading and writing
  - **Comprehension** – meaning learned from listening to or reading text

### Writing
- **Conventions** – The student writes letter/sound recognition for consonants and short vowels, produces/expands complete sentences, capitalizes first word in a sentence, uses correct ending punctuation (period, exclamation mark, question mark) and spells simple words phonetically with letter/sound relationship.
  - **Purpose** – The student is able to develop, organize and create ideas for a variety of writing purposes including: Persuasive – gives opinion; Expository – shares specific information about a topic; and Narrative – tells events in order, adds details, and responds with an appropriate reaction to what happened.

### Mathematics
- The student demonstrates active thinking strategies to solve mathematical problems.
  - **Number and Operations** – represents, compares and orders whole numbers; joins and separates sets
  - **Geometry** – describes shapes and shape
  - **Measurement** – compares and orders objects directly or indirectly
  - **Algebraic Thinking** – identifies and duplicates repeating and growing patterns; developing thinking strategies that can be applied to other problem solving situations

### Science
- The student demonstrates knowledge of standards through active participation, asks relevant questions and connects academic vocabulary to science experiences.
  - Science strands include: Life, Physical, Earth/Space, and The Practice of Science

### Social Studies
- The student demonstrates knowledge of standards through active participation, links new knowledge to everyday life and connects academic vocabulary to social studies experiences.
  - Social Studies strands include: History, Geography, Economics and Civics