Pre-Kindergarten Card Explanation for Parents

The Pre-Kindergarten Report card is a standards-based continuum that comes directly from the Pre-Kindergarten Guidelines from the Texas Education Agency. Your child's teacher has a complete listing of skills (rubric) needed to progress from Performance Level 1 to Performance Level 3. Listed below are the indicators your child will need to master this year for Performance Level 3. If you would like to see additional evidence of your child's learning progress, please schedule a time with your child's teacher.

Language and Early Literacy Performance Level 3 Skills

-Understands and follows oral directions
- Consistently understands and follows 3-step directions

-Uses new vocabulary in everyday communication
- Consistently uses new vocabulary when speaking and extends words for meaning and expression

-Uses language for a variety of purposes
- Is consistently able to express needs or interests
- makes eye-contact most or all of the time
- uses appropriate volume
- shares information with the teacher and class.

-Uses sentences of increasing length and grammatical complexity
- Is consistently able to use appropriate language to express basic needs (physical, social, and emotional) or interests in complete sentences

-Phonological Awareness
Uses or identifies with 5-7 of the following:
- separates a normally spoken four word sentence into individual words
- combines and deletes words to make or change a compound word
- combines and deletes syllables to create or change words
- produces a word that rhymes with a given word
- produces a word that begins with the same sound as a given pair of words
- combines initial sound with vowel sound to form a familiar one syllable word with and without pictorial support
- selects a picture and says the letter sounds for the word

-Identifies 20 or more capital and lower case letters of the alphabet
- Recognizes at least 20 letter sounds
- Can produce the correct sounds for at least 20 letters
-Uses known letters and approximations of letters to represent written language
- Consistently uses known approximations of letters to represent written language

-Child engages in pre-reading and reading related activities
- Consistently retells or acts out teacher-read text; may include beginning, middle, and ending
- engages in pretend reading
- shows interest in books through body language and facial expressions

-Develops comprehension of text read aloud
- Retells or reenacts a story after it is read aloud
- Uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- Child asks and answers appropriate questions about the book.

-Understands concepts of print
Identifies with all 5 of the following:
- Intentionally uses writing to convey meaning
- Independently uses letters or symbols to make words or parts of words
- Writes own name
- Independently writes some letters on request
- Uses some appropriate writing conventions when writing

Science Performance Level 3 Skills

-Develop awareness that investigations help students learn about the natural world
- Describes, observes, and investigates properties and characteristics of common objects
- Investigates and describes the various ways objects can move

- Uses simple measuring devices to learn about objects
- Investigates and describes sources of energy

-Develops concepts about the natural and constructed environment
- Identifies and describes the characteristics of organisms
- Describes the life cycle of organisms
- Describes the relationships of organisms to their environments
- Identifies, compares, and discusses earth materials and their properties and uses (rocks, soil, plants)
- Observes and discusses objects in the sky
- Observes and describes what happens during changes in the earth and sky

-Describes and discusses properties and characteristics of common objects
- Uses senses to explore
- Uses sensory language to describe properties of different materials to learn their characteristics and capabilities
- Examines and describes the texture of materials
- Sorts, groups, or classifies objects in meaningful ways

Social Studies Performance Level 3 Skills

-Understands aspects of their cultural world and environmental world

Consistently shows, with little or no prompting, evidence of:
- identifying similarities among people, such as himself/herself and classmates
- Identifies similarities and differences in characteristics of families
- Identifies common routines and events and uses time interval words such as today, tomorrow, etc

-Explores the roles and relationships of their community

Consistently shows, with little or no prompting, evidence of:
- Recognizes that all people need food, clothing, and shelter
- Becomes aware of what it means to be a consumer
- Identifies community helpers
- Identifies and describes common features in the home and school environment

-Understands importance of Citizenship
- Identifies flags of the United States and Texas
- Recites the Pledge of Allegiance to the United States and the state flag
- Uses voting in the classroom as a method of making decisions

Technology Skills

-Uses technology and software to extend and enrich learning
- Starts, uses, and exits software programs
- Names and uses computer devices such as mouse, keyboard, and printer.

Mathematics Performance Level 3 Skills

-Counts by ones to 30 or higher
-Counts concrete objects to 10 or higher
-Names "how many" are in a group of up to 5 objects without counting
-Recognizes written 1-digit numerals 0-9
-Recognizes and creates patterns
-Shapes
- Semester 1 – Recognizes and describes basic 2 dimensional shapes, such as square, triangle, circle, rectangle, and rhombus
- Semester 2 – Recognizes and describes 3dimensional shapes, such as balls, cans, boxes.

-Demonstrates use of location words (over/under, near/far)
-Make comparisons between persons or objects and orders 2 or 3 objects with little or no help (taller than, etc)
-Sorts objects into groups using more than one attribute, (strawberries can be grouped as a fruit and as items that are red)