

## Report Card Comments - Kindergarten

Personal and Social Development Level 1 (NYD)	Personal and Social Development Level 2 (BD)	Personal and Social Development Level 3 (UD)	Personal and Social Development Level 4 (CD)
*N* is not yet demonstrating a sense of identity and a positive self-image.  *N* does not yet demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.	*N* is beginning to demonstrate a sense of identity and a positive self-image.  *N* is beginning to demonstrate a beginning understanding of the diversity in individuals, families, schools, and the wider community.	*N* usually demonstrates a sense of identity and a positive self-image.  *N* usually demonstrates a beginning understanding of the diversity in individuals, families, schools, and the wider community.	*N* consistently demonstrates a sense of identity and a positive self-image.  *N* consistently demonstrates a beginning understanding of the diversity in individuals, families, schools, and the wider community.
*N* is not yet demonstrating independence, self-regulation, and a willingness to take responsibility in learning and other activities.	*N* is beginning to demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other activities.	*N* usually demonstrates independence, self-regulation, and a willingness to take responsibility in learning and other activities.	*N* consistently demonstrates independence, self-regulation, and a willingness to take responsibility in learning and other activities.
*N* is not yet demonstrating an ability to use problem-solving skills in a variety of social contexts.	*N* is beginning to demonstrate an ability to use problem-solving skills in a variety of social contexts.	*N* usually demonstrates an ability to use problem-solving skills in a variety of social contexts.	*N* consistently demonstrates an ability to use problem-solving skills in a variety of social contexts.
*N* is not yet able to identify and use social skills in play and other contexts.	*N* is beginning to be able to identify and use social skills in play and other contexts.	*N* is usually able to identify and use social skills in play and other contexts.	*N* is consistently able to identify and use social skills in play and other contexts.
*N* is not yet demonstrating an awareness of *2* surroundings.	*N* is beginning to demonstrate an awareness of *2* surroundings.	*N* usually demonstrates an awareness of *2* surroundings.	*N* consistently demonstrates an awareness of *2* surroundings.
*N* is not yet recognizing *2* personal interests, strengths, and accomplishments.	*N* is beginning to recognize *N* personal interests, strengths, and accomplishments.	*N* usually recognizes *N* personal interests, strengths, and accomplishments.	*N* consistently recognizes *N* personal interests, strengths, and accomplishments.
*N* is not yet able to identify and talk about *2* own interests and preferences.	*N* is beginning to identify and talk about *2* own interests and preferences.	*N* is usually able to identify and talk about *2* own interests and preferences.	*N* is consistently able to identify and talk about *2* own interests and preferences.
*N* does not yet express *2* thoughts and share *2* experiences.	*N* is beginning to express *2* thoughts and share *2* experiences.	*N* usually expresses *2* thoughts and shares *2* experiences.	*N* consistently expresses *2* thoughts and shares *2* experiences.
*N* is not yet developing empathy for others and has difficulty acknowledging or responding to other's feelings.	*N* is beginning to develop some empathy for others and, with assistance, acknowledges and responds to other's feelings.	*N* is developing empathy for others and acknowledges and responds to other's feelings.	*N* consistently demonstrates empathy for others and acknowledges and responds to other's feelings.
*N* is not yet demonstrating respect and consideration for individual differences and alternative points of view.	*N* is beginning to demonstrate respect and consideration for individual differences and alternative points of view.	*N* usually demonstrates respect and consideration for individual differences and alternative points of view.	*N* consistently demonstrates respect and consideration for individual differences and alternative points of view.
*N* does not yet talk about events or retell stories that reflect *2* own heritage and cultural background and the heritage and cultural backgrounds of others.	*N* is beginning to talk about events or retell stories that reflect *2* own heritage and cultural background and the heritage and cultural backgrounds of others.	*N* usually talks about events or retells stories that reflect *2* own heritage and cultural background and the heritage and cultural backgrounds of others.	*N* consistently talks about events or retells stories that reflect *2* own heritage and cultural background and the heritage and cultural backgrounds of others.
*N* does not yet demonstrate self-reliance and a sense of responsibility.	*N* is beginning to demonstrate self-reliance and a sense of responsibility.	*N* usually demonstrates self-reliance and a sense of responsibility.	*N* consistently demonstrates self-reliance and a sense of responsibility.
*N* does not yet demonstrate a willingness to try new activities.	*N* is beginning to demonstrate a willingness to try new activities.	*N* usually demonstrates a willingness to try new activities.	*N* consistently demonstrates a willingness to try new activities.

*N* does not yet demonstrate self-control or adapt behaviour to different contexts within the school environment.	*N* is beginning to demonstrate self-control and adapt behaviour to different contexts within the school environment.	*N* usually demonstrates self-control and adapts behaviour to different contexts within the school environment.	*N* consistently demonstrates self-control and adapts behaviour to different contexts within the school environment.
*N* does not yet demonstrate self-motivation, initiative, or confidence in *2* approach to learning by selecting and completing learning tasks.	*N* is beginning to demonstrate self-motivation, initiative, and confidence in *2* approach to learning by selecting and completing learning tasks.	*N* usually demonstrates self-motivation, initiative, and confidence in *2* approach to learning by selecting and completing learning tasks.	*N* consistently demonstrates self-motivation, initiative, and confidence in *2* approach to learning by selecting and completing learning tasks.
*N* does not yet interact cooperatively with others in classroom events and activities.	*N* is beginning to interact cooperatively with others in classroom events and activities.	*N* usually interacts cooperatively with others in classroom events and activities.	*N* consistently interacts cooperatively with others in classroom events and activities.
*N* does not yet adapt to new situations.	*N* is beginning to adapt to new situations.	*N* usually adapts to new situations.	*N* consistently adapts to new situations.
*N* does not yet use a variety of simple strategies to solve social problems.	*N* is beginning to use a variety of simple strategies to solve social problems.	*N* usually uses a variety of simple strategies to solve social problems.	*N* consistently uses a variety of simple strategies to solve social problems.
*N* does not yet act and talk with peers and adults by expressing and accepting positive messages.	*N* is beginning to act and talk with peers and adults by expressing and accepting positive messages.	*N* usually acts and talks with peers and adults by expressing and accepting positive messages.	*N* consistently acts and talks with peers and adults by expressing and accepting positive messages.
*N* does not yet demonstrate the ability to take turns in activities and discussions.	*N* is beginning to demonstrate the ability to take turns in activities and discussions.	*N* usually demonstrates the ability to take turns in activities and discussions.	*N* consistently demonstrates the ability to take turns in activities and discussions.
*N* does not yet demonstrate an awareness of ways of making and keeping friends.	*N* is beginning to demonstrate an awareness of ways of making and keeping friends.	*N* usually demonstrates an awareness of ways of making and keeping friends.	*N* consistently demonstrates an awareness of ways of making and keeping friends.
*N* does not yet identify people who work in the community or talk about what they do.	*N* is beginning to identify people who work in the community and talk about what they do.	*N* identifies people who work in the community and talks about what they do with considerable effectiveness.	*N* consistently identifies people who work in the community and talks about what they do.
*N* does not yet recognize special places and buildings within *2* community, both natural and human-made, or talk about their functions.	*N* is beginning to recognize special places and buildings within *2* community, both natural and human-made, and talk about their functions.	*N* recognizes special places and buildings within *2* community, both natural and human-made, and talks about their functions with considerable effectiveness.	*N* consistently recognizes special places and buildings within *2* community, both natural and human-made, and talks about their functions.
*N* is developing a limited awareness of ways in which people adapt to the places in which they live.	*N* is developing some awareness of ways in which people adapt to the places in which they live.	*N* is developing an awareness of ways in which people adapt to the places in which they live.	*N* is developing a thorough awareness of ways in which people adapt to the places in which they live.
*N* demonstrates a limited awareness of different kinds of weather and ways in which people adapt to the weather.	*N* demonstrates some awareness of different kinds of weather and ways in which people adapt to the weather.	*N* usually demonstrates an awareness of different kinds of weather and ways in which people adapt to the weather.	*N* demonstrates a thorough awareness of different kinds of weather and ways in which people adapt to the weather.

Report Card Comments - Kindergarten			
Language Level 1 (NYD)	Language Level 2 (BD)	Language Level 3 (UD)	Language Level 4 (CD)
*N* does not yet communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.	*N* is beginning to communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.	*N* usually communicates by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts.	*N* communicates by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts with a high degree of effectiveness.
*N* does not yet demonstrate an understanding and critical awareness of a variety of written materials that are read by and with the teacher.	*N* is beginning to demonstrate an understanding and critical awareness of a variety of written materials that are read by and with the teacher.	*N* usually demonstrates understanding and critical awareness of a variety of written materials that are read by and with the teacher.	*N* consistently demonstrates a thorough understanding and critical awareness of a variety of written materials that are read by and with the teacher.
*N* does not yet use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.	*N* is beginning to use reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.	*N* usually uses reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.	*N* consistently uses reading strategies that are appropriate for beginning readers in order to make sense of a variety of written materials.
*N* communicates in writing, in a limited manner, using strategies that are appropriate for beginners.	*N* is beginning to communicate in writing, using strategies that are appropriate for beginners.	*N* communicates in writing, using strategies that are appropriate for beginners with considerable effectiveness.	*N* communicates in writing, using strategies that are appropriate for beginners with a high degree of effectiveness.
*N* demonstrates a limited understanding and critical awareness of media texts.	*N* demonstrates a beginning understanding and critical awareness of media texts.	*N* demonstrates an understanding and critical awareness of media texts with considerable effectiveness.	*N* demonstrates a thorough understanding and critical awareness of media texts.
*N* explores sounds, rhythms, and language structures with guidance and on *2* own with limited understanding.	*N* is beginning to explore sounds, rhythms, and language structures with guidance and on *2* own.	*N* usually explores sounds, rhythms, and language structures with guidance and on *2* own.	*N* explores sounds, rhythms, and language structures with guidance and on *2* own with a high degree of effectiveness.
*N* does not yet listen or respond to others for a variety of purposes and in a variety of contexts.	*N* sometimes listens and responds to others for a variety of purposes and in a variety of contexts.	*N* usually listens and responds to others for a variety of purposes and in a variety of contexts.	*N* listens and responds to others for a variety of purposes and in a variety of contexts with a thorough understanding.
*N* does not yet follow one and two step directions in different contexts.	*N* is beginning to follow one and two step directions in different contexts.	*N* usually follows one and two step directions in different contexts.	*N* consistently follows one and two step directions in different contexts.
*N* does not yet use language in various contexts to connect new experiences with what *2* already knows.	With teacher support, *N* uses language in various contexts to connect new experiences with what *2* already knows..	*N* uses language in various contexts to connect new experiences with what *2* already knows with considerable effectiveness.	*N* consistently uses language in various contexts to connect new experiences with what *2* already knows.
*N* uses limited language to talk about *2* thinking, to reflect, and to solve problems.	*N* sometimes uses language to talk about *2* thinking, to reflect, and to solve problems.	*N* usually uses language to talk about *2* thinking, to reflect, and to solve problems.	*N* uses language to talk about *2* thinking, to reflect, and to solve problems with thorough clarity and understanding.
*N* does not yet use specialized vocabulary for a variety of purposes.	*N* is beginning to use specialized vocabulary for a variety of purposes.	*N* usually uses specialized vocabulary for a variety of purposes.	*N* uses specialized vocabulary for a variety of purposes with a high degree of effectiveness.
*N* does not yet ask questions for a variety of purposes and in different contexts.	*N* is beginning to ask questions for a variety of purposes and in different contexts.	*N* usually asks questions for a variety of purposes and in different contexts.	*N* consistently asks questions for a variety of purposes and in different contexts.
In a limited way, *N* uses and interprets gestures, tone of voice, and other non-verbal means to communicate and respond.	*N* sometimes uses and interprets gestures, tone of voice, and other non-verbal means to communicate and respond.	*N* usually uses and interprets gestures, tone of voice, and other non-verbal means to communicate and respond.	*N* uses and interprets gestures, tone of voice, and other non-verbal means to communicate and respond with a high degree of effectiveness.
*N* does not yet describe personal experiences, using vocabulary and details appropriate to the situation.	*N* describes some personal experiences, using vocabulary and details appropriate to the situation with teacher support.	*N* usually describes personal experiences, using vocabulary and details appropriate to the situation.	*N* describes personal experiences, using vocabulary and details appropriate to the situation consistently and with a high degree of clarity.

*N* does not yet orally retell simple events and simple familiar stories in proper sequence.	*N* is beginning to orally retell simple events and simple familiar stories in proper sequence.	*N* usually retells simple events and simple familiar stories orally, in proper sequence.	*N* consistently retells simple events and simple familiar stories orally, in proper sequence.
*N* does not yet demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.	*N* is beginning to demonstrate an awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.	*N* usually demonstrates an understanding that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.	*N* demonstrates a thorough awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words.
*N* demonstrates a limited interest in reading.	*N* is beginning to demonstrate an interest in reading.	*N* usually demonstrates an interest in reading.	*N* consistently demonstrates an interest in reading.
*N* does not yet identify personal preferences in reading materials in different contexts.	*N* is beginning to identify personal preferences in reading materials in different contexts.	*N* usually identifies personal preferences in reading materials in different contexts.	*N* consistently identifies personal preferences in reading materials in different contexts.
*N* responds to a variety of materials read aloud to *2* with limited understanding.	*N* responds to a variety of materials read aloud to *2* with some understanding.	*N* usually responds to a variety of materials read aloud to *2*.	*N* responds to a variety of materials read aloud to *2* with a thorough understanding.
*N* does not yet use illustrations to support comprehension of texts that are read by and with the teacher.	*N* is beginning to use illustrations to support comprehension of texts that are read by and with the teacher.	*N* usually uses illustrations to support comprehension of texts that are read by and with the teacher.	*N* consistently uses illustrations to support comprehension of texts that are read by and with the teacher.
*N* does not yet use prior knowledge to make connections to help *2* understand a diverse range of materials read by and with the teacher.	*N* is beginning to use prior knowledge to make connections to help *2* understand a diverse range of materials read by and with the teacher.	*N* usually uses prior knowledge to make connections to help *2* understand a diverse range of materials read by and with the teacher.	*N* consistently uses prior knowledge to make connections to help *2* understand a diverse range of materials read by and with the teacher.
*N* makes limited predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around *2*.	*N* makes some predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around *2*.	*N* usually makes predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around *2*.	*N* makes predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around *2* with a high degree of understanding.
*N* retells stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props with limited understanding.	*N* retells stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props with some understanding.	*N* usually retells stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props.	*N* retells stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props with a high degree of clarity.
*N* retells information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or prop with limited understanding.	*N* retells information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or prop with some understanding.	*N* retells information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or props with considerable effectiveness.	*N* retells information from non-fiction materials that have been read by and with the teacher in a variety of contexts, using pictures and/or props with a high degree of clarity.
*N* demonstrates a limited awareness of basic book conventions and concepts of print when a text is read aloud or when *2* is beginning to read print.	*N* demonstrates some awareness of basic book conventions and concepts of print when a text is read aloud or when *2* is beginning to read print.	*N* usually demonstrates an awareness of basic book conventions and concepts of print when a text is read aloud or when *2* is beginning to read print.	*N* consistently demonstrates an awareness of basic book conventions and concepts of print when a text is read aloud or when *2* is beginning to read print.
*N* does not yet demonstrate knowledge of most letters of the alphabet in different contexts.	*N* is beginning to demonstrate knowledge of most letters of the alphabet in different contexts.	*N* usually demonstrates knowledge of most letters of the alphabet in different contexts.	*N* consistently demonstrates knowledge of most letters of the alphabet in different contexts.
*N* uses limited reading strategies to make sense of unfamiliar texts in print.	*N* uses some reading strategies to make sense of unfamiliar texts in print.	*N* uses reading strategies to make sense of unfamiliar texts in print with considerable effectiveness.	*N* uses reading strategies to make sense of unfamiliar texts in print with a high degree of effectiveness.
*N* demonstrates a limited interest in writing and does not yet choose to write in a variety of contexts.	*N* is beginning to demonstrate an interest in writing and sometimes chooses to write in a variety of contexts.	*N* usually demonstrates an interest in writing and chooses to write in a variety of contexts.	*N* demonstrates an interest in writing and chooses to write in a variety of contexts with a high degree of effectiveness.
*N* demonstrates a limited awareness that writing can convey ideas or messages.	*N* sometimes demonstrates an awareness that writing can convey ideas or messages.	*N* usually demonstrates an awareness that writing can convey ideas or messages.	*N* consistently demonstrates an awareness that writing can convey ideas or messages.
*N* does not yet write simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words.	*N* is beginning to write simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words with teacher support.	*N* writes simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words with considerable effectiveness.	*N* writes simple messages, using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words with a high degree of clarity and understanding.
*N* does not yet use classroom resources to support *2* writing.	*N* is beginning to use classroom resources to support *2* writing.	*N* usually uses classroom resources to support *2* writing.	*N* consistently uses classroom resources to support *2* writing.
*N* experiments with a variety of simple writing forms for different purposes and in a variety of contexts with a limited understanding.	*N* is beginning to experiment with a variety of simple writing forms for different purposes and in a variety of contexts.	*N* experiments with a variety of simple writing forms for different purposes and in a variety of contexts with considerable effectiveness.	*N* experiments with a variety of simple writing forms for different purposes and in a variety of contexts with confidence.

*N* does not yet communicate ideas about personal experiences and/or familiar stories, and does not experiment with personal voice in *2* writing.	*N* communicates some ideas about personal experiences and/or familiar stories, and experiments with personal voice in *2* writing with teacher support.	*N* usually communicates ideas about personal experiences and/or familiar stories, and experiments with personal voice in *2* writing.	*N* consistently communicates ideas about personal experiences and/or familiar stories, and experiments with personal voice in *2* writing with a high degree of effectiveness.
*N* is beginning to respond critically to animated works with a limited understanding.	*N* is beginning to respond critically to animated works.	*N* usually responds critically to animated works.	*N* responds critically to animated works with a high degree of understanding.
*N* does not yet communicate *2* ideas verbally and non-verbally about a variety of media materials.	*N* is beginning to communicate *2* ideas verbally and non-verbally about a variety of media materials.	*N* usually communicates *2* ideas verbally and non-verbally about a variety of media materials.	*N* consistently communicates *2* ideas verbally and non-verbally about a variety of media materials.
*N* views and listens to a variety of media materials, and does not yet respond critically to them.	*N* views and listens to a variety of media materials, and sometimes responds critically to them.	*N* views and listens to a variety of media materials, and responds critically to them with considerable effectiveness.	*N* views and listens to a variety of media materials, and responds critically to them with thorough understanding.

Report Card Comments - Kindergarten			
Mathematics Level 1 (NYD)	Mathematics Level 2 (BD)	Mathematics Level (UD)	Mathematics Level 4 (CD)
*N* demonstrates a limited understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships.	*N* is beginning to demonstrate an understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships.	*N* demonstrates considerable understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships.	*N* demonstrates a thorough understanding of number, using concrete materials to explore and investigate counting, quantity, and number relationships.
*N* measures and compares length, mass, capacity, area, temperature of objects/materials, and the passage of time with limited accuracy using non-standard units, through free exploration, focused exploration, and guided activity.	*N* is beginning to measure and compare length, mass, capacity, area, temperature of objects/materials, and the passage of time using non-standard units, through free exploration, focused exploration, and guided activity.	*N* measures and compares length, mass, capacity, area, temperature of objects/materials, and the passage of time using non-standard units, through free exploration, focused exploration, and guided activity with a considerable degree of effectiveness.	*N* measures and compares length, mass, capacity, area, temperature of objects/materials, and the passage of time with a high degree of accuracy using non-standard units, through free exploration, focused exploration, and guided activity.
*N* describes, sorts, classifies, and compares two-dimensional shapes and three-dimensional figures with limited success and, through investigation describes the location and movement of objects with limited clarity .	*N* is beginning to describe, sort, classify, and compare two-dimensional shapes and three-dimensional figures and, through investigation, describes the location and movement of objects with some clarity .	*N* describes, sorts, classifies, and compares two-dimensional shapes and three-dimensional figures and describes the location and movement of objects through investigation with a considerable degree of effectiveness.	*N* consistently describes, sorts, classifies, and compares two-dimensional shapes and three-dimensional figures and, through investigation, describes the location and movement of objects with a high degree of clarity .
*N* explores patterns, but does not yet recognize, describe, and create patterns using a variety of materials in different contexts.	*N* is having some difficulty with exploring, recognizing, describing, and creating patterns using a variety of materials in different contexts.	*N* explores, recognizes, describes, and creates patterns using a variety of materials in different contexts with a considerable degree of effectiveness.	*N* consistently explores, recognizes, describes, and creates patterns using a variety of materials in different contexts.
*N* does not yet sort, classify, and display a variety of concrete objects, collect data, read and describe displays of data, and explore the concept of probability in everyday contexts.	*N* is beginning to sort, classify, and display a variety of concrete objects, collect data, and read and describe displays of data, and explore the concept of probability in everyday contexts.	*N* sorts, classifies, and displays a variety of concrete objects, collects data, and reads and describes displays of data, and explores the concept of probability in everyday contexts with a considerable degree of effectiveness.	*N* sorts, classifies, and displays a variety of concrete objects, collects data, and reads and describes displays of data with a high degree of effectiveness, and explores the concept of probability in everyday contexts.
*N* requires more time to investigate the idea that quantity is greater when counting forwards and less when counting backwards.	*N* is beginning to investigate the idea that quantity is greater when counting forwards and less when counting backwards.	*N* investigates the idea that quantity is greater when counting forwards and less when counting backwards with a considerable degree of effectiveness.	*N* thoroughly investigates the idea that quantity is greater when counting forwards and less when counting backwards.
*N* investigates some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects with limited success.	*N* investigates, but is having difficulty with, some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects.	*N* usually investigates some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects.	*N* investigates some concepts of quantity through identifying and comparing sets with more, fewer, or the same number of objects with a high degree of success.
*N* does not yet recognize quantities without having to count, using a variety of tools or strategies.	*N* recognizes a few quantities without having to count, using a variety of tools or strategies.	*N* usually recognizes some quantities without having to count, using a variety of tools or strategies.	*N* consistently recognizes some quantities without having to count, using a variety of tools or strategies.
*N* does not yet use information to estimate the number in a small set.	*N* is beginning to use information to estimate the number in a small set.	*N* is usually able to use information to estimate the number in a small set.	*N* is consistently able to use information to estimate the number in a small set.

*N* uses, reads, and represents whole numbers to 10 in a variety of meaningful contexts with limited accuracy.	*N* uses, reads, and represents whole numbers to 10 in a variety of meaningful contexts with some accuracy.	*N* uses, reads, and represents whole numbers to 10 in a variety of meaningful contexts with a considerable degree of effectiveness.	*N* uses, reads, and represents whole numbers to 10 in a variety of meaningful contexts with a high degree of accuracy.
*N* does not yet use ordinal numbers (i.e.first, second, etc...) in a variety of everyday contexts.	*N* is beginning to use ordinal numbers (i.e.first, second, etc...) in a variety of everyday contexts.	*N* usually uses ordinal numbers (i.e.first, second, etc...) in a variety of everyday contexts.	*N* consistently uses ordinal numbers (i.e.first, second, etc...) in a variety of everyday contexts.
*N* demonstrates a limited understanding of number relationships for numbers from 0 to 10, through investigation.	*N* demonstrates some understanding of number relationships for numbers from 0 to 10, through investigation.	*N* demonstrates an understanding of number relationships for numbers from 0 to 10, through investigation with a considerable degree of effectiveness.	*N* demonstrates a thorough understanding of number relationships for numbers from 0 to 10, through investigation.
*N* is able to investigate and develop strategies for composing and decomposing quantities to 10 with limited effectiveness.	*N* is able to investigate and develop strategies for composing and decomposing quantities to 10 with some effectiveness.	*N* is able to investigate and develop strategies for composing and decomposing quantities to 10 with a considerable degree of effectiveness.	*N* is able to investigate and develop strategies for composing and decomposing quantities to 10 with a high degree of effectiveness.
*N* explores different Canadian coins, using coin manipulatives.	*N* explores different Canadian coins, using coin manipulatives with some effectiveness.	*N* explores different Canadian coins, using coin manipulatives with a considerable degree of effectiveness.	*N* explores different Canadian coins, using coin manipulatives with a high degree of effectiveness.
*N* demonstrates a limited understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance.	*N* demonstrates some understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance.	*N* demonstrates considerable understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance.	*N* demonstrates a thorough understanding of the counting concepts of stable order (that is, the concept that the counting sequence is always the same – 1 is always followed by 2, 2 by 3, and so on) and of order irrelevance.
*N* rarely makes use of one-to-one correspondence in counting objects and matching groups of objects.	*N* sometimes makes use of one-to-one correspondence in counting objects and matching groups of objects.	*N* usually makes use of one-to-one correspondence in counting objects and matching groups of objects.	*N* consistently makes use of one-to-one correspondence in counting objects and matching groups of objects.
*N* does not yet investigate addition and subtraction in everyday activities through the use of manipulatives, visual models, or oral exploration.	*N* is beginning to investigate addition and subtraction in everyday activities through the use of manipulatives, visual models, or oral exploration.	*N* investigates addition and subtraction in everyday activities through the use of manipulatives, visual models, or oral exploration with a considerable degree of accuracy.	*N* investigates addition and subtraction in everyday activities through the use of manipulatives, visual models, or oral exploration with considerable accuracy.
*N* does not yet compare and order two or more objects according to an appropriate measure, and uses measurement terms.	*N* is beginning to compare and order two or more objects according to an appropriate measure, and uses measurement terms.	*N* usually compares and orders two or more objects according to an appropriate measure, and uses measurement terms.	*N* consistently compares and orders two or more objects according to an appropriate measure, and uses measurement terms.
*N* demonstrates, through investigation, a limited awareness of the use of different measurement tools for measuring different things.	*N* demonstrates, through investigation, some awareness of the use of different measurement tools for measuring different things.	*N* demonstrates, through investigation, considerable awareness of the use of different measurement tools for measuring different things.	*N* demonstrates, through investigation, a thorough awareness of the use of different measurement tools for measuring different things.
*N* demonstrates a limited awareness of non-standard measuring devices and strategies for using them.	*N* demonstrates some awareness of non-standard measuring devices and strategies for using them.	*N* demonstrates considerable awareness of non-standard measuring devices and strategies for using them.	*N* demonstrates a thorough awareness of non-standard measuring devices and strategies for using them.
*N* demonstrates, through investigation, a limited understanding of the use of non-standard units of the same size.	*N* demonstrates, through investigation, a beginning understanding of the use of non-standard units of the same size.	*N* demonstrates, through investigation, considerable understanding of the use of non-standard units of the same size.	*N* demonstrates, through investigation, a thorough understanding of the use of non-standard units of the same size.
*N* explores, sorts, and compares traditional and non-traditional two-dimensional shapes and three-dimensional figures with a limited degree of effectiveness.	*N* explores, sorts, and compares traditional and non-traditional two-dimensional shapes and three-dimensional figures with some degree of effectiveness.	*N* explores, sorts, and compares traditional and non-traditional two-dimensional shapes and three-dimensional figures with a considerable degree of effectiveness.	*N* explores, sorts, and compares traditional and non-traditional two-dimensional shapes and three-dimensional figures with a high degree of effectiveness.
*N* does not yet identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigations with concrete materials.	*N* is beginning to identify and describe, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigations with concrete materials.	*N* usually identifies and describes, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigations with concrete materials.	*N* consistently identifies and describes, using common geometric terms, two-dimensional shapes and three-dimensional figures through investigations with concrete materials.
*N* does not yet compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies.	*N* is beginning to compose pictures and build designs, shapes, and patterns in two-dimensional shapes, and decompose two-dimensional shapes into smaller shapes, using various tools or strategies.	*N* usually composes pictures and builds designs, shapes, and patterns in two-dimensional shapes, and decomposes two-dimensional shapes into smaller shapes, using various tools or strategies with a considerable degree of effectiveness.	*N* consistently composes elaborate pictures and builds complex designs, shapes, and patterns in two-dimensional shapes, and accurately decomposes two-dimensional shapes into smaller shapes, using various tools or strategies.
*N* builds three-dimensional structures using a variety of materials, and does not recognize the three-dimensional figures that the structure contains.	*N* builds three-dimensional structures using a variety of materials, and recognizes some of the three-dimensional figures that the structure contains.	*N* builds three-dimensional structures using a variety of materials, and usually recognizes the three-dimensional figures that the structure contains.	*N* builds three-dimensional structures using a variety of materials, and consistently recognizes the three-dimensional figures that the structure contains.

*N* does not yet investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made.	*N* is beginning to investigate the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made.	*N* usually investigates the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made.	*N* consistently investigates the relationship between two-dimensional shapes and three-dimensional figures in objects that they have made.
*N* does not yet demonstrate an understanding of basic spatial relationships (i.e.above/below, near/far) and movements.	*N* is beginning to demonstrate an understanding of basic spatial relationships (i.e.above/below, near/far) and movements.	*N* usually demonstrates an understanding of basic spatial relationships (i.e.above/below, near/far) and movements.	*N* consistently demonstrates an understanding of basic spatial relationships (i.e.above/below, near/far) and movements.
*N* identifies, extends, reproduces, and creates repeating patterns through investigation using a variety of materials and actions with limited accuracy.	*N* identifies, extends, reproduces, and creates repeating patterns through investigation using a variety of materials and actions with some accuracy.	*N* identifies, extends, reproduces, and creates repeating patterns through investigation using a variety of materials and actions with considerable accuracy.	*N* identifies, extends, reproduces, and creates repeating patterns through investigation using a variety of materials and actions with a high degree of accuracy.
*N* identifies and describes informally the repeating nature of patterns in everyday contexts using oral expressions and gestures with limited clarity.	*N* identifies and describes informally the repeating nature of patterns in everyday contexts using oral expressions and gestures with some clarity.	*N* identifies and describes informally the repeating nature of patterns in everyday contexts using oral expressions and gestures with considerable clarity.	*N* identifies and describes informally the repeating nature of patterns in everyday contexts using oral expressions and gestures with a high degree of clarity.
*N* does not yet sort, classify, and compare objects and describe the attributes used.	*N* is beginning to sort, classify, and compare objects and describe the attributes used.	*N* usually sorts, classifies, and compares objects and describes the attributes used.	*N* consistently sorts, classifies, and compares objects and describes the attributes used.
*N* collects objects or data and makes representations of their observations using concrete graphs with limited effectiveness.	*N* collects objects or data and makes representations of their observations using concrete graphs with some effectiveness.	*N* collects objects or data and makes representations of their observations using concrete graphs with considerable effectiveness.	*N* collects objects or data and makes representations of their observations using concrete graphs with a high degree of effectiveness.
*N* does not yet respond to and pose questions about data collection and graphs.	*N* is beginning to respond to and pose questions about data collection and graphs.	*N* usually responds to and poses questions about data collection and graphs.	*N* consistently responds to and poses questions about data collection and graphs.
*N* does not yet use mathematical language (i.e.never/sometimes/always) in informal discussions to describe probability.	*N* uses some mathematical language (i.e.never/sometimes/always) in informal discussions to describe probability.	*N* usually uses mathematical language (i.e.never/sometimes/always) in informal discussions to describe probability.	*N* consistently uses mathematical language (i.e.never/sometimes/always) in informal discussions to describe probability.

Report Card Comments - Kindergarten			
Science and Technology Level 1 (NYD)	Science and Technology Level 2 (BD)	Science and Technology Level 3 (UD)	Science and Technology Level 4 (CD)
*N* demonstrates a limited awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings.	*N* demonstrates some awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings.	*N* demonstrates considerable awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings.	*N* demonstrates a thorough awareness of the natural and human-made environment through hands-on investigations, observation, questioning, and sharing of their findings.
*N* conducts simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings) with limited success.	*N* conducts simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings) with some success.	*N* conducts simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings) with considerable success.	*N* conducts simple investigations through free exploration, focused exploration, and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation, and communicating findings) with a high degree of success.
*N* demonstrates a limited understanding of and care for the natural world.	*N* demonstrates some understanding of and care for the natural world.	*N* demonstrates considerable understanding of and care for the natural world.	*N* demonstrates a thorough understanding of and care for the natural world.
*N* investigates and talks with limited clarity about the characteristics and functions of some common materials and rarely uses these materials safely.	*N* investigates and talks with some clarity about the characteristics and functions of some common materials and is beginning to use these materials safely.	*N* investigates and talks with considerable clarity about the characteristics and functions of some common materials and usually uses these materials safely.	*N* investigates and talks with considerable clarity about the characteristics and functions of some common materials and consistently uses these materials safely.
*N* does not yet recognize and use safely some common forms of technology.	*N* is beginning to recognize and use safely some common forms of technology.	*N* usually recognizes and uses safely some common forms of technology.	*N* consistently recognizes and uses safely some common forms of technology.
*N* describes with limited clarity some natural occurrences using *2* own observations and representations.	*N* describes with some clarity some natural occurrences using *2* own observations and representations.	*N* describes some natural occurrences using *2* own observations and representations with considerable effectiveness.	*N* describes some natural occurrences using *2* own observations and representations with a high degree of effectiveness.
*N* does not yet sort and classify groups of living and non-living things in *2* own way.	*N* is beginning to sort and classify groups of living and non-living things in *2* own way.	*N* usually sorts and classifies groups of living and non-living things in *2* own way.	*N* consistently sorts and classifies groups of living and non-living things in *2* own way.
*N* describes and/or represents, using *2* own observations, patterns and cycles in the natural world with a limited degree of effectiveness.	*N* describes and/or represents, using *2* own observations, patterns and cycles in the natural world with some degree of effectiveness.	*N* describes and/or represents, using *2* own observations, patterns and cycles in the natural world with considerable effectiveness.	*N* describes and/or represents, using *2* own observations, patterns and cycles in the natural world with a high degree of effectiveness.
*N* does not yet pose questions and make predictions and observations before and during investigations.	*N* is beginning to pose questions and make predictions and observations before and during investigations.	*N* usually poses questions and makes predictions and observations before and during investigations.	*N* consistently poses questions and makes predictions and observations before and during investigations.
*N* rarely selects and uses materials to carry out *2* own explorations and communicate *2* intentions.	*N* is beginning to select and use materials to carry out *2* own explorations and communicate *2* intentions.	*N* usually selects and uses materials to carry out *2* own explorations and communicate *2* intentions.	*N* always selects and uses materials to carry out *2* own explorations and communicate *2* intentions.
*N* does not yet communicate results and findings from individual and group investigations.	*N* is beginning to communicate results and findings from individual and group investigations.	*N* usually communicates results and findings from individual and group investigations.	*N* consistently communicates results and findings from individual and group investigations.

*N* investigates, in various ways, how different forces make things move with limited understanding.	*N* investigates, in various ways, how different forces make things move with some understanding.	*N* investigates, in various ways, how different forces make things move with considerable understanding.	*N* investigates, in various ways, how different forces make things move with thorough understanding.
*N* demonstrates a limited awareness of local natural habitats through exploration and observation.	*N* demonstrates some awareness of local natural habitats through exploration and observation.	*N* demonstrates considerable awareness of local natural habitats through exploration and observation.	*N* demonstrates a thorough awareness of local natural habitats through exploration and observation.
*N* rarely participates in environmentally friendly activities in the classroom and the school yard.	*N* sometimes participates in environmentally friendly activities in the classroom and the school yard.	*N* usually participates in environmentally friendly activities in the classroom and the school yard.	*N* consistently participates in environmentally friendly activities in the classroom and the school yard.
*N* investigates various materials that have different properties by manipulating and comparing them safely in individual and small-group explorations and describes *2* observations with limited clarity.	*N* investigates various materials that have different properties by manipulating and comparing them safely in individual and small-group explorations and describes *2* observations with some clarity.	*N* investigates various materials that have different properties by manipulating and comparing them safely in individual and small-group explorations and describes *2* observations with considerable clarity.	*N* investigates various materials that have different properties by manipulating and comparing them safely in individual and small-group explorations and describes *2* observations with a high degree of clarity.
*N* demonstrates a limited awareness of the safe use of all materials and tools used in class.	*N* demonstrates some awareness of the safe use of all materials and tools used in class.	*N* demonstrates considerable awareness of the safe use of all materials and tools used in class.	*N* demonstrates a thorough awareness of the safe use of all materials and tools used in class.
*N* experiments with simple machines and common objects and describes with limited clarity *N* investigations.	*N* experiments with simple machines and common objects and describes with some clarity *N* investigations.	*N* experiments with simple machines and common objects and describes *N* investigations with considerable clarity.	*N* experiments with simple machines and common objects and *N* investigations with a high degree of clarity.
*N* investigates and uses familiar technological items and describes with limited clarity their use in daily life.	*N* investigates and uses familiar technological items and describes with some clarity their use in daily life.	*N* investigates and uses familiar technological items and describes with considerable clarity their use in daily life.	*N* investigates and uses familiar technological items and describes with considerable clarity their use in daily life with a high degree of effectiveness.
*N* does not yet solve problems while designing and constructing things using a range of tools, materials, and techniques.	*N* is beginning to solve problems while designing and constructing things using a range of tools, materials, and techniques.	*N* usually solves problems while designing and constructing things using a range of tools, materials, and techniques.	*N* consistently solves problems while designing and constructing things using a range of tools, materials, and techniques.
*N* investigates and discusses with limited understanding how familiar objects are designed to meet a human need.	*N* investigates and discusses with some understanding how familiar objects are designed to meet a human need.	*N* investigates and discusses with considerable understanding how familiar objects are designed to meet a human need.	*N* investigates and discusses with a high degree of understanding how familiar objects are designed to meet a human need.

## Report Card Comments - Kindergarten

Health and Physical Activity Level 1 (NYD)	Health and Physical Activity Level 2 (BD)	Health and Physical Activity Level 3 (UD)	Health and Physical Activity Level 4 (CD)
*N* does not yet demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.	*N* is beginning to demonstrate an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.	*N* usually demonstrates an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.	*N* consistently demonstrates an awareness of health and safety practices for themselves and others and a basic awareness of their own well-being.
*N* does not yet participate willingly in a variety of activities that require the use of both large and small muscles.	*N* is beginning to participate willingly in a variety of activities that require the use of both large and small muscles.	*N* usually participates willingly in a variety of activities that require the use of both large and small muscles.	*N* consistently participates willingly in a variety of activities that require the use of both large and small muscles.
*N* has not yet developed control of large muscles (gross-motor control) in a variety of contexts.	*N* is beginning to develop control of large muscles (gross-motor control) in a variety of contexts.	*N* usually demonstrates control of large muscles (gross-motor control) in a variety of contexts.	*N* consistently demonstrates control of large muscles (gross-motor control) in a variety of contexts.
*N* has not yet developed control of small muscles (fine-motor control) in a variety of contexts.	*N* is beginning to develop control of small muscles (fine-motor control) in a variety of contexts.	*N* usually demonstrates control of small muscles (fine-motor control) in a variety of contexts.	*N* consistently demonstrates control of small muscles (fine-motor control) in a variety of contexts.
*N* does not yet demonstrate an understanding of the effects of healthy, active living.	*N* is having difficulty demonstrating an understanding of the effects of healthy, active living.	*N* is beginning to demonstrate an understanding of the effects of healthy, active living.	*N* consistently demonstrates an understanding of the effects of healthy, active living.
*N* does not yet investigate the benefits of nutritious foods and explores ways of ensuring healthy eating.	*N* is beginning to investigate the benefits of nutritious foods and explores ways of ensuring healthy eating.	*N* usually investigates the benefits of nutritious foods and explores ways of ensuring healthy eating.	*N* consistently investigates the benefits of nutritious foods and explores ways of ensuring healthy eating.
*N* does not yet practise or discuss appropriate personal hygiene that promotes personal, family, and community health.	*N* is beginning to practise and discuss appropriate personal hygiene that promotes personal, family, and community health.	*N* usually practises and discusses appropriate personal hygiene that promotes personal, family, and community health.	*N* consistently practises and discusses appropriate personal hygiene that promotes personal, family, and community health.
*N* does not yet talk about safe and unsafe situations as they arise in the classroom or discuss ways to be safe, including identifying and applying basic safety rules.	*N* is beginning to talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe, including identifying and applying basic safety rules.	*N* usually talks about safe and unsafe situations as they arise in the classroom and discusses ways to be safe, including identifying and applying basic safety rules.	*N* consistently talks about safe and unsafe situations as they arise in the classroom and discusses ways to be safe, including identifying and applying basic safety rules.
*N* does not yet discuss what action to take when *2* feels unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.	*N* is beginning to discuss what action to take when *2* feels unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.	*N* usually discusses what action to take when *2* feels unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.	*N* consistently discusses what action to take when *2* feels unsafe or uncomfortable, and when and how to seek assistance in unsafe situations.
*N* does not yet identify substances that are harmful to the body.	*N* is beginning to identify substances that are harmful to the body.	*N* usually identifies substances that are harmful to the body.	*N* consistently identifies substances that are harmful to the body.
*N* does not yet discuss what makes *2* happy and unhappy, and why.	*N* is beginning to discuss what makes *2* happy and unhappy, and why.	*N* usually discusses what makes *2* happy and unhappy, and why.	*N* consistently discusses what makes *2* happy and unhappy, and why.
*N* does not yet participate actively in creative movement and other daily physical activities.	*N* is beginning to participate actively in creative movement and other daily physical activities.	*N* usually participates actively in creative movement and other daily physical activities.	*N* consistently participates actively in creative movement and other daily physical activities.
*N* does not yet demonstrate persistence while engaged in activities that require the use of both large and small muscles.	*N* is beginning to demonstrate persistence while engaged in activities that require the use of both large and small muscles.	*N* usually demonstrates persistence while engaged in activities that require the use of both large and small muscles.	*N* consistently demonstrates persistence while engaged in activities that require the use of both large and small muscles.
*N* does not yet demonstrate strategies for engaging in cooperative play in a variety of games and activities.	*N* is beginning to demonstrate strategies for engaging in cooperative play in a variety of games and activities.	*N* usually demonstrates strategies for engaging in cooperative play in a variety of games and activities.	*N* consistently demonstrates strategies for engaging in cooperative play in a variety of games and activities.
*N* does not yet demonstrate spatial awareness in activities that require the use of large muscles.	*N* is beginning to demonstrate spatial awareness in activities that require the use of large muscles.	*N* usually demonstrates spatial awareness in activities that require the use of large muscles.	*N* consistently demonstrates spatial awareness in activities that require the use of large muscles.

*N* demonstrates limited control of large muscles with and without equipment.	*N* is having difficulty demonstrating control of large muscles with and without equipment.	*N* is beginning to demonstrate control of large muscles with and without equipment.	*N* consistently demonstrates control of large muscles with and without equipment.
*N* demonstrates limited balance, whole-body and hand-eye coordination, and flexibility in movement.	*N* is having difficulty demonstrating balance, whole-body and hand-eye coordination, and flexibility in movement.	*N* is beginning to demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement.	*N* consistently demonstrates balance, whole-body and hand-eye coordination, and flexibility in movement.
*N* demonstrates limited control of small muscles in activities at a variety of learning centres and when using a variety of materials or equipment.	*N* is having difficulty demonstrating control of small muscles in activities at a variety of learning centres and when using a variety of materials or equipment.	*N* is beginning to demonstrate control of small muscles in activities at a variety of learning centres and when using a variety of materials or equipment.	*N* consistently demonstrates control of small muscles in activities at a variety of learning centres and when using a variety of materials or equipment.
*N* does not yet demonstrate spatial awareness by doing activities that require the use of small muscles.	*N* is beginning to demonstrate spatial awareness by doing activities that require the use of small muscles.	*N* demonstrates spatial awareness by doing activities that require the use of small muscles with a considerable degree of effectiveness.	*N* demonstrates spatial awareness by doing activities that require the use of small muscles with a high degree of effectiveness.
*N* does not yet use a functional grip in written communication to produce writing that *2* and others can read.	*N* is beginning to use a functional grip in written communication to produce writing that *2* and others can read.	*N* uses a functional grip in written communication to produce writing that *2* and others can read with a considerable degree of effectiveness.	*N* uses a functional grip in written communication to produce writing that *2* and others can read with a high degree of effectiveness.

Report Card Comments - Kindergarten			
The Arts Level 1 (NYD)	The Arts Level 2 (BD)	The Arts Level 3 (UD)	The Arts Level 4 (CD)
*N* demonstrates a limited awareness of *2* as artists through engaging in activities in visual arts, music, drama, and dance.	*N* is beginning to demonstrate an awareness of *2* as artists through engaging in activities in visual arts, music, drama, and dance.	*N* demonstrates an awareness of *2* as artists through engaging in activities in visual arts, music, drama, and dance.	*N* demonstrates an awareness of *2* as artists through engaging in activities in visual arts, music, drama, and dance with a thorough understanding.
*N* demonstrates limited knowledge and skills gained through exposure to the arts and activities in the arts.	*N* demonstrates some basic knowledge and skills gained through exposure to the arts and activities in the arts.	*N* demonstrates basic knowledge and skills gained through exposure to the arts and activities in the arts.	*N* demonstrates a high degree of knowledge and skills gained through exposure to the arts and activities in the arts.
*N* does not yet use problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others.	*N* uses problem-solving strategies with teacher support when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others.	*N* uses problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others.	*N* uses problem-solving strategies when experimenting with the skills, materials, processes, and techniques used in the arts both individually and with others with a high degree of effectiveness.
*N* responds in a limited manner to a variety of art forms, including those from other cultures.	*N* is beginning to respond to a variety of art forms, including those from other cultures.	*N* responds to a variety of art forms, including those from other cultures.	*N* responds to a variety of art forms, including those from other cultures with a high degree of understanding.
*N* communicates in a limited manner *2* ideas through various art forms.	*N* is beginning to communicate *2* ideas through various art forms.	*N* communicates *2* ideas through various art forms.	*N* communicates with clarity *2* ideas through various art forms.
*N* does not yet demonstrate an awareness of personal interests and a sense of accomplishment in visual arts.	*N* is beginning to demonstrate an awareness of personal interests and a sense of accomplishment in visual arts.	*N* usually demonstrates an awareness of personal interests and a sense of accomplishment in visual arts.	*N* consistently demonstrates an awareness of personal interests and a sense of accomplishment in visual arts.
*N* is not yet exploring a variety of tools, materials, and processes of *2* own choice to create visual art forms in familiar and new ways.	*N* is beginning to explore a variety of tools, materials, and processes of *2* own choice to create visual art forms in familiar and new ways.	*N* usually explores a variety of tools, materials, and processes of *2* own choice to create visual art forms in familiar and new ways.	*N* explores a variety of tools, materials, and processes of *2* own choice to create visual art forms in familiar and new ways with a high degree of effectiveness.
*N* explores different elements of design in visual arts in a limited manner.	*N* is beginning to explore different elements of design in visual arts	*N* usually explores different elements of design in visual arts.	*N* thoroughly explores different elements of design in visual arts.
*N* does not yet demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning.	*N* is beginning to use or demonstrate understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning.	*N* uses or demonstrates understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning with considerable clarity.	*N* uses or demonstrates understanding of vocabulary related to visual arts in informal conversations and in discussions about their learning with a high degree of clarity.
*N*'s use of problem-solving skills and *2* imagination to create visual art forms is limited.	*N* uses some problem-solving skills and *2* imagination to create visual art forms.	*N* uses problem-solving skills and *2* imagination to create visual art forms with considerable clarity.	*N* uses problem-solving skills and *2* imagination to create visual art forms with a high degree of effectiveness.
*N* expresses *2* responses to visual art forms by making connections to *2* own experiences or by talking about the form with limited understanding.	*N* expresses *2* responses to visual art forms by making connections to *2* own experiences or by talking about the form with some clarity.	*N* expresses *2* responses to visual art forms by making connections to *2* own experiences or by talking about the form with considerable clarity.	*N* expresses *2* responses to visual art forms by making connections to *2* own experiences or by talking about the form with clarity.
*N* responds to a variety of visual art forms from various cultures, including *2* own with limited understanding.	*N* responds to a variety of visual art forms from various cultures, including *2* own with some understanding.	*N* responds to a variety of visual art forms from various cultures, including *2* own with considerable understanding.	*N* responds to a variety of visual art forms from various cultures, including *2* own with a high degree of understanding.

*N* communicates *2* understanding of something by representing *2* ideas and feelings through visual art in a limited manner.	*N* is beginning to communicate *2* understanding of something by representing *2* ideas and feelings through visual art.	*N* communicates *2* understanding of something by representing *2* ideas and feelings through visual art with considerable effectiveness.	*N* consistently communicates *2* understanding of something by representing *2* ideas and feelings through visual art.
*N* does not yet demonstrate an awareness of personal interests and a sense of accomplishment in music.	*N* is beginning to demonstrate an awareness of personal interests and a sense of accomplishment in music.	*N* usually demonstrates an awareness of personal interests and a sense of accomplishment in music.	*N* consistently demonstrates an awareness of personal interests and a sense of accomplishment in music.
*N* explores a variety of tools and materials of *2* own choice to create music in familiar and new ways in a limited manner.	*N* is beginning to explore a variety of tools and materials of *2* own choice to create music in familiar and new ways.	*N* explores a variety of tools and materials of *2* own choice to create music in familiar and new ways with considerable effectiveness.	*N* explores a variety of tools and materials of *2* own choice to create music in familiar and new ways with a high degree of effectiveness.
*N* explores different elements of music with limited success.	*N* is beginning to explore different elements of music.	*N* explores different elements of music with considerable effectiveness.	*N* explores different elements of music thoroughly.
*N* demonstrates a limited understanding of vocabulary related to music in informal conversations and in discussions about their learning.	*N* sometimes demonstrates an understanding of vocabulary related to music in informal conversations and in discussions about their learning.	*N* demonstrates considerable understanding of vocabulary related to music in informal conversations and in discussions about their learning.	*N* demonstrates a thorough understanding of vocabulary related to music in informal conversations and in discussions about their learning.
*N* does not use problem-solving skills and *2* imagination to create music.	*N* uses some problem-solving skills and *2* imagination to create music.	*N* uses problem-solving skills and *2* imagination to create music with a considerable degree of effectiveness.	*N* uses problem-solving skills and *2* imagination to create music effectively with a high degree of effectiveness.
*N* expresses limited responses to music by moving, by making connections to *2* own experiences, or by talking about the musical form.	*N* expresses some responses to music by moving, by making connections to *2* own experiences, or by talking about the musical form.	*N* expresses their responses to music by moving, by making connections to *2* own experiences, or by talking about the musical form with a considerable degree of effectiveness.	*N* expresses their responses to music by moving, by making connections to *2* own experiences, or by talking about the musical form with a high degree of clarity.
*N* responds to music from various cultures, including *2* own with limited understanding.	*N* responds to music from various cultures, including *2* own with some understanding.	*N* responds to music from various cultures, including *2* own with considerable understanding.	*N* responds to music from various cultures, including *2* own with thorough understanding.
*N* does not yet communicate *2* understanding of something by participating in musical activities.	*N* sometimes communicates *2* understanding of something by participating in musical activities.	*N* usually communicates *2* understanding of something by participating in musical activities.	*N* consistently communicates *2* understanding of something by participating in musical activities.
*N* does not yet demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance.	*N* sometimes demonstrates an awareness of personal interests and a sense of accomplishment in drama and dance.	*N* usually demonstrates an awareness of personal interests and a sense of accomplishment in drama and dance.	*N* consistently demonstrates an awareness of personal interests and a sense of accomplishment in drama and dance.
*N* explores in a limited manner a variety of tools and materials of *2* own choice to create drama and dance in familiar and new ways.	*N* is beginning to explore a variety of tools and materials of *2* own choice to create drama and dance in familiar and new ways.	*N* usually explores a variety of tools and materials of *2* own choice to create drama and dance in familiar and new ways.	*N* thoroughly explores a variety of tools and materials of *2* own choice to create drama and dance in familiar and new ways.
*N* explores different elements of drama and dance with limited understanding.	*N* explores different elements of drama and dance with some understanding.	*N* explores different elements of drama and dance with considerable understanding.	*N* explores different elements of drama and dance with a high degree of understanding.
*N* demonstrates a limited understanding of vocabulary related to drama and dance in informal conversations and in discussions about *N* learning.	*N* demonstrates some understanding of vocabulary related to drama and dance in informal conversations and in discussions about *N* learning.	*N* demonstrates considerable understanding of vocabulary related to drama and dance in informal conversations and in discussions about *N* learning.	*N* demonstrates a thorough understanding of vocabulary related to drama and dance in informal conversations and in discussions about *N* learning.
*N* does not yet use problem-solving skills and *2* imagination to create drama and dance.	*N* sometimes uses problem-solving skills and *2* imagination to create drama and dance.	*N* usually uses problem-solving skills and *2* imagination to create drama and dance.	*N* effectively uses problem-solving skills and *2* imagination to create drama and dance.
*N* expresses *2* responses to drama and dance by moving, by making connections to *2* own experiences, or by talking about drama and dance in a limited manner.	With some clarity, *N* expresses *2* responses to drama and dance by moving, by making connections to *N* own experiences, or by talking about drama and dance.	With considerable clarity, *N* expresses *2* responses to drama and dance by moving, by making connections to *N* own experiences, or by talking about drama and dance.	*N* expresses *N* responses to drama and dance by moving, by making connections to *2* own experiences, or by talking about drama and dance with a high degree of clarity.
*N* dramatizes rhymes, stories, legends, and folk tales from various cultures, including *2* own in a limited manner.	*N* dramatizes rhymes, stories, legends, and folk tales from various cultures, including *2* own with some degree of effectiveness.	*N* dramatizes rhymes, stories, legends, and folk tales from various cultures, including *2* own with a high degree of effectiveness.	*N* dramatizes rhymes, stories, legends, and folk tales from various cultures, including *2* own with a high degree of effectiveness.
*N* does not yet communicate *2* understanding of something through drama and dance.	*N* communicates *2* understanding of something through drama and dance with some degree of clarity.	*N* communicates *2* understanding of something through drama and dance with considerable clarity.	*N* communicates understanding of something through drama and dance with a high degree of clarity.