

Preschool Report Card Rubric
Please refer to this rubric BEFORE assessing children.

- Not Introduced (-) Child has not been exposed to this activity or skill
- Not Yet Observed - Skill has not yet emerged and requires further observation
- Beginning – Emerging demonstration of a skill
- Developing – Progressing more consistently towards
- Mastered – Consistently demonstrating

Personal and Social Development

	Beginning	Developing	Mastered
1.a. Follows rules, transitions, and routine	Accepts redirection from adults	Follows classroom rules, routines and transitions with occasional reminders	Follows classroom rules, routines and transitions with independence.
1.b. Participates and interacts with others in classroom community	Observes others and participates in groups with some adult modeling.	Uses successful strategies to initiate interactions and participation in groups with guidance to sustain	Independently, initiates, joins in and sustains positive interactions, within their classroom community
1.c. Shows empathy and caring for others	Identifies emotions of peers	Shows concern for the emotions of peers	Offers social support to a peer showing an emotional need
1.d. Attempts to solve social conflicts independently	Seeks adults help to resolve social problems	Articulates social problem and begins to suggest solutions	Suggests and implements solutions to resolve social problems independently
1.e. Initiates play with others	Shows a preference for playing next to peers	Invites one or two peers to join in their play	Uses successful strategies for entering play already in progress
1.f. Demonstrates impulse control and regulates strong emotions	Seeks support and accepts redirection in managing impulses and strong emotions	Uses successful strategies to manage impulses and strong emotions.	Is able to control strong emotions and delay gratification in an appropriate manner most of the time.
1.g. Follows multi-step directions	Partially follows directions and requires consistent support to follow	Follows 1-2 step directions with minimal adult support or a reminder between	Independently follows directions of 2 or more steps.

	through, including verbal and non-verbal reminders (adult gets up and demonstrates tasks)	steps.	
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Approach to Learning

	Beginning	Developing	Mastered
2.a. Demonstrates initiative, curiosity, and takes learning risks	Sustains interest in working on a task, especially when supported by an adult.	Sustains interest in a task with minimal adult support. Tries new things.	Independently sustains interest in tasks and extends learning experiences beyond initial presentations.
2.b. Perseveres in challenging situations	Practices an activity many times until successful	Sets an appropriately challenging goal and follows a plan until successful.	Shows the ability to use trial and error to change plans for a successful outcome.
2.c. Engages in imaginative play	Imitates actions of others during play; uses real objects as props	Acts out familiar or imaginative scenarios. Can use symbolic props.	Plans and negotiates complex role play and sustains play for an extended time
2.d. Demonstrates creativity in thinking and use of materials	Imitates others in using objects in a new and unanticipated way	Uses creativity and imagination during play to repurpose classroom materials. (Ex Table as Cave, Bead work from art as store)	Takes on more abstract challenges and creations using a variety of classroom materials (ex. Makes a board game, builds a cardboard house)
2.e. Seeks multiple solutions to a question, task, or problem	Observes and imitates how other people solve a problem or asks for a solution and uses it	Generates solutions to a question, task or problem using trial and error	Thinks problems through, considering several solutions, and reaches a desired result without having to try every possibility.
2.f. Explores and cares for materials and environment	Uses senses to explore the immediate environment. Treats materials with care	Shows eagerness to explore a variety of topics and ideas and demonstrates care and appropriate use of materials	Persists in using a variety of classroom resources appropriately and materials to expand work and answer questions

Physical Development and Health

	Beginning	Developing	Mastered
3.a. Attempts to complete self-help skills (personal care tasks)	Indicates needs and wants by pointing, gesturing, or talking to adults	Seeks to do things for self, developing confidence in meeting own needs	Completes activities of daily living independently and on-demand
3.b. Moves with balance and control	Experiments with different ways of moving, gaining control and purposeful movement. Walks up stairs without alternating feet, difficulty maintaining balance (i.e. bumps into furniture, peers, etc.)	Walks steadily without support while traveling throughout the classroom and school. Moves purposefully from place to place with control.	Walks up and down stairs, alternating feet; confidently negotiates playground; coordinates complex movements in play, games, and navigating the classroom.
3.c. Shows age-appropriate fine motor control of writing, drawing, art tools	Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks	Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	Uses three-point finger grip and efficient hand placement when writing and drawing
3.d. Can support self in a sitting position (cross-legged, kneeling, or in a chair)	Unable to support self when seated cross-legged or in chair (i.e. leaning over)	Sits upright with some support, developing core strength to sit upright independently	Sits upright without any supports

The Arts

	Beginning	Developing	Mastered
4.a. Names colors	Names or points correctly to 1-3 colors	Names or points correctly to 4-8 colors	Names or points correctly to 9 colors
4.b. Uses a variety of materials for expression, exploration, and construction.	Completes activities using minimal materials	Explores more opportunities for expression	Seeks out a variety of materials for detailed expression

4.c. Participates in and appreciates music	May move body to music, not yet singing words of songs	Singing some words and performing some motions, developing interest in musical instruments	Sings majority of words and performs motions, sings independently, demonstrates interest in musical instruments
4.d. Participates in creative movement, dance, and drama	Observes peers participating in creative opportunities	Participates in creative opportunities with support	Seeks out creative opportunities independently

Language and Literacy

	Beginning	Developing	Mastered
5.a. Speaks clearly enough to be understood by others	Can make needs and wants known through gestures and some word approximations, is understood by most familiar people	Uses 2 or 3 words to express an idea and is understood by most people	Uses simple sentences and is understood by others who are not familiar to the child
5.b. Uses vocabulary and language for a variety of purposes	Names familiar people, animals, and objects	Describes and tells the use of many familiar items	Incorporates new curriculum-related or technical words in everyday conversations
5.c. Comprehends and responds to conversations and stories read aloud	Identifies familiar people, animals, objects when prompted in conversation. Contributes particular language from a book at the appropriate time	Responds to specific vocabulary and simple statements. Asks and answers questions about the text, refers to pictures.	Responds appropriately to complex statements, questions, vocabulary and stories. Identifies story-related problems, events, and resolutions during conversations.
5.d. Shows an understanding of concepts of print (pictures and words convey meaning)	Shows an interest in books and understands that text is meaningful and can be read.	Orients book correctly, Indicates where to start reading and turns pages correctly, recognizes familiar books by their covers	Shows awareness of various features of books, (title, author, illustrator), print, letters, words, spaces, upper and lowercase letters, some punctuation

5.e. Names capital letters	Recognizes and names up to 10 letters, especially those in own name	Names 11-20 letters when presented in random order	Names all letters when presented in random order
5.f. Demonstrates awareness of patterns and sounds in language (phonological awareness)	Sings songs and recites rhymes, words, phrases with repeating initial sounds, plays with words	Demonstrates awareness that some words begin with the same sound, identifies rhyming words	Matches words with beginning sounds, associates sounds and symbols, can generate rhyming words
5.g. Visually recognizes first name	Recognizes first letter in name and sometimes confuses name with others with similar initial sounds or letters	Can identify name in routines, environmental print, lists, i.e. name tag, class list, job chart, etc.	Finds/recognizes name in both familiar and unfamiliar contexts
5.h. Represents ideas and stories through pictures, dictation, and/or play	Representations have characters	Representations have characters and loosely developed plot lines	Representations have character development, coherent plot lines, and a beginning, middle, and end
5.i. Uses shapes, symbols, and letters to convey meaning (writes name, uses drawing and symbols to tell a story)	Makes letter-like forms	Makes letter strings in unconventional order and name is partially accurate	Writes name accurately and attempts early invented spelling

Mathematical Thinking

	Beginning	Developing	Mastered
6.a. Uses positional words (up, down, on, off, etc.)	Follows simple directions related to position (up, down, in, on)	Follows simple directions related to proximity (beside, between, next to)	Uses and responds appropriately to positional words indicating location, direction, and distance
6.b. Names shapes & understands characteristics of shapes	Identifies a few basic 2-dimensional shapes	Names a few basic shapes and is able to point out sides or angles on a shape	Names shapes and describes attributes (angles and sides) of 2 or 3 dimensional shapes, i.e. can tell that a triangle has...
6.c. Sorts and classifies (could be by color, shape, size, etc.)	Groups objects by one attribute or single characteristic	Can place objects into 2 or more groups, sorting by 2 attributes and can indicate the reason	Groups by more than 3 categories and understands that a objects can belong in more than one category
6.d. Compares and measures	Makes simple comparisons between 2 objects, can identify one object as being longer than another	Compares and orders objects according to size, length, area, and volume - can determine which is the longest, shortest in a group of objects	Uses multiples of same unit (non-standard) to measure and uses number language to compare objects. Knows purpose of standard measuring tools
6.e. Recognizes, copies, and extends patterns	Copies simple, repeating patterns	Extends and creates simple repeating patterns and reads patterns with support	Recognizes complex patterns. Creates, explains, and reads patterns.
6.f. Rote counts	Verbally counts, not always in correct order	Verbally counts to 10 accurately.	Verbally counts to 20 or higher accurately
6.g. Counts objects demonstrating one to one correspondence	Counts objects 1-5 using one number name per counted object but may lose track and may start from 1 when asked, "How many?."	Counts objects up to 10 using one number name per counted object. Can respond accurately to "How many?"	Consistently counts objects up to 10 and above using one number name per counted object.

6.h. Identifies sets of objects - subtizes	Recognizes and names the number of objects in a small set up to 3 instantly.	Recognizes up to 4 instantly.	Recognizes up to 5 objects instantly.
6.i. Recognizes and compares quantities	Recognizes that different configurations of the same number are equal (1-4 items) and matches small collections of dissimilar items.	Compares small sets of 1-5 objects and identifies which has more, less, the same.	Compare sets of up to 10 objects and identifies how many more or less objects are in a group.
6.j. Names numerals 1-10	Recognizes and names a few numerals.	Identifies numerals 1-5 by name.	Consistently identifies numerals to 10 by name.
6.k. Matches sets of objects with corresponding numerals.	Recognizes and names a few numerals and makes a corresponding collection to go with the numeral. Associates quantities and symbols.	Identifies numerals 1-5 by name and makes corresponding set of items to go with the numeral	Consistently identifies numerals 1-10 by name and makes corresponding set of items to go with the numeral
6.l. Represents mathematical ideas through symbols, numerals, pictures, and objects	Attributes numerical values to items in drawings verbally.	Adds numerals to pictures, arrows and lines to drawings to show direction. Can tell a story about "how many".	Can tell a math story via drawings and adds numerical values to drawing.
6.m. Interprets graphs and data	Contributes to graphs.	Contributes to graphs and makes sense of collected data with teacher support.	Contributes to graphs and independently makes observations and meaning from the data.

Scientific Thinking

	Beginning	Developing	Mastered
7.a. Investigates, explores, and observes	Explores materials and makes observations with teacher support	Independently articulates detailed observations and communicates with others about discoveries.	Uses observations as evidence to make connections and comparisons
7.b. Uses simple tools to collect and represent data	Uses teacher support to collect and make sense of collected data	Independently collects and compares data	Independently collects, compares and makes meaning of data
7.c. Engages in discussion and raises questions	Raises questions about materials and the environment. Reacts to observed changes.	Answers “how?” and “why?” questions. Connects new observations to what he/she already knows	Asks “how?” and “why?” questions Comes up with questions independently.
7.d. Makes predictions	Predicts “what will happen if...?”	Sorts objects based on a prediction. Makes comparisons and classifies observations.	Identifies problems and reasons why a prediction was correct or incorrect. Tries possible solutions