

Student name: _____

Pre-K Personal Social Skills Rubric

Skills	Does Not Meet Expectations (1)	Progressing towards Expectations (2)	Meets Expectations (3)
Self control	<p>Requires frequent prompts to cooperate/attend to school routines and transitions</p> <p>Does not follow classroom rules</p> <p>Does not express feelings appropriately</p>	<p>Cooperates/attends to school routines and transitions with occasional prompts</p> <p>Follows classroom rules with occasional prompts</p> <p>Sometimes expresses feelings appropriately through gestures, actions, and language</p>	<p>Cooperates/attends to school routines and transitions independently</p> <p>Usually follows rules independently</p> <p>Usually expresses feelings appropriately through gestures, actions, and language</p>
Interaction	<p>Does not yet cooperate with peers and adults during classroom activities</p>	<p>Cooperates with peers and adults during classroom activities with teacher prompting</p>	<p>Cooperates with peers and adults during classroom activities</p> <p>Shows empathy and understanding of others</p>
Personal Responsibility	<p>Sustains attention to a task for less than 5 minutes</p> <p>Requires physical assistance to take care of personal needs (toileting, feeding, clothing, putting away belongings, etc.)</p>	<p>Sustains attention to a task for 5-10 minutes</p> <p>Takes care of personal needs with verbal reminders (toileting, feeding, clothing, putting away belongings, etc.)</p>	<p>Sustains attention to a task for 10-15 minutes</p> <p>Takes care of personal needs independently (toileting, feeding, clothing, putting away belongings, etc.)</p>
Personal Information	<p>Does not state personal information when asked</p>	<p>States personal information when asked (first name, age, gender)</p>	<p>States personal information when asked (first and last names, age, gender, birthday)</p>

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Pre-K Motor Skills Rubric

Skills	Does Not Meet Expectations (1)	Progressing towards Expectations (2)	Meets Expectations (3)
Gross/Locomotor Movements	Needs assistance to perform most gross motor tasks and/or navigate the school environment	<p>Walks, runs</p> <p>Jumps forward</p> <p>Walks along a line</p> <p>Pedals and steers tricycle with some help</p> <p>Throws a ball a short distance</p>	<p>Walks, runs, gallops</p> <p>Jumps forwards, backwards, and off low objects</p> <p>Walks on a balance beam</p> <p>Balances on one foot for 5 seconds</p> <p>Pedals and steers tricycle</p> <p>Kicks a ball from a stationary position</p> <p>Throws and catches a ball with two arms</p>
Fine Motor skills	Uses whole hand to grasp and pick up objects or does not yet grasp and pick up objects	<p>Uses appropriate hand movements to handle or pick up small objects (pegs and pegboards and turn pages in books)</p> <p>Fits materials together and takes them apart (legos, manipulatives)</p> <p>Snips with scissors and requires adult support to position scissors correctly</p>	<p>Manipulates small objects with precision such as stringing beads and putting puzzles together</p> <p>Cuts with scissors using age appropriate grasp</p> <p>Begins to practice self-help skills in zipping and buttoning</p>
Stages of Writing Skills	<p>Scribbles</p> <p>Requires assistance to hold writing tool</p>	<p>Copies or traces simple shapes or symbols</p> <p>Attempts to write own name</p> <p>Begins to draw a recognizable face (eyes, mouth)</p>	<p>Copies identifiable letters and words from environment</p> <p>Writes first name and self-selected words</p> <p>Holds writing tool using an age appropriate tripod grasp</p> <p>Draws a recognizable person with at least 6 body parts</p>

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Pre-K Math Rubric

Skills	Does Not Meet Expectations (1)	Progressing towards Expectations (2)	Meets Expectations (3)
Numbers (operations)	<p>Does not yet rote count</p> <p>Begins to arrange objects using 1:1 correspondence</p>	<p>Begins to rote count</p> <p>Counts number of objects to 5</p> <p>Adds one object to a group and indicates that the group has more</p> <p>Identifies first and last (ordinal positions)</p> <p>Begins to recognize numbers</p>	<p>Rote counts to 20</p> <p>Counts number of objects to 10</p> <p>Compares sets of objects using mathematical language (more than, less than, same as)</p> <p>Associates numeral name to set of objects (up to 5)</p> <p>Recognizes numbers from 0-10</p> <p>Sequences and identifies ordinal numbers (1st-3rd)</p>
Algebra (pattern/sort)	<p>Copies a simple pattern with actions (i.e. clap hands/pat knees)</p> <p>Matches like objects</p>	<p>Extends a pattern using objects and shapes(AB)</p> <p>Sorts objects by 1 attribute</p>	<p>Independently creates patterns using actions, objects, and shapes (AB)</p> <p>Sorts objects by 2 or more attributes (color/shape)</p> <p>Participates in creating and using real and pictorial graphs</p>
Geometry (shapes/spatial)	<p>Matches shapes</p>	<p>Recognizes circle, square, triangle, rectangle</p> <p>Responds to positional words (put the ball under the chair)</p>	<p>Recognizes and names circle, square, triangle, rectangle</p> <p>Uses mathematical language to indicate where things are in space (over, under, outside, inside, behind, in front of)</p>
Measurement	<p>Uses visual schedule to explore the passage of time</p>	<p>Explores the use of standard and non standard measuring tools (time, length, volume, and weight)</p>	<p>Measures time, length, volume, and weight using standard or non standard measures</p> <p>Orders 2 or more objects by size</p>

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Pre-K Language Arts Rubric

Skills	Does Not Meet Expectations (1)	Progressing towards Expectations (2)	Meets Expectations (3)
Expressive Language	<p>May imitate or independently produce simple words (object/picture labels, "mama", "bye-bye", etc.)</p> <p>May use words to make requests</p> <p>May produce 2-3 word statements</p>	<p>Uses wide variety of nouns and verbs (vocabulary of at least 300 words)</p> <p>Produces 4-5 word statements</p> <p>Talks about the actions of others</p> <p>Asks for specific objects or help</p> <p>Speech is at least 80% understandable</p>	<p>Uses variety of descriptive words (long/short, wet/dry, slow/fast, etc.)</p> <p>Exactly repeats 6+ word sentences when modeled</p> <p>Can recite or sing simple songs</p> <p>Tells others about experiences, ideas, creations</p> <p>Speech is about 95% understandable</p>
Listening for Comprehension	<p>Identifies or labels objects and pictures in books</p> <p>May follow 1-step directions</p>	<p>Listen to short stories and answer simple questions about story with cues (what and who questions)</p> <p>Follows simple 2-step directions</p>	<p>Listens to stories and answers questions about story, characters, and plot (why, how, and where questions)</p> <p>Begins to distinguish between fact and fiction</p> <p>Asks questions and/or make comments about story, poem, or song</p> <p>Making predictions from pictures</p>
Reading Readiness	<p>Shows little interest in books or stories</p>	<p>Demonstrate interest in books</p> <p>Begins to look at books front to back, and right side up</p> <p>Engages in pretend reading</p> <p>Recognizes first name in print and identifies one or more letters in first name</p>	<p>Exhibits book handling skills (left to right, top to bottom, front to back , one page at a time)</p> <p>Notices environmental print (logos, labels)</p> <p>Identifies some individual letters of the alphabet</p> <p>Recognizes the print represents spoken words</p> <p>Uses pictures or symbols to identify concepts</p>
Phonological Awareness	<p>Does not yet demonstrate phonological awareness</p>	<p>Begins to repeat rhymes, poems, and finger plays</p>	<p>Repeats rhymes, poems, and finger plays</p> <p>Differentiates if 2 sounds that are same or different</p> <p>Recognizes the same beginning sounds in different words (alliteration)</p>
Narrative Writing	<p>Shows little interest in drawing or writing materials</p>	<p>Experiments with a variety of writing tools and materials</p> <p>Verbally labels creations</p>	<p>Draws pictures to represent ideas</p> <p>Dictates ideas to adult</p>

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Pre-K Science Rubric

Skills	Does Not Meet Expectations (1)	Progressing towards Expectations (2)	Meets Expectations (3)
Physical Science	Does not yet explore physical properties or motion	Explores physical properties of items Explores use of five senses Explores motion of objects	Illustrates opposite physical properties (hot/cold, big/small, rough smooth) Identifies and demonstrates use of five senses Describes motion of objects and sorts objects into categories according to their motion
Life Science	Does not yet explore living things	Explores living things (animals, plants)	Identifies living things Sorts animals by bodying covering and/or habitat Sorts plants by shape (tree, bush, flower, grass, vine)
Earth Science	Does not yet explore materials that make up the Earth	Explores concept of day and night Explores materials that make up the Earth (soil, rocks, mud)	Sorts objects by day and night Sorts rocks by physical attribute (large/small, heavy/light, shiny/dull, rough/smooth) Identifies materials that make up the Earth