

rStudent Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Updated 9/17/18

## Pre-K Grading Rubric 2018-2019

### SOCIAL AND EMOTIONAL DEVELOPMENT

<b>Child is aware of where own body is in space and respects personal boundaries. (I.A.1)</b>				
	Needs frequent reminders and additional interventions	Needs frequent reminders to stay in designated personal space without intruding upon others and/or to move around the classroom without stepping on materials or disrupting other's activities.	Needs occasional reminders to stay in designated personal space without intruding upon others and/or to move around the classroom without stepping on materials or disrupting other's activities.	Is able to stay in designated personal space without intruding upon others and can move around the classroom without stepping on materials or disrupting other's activities.
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
1 <sup>st</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
2 <sup>nd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
3 <sup>rd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
4 <sup>th</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>

<b>Child regulates his own behavior with occasional reminders or assistance from teacher. (I.B.1.a &amp; I.B.1.c)</b>				
	Needs frequent reminders and additional interventions	Needs frequent reminders to follow the classroom rules and/or to meet expectations for behavior.	Needs occasional reminders to follow the classroom rules and expectations for behavior.	Can independently follow classroom rules and meets expectations for behavior.
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
1 <sup>st</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
2 <sup>nd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
3 <sup>rd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
4 <sup>th</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>

<b>Child takes care of and manages classroom materials (I.B.1.b)</b>				
	Frequently has difficulty managing classroom materials.	Occasionally has difficulty managing classroom materials.	Manages classroom materials when requested to do so.	Takes initiative to manage classroom materials independently and without prompting.
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
1 <sup>st</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
2 <sup>nd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
3 <sup>rd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
4 <sup>th</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>

<b>Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. (I.B.2.c)</b>				
	Cannot control emotions without adult intervention.	Needs frequent adult intervention to control emotions.	Responds positively to adult guidance in using calming strategies.	Independently uses calming strategies.
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
1 <sup>st</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
2 <sup>nd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
3 <sup>rd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
4 <sup>th</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>

<b>Child sustains attention to individual or group activities. (I.B.3.a &amp; I.B.3.b)</b>				
	Cannot sustain attention without adult intervention.	Needs frequent reminders to sustain attention.	Listens, attends, and contributes to activities.	Listens, attends, and contributes to activities for extended periods of time.
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
1 <sup>st</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
2 <sup>nd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
3 <sup>rd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
4 <sup>th</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>

<b>Child interacts with a variety of playmates and may have preferred friends. (I.C.6 &amp; I.C.7)</b>				
	Frequently has difficulty interacting with others.	Occasionally has difficulty interacting with others.	Plays with friends, has positive interactions with friends, and works together with friends.	Plays with friends, has positive interactions with friends, works together with friends, and shows empathy and caring for others.
	<b>UNSATISFACTORY</b>	<b>NEEDS IMPROVEMENT</b>	<b>SATISFACTORY</b>	<b>EXCELLENT</b>
1 <sup>st</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
2 <sup>nd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
3 <sup>rd</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>
4 <sup>th</sup>	<b>U</b>	<b>N</b>	<b>S</b>	<b>E</b>

## LANGUAGE AND COMMUNICATION

<b>Child shows understanding by following two-step oral directions and usually follows three-step directions. (II.A.2)</b>				
	Cannot follow directions given by the teacher.	Follows one-step directions and occasionally follows two-step directions given by the teacher.	Follows two-step directions given by the teacher.	Follows multi-step directions with three or more steps.
	<b>A</b>		<b>B</b>	
1 <sup>st</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2 <sup>nd</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3 <sup>rd</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4 <sup>th</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>Speaking and Conversation Skills (II.B)</b>				
	Requires assistance communicating needs and wants.	Attempts to communicate needs and wants, may require assistance from adults.	Is able to communicate needs and wants appropriately in a variety of situations.	Is able to communicate needs and wants appropriately in a variety of situations, uses "please" and "thank you" appropriately, follows conversational rules.
	<b>A</b>		<b>B</b>	
1 <sup>st</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
2 <sup>nd</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
3 <sup>rd</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
4 <sup>th</sup>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

# READING

<b>Comprehension (III.D.2-4)</b>				
	Cannot answer questions about text.	Requires assistance to respond to questions about text.	Can respond appropriately to questions about text.	Can respond appropriately to questions and ask questions, infer, or make predictions about text.
	<b>A</b>		<b>B</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1 <sup>st</sup>	1	2	3	4
2 <sup>nd</sup>	1	2	3	4
3 <sup>rd</sup>	1	2	3	4
4 <sup>th</sup>	1	2	3	4

<b>Child names at least 20 upper case letters. (III.C.1)</b>				
	<b>A</b>		<b>B</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1 <sup>st</sup>	recognizes 0 upper case letters	recognizes 1-2 upper case letters	recognizes 3 upper case letters	recognizes 10 or more upper case letters
2 <sup>nd</sup>	recognizes 0-6 upper case letters	recognizes 7-9 upper case letters	recognizes 10 upper case letters	recognizes 15 or more upper case letters
3 <sup>rd</sup>	recognizes 0-9 upper case letters	recognizes 10-14 upper case letters	recognizes 15 upper case letters	recognizes 20 or more upper case letters
4 <sup>th</sup>	recognizes 0-14 upper case letters	recognizes 15-19 upper case letters	recognizes 20 upper case letters	recognizes 26 upper case letters

<b>Child names at least 20 lower case letters. (III.C.1)</b>				
	<b>A</b>		<b>B</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1 <sup>st</sup>	recognizes 0 lower case letters	recognizes 1-2 lower case letters	recognizes 3 lower case letters	recognizes 10 or more lower case letters
2 <sup>nd</sup>	recognizes 0-6 lower case letters	recognizes 7-9 upper and 7-9 lowercase letters	recognizes 10 lower case letters	recognizes 15 or more lower case letters
3 <sup>rd</sup>	recognizes 0-9 lower case letters	recognizes 10-14 lower case letters	recognizes 15 lower case letters	recognizes 20 or more lower case letters
4 <sup>th</sup>	recognizes 0-14 lower case letters	recognizes 15-19 lower case letters	recognizes 20 lower case letters	recognizes 26 lower case letters

<b>Child produces at least 20 distinct letter sound correspondences (given the letter name and a visual of the letter) (III.C.3)</b>				
	<b>A</b>		<b>B</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	produces 0-6 letter sounds	produces 7-9 letter sounds	produces 10 letter sounds	produces 15 letter sounds
3 <sup>rd</sup>	produces 0-9 letter sounds	produces 10-14 letter sounds	produces 15 letter sounds	produces 20 letter sounds
4 <sup>th</sup>	produces 0-14 letter sounds	produces 15-19 letter sounds	produces 20 letter sounds	produces 26 letter sounds

<b>Child can recognize rhyming words. (III.B.6)</b>				
Teacher provides three rhyming pictures cards (two rhyme, one doesn't), student identifies which two cards rhyme using 5 sets of cards.				
	<b>A</b>		<b>B</b>	
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	<i>Not Assessed</i>			
3 <sup>rd</sup>	can match 0-2 rhyming picture sets	can match 3 rhyming picture sets	can match 4-5 rhyming picture sets	can match 4-5 rhyming picture sets AND produce a rhyming word
4 <sup>th</sup>	can match 0-2 rhyming picture sets	can match 3 rhyming picture sets	can match 4-5 rhyming picture sets	can match 4-5 rhyming picture sets AND produce a rhyming word

<b>Child retells or re-enacts a story after it is read aloud. (III.D.1)</b>				
Suggested, but not limited to: Three Little Pigs, Goldilocks and Three Bears. Teacher keeps running records of student responses.				
	A		B	
	1	2	3	4
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	<i>Not Assessed</i>			
3 <sup>rd</sup>	unable to retell the story	sometimes retells the events of a story	frequently retells the events of a story	consistently elaborates on the events of a story
4 <sup>th</sup>	unable to retell the story	sometimes retells the events of a story	frequently retells the events of a story	consistently elaborates on the events of a story

## WRITING

<b>Child writes own name (first name or frequent nickname) using legible letters in proper sequence. (IV.C.1)</b>				
To make a 4 in the 3rd and 4th nine weeks, student should be able to write their full last name without a model. Exceptions: students with hyphenated last names, multiple last names, or very long last names. Those students should be able to write a good portion of their last name (more than 5 letters).				
	A		B	
	1	2	3	4
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	traces first name	writes some letters in his/her first name with a model	writes all letters in his/her first name with a model	writes all letters in first name without a model
3 <sup>rd</sup>	writes some letters in his/her first name with a model	writes all letters in his/her first name with a model	writes all letters in first name without a model	writes letters in last name without a model
4 <sup>th</sup>	writes some letters in his/her first name with a model	writes all letters in his/her first name with a model	writes all letters in first name without a model	writes letters in last name without a model

<b>Child intentionally uses marks, letters, or symbols, to record language and verbally shares meaning. (IV.A.1)</b>				
<b>Child independently uses letters to make words or parts of words. (IV.C.3)</b>				
	A		B	
	1	2	3	4
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	rarely uses scribbles/writing to convey meaning	occasionally uses scribbles/writing to convey meaning	frequently uses scribbles/writing to convey meaning	consistently uses scribbles/writing to convey meaning
3 <sup>rd</sup>	occasionally uses scribbles/writing to convey meaning	frequently uses scribbles/writing to convey meaning	frequently uses letters or symbols to make words or part of words	consistently uses letters to make words or part of words
4 <sup>th</sup>	rarely uses letters or symbols to make words or part of words	occasionally uses letters or symbols to make words or part of words	frequently uses letters or symbols to make words or part of words	consistently uses letters to make words or part of words

## MATHEMATICS

<b>Child uses words to rote count from 1 to 30. (V.A.2)</b>				
	A		B	
	1	2	3	4
1 <sup>st</sup>	can rote count to 4 or less	can rote count to 5-9	can rote count to 10	can rote count to 20 or higher
2 <sup>nd</sup>	can rote count to 14 or less	can rote count to 15-19	can rote count to 20	can rote count to 25 or higher
3 <sup>rd</sup>	can rote count to 15 or less	can rote count to 16-24	can rote count to 25	can rote count to 30 or higher
4 <sup>th</sup>	can rote count to 20 or less	can rote count to 21-29	can rote count to 30	can rote count to 40 or higher

<b>Child counts 1-10 items, with one count per item. (V.A.3) and demonstrates that the last count names the set. (V.A.5)</b>				
	A		B	
	1	2	3	4
1 <sup>st</sup>	use one to one correspondence up to 1	use one to one correspondence to 2	one to one correspondence to 3	use one to one correspondence 10 or higher and names the set
2 <sup>nd</sup>	use one to one correspondence up to 1	use one to one correspondence 2 to 4	one to one correspondence to 5	use one to one correspondence 10 or higher and names the set
3 <sup>rd</sup>	use one to one correspondence 4 or less	use one to one correspondence 5 to 6	one to one correspondence to 7 and names the set	use one to one correspondence 10 or higher and names the set
4 <sup>th</sup>	use one to one correspondence 8 or less	use one to one correspondence to 9	use one to one correspondence to 10 and names the set	use one to one correspondence 15 or higher and names the set

<b>Child recognizes one-digit numerals, 0-9. (V.A.9)</b>				
	A		B	
	1	2	3	4
1 <sup>st</sup>	names 0 numerals	names 1-2 numerals	names 3 numerals	names 10 numerals
2 <sup>nd</sup>	names 0-2 numerals	names 3-4 numerals	names 5 numerals	names 10 numerals
3 <sup>rd</sup>	names 0-4 numerals	names 5-7 numerals	names 8 numerals	names 10 numerals and 5 double digit numbers
4 <sup>th</sup>	names 0-5 numerals	names 6-9 numerals	names 10 numerals	names 10 numerals and 5 double digit numbers

<b>Child names common shapes. (V.C.1)</b>				
Common shapes: circle, square, rectangle, triangle. Additional shapes can include rhombus, oval, trapezoid, hexagon, cube, cone, cylinder, sphere				
	A		B	
	1	2	3	4
1 <sup>st</sup>	can match or name shapes	can match shapes but not name	can name 1 shape	can name 3 or more shapes
2 <sup>nd</sup>	can match shapes but not name	can name 1 shape	can name 2 shapes	can name 3 or more shapes
3 <sup>rd</sup>	can name 1 shape	can name 2 shapes	can name 3 shapes	can name 4 shapes
4 <sup>th</sup>	can name 2 shapes or less	can name 3 shapes	can name all 4 shapes	can name all 4 shapes and at least 2 additional shapes

<b>Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different. (V.E.1)</b>				
	A		B	
	1	2	3	4
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	<i>Not Assessed</i>			
3 <sup>rd</sup>	cannot sort objects	can sort following a given sorting rule	sort a variety of objects creating their own sorting rule	can sort a variety of objects and tell sorting rule
4 <sup>th</sup>	cannot sort objects	can sort following a given sorting rule	can sort a variety of objects and tell sorting rule	can sort a variety of objects and tell sorting rule, then sort the same objects using a different sorting rule and tell the new rule

<b>Child recognizes and creates patterns (V.E.3)</b>				
	A		B	
	1	2	3	4
1 <sup>st</sup>	<i>Not Assessed</i>			
2 <sup>nd</sup>	<i>Not Assessed</i>			
3 <sup>rd</sup>	unable to create or extend a pattern	able to extend an existing pattern	able to consistently create a pattern	able to create multiple types of patterns (for example AB, ABC, ABB, etc.)
4 <sup>th</sup>	unable to create or extend a pattern	able to extend an existing pattern	able to consistently create a pattern	able to create multiple types of patterns (for example AB, ABC, ABB, etc.)