

## Pre-Kindergarten Report Card and Rubrics 2021-2022

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<b>Pre-Kindergarten Report Card 2021-2022</b>			
<b>Scoring Scale:</b> 3 = Meets expectations 2 = Approaching expectations 1 = Beginning to learn expectations Blank box = Not assessed IE = Insufficient evidence			
	Term 1	Term 2	Term 3
<b>Social and Emotional Development</b>			
Develops self-control <ul style="list-style-type: none"> <li>• follow simple rules</li> <li>• accept transitions and follow daily routines</li> <li>• express and identify my own feelings and the feelings of others through appropriate gestures, actions, and language</li> </ul>			
Builds relationships of mutual trust and respect with others <ul style="list-style-type: none"> <li>• gain adult attention appropriately</li> <li>• use courteous words and actions (e.g. shares, says “please” and “thank you” with reminders)</li> <li>• respect the rights of others (e.g. takes turns, keeps hands to self)</li> </ul>			
Approaches to learning <ul style="list-style-type: none"> <li>• sustain attention to a task or activity for 10-20 minutes</li> <li>• finish a difficult task</li> <li>• use coping skills (e.g. if told no or lose a game use pre-taught strategies)</li> </ul>			

Plays at the appropriate level <ul style="list-style-type: none"> <li>● parallel level (child plays with toys adjacent to another child)</li> <li>● associative level (child shares toys and space during play with another child)</li> <li>● cooperative level (child takes on roles during organized play with other children)</li> </ul>			
<b>Language and Literacy</b>			
Uses language to communicate <ul style="list-style-type: none"> <li>● communicate my needs and am understood by others although age-appropriate articulation errors may be present</li> <li>● initiate a conversation with adults or other children</li> <li>● stay on topic in a conversation and in a group with support</li> </ul>			
Listens for different purposes <ul style="list-style-type: none"> <li>● follow novel three-step directions</li> <li>● listen responsively to books and stories</li> <li>● respond to questions</li> <li>● listen to and engage in conversations with others</li> </ul>			
Applies early reading skills <ul style="list-style-type: none"> <li>● pretend to read books, try to read parts of a story, and/or try to retell the story</li> <li>● make predictions</li> <li>● recognize words that rhyme</li> </ul>			
Identifies letters <ul style="list-style-type: none"> <li>● recognize first and last name in print</li> <li>● label 20-26 uppercase letters</li> </ul>			
Uses writing as a means of expression/communication <ul style="list-style-type: none"> <li>● use scribbles, shapes, pictures, and/or letters to write</li> <li>● tell others about intended meanings of drawings and writings</li> <li>● write my first name from memory using a mix uppercase/lowercase letters (reversals are acceptable)</li> </ul>			
<b>Mathematics</b>			
Uses number to show quantity <ul style="list-style-type: none"> <li>● rote count to 20</li> <li>● count with one-to-one correspondence to ten</li> </ul>			

<p>Makes comparisons</p> <ul style="list-style-type: none"> <li>• use language to compare groups of objects (e.g. more/less, greater/fewer, equal to/same)</li> <li>• compare objects using measurable features (big/little, long/short, heavy/light)</li> <li>• order three or more objects according to length and size differences</li> </ul>			
<p>Investigates positions and locations</p> <ul style="list-style-type: none"> <li>• expressively use actions and words to indicate position and location (over, under, in front of, behind, beside/next to)</li> </ul>			
<p>Explores shapes in the environment</p> <ul style="list-style-type: none"> <li>• duplicate two-dimensional shapes using a variety of materials</li> <li>• identify and name some shapes (circle, square, triangle, rectangle)</li> </ul>			
<b>Physical Development and Health</b>			
<p>Uses gross motor skills with purpose and coordination</p> <ul style="list-style-type: none"> <li>• control body movements and move from one point to another with coordination (e.g. walks, runs, spins, stretches, turns, climbs playground equipment, hops, jumps)</li> <li>• use large muscle movements to manipulate objects (e.g. bats, throws, kicks)</li> </ul>			
<p>Uses fine motor skills with purpose and control</p> <ul style="list-style-type: none"> <li>• use fingers and hands to accomplish fine motor tasks (string small beads, complete interlocking puzzle, playdough)</li> <li>• use tools in a functional manner - use scissors to cut shapes, squeeze glue bottle, hold writing tools with age-appropriate grasp (three or four finger grasp)</li> </ul>			
<b>Science</b>			
<p>Represents observations of science (physical world, living things, and earth and space) in a variety of ways</p> <ul style="list-style-type: none"> <li>• participate in science activities (explores and investigates, experiments, scientific tools, etc.)</li> <li>• participate in conversations about science (cause and effect, makes observations and predictions)</li> <li>• represent observations through pretend play, music and movement, and/or art and construction</li> </ul>			

Social and Emotional Development Rubrics - **Pre-Kindergarten** Expectations

<p>Develops self-control</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● follow simple rules</li> <li>● accept transitions and follow daily routines</li> <li>● express and identify my own feelings and the feelings of others through appropriate gestures, actions, and language</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> with self-control.</p>
<p>Builds relationships of mutual trust and respect with others</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● gain adult attention appropriately</li> <li>● use courteous words and actions (e.g. shares, says “please” and “thank you” with reminders)</li> <li>● respect the rights of others (e.g. takes turns, keeps hands to self)</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to build relationships of mutual trust and respect with others.</p>
<p>Approaches to learning</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● sustain attention to a task or activity for 10-20 minutes</li> <li>● finish a difficult task</li> <li>● use coping skills (e.g. if told no or lose a game use pre-taught strategies)</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> with my approach to learning.</p>
<p>Plays at the appropriate level</p>	<p>(3) I can <u>consistently</u> play at the:</p> <ul style="list-style-type: none"> <li>● parallel level (child plays with toys adjacent to another child)</li> <li>● associative level (child shares toys and space during play with another child)</li> <li>● cooperative level (child takes on roles during organized play with other children)</li> </ul> <p>(2) I can play at the <u>parallel level and associative level</u>.</p> <p>(1) I <u>need support</u> to play at the appropriate levels.</p>

Language and Literacy Rubrics - **Pre-Kindergarten** Expectations

<p>Uses language to communicate</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● communicate my needs and am understood by others although age appropriate articulation errors may be present</li> <li>● initiate a conversation with adults or other children</li> <li>● stay on topic in a conversation and in a group with support</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to use language to communicate.</p>
<p>Listens for different purposes</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● follow novel three-step directions</li> <li>● listen responsively to books and stories</li> <li>● respond to questions</li> <li>● listen to and engage in conversations with others</li> </ul> <p>(2) I can do <u>three</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to listen for different purposes.</p>
<p>Applies early reading skills</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● pretend to read books, try to read parts of a story, and/or try to retell the story</li> <li>● make predictions</li> <li>● recognize words that rhyme</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to apply early reading skills.</p>
<p>Identifies letters</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● recognize first and last name in print</li> <li>● label 20-26 uppercase letters</li> </ul> <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above. I may know 6-19 letters.</p> <p>(1) I <u>need support</u> to identify letters. I may know 5 or fewer letters.</p>
<p>Uses writing as a means of expression/communication</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● use scribbles, shapes, pictures, and/or letters to write</li> <li>● tell others about intended meanings of drawings and writings</li> <li>● write my first name from memory using a mix uppercase/lowercase letters (reversals are acceptable)</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to use writing as a means of expression/communication.</p>

Mathematics Rubrics - **Pre-Kindergarten** Expectations

<p>Uses number to show quantity</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● rote count to 20</li> <li>● count with one-to-one correspondence to ten</li> </ul> <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to use numbers to show quantity.</p>
<p>Makes comparisons</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● use language to compare groups of objects (e.g. more/less, greater/fewer, equal to/same)</li> <li>● compare objects using measurable features (big/little, long/short, heavy/light)</li> <li>● order three or more objects according to length and size differences</li> </ul> <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to make comparisons.</p>
<p>Investigates positions and locations</p>	<p>(3) I can <u>consistently</u> expressively use actions and words to indicate position and location (over, under, in front of, behind, beside/next to).</p> <p>(2) I can <u>sometimes</u> expressively use actions and words to indicate position and location (over, under, in front of, behind, beside/next to).</p> <p>(1) I <u>need support</u> to investigate positions and locations.</p>
<p>Explores shapes in the environment</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● duplicate two-dimensional shapes using a variety of materials</li> <li>● identify and name some shapes (circle, square, triangle, rectangle)</li> </ul> <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to explore shapes in the environment.</p>

Physical Development and Health Rubrics - **Pre-Kindergarten** Expectations

<p>Uses gross motor skills with purpose and coordination</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● control body movements and move from one point to another with coordination (e.g. walks, runs, spins, stretches, turns, climbs playground equipment, hops, jumps)</li> <li>● use large muscle movements to manipulate objects (e.g. bats, throws, kicks)</li> </ul> <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to use gross motor skills with purpose and coordination.</p>
<p>Uses fine motor skills with purpose and control</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> <li>● use fingers and hands to accomplish fine motor tasks (string small beads, complete interlocking puzzle, playdough)</li> <li>● use tools in a functional manner - use scissors to cut shapes, squeeze glue bottle, hold writing tools with age-appropriate grasp (three or four finger grasp)</li> </ul> <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above.</p> <p>(1) I <u>need support</u> to use fine motor skills with purpose and coordination.</p>

Science Rubrics - **Pre-Kindergarten** Expectations

Represents observations of science (physical world, living things, and earth and space) in a variety of ways

(3) I can consistently:

- participate in science activities (explores and investigates, experiments, scientific tools, etc.)
- participate in conversations about science (cause and effect, makes observations and predictions)
- represent observations through pretend play, music and movement, and/or art and construction

(2) I can do two of the criteria above or inconsistently do all the criteria listed above.

(1) I need support to represent observations of science in a variety of ways.