

Preschool Report Card and Rubrics 2021-2022

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Preschool Report Card 2021-2022			
Scoring Scale:			
3 = Meets expectations			
2 = Approaching expectations			
1 = Beginning to learn expectations			
Blank box = Not assessed			
IE = Insufficient evidence			
	Term 1	Term 2	Term 3
Social and Emotional Development			
Develops self-control <ul style="list-style-type: none"> • follow simple rules with support • accept transitions and follow daily routines with support • express my feelings through appropriate gestures, actions, and language with support 			
Builds relationships of mutual trust and respect with others <ul style="list-style-type: none"> • gain adult attention appropriately with support • use courteous words and actions with support (e.g. shares, says “please” and “thank you” with reminders) • respect the rights of others (e.g. takes turns with support, keeps hands to self with support) 			
Approaches to learning <ul style="list-style-type: none"> • sustain attention to a task or activity for 5-10 minutes • attempt a difficult task with support • use coping skills (e.g. if told no or lose a game use pre-taught strategies) 			

Plays at the appropriate level <ul style="list-style-type: none"> parallel level (child plays with toys adjacent to another child) associative level (child shares toys and space during play with another child) 			
Language and Literacy			
Uses language to communicate <ul style="list-style-type: none"> communicate my needs and am understood by others although age-appropriate articulation errors may be present 			
Listens for different purposes <ul style="list-style-type: none"> follow routine two-step directions listen responsively to books and stories respond to questions 			
Applies early reading skills <ul style="list-style-type: none"> show interest in reading and books exhibit book-handling skills pretend to read books and/or “read” repetitive patterns or phrases 			
Identifies letters <ul style="list-style-type: none"> recognize first name in print identify (point to) at least 5 letters 			
Uses writing as a means of expression/communication <ul style="list-style-type: none"> scribble letter-like marks and write with pictures describe my drawings with support 			
Mathematics			
Uses number to show quantity <ul style="list-style-type: none"> rote count to 10 count with one-to-one correspondence to five 			
Makes comparisons <ul style="list-style-type: none"> use language to compare groups of objects (e.g. more/same) compare objects using measurable features (big/little, long/short, heavy/light) 			
Investigates positions and locations <ul style="list-style-type: none"> receptively use actions to indicate position and location (over, under, in front of, behind, beside/next to) 			

<p>Explores shapes in the environment</p> <ul style="list-style-type: none"> • duplicate two-dimensional shapes using a variety of materials with support • identify and name some shapes (circle, square, triangle) 			
Physical Development and Health			
<p>Uses gross motor skills with purpose and coordination</p> <ul style="list-style-type: none"> • control body movements and move from one point to another with some coordination (e.g. walks, runs, spins, stretches, turns, climbs playground equipment) • use large muscle movements to manipulate objects (e.g. bats, throws, kicks) 			
<p>Uses fine motor skills with purpose and control</p> <ul style="list-style-type: none"> • use fingers and hands to accomplish fine motor tasks (string large beads, complete inset puzzle, playdough) • use tools in a functional manner - use scissors to cut across a paper, squeeze glue bottle, hold writing tools with age appropriate grasp (not fist) 			
Science			
<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"> • 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 			

Social and Emotional Development Rubrics - **Preschool** Expectations

<p>Develops self-control</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> ● follow simple rules with support ● accept transitions and follow daily routines with support ● express my feelings through appropriate gestures, actions, and language with support <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) Even with support, I'm <u>not yet able</u> to develop 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"> ● gain adult attention appropriately with support ● use courteous words and actions with support (e.g. shares, says “please” and “thank you” with reminders) ● respect the rights of others (e.g. takes turns with support, keeps hands to self with support) <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) Even with support, I'm <u>not yet able</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"> ● sustain attention to a task or activity for 5-10 minutes ● attempt a difficult task with support ● use coping skills (e.g. if told no or lose a game use pre-taught strategies) <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 approaches 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"> ● parallel level (child plays with toys adjacent to another child) ● associative level (child shares toys and space during play with another child) <p>(2) I can play at the <u>parallel level</u>.</p> <p>(1) I <u>need support</u> to play at the appropriate levels.</p>

Language and Literacy Rubrics - **Preschool** Expectations

<p>Uses language to communicate</p>	<p>(3) I can <u>consistently</u> communicate my needs and am understood by others although age-appropriate articulation errors may be present. (2) I can <u>sometimes</u> communicate my needs and am understood by others although age-appropriate articulation errors may be present. (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"> ● follow routine two-step directions ● listen responsively to books and stories ● respond to questions <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above. (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"> ● show interest in reading and books ● exhibit book-handling skills ● pretend to read books and/or “read” repetitive patterns or phrases <p>(2) I can do <u>two</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above. (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"> ● recognize first name in print ● identify (point to) at least 5 letters <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above. (1) I <u>need support</u> to identify 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"> ● scribble letter-like marks and write with pictures ● describe my drawings with support <p>(2) I can do <u>one</u> of the criteria above <u>or inconsistently</u> do all the criteria listed above. (1) Even with support, I’m <u>not yet able</u> to use writing as a means of expression/communication.</p>

Mathematics Rubrics - **Preschool** Expectations

<p>Uses number to show quantity</p>	<p>(3) I can <u>consistently</u>:</p> <ul style="list-style-type: none"> ● rote count to 10 ● count with one-to-one correspondence to five <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"> ● use language to compare groups of objects (e.g. more/same) ● compare objects using measurable features (big/little, long/short, heavy/light) <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 make comparisons.</p>
<p>Investigates positions and locations</p>	<p>(3) I can <u>consistently</u> receptively use actions to indicate position and location (over, under, in front of, behind, beside/next to).</p> <p>(2) I can <u>sometimes</u> receptively use actions 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"> ● duplicate two-dimensional shapes using a variety of materials with support ● identify and name some shapes (circle, square, triangle) <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) Even with support, I'm <u>not yet able</u> to explore shapes in the environment.</p>

Physical Development and Health Rubrics - **Preschool** 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"> ● control body movements and move from one point to another with some coordination (e.g. walks, runs, spins, stretches, turns, climbs playground equipment) ● use large muscle movements to manipulate objects (e.g. bats, throws, kicks) <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"> ● use fingers and hands to accomplish fine motor tasks (string large beads, complete inset puzzle, playdough) ● use tools in a functional manner - use scissors to cut across a paper, squeeze glue bottle, hold writing tools with age appropriate grasp (not fist) <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 - **Preschool** 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.