

Student:

NWABSD

This rubric is to be used with the 4 year old Kindergarten Report Card

Teacher:

Developmental Milestones			
Gross Motor Development			
	Demonstrates basic locomotor skills (skips/gallops/runs/hops)	Climbs up/down play equipment	Exhibits hand-eye coordination (catch, throw, bounce)
E	Moves with direction and refined coordination (all four)	Climbs and plays easily on large play equipment (stairs, ladders, monkey bars)	Throws and catches with increasing direction and control
S	Moves with direction and increasing coordination (three of the four)	Climbs up and down ladder, and around obstacles on play equipment	Throws and catches objects with some accuracy and control
I	Moves with direction and beginning coordination (two of the four)	Climbs a short ladder on low play equipment	Throws and catches objects a short distance with little control
N / U	Jumps and hops with hand held	Walks up stairs with hand held	Hurls ball/beanbag with no control
	Demonstrates balance while moving (on line or balance beam)	Fine Motor Development	Builds with manipulatives
E	Walks forward easily and backward with effort, along wide beam		Creates a three-dimensional structure and describes structure in detail
S	Walks along wide beam		Creates a two-dimensional structure and describes structure with teacher guidance
I	Attempts to walk on line, stepping off occasionally		Lays blocks side by side or single tower
N / U	Walks forward straddling line		Observes others building
	Cuts with scissors	Uses tools for writing and drawing	Writes letters
E	Is able to cut on a curved line	Copies and draws simple shapes and letters including name	Writes recognizable letters, especially those in own name with no errors
S	Is able to cut on a straight line	Copies several basic strokes/figures; draws some objects that can be recognized	Writes recognizable letters, especially those in own name with some errors
I	Is able to make snips using scissors with one hand	Holds writing tool with thumb and two fingers; copies simple strokes	Uses scribble writing and letter-like forms
N / U	Uses scissors with both hands	Holds writing tool in palmar grasp and scribbles	Experiments with writing tools

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Language/Communication Development			
	Retells a story	Listens/memorizes: songs and finger plays	Listens with interest to stories
E	Tells the beginning, middle and end of the story with more detail independently	Can listen and repeat all songs and finger plays	Totally absorbed in story time
S	Tells the beginning and the end of the story with some detail in a guided activity	Can listen and repeat parts of songs and finger plays	Listens with prompting during story time
I	Can tell one element of the story	Joins in occasionally	Shows little interest in story time
N / U	Uses one word sentences	Does not participate	Remains with group during story time
	Verbal expression	Demonstrates knowledge of text structure	Demonstrates knowledge of the name/alphabet
E	Uses longer sentences (5-6 words) to communicate	Knows each spoken word can be written down and read	Recognizes and names many letters, including, but not limited to, all the letters in their name
S	Uses simple sentences (3-4 words) to communicate	Shows general knowledge of how print works (identified left to right, top to bottom)	Recognizes and names many letters, including some in their name
I	Uses two-word phrases to communicate	Recognizes that print carries a message	Recognizes and identifies their name in print
N / U	Uses non-verbal gestures or single words to communicate	Holds book correctly	Points out print in the environment
	Demonstrates knowledge of rhyming words	Orally describes pictures	
E	Recognizes and verbalizes rhymes when given a series of words	Describes picture using two statements independently	
S	Recognizes rhymes when given two words	Describes picture using a statement with teacher guidance	
I	Verbalize rhymes but not always correct	Describes picture using two-word phrases	
N / U	Plays with words, sounds and rhymes	Uses non-verbal gestures or single words to communicate	

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Teacher:

Social/Emotional Development			
	Listens to and follows directions	Interacts in a positive manner with peers	Demonstrates on task behavior
E	Follows directions with two steps	Successfully enters a group independently	Continues to work on task even when challenged
S	Follows simple directions independently	Plays cooperatively with another child for a sustained time in a positive manner with occasional reminders	Completes simple tasks with assistance
I	Follows simple directions with verbal reminders	Occasionally interacts and plays with peers	Remains engaged in a task for short periods of time with assistance
N / U	Follows simple directions with physical assistance	Engages in parallel play	Requires frequent reminders/assistance to remain on task
	Follows classroom rules		
E	Understands the consequences of not following classroom rules		
S	Follows classroom rules without reminders		
I	Follows classroom rules with reminders		
N / U	Follows classroom rules with assistance		

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Cognitive Development			
	Compares and measures	Classifies objects	Demonstrates understanding of patterns
E	Describes objects by using comparative words related to number, size, shape, color independently	Groups /sorts objects by one property and then by another independently	Creates complex patterns by copying
S	Describes objects by using some comparative words related to number, size, shape, color with teacher guidance	Groups/sorts objects by one property or attribute with teacher assistance	Notices and creates simple patterns using objects
I	Notices similarities of objects	Notices similarities of objects	Notices simple patterns
N / U	Notices something new or different	Groups similar kinds of toys together	Notices something new or different
	Uses one-to-one correspondence	Uses numbers	Demonstrates knowledge of positional words
E	Uses one-to-one correspondence as a way to compare two sets	Counts correctly up to 10 when touching one object for each number	Understands and uses positional words correctly
S	Matches pairs of objects in one-to-one correspondence without teacher guidance	Counts correctly up to 5 when touching one object for each number	Shows comprehension of basic positional words and concepts
I	Matches pairs of objects in one-to-one correspondence with teacher guidance	Imitates counting behavior using number names (not always accurately)	Follows simple positional directions
N / U	Places an object in each designated space	Understands the concept of more	Explores and plays with objects