



# KCSD96 Early Childhood Progress Report Rubric

Play	3	4	5
Chooses a variety of activities	3 or more	4 or more	5 or more
Engages in sustained play	3-5 min.	5-7 min.	7-10 min.
Plays next to a peer	5-7 min.	Cooperative Play Expected	Cooperative Play Expected
Plays with a peer cooperatively	Not expected	10-12 minutes	1-2 peers for at least 15 min.
Plays appropriately with toys and peers	Uses toys and materials for their intended purpose	Uses toys and materials for their intended purpose	Uses toys and materials for their intended purpose
Engages in pretend play	Not expected	Surrounding a theme or story line	Surrounding a theme or story line adding detail regarding time and space
Initiate interaction with peers when playing	With adult prompting, will engage in parallel play	With adult prompting, will initiate interaction with peers.	Will independently initiate an interaction with peers.
Join in interaction with 2-3 peers when playing	Needs support and modeling to join in interaction with 1 child.	With verbal support, joins in interaction with 1-2 children	Joins in interaction with 2-3 children
Use appropriate language and social rules while playing.	Without spoken language engages in solitary play/ parallel play.	With reminders and modeling, uses appropriate language and social rules while play cooperatively.	Uses appropriate language and social rules while playing cooperatively with reminders.

Classroom Routine	3	4	5
Follows classroom routine	With adaptations, structure, assistance	Follows routine and manages transitions or adapts to schedule with 1-2 additional prompts	Follows routine independently
Demonstrates appropriate self-care (hand washing, snack)	With adult assistance	Independence expected	Independence expected
Accepts changes in classroom routine	With adaptations, structure, assistance	With 1-2 additional prompts	Independence expected
Follows classroom rules	With adaptations, structure, assistance	With 1-2 additional prompts	Independence expected
Assists with clean up	3 or less verbal prompts (may included hand over hand assistance)	2 or less prompts	Independently

Takes care of personal belongings (coat, backpack)	Beings to manage with adult facilitation	Completes arrival dismissal routine including unpacking/packing backpack	Completes arrival dismissal routine including independence with fasteners
Manage classroom/school transitions	With physical support, transitions within the classroom/school environment.	With adult support (verbal or gestural), transitions within the classroom/school environment,	Transitions within the classroom/school environment independently.
Follow verbal directions	Follows 1-step verbal direction.	Follows 2-step related verbal directions.	Follows 2-step unrelated verbal directions.
Begin tasks independently	With physical assistance, begin simple tasks.	With a maximum of 2 reminders, begin simple tasks.	Begin simple multi-step tasks independently.
Remains engaged in task until completion.	With physical assistance, remains engaged in simple tasks until completion.	With a maximum of 2 reminders, remains engaged in simple tasks until completion.	Remains engaged in multi-step tasks independently until completion.

<b>Social Emotional</b>	<b>3</b>	<b>4</b>	<b>5</b>
Waits his/her turn	Takes turns with adult prompts	2-3 turns with a peer with minimal supervision	4-5 turns with a peer independently and follow rules of a simple game
Shares and takes turns with peers	Shares upon request, Takes turns with adult prompts	Understands the need to share, 2-3 turns with a peer with minimal supervision	Usually complies independently with sharing, 4-5 turns with a peer independently and follow rules of a simple game
Participates in group activities	5 minutes small	10-12 minutes small	15 minutes
Will identify emotions in others	With support, will identify 0-1 emotions in others.	With support, will identify 2-3 emotions in others.	With support, will identify 4-5 emotions in others.
Will identify emotions in self	With verbal support and modeling, student will identify 1 emotion to regulate self.	With verbal support, student will identify 1-2 emotions to regulate self.	With verbal support, student will identify 3-4 emotions to regulate self.
Expresses frustration in appropriate ways	Awareness and talk about	Identify and discuss appropriate reactions with adult support	Implement a coping strategy with adult support

<b>Communication</b>	<b>3</b>	<b>4</b>	<b>5</b>
Expresses needs and wants	Uses words to relate observations, concepts, ideas	Beginning to ask many questions	Asks questions to understand the information

Shares experiences	Conveys ideas, simple stories/events	Tells a simple story with correct sequence	Tells a simple story with a problem, action, and solution
Actively participates in conversations	1-2 turn exchanges	3-4 exchanges	3-4 exchanges

<b>Motor Development</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates personal space	Not yet able to demonstrate awareness of personal space.	With support, demonstrates awareness of personal space.	Demonstrates awareness of personal space.
Copies shapes	Correctly traces and/or copies some shapes (1 of 4)	Correctly copies most shapes (2-3 out of 4)	Correctly copies all shapes.
Copies simple representational drawings	With physical assistance, traces and/or copies simple representational drawings.	With modeling, copies simple representational drawings.	Copies simple representational drawings.
Writes first name capitalizing initial letter only.	Not yet able to demonstrate writing of name.	With support, traces name or writes some letters with a model.	Writes first name capitalizing initial letter only without model
Copies numerals 1-10	Not yet able to demonstrate writing of numbers.	Correctly traces and/or copies some numerals (5 of 10 numbers)	Correctly copies all numerals

<b>Early Literacy Skills</b>	<b>3</b>	<b>4</b>	<b>5</b>
Recognizes own name	Correctly identifies first name in print from a field of 3 words beginning with different letters.	Correctly identifies first name in print from a field of 3 words beginning with same letter.	Correctly identifies first and last name in print from a field of 3 words with the last name beginning with same letter
Recognize uppercase letters	Not yet able to demonstrate recognition of uppercase letters.	Correctly recognizes uppercase letters in their first name	Correctly recognizes 10 uppercase letters.
Names uppercase letters	Not yet able to demonstrate names of uppercase letters.	Correctly names uppercase letters in their first name	Correctly names 10 uppercase letters.
Recognize lowercase letters	Not yet able to demonstrate recognition of lowercase letters.	Correctly recognizes lowercase letters in their first name	Correctly recognizes 10 lowercase letters.
Names lowercase letters	Not yet able to demonstrate naming of lowercase letters.	Correctly names lowercase letters in their first name	Correctly names 10 lowercase letters.
Identify rhyming words	Not yet able to demonstrate identification of rhyming words	Not yet able to demonstrate identification of rhyming words	With visual support, correctly matches 5 rhyming pairs.
Match beginning sound	Not yet able to match beginning sounds.	Not yet able to match beginning sounds.	With visual support, correctly matches 5 beginning sounds.

Draws pictures and dictates details	With adult assistance, draws/scribbles a picture and dictates details.	With adult assistance, draws/scribbles a pictures and dictates details with more than one additional verbal prompt.	Draws/scribbles a picture and dictates details without additional prompting.
Shows interest in stories	Choose picture books	Follow along with a book being read and tell context of story but confuse facts	Read some sight words and attempt to read by looking at pictures
Answers who questions	With teacher assistance, correctly answers who questions related to a preferred/personal topic.	Correctly answers who questions related to a preferred/personal topic.	Correctly answers who questions related to abstract topics.
Answers what questions	With teacher assistance, correctly answers what questions related to a preferred/personal topic.	Correctly answers what questions related to a preferred/personal topic.	Correctly answers what questions related to abstract topics.
Answers when questions	Not yet able to answer when questions.	With teacher assistance, correctly answers when questions related to a preferred/personal topic.	With teacher assistance, correctly answers when questions related to abstract topics.
Answers where questions	Not yet able to answer where questions.	With teacher assistance, correctly answers what questions related to a preferred/personal topic.	With teacher assistance, correctly answers where questions related to abstract topics.

<b>Early Math and Science Skills</b>	<b>3</b>	<b>4</b>	<b>5</b>
Sorts by shape, color, and/or size	With support or model, correctly sort items by 1 characteristic.	With a verbal direction, correctly sort items by 1 characteristic.	With a verbal direction, correctly sorts items by 2 characteristics.
Rote Counts to (add #)	3	5	10
Counts objects to (add #)	3	5	10
Recognize numerals 1-10	Not yet able to demonstrate recognition of numerals.	Correctly identifies some numbers (any 5 of 10)	Correctly identifies all numbers
Names numerals 1-10	Not yet able to name numerals 1-10.	Correctly names some numbers (any 5 of 10)	Correctly names all numbers.
Demonstrates meaning of positional words	Correctly demonstrates meaning of 4 positional words.	Correctly demonstrates meaning of 8 positional words.	Correctly demonstrates meaning of 11 positional words
<b>Colors: red, orange, yellow green, blue, purple, black, white, pink, brown</b>			
Points to (add #) colors	3 out of 10	6 out of 10	10 out of 10
Names (add #) colors	3 out of 10	6 out of 10	10 out of 10

**Shapes: square, circle, triangle, oval, diamond, rectangle, star, heart**

Points to (add #) shapes	2 out of 8	4 out of 8	8 out of 8
Names (add #) shapes	2 out of 8	4 out of 8	8 out of 8



