



**Informal Assessment Rubric**  
***Classrooms Serving Four-Year Old Children***

<b>Assessment Key</b>	<b>Code 1= Needs Development</b>	<b>Code 2= Making Progress</b>	<b>Code 3= Developing As Expected</b>	<b>Code 4= Advanced Development</b>	<b>NT= Not Yet Taught</b>
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<b>English Language Arts</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
<b>Identify some characters, settings, and/or major events in a story.</b>	Explores books; May point to and/or label illustrations.	With prompting and support, begins to identify key details, settings and characters from a text.	Identifies characters, settings, and/or major events in a story.	With prompting and support, consistently uses key details from a text to ask and answer questions and to retell stories and information.
<b>Identify the front cover, back cover, and title page of a book.</b>	Does not identify the front cover, back cover and title of a book.	Sometimes identifies the front cover, back cover and title of a book.	Consistently identifies front cover, back cover and title of a book.	Identifies, names, and describes parts of a book.
<b>Understand that print moves from left to right, top to bottom, and page by page.</b>	Does not understand that print moves from left to right, top to bottom, and page by page.	Sometimes demonstrates understanding that print moves from left to right, top to bottom, and page by page (finger tracking).	Consistently demonstrates understanding that print moves from left to right, top to bottom, and page by page (finger tracking).	Correctly follows print on page; finger tracking and counting words in a sentence.
<b>English Language Arts</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>

<b>Recognize and name some upper- and lower-case letters of the alphabet, especially those in their own name.</b>	Identifies some letters in his/her first name.	Identifies letters in his/her first name and some additional upper and lower case letters.	Identifies all letters in his/her first name, between 16 and 21 upper case letters and 9 to 17 lower case letters.	Identifies all upper and lower case letters.
<b>Differentiate letters from numbers.</b>	Does not differentiate letters from numbers.	Sometimes able to differentiate letters from numbers.	Consistently able to differentiate letters from numbers.	Differentiates letters from numbers and demonstrates the correct use for both.
<b>Explore and recognize rhyming words.</b>	Cannot recognize rhyming words.	Differentiates between words that rhyme vs words that do not rhyme.	Consistently identifies rhyming words and beginning to produce rhyming pairs.	Identifies and produces rhyming words. Helps peers identify and make rhyming pairs.
<b>Demonstrate an understanding of syllables in words (units of sounds) by clapping, stomping, and finger tapping.</b>	Does not demonstrate an understanding of units of sound in words (syllables).	Sometimes demonstrates an understanding of units of sound in words (syllables).	Consistently demonstrates an understanding of units of sound in words (syllables).	Correctly counts, blends, and segments units of sound in words. (syllables).
<b>Isolate and pronounce the initial sounds.</b>	Cannot name initial (beginning) sound in words.	Identifies some initial (beginning) sounds in words.	Consistently identifies beginning sounds in words.	Identifies, isolates, deletes, and substitutes beginning sounds in words.
<b>Demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</b>	Does not demonstrate an understanding that letters represent sounds.	Understands that letters represent sounds and identifies some letter/sound correspondences.	Identifies 4 to 8 letter sounds.	Identifies 9 or more letter sounds.
<b>English Language Arts</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>



<b>Recognize own name in print.</b>	Does not recognize own name in print.	Sometimes recognizes own name in print.	Consistently recognizes own name in print.	Recognizes first and last name in print.
<b>Engage in extended conversations (e.g., turn-taking, listening attentively, being aware of others' feelings).</b>	Engages in conversations with support.	With support uses some conventions of conversation and exhibits some listening behaviors.	Uses conventions of conversation and exhibits listening behaviors; continues a conversation through multiple exchanges.	Follows and participates in conversations by sharing own ideas and adding onto others' ideas.
<b>Write first name, capitalizing the first letter.</b>	Scribbles with no correct letter formation.	Name consists of some correctly written letters, random letters, backwards letters, and symbols.	Correctly writes first name, capitalizing first letter.	Writes first and last name correctly.
<b>Explore unknown and multiple-meaning words.</b>	May pay attention to new words, but does not yet use them in own speech.	With support, asks and answers questions about word meanings.	With support, explores word relationships; uses words and phrases learned in play, lessons, activities and conversations	Uses many new words and phrases meaningfully in various classroom contexts without teacher prompting.

<b>Math</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
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<b>Recite numbers 1 to 30 in the correct order.</b>	Recites numbers out of order (some omissions).	Recites numbers 1-15 in correct order.	Recites numbers 1-30 in correct order.	Recites numbers beyond 30 in correct order.
<b>Recognize, name, and attempt writing numerals 0 – 20.</b>	Beginning to recognize and name some numerals.	Recognizes and names numerals to 10.	Recognizes and names numerals to 20; attempts writing some numerals.	Recognizes and names numerals to 20 and beyond; writes numerals to 20 and beyond.
<b>Count objects up to 10, using one-to-one correspondence.</b>	Verbally chants a series of numbers but does not connect objects to numbers (may be aware that there is a sequence of numbers, but doesn't yet know the sequence).	May count a small set of five or six objects but not beyond, loses track of count.	Accurately counts a set of objects to 10.	Accurately counts a set of objects to 10 and beyond.
<b>Duplicate and extend simple patterns.</b>	Does not duplicate or extend simple patterns.	Duplicates patterns.	Duplicates and extends patterns.	Duplicates, extends, and produces patterns.
<b>Sort, categorize, or classify objects (e.g., color, size, length, height, weight, area, temperature).</b>	Does not sort, categorize, or classify objects.	Sometimes can sort, categorize, or classify objects.	Consistently sorts, categorizes or classifies objects.	Sorts, categorizes, and classifies objects and describes methods.
<b>Name 2D shapes (squares, circles, triangles, rectangles, and hexagons).</b>	Can not name any 2-dimensional shapes.	Can name one or two 2-dimensional shapes.	Consistently names 2-dimensional shapes (squares, circles, triangles, rectangles, and hexagons).	Names and describes 2-dimensional shapes naming several attributes
<b>Name 3D shapes (cubes, cones, cylinders, and spheres).</b>	Can not name any 3-dimensional shapes.	Can name one or two 3-dimensional shapes.	Consistently names 3-dimensional shapes (cubes, cones, cylinders, and spheres).	Names and describes 3-dimensional shapes naming several attributes

<b>Science</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
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<b>Name and identify the five senses and the corresponding body parts for each.</b>	Engages in the world around them using the 5 senses.	Engages in the world around them using their 5 senses and can sometimes recall 5 senses and the corresponding body parts for each.	Names and identifies the five senses and the corresponding body parts for each with no prompting and support.	Engages in the world around them using their 5 senses and provides many specific details about what they see, taste, smell, hear and feel along with the corresponding body parts for each.
<b>Describe daily weather changes and seasonal patterns using related vocabulary (e.g., fall, summer, spring, winter, hot, cold, warm, sunny, cloudy).</b>	Observes as others ask questions, gather information and describe daily weather.	Makes observations, ask and answers questions about daily weather using some related vocabulary (i.e. "It is raining.").	Describes how weather changes over the seasons using related vocabulary.	Describes the impact weather and seasonal changes can have using related vocabulary.

<b>Social Studies</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
<b>State parents'/guardians' names and identify some community members (e.g., parents, teachers, principals/directors, community helpers).</b>	Cannot state parents/guardians names nor identify members of the community.	Can state parents or guardians first name only.	Can state parents or guardians first and last name.	Can state names of many family members.
<b>Describe a simple series of familiar events.</b>	Cannot state a series of familiar events.	Can tell a series of events but they may be out of order.	Can tell a series of 3 daily events in sequence (get dressed, eat breakfast, brush teeth).	States a series of multiple events that happen throughout the day or week.

<b>Physical Development</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
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<b>Demonstrate coordination of fine muscles to perform simple motor tasks (e.g., tear, cut, fold and crease paper).</b>	Cannot perform simple motor tasks (e.g., hold pencil, hold scissors, tear, cut, fold and crease paper).	Makes attempts to perform fine motor skills such as holding scissors and pencil correctly, but needs assistance.	Holds scissors and pencil correctly. Can cut along a line with accuracy. Can draw identifiable lines and shapes.	Demonstrates advanced fine motor coordination (Ex. Cuts out complex shapes while guiding the paper with other hand).
<b>Identify and demonstrate the use of body parts connected with gross motor movement (e.g., knee, foot, arm).</b>	Cannot identify parts of the body connected to gross motor movement or the movement associated.	With prompting and support can name some of the parts of the body and is consistent with the movement associated with them.	Can independently and correctly identify and show the use of the corresponding body part.	Demonstrates and describes in detail the movements associated with body parts and/or help peers identify and use corresponding body parts.
<b>Participate in self-care (e.g., dressing, brushing teeth, washing hands, feeding self, restroom needs).</b>	Consistently needs encouragement and assistance performing self-care tasks.	Occasionally needs encouragement and/or assistance performing self-care tasks (e.g., dressing, brushing teeth, washing hands, feeding self, restroom needs).	Engages in self-care activities independently (e.g., dressing, brushing teeth, washing hands, feeding self, restroom needs).	Supports peers in self care.

<b>Arts</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
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<b>Organize and develop artistic ideas and work (Dance, Media, Music, Theater, and/or Visual).</b>	Explores artistic work with support (example, copies and follows lead from adults and peers).	Sometimes participates in developing artistic ideas and work with support (Dance, Media, Music, and/or Visual) .	Organizes and creates artistic ideas and work (Dance, Media, Music, and/or Visual).	Is expressive in producing artwork. Supports and leads peers in creating artwork (Dance, Media, Music, and/or Visual) .
<b>Share and talk about personal artwork.</b>	Does not share or talk about planning and development of personal artwork.	Uses a few words to plan and tell about artwork	Shares and talks about the planning and development of artwork.	Is expressive in sharing artwork (adding details such as how and why). Supports peers as they share by adding suggestions to solve problems concerning their artwork (thinking and feedback).

<b>Social and Emotional</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
<b>Resolve conflict with others.</b>	Initiates interactions and resolves conflicts with adult support.	Expands interactions and resolves conflicts with occasional adult support.	Maintains interactions and resolves conflicts independently.	Supports peers in resolving conflicts and forming friendships.
<b>Refer to self by first and last name.</b>	Responds when name/nickname is heard but does not state name.	Refers to self by nickname but cannot state their real name.	Refers to self by first and last name.	Can state first, middle and last name.
<b>Express frustration and anger without harming self, others, or property.</b>	Consistently needs adult support to use strategies when dealing with frustrations.	Occasionally needs adult support to use strategies when dealing with frustrations.	Successfully chooses and uses coping strategies when attempting challenging tasks or dealing with frustration and anger.	Supports peers in choosing/using strategies and/or describes reasons for choosing a particular strategy when dealing with frustration and anger.
<b>Social and Emotional</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>



<b>Follow one-step and/or two-step directions.</b>	Cannot follow directions.	Sometimes follows directions.	Successfully follows one and/or two-step directions.	Follows multiple step directions without reminders. Assist peers with following multiple step directions.
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<b>Approaches to Learning</b>	<b>Needs Development</b>	<b>Making Progress</b>	<b>Developing As Expected</b>	<b>Advanced Development</b>
<b>Cooperate with peers during play by taking turns, sharing materials, and inviting others to play.</b>	Plays independently and shows no interest in playing with others.	Parallel play & beginning to interact with others. May share with encouragement.	Plays and interacts with others and will share and take turns.	Will go out of their way to include others and offers to share.
<b>Follow through to complete a task or activity.</b>	Begins multiple tasks without completing any.	Sometimes completes a task or activity.	Consistently stays focused until task or activity is completed.	Stays focused until multiple tasks are completed. Assists and helps peers complete tasks.