

ESSENTIAL INDICATOR

1.1

Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.

Domain: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Climbs stairs independently and runs and walks easily from place to place.	RUBRIC #3 Making Progress for 3s Climbs familiar stairs and tries new stairs/ladders, progressing to alternating feet, and runs, walks, and jumps easily.	RUBRIC #4 Accomplished for 3s First Steps for 4s Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps and marches easily.	RUBRIC #5 Making Progress for 4s Climbs on age-appropriate playground equipment with little adult assistance and walks, runs, jumps, marches and hops easily.	RUBRIC #6 Accomplished for 4s First Steps for K Independently and confidently climbs on age-appropriate playground equipment and walks, runs, jumps, marches, hops and gallops easily.	RUBRIC #7 Exceeds for 4s Independently and confidently climbs on age-appropriate playground equipment and skips with adult assistance and modeling.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.				9/14/15				
2. Araceli O.				9/22/15				
3. Colton D.				9/15/15				
4. Cody P.			9/14/15					
5. Danielle S.		9/15/15						
6. George S.			9/14/15					
7. Hector R.			9/22/15					
8. Jorge M.		9/14/15						
9. Kyle D.		9/15/15						
10. Mariah C.				9/14/15				
11. Nalia C.			9/18/15					
12. Patricia R.				9/18/15				
13. Randy C.		9/22/15						
14. Santiago Z.				9/15/15				
15. Tomas S.				9/14/15				
16. Zachary P.				9/15/15				
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NOTES:

ESSENTIAL INDICATOR

1.2

Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games, e.g., "Duck, Duck, Goose").

Domain: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Maneuvers around objects and people without bumping into them most of the time; kick and throws a ball.	RUBRIC #3 Making Progress for 3s Walks along a line or beam structure with some success and attempts to catch a large ball.	RUBRIC #4 Accomplished for 3s First Steps for 4s Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	RUBRIC #5 Making Progress for 4s Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls.	RUBRIC #6 Accomplished for 4s First Steps for K Shows balance in many situations including play outdoors, ball-handling and in simple group games.	RUBRIC #7 Exceeds for 4s Shows balance in many situations including play outdoors, ball handling and in simple group games; throws or kicks objects with increased accuracy.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			9/16/15					
2. Araceli O.			9/16/15					
3. Colton D.				9/23/15				
4. Cody P.				9/22/15				
5. Danielle S.		9/16/15						
6. George S.				9/16/15				
7. Hector R.				9/15/15				
8. Jorge M.		9/25/15						
9. Kyle D.		9/15/15						
10. Mariah C.			9/23/15					
11. Nalia C.		9/15/15						
12. Patricia R.			9/16/15					
13. Randy C.				9/16/15				
14. Santiago Z.				9/22/15				
15. Tomas S.				9/25/15				
16. Zachary P.				9/16/15				
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NOTES:

Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects.

Domain: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING

Emerging

3-Year-Old Rubrics

4-Year-Old Rubrics

Kindergarten 5-Year-Olds ▶

	RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Works simple “insert” puzzles (e.g., completes simple puzzles, uses shape sorter box) with guidance and support from adults.	RUBRIC #3 Making Progress for 3s Works simple “insert” puzzles (e.g., completes simple puzzles, uses shape sorter box).	RUBRIC #4 Accomplished for 3s First Steps for 4s Uses larger beads or puzzle pieces but does not work with smaller pegs or items.	RUBRIC #5 Making Progress for 4s Uses smaller beads, pegs or manipulatives with guidance and support from adults.	RUBRIC #6 Accomplished for 4s First Steps for K Uses a variety of manipulatives with small pieces most of the time.	RUBRIC #7 Exceeds for 4s Uses smaller manipulatives to create or complete designs, structures, art or puzzles with guidance and support from adults.	RUBRIC #8 Refer to Early Learning Guidelines
Child’s name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.	9/01/15							
2. Araceli O.	9/01/15							
3. Colton D.		8/31/15						
4. Danielle S.		9/04/15						
5. George S.		9/02/15						
6. Hector R.	9/03/15							
7. Jorge M.	8/31/15							
8. Kyle D.	8/27/15							
9. Mariah C.		9/01/15						
10. Nalia C.		8/31/15						
11. Patricia R.		9/01/15						
12. Randy C.		8/31/15						
13. Santiago Z.	8/27/15							
14. Tomas S.	8/31/15							
15. Zachary P.		9/01/15						
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NOTES:

Coordinates eye-hand movements when dressing and undressing.

Domain: PHYSICAL DEVELOPMENT, HEALTH, AND WELL-BEING

Emerging / **3-Year-Old Rubrics** / **4-Year-Old Rubrics** / **Kindergarten 5-Year-Olds ▶**

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Attempts to unzip, unbutton, untie or unsnap clothing with guidance and support from adults.	RUBRIC #3 Making Progress for 3s Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.	RUBRIC #4 Accomplished for 3s First Steps for 4s Attempts to zip, button, or snap clothing with guidance and support from adults.	RUBRIC #5 Making Progress for 4s Independently snaps, buttons, or zips clothing most of the time.	RUBRIC #6 Accomplished for 4s First Steps for K Consistently succeeds in zipping, buttoning or snapping clothing.	RUBRIC #7 Exceeds for 4s Attempts to tie shoes with guidance and support from adults.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.	9/03/15							
2. Araceli O.	9/04/15							
3. Colton D.	9/02/15							
4. Danielle S.			8/27/15					
5. George S.			8/27/15					
6. Hector R.	9/03/15							
7. Jorge M.	9/03/15							
8. Kyle D.	9/04/15							
9. Mariah C.	9/03/15							
10. Nalia C.	9/02/15							
11. Patricia R.	9/04/15							
12. Randy C.	9/03/15							
13. Santiago Z.	8/27/15							
14. Tomas S.	9/04/15							
15. Zachary P.	9/03/15							
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NOTES:

DOMAIN: LITERACY

Emerging / **3-Year-Old Rubrics** / **4-Year-Old Rubrics** / **Kindergarten 5-Year-Olds ▶**

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Responds appropriately to simple commands (i.e., “stop,” “sit down”).	RUBRIC #3 Making Progress for 3s Follows through with one clear, simple direction with adult help (i.e., “put this in the trash,” “get your coat”).	RUBRIC #4 Accomplished for 3s First Steps for 4s Follows through with one clear, simple direction (i.e., “put this in the trash,” “get your coat”).	RUBRIC #5 Making Progress for 4s Follows through with two clear, simple directions that involve a sequence of actions.	RUBRIC #6 Accomplished for 4s First Steps for K Follows through with more than two directions that involve a sequence of actions.	RUBRIC #7 Exceeds for 4s Follows through with more than two directions that become increasingly complex and may be accomplished over longer periods of time and responds to one part of a conversation appropriately	RUBRIC #8 Refer to Early Learning Guidelines
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Child’s name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.				8/31/15				
2. Araceli O.				9/02/15				
3. Colton D.			9/08/15					
4. Cody P.			8/31/15					
5. Danielle S.				8/31/15				
6. George S.				9/01/15				
7. Hector R.		9/02/15						
8. Jorge M.			9/08/15					
9. Kyle D.	8/31/15							
10. Mariah C.			9/09/15					
11. Nalia C.			9/03/15					
12. Patricia R.			9/01/15					
13. Randy C.				9/08/15				
14. Santiago Z.		9/03/15						
15. Tomas S.	9/09/15							
16. Zachary P.				9/02/15				
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NOTES:

DOMAIN: LITERACY

Emerging / **3-Year-Old Rubrics** / **4-Year-Old Rubrics** / **Kindergarten 5-Year-Olds ▶**

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Participates in stories, songs, or finger plays with rhyming words.	RUBRIC #3 Making Progress for 3s Repeats rhyming words in songs, poems, or stories.	RUBRIC #4 Accomplished for 3s First Steps for 4s Recites simple and familiar chants or rhymes.	RUBRIC #5 Making Progress for 4s Makes up own chants or rhymes.	RUBRIC #6 Accomplished for 4s First Steps for K Is starting to recognize rhyming sounds.	RUBRIC #7 Exceeds for 4s When presented with three different pairs of words, identifies those that rhyme with some adult assistance.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.		8/31/15						
2. Araceli O.		8/31/15						
3. Colton D.		9/01/15						
4. Cody P.		9/02/15						
5. Danielle S.	9/02/15							
6. George S.	9/01/15							
7. Hector R.		8/31/15						
8. Jorge M.	8/31/15							
9. Kyle D.	9/01/15							
10. Mariah C.		9/03/15						
11. Nalia C.	9/01/15							
12. Patricia R.		8/31/15						
13. Randy C.		8/31/15						
14. Santiago Z.	9/02/15							
15. Tomas S.	9/02/15							
16. Zachary P.		9/01/15						
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NOTES:

ESSENTIAL INDICATOR

5.3
b

Knows and applies letter-sound correspondence and beginning sound-recognition skills.

DOMAIN: LITERACY

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Participates in stories, songs, or finger plays with word patterns.	RUBRIC #3 Making Progress for 3s Can repeat word patterns in songs, poems, or stories.	RUBRIC #4 Accomplished for 3s First Steps for 4s Repeats alliterative language.	RUBRIC #5 Making Progress for 4s Knows the beginning sound of his or her name.	RUBRIC #6 Accomplished for 4s First Steps for K Is starting to make letter- sound associations.	RUBRIC #7 Exceeds for 4s With adult assistance, makes simple letter-sound associations with beginning consonants.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.	9/03/15							
2. Araceli O.	9/03/15							
3. Colton D.	9/04/15							
4. Cody P.	9/03/15							
5. Danielle S.	9/04/15							
6. George S.	9/03/15							
7. Hector R.	9/03/15							
8. Jorge M.	9/04/15							
9. Kyle D.	9/03/15							
10. Mariah C.	9/04/15							
11. Nalia C.	9/04/15							
12. Patricia R.	9/03/15							
13. Randy C.	9/04/15							
14. Santiago Z.	9/03/15							
15. Tomas S.	9/03/15							
16. Zachary P.	9/03/15							
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NOTES:

Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text

DOMAIN: LITERACY

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Shows interest in listening to an adult read a book (not necessarily listening to the whole book) and/or looks at books.	RUBRIC #3 Making Progress for 3s Asks to listen to or look at the same story again and again.	RUBRIC #4 Accomplished for 3s First Steps for 4s Listens to an adult read a book or chooses to look at books alone or with others less frequently than every day.	RUBRIC #5 Making Progress for 4s Listens to an adult read a book or chooses to look at books alone or with others almost every day, making comments about illustrations.	RUBRIC #6 Accomplished for 4s First Steps for K Listens to an adult read a book or chooses to look at books alone or with others almost every day and/ or looks at books using the illustrations to tell the story and/or following along with familiar text (may not be accurate).	RUBRIC #7 Exceeds for 4s Selects a book to read or listen to, based on favorite author or topic of interest; gives reasons for liking or disliking a book.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			9/14/15					
2. Araceli O.			9/14/15					
3. Colton D.		9/16/15						
4. Cody P.		9/24/15						
5. Danielle S.		9/14/15						
6. George S.		9/17/15						
7. Hector R.	9/15/15							
8. Jorge M.	9/14/15							
9. Kyle D.		9/18/15						
10. Mariah C.		9/14/15						
11. Nalia C.	9/24/15							
12. Patricia R.			9/24/15					
13. Randy C.			9/25/15					
14. Santiago Z.		9/13/15						
15. Tomas S.		9/16/15						
16. Zachary P.	9/15/15							
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NOTES:

DOMAIN: LITERACY

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Identifies print in the environment (i.e., asking "What's that say?").	RUBRIC #3 Making Progress for 3s Identifies own name as a whole	RUBRIC #4 Accomplished for 3s First Steps for 4s Recognizes that letters of the alphabet can be individually named.	RUBRIC #5 Making Progress for 4s Recognizes some of the letters in his or her own name.	RUBRIC #6 Accomplished for 4s First Steps for K Recognizes letters in his or her own name and in those of classmates, as well as in environmental print.	RUBRIC #7 Exceeds for 4s Recognizes and names most upper and lower case letters.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.		9/16/15						
2. Araceli O.		9/14/15						
3. Colton D.		9/14/15						
4. Cody P.	9/14/15							
5. Danielle S.		9/17/15						
6. George S.		9/17/15						
7. Hector R.			9/18/15					
8. Jorge M.		9/17/15						
9. Kyle D.		9/16/15						
10. Mariah C.		9/18/15						
11. Nalia C.		9/14/15						
12. Patricia R.		9/15/15						
13. Randy C.		9/14/15						
14. Santiago Z.		9/16/15						
15. Tomas S.			9/15/15; 10/15/15					
16. Zachary P.	9/18/15							
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NOTES:

DOMAIN: NUMERACY

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Imitates counting of objects by counting aloud with no relationship to the objects at hand.	RUBRIC #3 Making Progress for 3s Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block).	RUBRIC #4 Accomplished for 3s First Steps for 4s Begins to assign a number when pointing to each item while counting.	RUBRIC #5 Making Progress for 4s Correctly assigns a number to each item while counting five or fewer items using one-to-one correspondence.	RUBRIC #6 Accomplished for 4s First Steps for K Correctly assigns a number to each item while counting six to nine items using one-to-one correspondence	RUBRIC #7 Exceeds for 4s Correctly assigns a number to each item while counting 10 objects using one-to-one correspondence.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			9/16/15					
2. Araceli O.			9/14/15					
3. Colton D.		9/14/15						
4. Cody P.		9/15/15						
5. Danielle S.		9/18/15						
6. George S.			9/16/15					
7. Hector R.			9/25/15					
8. Jorge M.			9/16/15					
9. Kyle D.		9/16/15						
10. Mariah C.		9/16/15						
11. Nalia C.		9/17/15						
12. Patricia R.			9/14/15					
13. Randy C.			9/14/15					
14. Santiago Z.		9/17/15						
15. Tomas S.		9/17/15						
16. Zachary P.			9/16/15					
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NOTES:

DOMAIN: NUMERACY

Emerging / **3-Year-Old Rubrics** / **4-Year-Old Rubrics** / **Kindergarten 5-Year-Olds ▶**

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).	RUBRIC #3 Making Progress for 3s Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.	RUBRIC #4 Accomplished for 3s First Steps for 4s Distinguishes familiar shapes from one another.	RUBRIC #5 Making Progress for 4s Identifies some familiar shapes by name in various circumstances	RUBRIC #6 Accomplished for 4s First Steps for K Describes and compares characteristics of shapes and creates them with a variety of materials.	RUBRIC #7 Exceeds for 4s Compares and sorts objects of familiar geometric shapes by common attributes and states reasons for grouping (e.g., shape, size, number of corners).	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			9/16/15					
2. Araceli O.			9/17/15					
3. Colton D.		9/17/15; 10/15/15						
4. Cody P.	9/17/15							
5. Danielle S.	9/18/15							
6. George S.		9/16/15						
7. Hector R.			9/16/15					
8. Jorge M.	9/16/15							
9. Kyle D.			9/18/15					
10. Mariah C.		9/14/15; 10/15/15						
11. Nalia C.		9/14/15	10/15/15					
12. Patricia R.			9/15/15					
13. Randy C.			9/16/15					
14. Santiago Z.		9/14/15						
15. Tomas S.		9/16/15						
16. Zachary P.		9/17/15						
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NOTES:

Sorts, classifies, and groups materials by one or more characteristics.

DOMAIN: NUMERACY

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Identifies two objects or pictures that are the same.	RUBRIC #3 Making Progress for 3s Identifies two objects or pictures that are the same and eliminates ones that are different from this group.	RUBRIC #4 Accomplished for 3s First Steps for 4s Sorts or matches objects that are identical.	RUBRIC #5 Making Progress for 4s Sorts items into small number of groups based on similar attributes.	RUBRIC #6 Accomplished for 4s First Steps for K Given a collection of items, determines a classification scheme that creates a group for every item and tells about the groups.	RUBRIC #7 Exceeds for 4s Recognizes and creates simple alternating patterns (e.g., blue block/red block/blue block/red block).	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			10/15/15					
2. Araceli O.			9/28/15					
3. Colton D.		9/29/15						
4. Cody P.		9/30/15						
5. Danielle S.		9/30/15						
6. George S.	10/01/15							
7. Hector R.		10/02/15						
8. Jorge M.			9/29/15					
9. Kyle D.		10/02/15						
10. Mariah C.		10/01/15						
11. Nalia C.		10/01/15						
12. Patricia R.			9/28/15					
13. Randy C.			9/29/15					
14. Santiago Z.	10/01/15							
15. Tomas S.		9/29/15						
16. Zachary P.			9/28/15					
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NOTES:

Makes predictions and forms hypotheses.

DOMAIN: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Asks "why?" and other simple questions for adult explanations about things observed.	RUBRIC #3 Making Progress for 3s Asks "why?" and other simple questions for adult explanations about things observed and explored through additional senses.	RUBRIC #4 Accomplished for 3s First Steps for 4s In a science or nature experience, guesses at what will happen next with no relation to the experience.	RUBRIC #5 Making Progress for 4s In a science or nature experience, makes a prediction or guess that is related to the experience.	RUBRIC #6 Accomplished for 4s First Steps for K In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	RUBRIC #7 Exceeds for 4s Develops plans with teacher assistance for testing prediction or hypothesis and tries out ideas.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			10/02/15					
2. Araceli O.		9/30/15						
3. Colton D.		10/01/15						
4. Cody P.		9/29/15						
5. Danielle S.		9/28/15						
6. George S.		9/29/15						
7. Hector R.		9/29/15						
8. Jorge M.			10/01/15					
9. Kyle D.		9/28/15						
10. Mariah C.		10/02/15						
11. Nalia C.		10/01/15						
12. Patricia R.			9/29/15					
13. Randy C.			9/29/15					
14. Santiago Z.		10/01/15						
15. Tomas S.		10/02/15						
16. Zachary P.		9/30/15						
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NOTES:

DOMAIN: SELF, FAMILY, AND COMMUNITY

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Responds to directions from adults to put items away or to be careful with group possessions some of the time.	RUBRIC #3 Making Progress for 3s Responds to directions from adults to put items away or be careful with group possessions most of the time.	RUBRIC #4 Accomplished for 3s First Steps for 4s Places personal items in own cubby (backpack, jacket, shoes, etc.) and participates in cleanup time with adult help.	RUBRIC #5 Making Progress for 4s Places personal items in own cubby without assistance (but may need reminding) and participates in cleanup time with some independence and some adult help.	RUBRIC #6 Accomplished for 4s First Steps for K Places personal items in own cubby without assistance and participates in cleanup time independently (without adult help) almost every day.	RUBRIC #7 Exceeds for 4s Routinely demonstrates responsibility for care of classroom environment.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.				9/30/15				
2. Araceli O.				9/30/15				
3. Colton D.		9/29/15						
4. Cody P.		10/07/15						
5. Danielle S.	9/28/15							
6. George S.		10/02/15						
7. Hector R.	9/28/15							
8. Jorge M.				9/28/15				
9. Kyle D.	10/02/15							
10. Mariah C.			9/29/15					
11. Nalia C.	9/29/15							
12. Patricia R.			10/01/15					
13. Randy C.			9/29/15					
14. Santiago Z.		9/28/15						
15. Tomas S.	10/07/15							
16. Zachary P.			9/29/15					
17.								
18.								
19.								
20.								

NOTES:

23.2 Shows interest in exploring the environment, learning new things, and trying new experiences.

DOMAIN: APPROACHES TO LEARNING

Emerging / 3-Year-Old Rubrics / 4-Year-Old Rubrics / Kindergarten 5-Year-Olds ▶

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Explores new objects while playing.	RUBRIC #3 Making Progress for 3s Explores new objects while playing and identifies favorite familiar activities.	RUBRIC #4 Accomplished for 3s First Steps for 4s Shows interest in exploring the environment, often choosing favorite familiar activities, trying new experiences. only with adult encouragement.	RUBRIC #5 Making Progress for 4s Shows interest in exploring the environment, choosing favorite familiar activities, and trying one or two new experiences independent of adult encouragement.	RUBRIC #6 Accomplished for 4s First Steps for K Shows interest in exploring the environment, often trying new experiences independent of adult encouragement.	RUBRIC #7 Exceeds for 4s Initiates an ongoing interest in finding out more about own environment and trying new experiences.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.			10/02/15					
2. Araceli O.			9/28/15					
3. Colton D.		10/01/15						
4. Cody P.			9/30/15					
5. Danielle S.		10/09/15						
6. George S.		9/29/15						
7. Hector R.			10/08/15					
8. Jorge M.		9/30/15						
9. Kyle D.		9/30/15						
10. Mariah C.		10/02/15						
11. Nalia C.		10/09/15						
12. Patricia R.			10/01/15					
13. Randy C.			9/30/15					
14. Santiago Z.			10/01/15					
15. Tomas S.		10/01/15						
16. Zachary P.			9/30/15					
17.								
18.								
19.								
20.								

NOTES:

24.2 Develops increasing independence during activities, routines, and play.

DOMAIN: APPROACHES TO LEARNING

Emerging / **3-Year-Old Rubrics** / **4-Year-Old Rubrics** / **Kindergarten 5-Year-Olds ▶**

RUBRIC #1 Refer to Early Learning Guidelines	RUBRIC #2 First Steps for 3s Starts activity only after an adult makes suggestions.	RUBRIC #3 Making Progress for 3s Starts activity after an adult makes suggestions, some of the time.	RUBRIC #4 Accomplished for 3s First Steps for 4s Needs extensive adult help during activities, routines, and play. Only with adult encouragement.	RUBRIC #5 Making Progress for 4s Needs less adult help during activities, routines, and play.	RUBRIC #6 Accomplished for 4s First Steps for K Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	RUBRIC #7 Exceeds for 4s Demonstrates independence during activities, routines, classroom transitions, and play most of the time.	RUBRIC #8 Refer to Early Learning Guidelines
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Child's name:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:	Date Observed:
1. Amelia B.				10/2/15				
2. Araceli O.				10/2/15				
3. Colton D.			10/6/15					
4. Cody P.	10/6/15							
5. Danielle S.		10/2/15						
6. George S.		10/08/15						
7. Hector R.			10/2/15					
8. Jorge M.	10/8/15							
9. Kyle D.		10/9/15						
10. Mariah C.		10/6/15						
11. Nalia C.		10/6/15						
12. Patricia R.			9/30/15					
13. Randy C.			9/30/15					
14. Santiago Z.		10/8/15						
15. Tomas S.		9/30/15						
16. Zachary P.			10/2/15					
17.								
18.								
19.								
20.								

NOTES: