

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.**

**Indicator 1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name: IVY

Teacher's Name: Ms. Dorthy

Assessment Period **FALL** WINTER (if applicable) SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 1.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Climbs stairs independently (not necessarily alternating feet) and runs and walks easily from place to place.	Climbs stairs and tries new stairs/ladders, progressing to alternating feet, independently and runs and walks easily from place to place.	Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches	Climbs on age-appropriate playground equipment with minimal adult assistance and walks, runs, jumps, marches, and hops.	Climbs on age-appropriate playground equipment independently and walks, runs, jumps, marches, hops, and gallops.	Demonstrates gross motor control by transitioning smoothly between movements (e.g., running into a jump) and attempting to skip independently.	Demonstrates gross motor coordination and strength in a variety of activities and movements, including skipping using mature form.	Consistently demonstrates gross motor coordination and strength in the age-appropriate range of activities and movements in play and complex games.

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.**

**Indicator 1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., “Duck, duck, goose.”)**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child’s Name:

Teacher’s Name:

Assessment Period      FALL      WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 1.2**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Maneuvers around objects and people without bumping into them most of the time; kicks and throws a ball.	Walks along a line or beam structure with some success and attempts to catch a large ball.	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	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.	Demonstrates balance in many situations including play outdoors, ball-handling and in simple group games.	Demonstrates balance in many situations including play outdoors, ball-handling and in simple group games; throws or kicks objects with increased accuracy.	Demonstrates balance in many situations, moving, changing speed, direction, and pathway of quickly and safely most of the time (sometimes in response to throwing, catching, and kicking balls).	Moves in different directions and makes the necessary adjustments and kicks or bats at a ball with increasing coordination.

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 2: The child independently uses fine motor skills.**

**Rubric 2.1a: Develops manual coordination to use writing and crafting tools.**

**Rubric 2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 2.1a**

	3-Year-Old Rubric			4-Year-Old Rubric	Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand but uses whole-arm movements to make marks.	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with whole hand to make marks. Opens and closes scissors with one hand.	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support.	Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with a 3 point grip but too close to either end. Uses scissors to snip materials.	Uses writing and crafting tools with a 3 point grip*. Uses scissors to cut a line.	Demonstrates fine motor control in using writing and crafting tools independently with a 3 point grip* (e.g., cuts simple geometric shapes).	Demonstrates fine motor coordination in using a variety of writing and crafting tools independently so that work products have detail.	Consistently Demonstrates fine motor coordination and skill in using a variety of writing and crafting tools to create intricately detailed work products.

**Domain 1: Physical Development, Health, and Well Being**

**Outcome 2: The child independently uses fine motor skills.**

**Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.**

**Rubric 2.1a: Develops manual coordination to use writing and crafting tools.**

**Rubric 2.1b: Demonstrates self-help fine motor skills such as buttoning and zipping.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 2.1b**

	3-Year-Old Rubric			4-Year-Old Rubric	Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Attempts to unzip, unbutton, untie, or unsnap clothing with guidance and support from adults.	Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.	Attempts to zip, button, or snap clothing with guidance and support from adults.	Requires some assistance in self-help situations that require fine motor skills (e.g., buttoning, zipping, snapping, and velcroing).	Requires minimal support in self-help situations that require fine motor skills.	Independently buttons and zips, snaps, and velcros clothing, but may struggle with shoelace	Independently ties shoes and manages all aspects of dressing.	Shows independence in all self-help situations that require fine motor skills.

**Domain 2: Literacy**

**Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary**

**Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 5.2**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Follows simple, one step, oral directions (e.g., Teacher- "Put this toy in the basket please").	Follows oral directions of two or more <b>related</b> steps with adult modeling (e.g., washes and dries hands after seeing demonstration).	Follows oral directions of two or more <b>related</b> steps with verbal adult support (e.g., Teacher – "Remember to put the caps on the markers then put them in the basket").	Follows oral directions that involve two or more <b>related</b> steps independently, without prompting between steps (e.g., after you finish your drawing, please hang it on the wall").	Follows oral directions that involve two steps in a series of <b>unrelated</b> sequences of action with adult modeling (e.g., "After you clean up the blocks, walk to line up by the door").	Follows oral directions that involve two or more steps in a series of <b>unrelated</b> sequences with verbal adult support between steps (e.g., "After you finish your reading, please choose a learning center and begin activity.").	Follows multi-step oral directions in a series of <b>unrelated</b> sequences of action independently, without prompting between steps.	Retains multi-step oral directions for activities, discussions, or projects over an extended period of time and follows through with them independently (e.g., follows the steps of the writing process over the period of a multi-day assignment without the need for prompting between each step).

**Domain 2: Literacy**

**Outcome 6: The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).**

**Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL              WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 6.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Speaks or signs in familiar phrases with limited word choice related to an action or request (i.e., "Help me" "Me run" "more")	Combines three words into a simple sentence to share or initiate an idea or thought that may or may not be meaningful to the situation (i.e., "My cat barks." "The boy cries.")	Uses four word sentences to share or initiate an idea or thought meaningful to the situation or about themselves.  The sentence may omit some words or use some words incorrectly (i.e., "I played more gooder." "I like red bikes.").	Uses five-to six-word sentences* to communicate needs and wants or express ideas (i.e., "We walked to my school." "I want some chocolate milk, please.").	Uses two or three connected sentences* with at least one sentence having seven or more words, to communicate familiar information or ideas.	Converses effectively by listening and speaking through five or more exchanges. Expresses ideas clearly and completely, using longer, complex sentences, articulating the idea, experience, or event.	Converses effectively by listening and speaking through five or more exchanges and replies with relevant information to questions (who, what, where, when, why, how).	Converses effectively by listening and speaking through five or more <b>on-topic</b> exchanges.  Produces and expands complete sentences that stay on-topic communicating the ideas, experiences and/or events with a logical order and elaborated details.

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.2: Demonstrates comprehension of a story “read aloud” by asking relevant questions and providing key details in literary texts.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child’s Name:

Teacher’s Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 7.2**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Relates story content with their own experiences (i.e., “Look, a dog”).	Connects their own experiences and the illustrations to gain meaning of the story. Their comments may or may not follow along the story line.	<p>Listens to stories and responds to questions by pointing to pictures.</p> <p>Ask and answer simple questions about details they just heard.</p>	<p>With prompting and support, asks and answers basic factual questions (e.g., characters, setting, major events) about a story (e.g., What is happening on this page?).</p> <p>Makes comments that relate to the story, but may sometimes get off topic.</p>	<p>With prompting and support, asks and answers factual questions about a story (e.g., What is the main character’s name? What happened first, next, last?) Begin to ask and answer inferential questions (e.g., What might happen next?).</p> <p>Makes comments that are relevant to the story and stays on topic.</p>	<p>With prompting and support, asks and answers factual and inferential questions about a story (e.g., How is the main character feeling and what happened to make him feel that way?). Makes comments that demonstrate a sense of story (e.g., identifies beginning, middle, and end; naming characters; discussing key details of plot).</p>	<p>With prompting and support, describes the story with many key details about the character’s personalities, theme / events and supporting ideas about a story. (e.g., Based on what you know about the main character, what do you think he is going to do next?</p> <p>What in the story makes you think that?). Provides comments that demonstrate critical thinking related to the story.</p>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>- Describes the connection between the characters, events, ideas, or pieces of information within the story.</li> <li>- Engages in a group discussion related to a deeper understanding of the story (e.g., theme or lesson learned from the story; compare and contrast characters in familiar stories)</li> </ul> <p>Provides comments that demonstrate critical thinking related to the story.</p>

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.3: Demonstrates the knowledge to make sense of print.**

**Rubric 7.3a: Shows an understanding of the basic concepts of print.**

**Rubric 7.3b: Understands that print carries meaning.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 7.3a**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Shows interest in environ-mental print (pictures, symbols, logos, signs) (i.e., "That says stop.")	Shows awareness of environmental print (pictures, symbols, signs) Recognizes a book by its cover.  Holds a book and attempts to turns pages one at a time.	Recognizes print in everyday life (i.e., logos, numbers, words, their name and uses it as a cue to finding their possessions).  Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story.	Displays awareness between pictures and print (e.g., checking job chart, "exit" sign, children's work). Holds a book upright and turns pages. Identifies the first page to begin pretend reading using picture clues to tell the story (i.e., first page of text).	Handles a book and identifies various book elements (i.e., front cover, back cover, and title of a book). Distinguishes pictures from letters and words on the pages.  Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print.	Shows understanding of directionality in a text (i.e., follows words in a book from left to right, top to bottom, and page by page).  Points to words with one finger as they read the text. (e.g., Identifies the first word on the first page as the place to begin reading. <i>May skip lines or miss pages when attempting to read independently.</i> )	Identifies book elements with ease (including title, author, illustrator) and follows rules related to directionality proficiently when reading appropriately leveled texts.  Knows each spoken word can be written down and read in a story.	Applies the conventions of reading, including those related to more distinguishing features of print (i.e., recognizes sentences by punctuation in print).



**Indicator 7.3: Demonstrates the knowledge to make sense of print.**  
**Rubric 7.3a: Shows an understanding of the basic concepts of print.**  
**Rubric 7.3b: Understands that print carries meaning.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 7.3b**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Shows interest in an adult reading a story/text (not necessarily listening to the whole book) and/or looks at books.  OR Shows interest in books during story time.	Begins to understand that the text is meaningful and asks an adult to read the same story again and again.	Demonstrates interest in an adult reading a full story/text. Begins to recognize that all types of printed materials (e.g., books, magazines, signs) conveys meaning and connects to real things.	Demonstrates interest and enjoyment listening to an adult reading a full story/text. Chooses familiar / favorite books to look at and pretend read independently.  Uses and interprets illustrations to gain meaning.	Actively attends to stories/texts during a read aloud without being distracted. Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide.  Answers questions about details of a story just heard.	Begins retelling stories and/or key details in a variety of ways (e.g., using pictures to make up the text, acting out part of the story in dramatic play, using a flannel board) The adult may prompt and support the retell with probing questions. <i>(May not be completely accurate).</i>	Reads and/or pretends to read and retells familiar stories using key details in a text with accuracy, using their experiences, language, pictures, illustrations and /or familiar words from the text as guides. The adult may prompt and support the retell with probing questions.	Reads and comprehends an unfamiliar story/text using their experiences, and the illustrations, pictures and may attend to familiar words within the text.  Retells, discusses or reconstructs the context of story. (i.e., generates a picture with a written response that identifies who or what of a story/text).

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness.**

**Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language.**

**Rubric 7.4b: Demonstrates understanding of spoken words, syllables and sounds (phonemes).**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      **FALL**              **WINTER (if applicable)**              **SPRING**

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 7.4a**

		3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
		First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>		With prompting and support, participates in stories, songs, or fingerplays with rhyming words.	With prompting and support, repeats rhyming words in songs, poems, or stories.	Recites simple and familiar chants or rhymes.	Recognizes rhyming sounds in familiar songs or stories.	Identifies words that rhyme when orally presented with matched pairs of words.	Identifies words that rhyme and do not rhyme when presented with a small set of orally matched words.	Consistently distinguishes words that rhyme from those that do not rhyme. Produces a rhyming word when orally presented with a rhyming word pattern.	Recognizes rhyming patterns in texts and is able to make predictions about what orally matched words might come next in shared reading activities involving rhymes. Recognize and orally generate rhyming words independently.

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness.**

**Rubric 7.4a: Recognizes and generates rhyming sounds in spoken language.**

**Rubric 7.4b: Demonstrates understanding of spoken words, syllables and sounds (phonemes).**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 7.4b**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Responds to the rhythm of spoken language, in stories, songs, poems, chants or fingerplays.	Begins to recognize the number of words in sentences.  Hears and shows awareness of syllables (word parts) in simple words.	Identify and separate syllables (word parts) in familiar words.	Count, pronounce, blend and segment syllables in spoken words. Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).	Identifies words that rhyme when orally presented with matched pairs of words.	Identify and separate syllables in words and begin isolating initial sounds in spoken words. Repeats alliterative language (e.g., "cute cats can kiss," "Pepe pecas pica papas con un pico").	Verbally separate and blend onsets and rimes within single-syllable spoken words.  Recognize initial and final sounds in spoken words.	Identify, isolate and pronounce the initial, final and medial sounds (phonemes) in 3-phoneme (not letters) spoken words. (e.g., consonant-vowel-consonant words)

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.**

**Rubric 7.5a: Shows an understanding of alphabetic knowledge.**

**Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      **FALL**              **WINTER (if applicable)**              **SPRING**

DATE:

<b>RUBRIC RATING</b>							
1	<b>2</b>	3	4	5	6	7	8

**ELG Rubric Text 7.5a**

	<b>3-Year-Old Rubric</b>	<b>4-Year-Old Rubric</b>		<b>Kindergarten (5-Year-Old Rubric)</b>		<b>Grade 1 Rubric</b>		
	<b>First Steps for 3s</b>	<b>Making Progress for 3s</b>	<b>Accomplished for 3s (First Steps for 4s)</b>	<b>Making Progress for 4s</b>	<b>Accomplished for 4s (First Steps for K)</b>	<b>Making Progress for K</b>	<b>Accomplished for K (First Steps for Grade 1)</b>	<b>Making Progress for Grade 1</b>
<b>Refer to ELG</b>	Identifies print in the environment (i.e., asking "What's that say?").	Identifies own name as a whole.	Recognizes that letters are a special category of visual graphics that can be individually named.  Differentiate and correctly identify some letters by their shapes.	Names and identifies some letters with personal significance (e.g., letters in own name).  Identify capital letters as they sing the alphabet song.	Names and identifies at least 18 capital letters and 15 lowercase letters.	Names and identifies all capital letters and 20 lowercase letters.	Names and identifies all capital letters and lowercase letters (including variations of a and g; a/a, g/g) and recognizes familiar combinations of letters in order to read common high-frequency words (e.g., 15-35 words).	Recognizes a variety of high-frequency words with regular and irregular sound-symbol correspondence (e.g., reads more than 100 high-frequency words by sight)

**Domain 2: Literacy**

**Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.**

**Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.**

**Rubric 7.5a: Shows an understanding of alphabetic knowledge.**

**Rubric 7.5b: Knows and applies letter-sound correspondence and beginning sound-recognition skills**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL              WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 7.5b**

	3-Year-Old Rubric		4-Year-Old Rubric			Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
<b>Refer to ELG</b>	N/A	Recognizes environmental print without understanding that letters represent speech sounds.	Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound)	Attends to the beginning letters and sounds in familiar words (e.g., recognizes words that start with the same letter/sound as own name).	Develops a simple understanding of the alphabetic principle: that letters represent speech sounds.  Attempts to sound out first letters in environmental print, familiar words and within early stages of writing.	Identifies the correct letters and produces the primary or most frequent sound for many consonants.  Begins to decode, or sound out, simple words (go, cat, pop)	Identifies the correct letters and produces the primary or most frequent sound for all consonants.  Adds or substitutes individual sounds in simple (CVC) words to create new words.  Shows understanding that a sequence of letters represents a sequence of spoken sounds to support reading and writing words.	Applies letter-sound correspondences, during the emergent reading stage, when attempting to read and write words.  Builds and manipulates individual letter-sounds combinations to create new words.	

**Domain 2: Literacy**

**Outcome 8: The child demonstrates that writing is a way of communicating for a variety of purposes**

**Indicator 8.3: Understands how to apply the early stages of drawing and writing to convey meaning.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 8.3**

		3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
		First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>		Pretends to write and experiment with various writing / drawing tools by making marks or scribbles to represent ideas (sharing what they wrote to an adult).	Makes early approximations with horizontal or vertical sets of lines or scribbles intending to represent letters. (sharing what they wrote to an adult)	Understands that his/her marks or scribbles are conveying ideas. May write a series of scribbles separated by spaces representing their understanding of the sound structure of language.	Draws simple pictures to represent their ideas and shares thoughts by writing words with mock letters (letter-like forms) - (sharing what they wrote to an adult)	Creates drawings and writing to represent meaningful ideas on paper with some level of clarity. Print may transition from mock letters to random letter strings. (May rely on dictation with an adult to clarify content.) Forms letters in first name to sign drawings and other written work.	Provides more detail when combining drawing and writing to convey their meanings on paper. Will observe a transition of random letter strings and the early stage of semi-phonetic writing where the child writes letters that have the most recognizable sound(s) in each word.	Creates a product that uses a combination of drawing and writing to represent ideas relevant to a topic / theme on paper in some detail. Will observe complete sentences written down in the manner of semi-phonetic spellings with capitals and punctuation marks.	Independently writes to convey meaning. Produces complete sentences, uses sentence conventions and spells simple words phonetically. Begins to apply grade-level phonics skills (e.g., spells words with consonant digraphs and uses conventions for representing long vowel sounds).

**Domain 3: Mathematics**

**Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.**

**Indicator 9.1: Uses numbers and counting as means for solving problems and determining quantity.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 9.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Imitates counting of objects by counting aloud with no relationship to the objects at hand.	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).	Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects).	Demonstrates one-to-one correspondence (e.g., pairs each object with one and only one number name and each number name with one and only one object) in counting 10 objects in a group when arranged in a line.	Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle. Recognizes that each successive number name refers to a quantity that is one larger.	When given a number from 20, counts out that many objects and begins to solve problems involving joining and combining using small quantities of objects (i.e., totals of up to 5).	Solves problems involving joining, separating, and combining using small quantities of objects (i.e., totals of up to 10).	Relates counting to addition and subtraction by counting on (i.e., by counting on 2 to add 2; e.g., student counts 5 objects, 2 objects are added to the group, and student adds 2 by counting on to 6, 7 rather than starting the count over at 1).

**Domain 3: Mathematics**

**Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.**

**Indicator 9.3: Progresses in understanding of number words and numeral recognition skills.**

**Rubric 9.3a: Rote counts in sequence.**

**Rubric 9.3b: Names and identifies written numerals.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 9.3a**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric	
<b>Refer to ELG</b>	<b>First Steps for 3s</b>	<b>Making Progress for 3s</b>	<b>Accomplished for 3s (First Steps for 4s)</b>	<b>Making Progress for 4s</b>	<b>Accomplished for 4s (First Steps for K)</b>	<b>Making Progress for K</b>	<b>Accomplished for K (First Steps for Grade 1)</b>	<b>Making Progress for Grade 1</b>
	Rote counts number words, not necessarily in sequence.	Rote counts number words in sequence 1-5 with some adult guidance.	Rote counts number words in sequence 1-5.	Rote counts number words in sequence from 1 to 10 when counting by ones.	Rote counts number words in sequence from 1 to 30 when counting by ones.	Rote counts number words in sequence to 100 when counting by tens.	Rote counts number words in sequence from 1 to 100 when counting by ones.	Rote counts number words in sequence to 100 by twos and fives.



**Domain 3: Mathematics**

**Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.**

**Indicator 9.3: Progresses in understanding of number words and numeral recognition skills.**

**Rubric 9.3a: Rote counts in sequence.**

**Rubric 9.3b: Names and identifies written numerals.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      **FALL**              **WINTER (if applicable)**              **SPRING**

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 9.3b**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Begins to participate in counting rhymes, chants and songs.	Begins to understand that a written numeral represents a quantity.	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Recognizes numerals distinctly from letters or other symbols in print, calling them "numbers."	Names and identifies a few written numerals with personal significance (e.g., numeral representing own age).	Names and identifies written numerals from 0 to 10.	Names, identifies, and writes numerals from 0 to 20.	Identifies place value of digits in written numerals and writes numerals from 0 to 100.

**Domain 3: Mathematics**

**Outcome 10: The child demonstrates understanding of geometrical and spatial concepts.**

**Indicator 10.1: Recognizes, names, describes, compares, and creates familiar shapes.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 10.1**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
Refer to ELG	Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).	Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.	Distinguishes familiar shapes from one another.	Identifies 5 familiar two-dimensional shapes (e.g., circle, triangle, square, oval, rectangle) in various sizes, orientations, or circumstances.	Compares and sorts two-dimensional shapes by common attributes and states reasons for grouping (e.g., shape, size). Composes simple shapes using objects or by drawing.	Identifies shapes as two-dimensional ("flat") or three-dimensional ("solid") (cone, cube, cylinder, sphere). Names both types of shapes with some accuracy. Composes both types of shapes using objects or drawing.	Accurately describes attributes of two- and three-dimensional shapes. Composes simple shapes to form larger shapes.	Consistently and accurately describes attributes of two- and three-dimensional shapes. Analyzes similarities and differences of various shapes by composing and decomposing them.	

**Domain 3: Mathematics**

**Outcome 12: The child demonstrates the ability to investigate, organize, and create representations.**

**Indicator 12.1: Sorts, classifies, and groups materials by one or more attributes.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 12.1**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
Refer to ELG	Identifies two objects or pictures that are the same.	Identifies two objects or pictures that are the same and eliminates ones that are different in a group with adult support	Begins to sort and classify objects based on one attribute (e.g., color) with adult support.	Sorts and classifies objects based on one attribute (e.g., color).	Determines a classification scheme for a collection of objects that creates a group for every item and makes one or more comments about the classification scheme.	Sorts and classifies objects into groups by one characteristic and compares the number of objects in the groups using comparison vocabulary (e.g., more/less).	Sorts and classifies a group of objects by more than one characteristic (i.e., is able to re-sort and re-classify a group based on different characteristics). Counts the number of objects in each category and sorts the categories by count.	Sorts and classifies a group of objects by more than one characteristic into multiple categories. Counts the number of objects in each category and sorts the categories by count.	

**Domain 4: Aesthetic Creativity**

**Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).**

**Indicator 13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL              WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING
N/A

**ELG Rubric Text 13.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Participates in simple creative activities for sensory experience and/or exploration.	Participates in more complex creative activities for sensory experience and/or exploration.	Responds to adult or peer prompt to communicate simple or singular ideas and/or feelings through creative activities (e.g., opts to participate in creative activities).	Begins to communicate simple or singular ideas and/or feelings through creative activities (e.g., opts to participate in creative activities).	Regularly communicates singular or simple ideas and/or feelings through creative activities (e.g., chooses dancing style to suit different songs or singers).	Communicates details about personal creations that show understanding of the medium with minimal adult help (e.g., describes color and form of a painting).	Communicates detailed ideas and/or feelings through extended creative activities (e.g., participates in a story play in a way that demonstrates comprehension of the story and character emotions).	Independently seeks opportunities to communicate detailed ideas and/or feelings through creative activities that require a high level of skill (e.g., writes own story or song).

**Domain 5: Scientific Conceptual Understandings**

**Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.**

**Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL              WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 14.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement.	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Demonstrates an interest in the surrounding world, using senses to observe, explore, and gather information, making one or two simple comments (e.g., "gross").	Uses two or more senses (e.g., both sight and smell or both hearing and touch) to explore the world and makes one or more detailed comments describing sensory experiences.	Participates in small hands-on multisensory experiments with adult guidance and uses observation and questioning skills to investigate and draw conclusions.	Participates in a variety of hands-on multisensory experiments with adult guidance. Uses observation and questioning skills in order to draw conclusions. Demonstrates an ability to record and analyze data through drawing and writing.	Participates in a variety of hands-on multisensory experiments that require high-level observational skills (e.g., explores cause and effect relationships). Demonstrates an ability to record and analyze data through writing, charting, and graphing.

**Domain 5: Scientific Conceptual Understandings**

**Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.**

**Indicator 14.3: Makes predictions and forms hypothesis.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Assessment Period      **FALL**              **WINTER (if applicable)**              **SPRING**

DATE: \_\_\_\_\_

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 14.3**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Asks "why?" and other simple questions for adult explanations about things observed.	Asks "why?" and other simple questions for adult explanations about things observed and explored through additional senses.	In a science or nature experience, guesses at what will happen next with no relation to the experience.	In a science or nature experience, makes one or more prediction or guess that is related to the experience.	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	Develops plans with teacher assistance for testing prediction or hypothesis and tries out ideas.	Independently develops plans for testing prediction of hypothesis and tries out ideas.	Develops alternative hypothesis based on testing results when initial prediction/hypothesis is found to be inaccurate.

**Domain 6: Self, Family, and Community**

**Outcome 18: The child develops self control.**

**Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL      WINTER (if applicable)      SPRING

DATE:.

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 18.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
<b>Refer to ELG</b>	Shows awareness of different behavioral expectations in different settings with frequent adult prompting and support.	Shows awareness of different behavioral expectations in different settings with some adult prompting and support.	Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support.	Follows basic routines for pre-K (e.g., transitioning between activities with one-step directions) and complies with basic expectations for behavior (e.g., "Keep your hands to yourself"), but may require frequent adult prompting and support.	Follows basic routines for preschool and K (e.g., transitioning between activities with one- or two-step directions) and complies with basic expectations for behavior (e.g., "Stay in your chair"), but sometimes requires adult prompting.	Follows complicated routines (e.g., activities that include multiple steps) and high-level expectations for behavior ("Treat your peers with respect, and show responsibility for your learning") with minimal prompting.	Internalizes classroom routines and behaves in socially acceptable ways without the need for prompting.	Serves as a model for behavior and contributes to classroom culture in positive ways (e.g., providing support to peers who may be struggling in a learning activity).

**Domain 6: Self, Family, and Community**

**Outcome 19: The child demonstrates personal responsibility.**

**Indicator 19.1: Cares for personal and group possessions.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL      WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 19.1**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
<b>Refer to ELG</b>	Responds to directions from adults to put items away or to be careful with group possessions some of the time.	Responds to directions from adults to put items away or be careful with group possessions most of the time.	With adult assistance, places personal Items (backpack, jacket, shoes, etc.) in designated space and participates in cleanup time	Places personal items in designated space without assistance (may need reminding), and participates in cleanup time with some independence and some adult help.	Places personal items in designated space without assistance, and participates in cleanup time independently (without adult help) almost every day.	Routinely demonstrates responsibility in caring for personal and group possessions with minimal prompting, and may engage peers to assist with care of classroom environment.	Internalizes expectations around caring for personal and group possessions, demonstrating a consistently high level of responsibility by exercising reasonable care and returning found items to their proper places or owners.	Practices citizenship in all areas of the school, demonstrating a consistently high level of responsibility that extends beyond what they are personally responsible for (e.g., picks up garbage on the playground that they did not put there).	



**Domain 6: Self, Family, and Community**

**Outcome 20: The child works cooperatively with other children and adults.**

**Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 20.1**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Plays alone, with adults, or watches other children most of the time.	Observes and imitates adults or other children's activities most of the time.	Plays alongside other children most of the time (may share objects).	Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities.	Develops or extends themes in cooperative work and play activities.	Takes turns being a leader and group member in cooperative play and work.	Participates in cooperative play and work projects as leader or group member (e.g., accepts direction from peer when in "member" role and provides positive direction when in "leader" role).	Demonstrates flexibility and maturity in interactions with other children. Coordinates roles effectively, considering each group member's individual strengths, and shows leadership in activities when appropriate.

**Domain 6: Self, Family, and Community**

**Outcome 20: The child works cooperatively with other children and adults.**

**Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**  
 Child's Name: \_\_\_\_\_  
 Teacher's Name: \_\_\_\_\_  
 Assessment Period    **FALL**            **WINTER (if applicable)**            **SPRING**  
 DATE: \_\_\_\_\_

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 20.2**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
<b>Refer to ELG</b>	Waits for something he or she wants to have or do only with adult help.	Can wait for something he or she wants to have or do without adult help some of the time.	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.	Begins to develop strategies for dealing with conflict, but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution.	Sometimes initiates strategies for dealing with conflict, but may need adult assistance to reach resolution.	Frequently initiates and completes conflict resolution successfully, with minimal adult assistance.	Independently negotiates, compromises, and discusses conflict with success on a regular basis.	Models positive ways to resolve conflict for peers, stepping in to support others when appropriate.	

**Domain 6: Self, Family, and Community**

**Outcome 21: The child develops relationships of mutual trust and respect with others.**

**Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL      WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 21.2**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
<b>Refer to ELG</b>	Begins to trust and interact with familiar adults other than primary caregivers.	Trusts and interacts with familiar adults other than primary caregivers.	Establishes relationships with consistent adults other than primary caregivers.	Accepts guidance and support from classroom personnel, but may not actively seek support when needed (e.g., may abandon an activity when frustrated without asking for help).	Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time.	Accepts guidance and support from classroom and school personnel when appropriate and actively seeks support from adults when needed, but may not identify the appropriate authority figure to help in every situation or articulate a need clearly.	Accepts guidance and support from appropriate classroom and school personnel. Identifies the appropriate authority figure for support most of the time and articulates a need with some level of clarity.	Accepts guidance and support from appropriate classroom and school personnel. Consistently identifies the appropriate authority figure for support and articulates a need clearly, only after attempting to try something independently.	

**Domain 7: Approaches to Learning**

**Outcome 24: The child takes initiative.**

**Indicator 24.2: Develops increasing independence during activities, routines, and play.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL      WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 24.2**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Begins play activity only after adult prompting.	Begins play activity but needs adult guidance and support during transitions and self-help activities most of the time.	Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time.	Requires minimal adult guidance and support during activities, routines, and play, but shows interest in trying things independently.	Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	Demonstrates independence during activities, routines, and play. Attempts to assist peers or asks for peer support during activities, routines, and play before calling on adults for help.	Maintains independence during activities, routines, and play over extended periods of time. Works collaboratively with peers to overcome problems, calling on adults only when necessary.	Sets a goal, follows through, and maintains concentration during learning activities, routines, and play alone or with others.

**Domain 7: Approaches to Learning**

**Outcome 25: The child exhibits imagination and creativity.**

**Indicator 25.3: Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period      FALL              WINTER (if applicable)      SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 25.3**

	3-Year-Old Rubric		4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	Grade 1 Rubric		
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1
Refer to ELG	Interacts with dolls, stuffed animals, or props in pretend play.	Adds dress-up clothes or other items to pretend play.	Uses props in place of actual object (e.g., uses a block as a phone) in role-playing or real life or imaginary experiences.	Incorporates one or two social behaviors observed in adults and expression of one or two feelings in role-playing real-life roles and experiences	Incorporates more than two social behaviors with increasing self-regulation in dramatic play situations with other children.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and begins to sustain the role-play across more than one day.	Communicates feelings and tries out social behaviors with increasing self-regulation in dramatic play situations with other children and makes plans to sustain the role-play across more than one day.

**Domain 7: Approaches to Learning**

**Outcome 27: The child displays persistence and pursues challenges.**

**Indicator 27.1: Focuses and completes a variety of tasks, activities, projects, and experiences.**

**New Mexico Observational Assessment Essential Indicators with Rubrics**

Child's Name:

Teacher's Name:

Assessment Period

FALL

WINTER (if applicable)

SPRING

DATE:

RUBRIC RATING							
1	2	3	4	5	6	7	8

**ELG Rubric Text 27.1**

	3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)		Grade 1 Rubric	
	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	
<b>Refer to ELG</b>	Begins to show interest in self-selected activities.	Shows interest by repeatedly selecting the same/similar activities over and over again.	Stays with a self-selected task for up to five minutes; may give up when problems arise	Maintains focus on a self-selected task for 5 to 10 minutes and attempts to solve problems that arise, but may be easily distracted.	Maintains focus on a self-selected task for 10–15 minutes at a time and attempts to complete new tasks and activities, but may get frustrated or distracted at times and abandon progress.	Maintains focus on a self-selected task for 15–25 minutes at a time to complete tasks and activities, ignoring most distractions or returning to activities, but may call on adults for support.	Maintains focus on a task for 25–40 minutes at a time and persists in completing tasks and activities independently regardless of distractions, only calling on adults for support after attempting more than one strategy.	Maintains focus for more than 40 minutes at a time and persists in completing complicated tasks and activities independently, continuing to persevere regardless of distractions and through multiple attempted strategies.	