

**Report Card Rubric  
Grade 4K**

<b><u>Social-Emotional</u></b>
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Report Card Items		Consistent	Improvement Needed	
<b><u>Regulates own emotions and behaviors</u></b>				
1. Manages Feelings		Controls strong emotions in an appropriate manner most of the time	Is able to look at a situation differently or delay gratification	Comforts self by seeking out special object or person
2. Follows limits and expectations		Manages classroom rules, routines, and transitions with occasional reminders	Accepts redirection from adults	Responds to changes in adult's tone of voice and expression
3. Takes care of own needs appropriately		Takes responsibility for own well-being	Demonstrates confidence in meeting own needs	Seeks to do things for self
<b><u>Establishes and sustains positive relationships</u></b>				
1. Interacts with peers		Initiates, joins, and sustains positive interactions with a small group of two to three children	Uses successful strategies for entering groups	Plays near other children; uses similar materials or actions
<b><u>Participates cooperatively and constructively in group situations</u></b>				
1. Balances needs and rights of self and others		Initiates the sharing of materials in the classroom and outdoors	Takes turns	Responds appropriately to others; expressions of wants

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**Physical**

Report Card Items	Consistent	Improvement Needed
<b><u>Demonstrates fine-motor strength and coordination</u></b>		
1. Uses fingers and hands	Uses small, precise finger and hand movements	Uses fingers and whole-arm movements to manipulate and explore objects
2. Uses writing and drawing tools	Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end	Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks

**Language**

Report Card Items	Consistent	Improvement Needed
<b><u>Listens to and understands increasingly complex language</u></b>		
1. Comprehends Language	Responds appropriately to complex statements, questions, vocabulary, and stories	Responds appropriately to specific vocabulary and simple statements, questions, and stories
2. Follows directions	Follows detailed, instructional, multistep directions	Follows directions of two or more steps that relate to familiar objects and experiences

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<u><b>Cognitive</b></u>
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Report Card Items	Consistent	Improvement Needed
<u><b>Demonstrates positive approaches to learning</b></u>		
1. Attends and engages		Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions
		Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments
2. Solve problems		Solves problems without having to try every possibility
		Observes and limits how other people solve problems; asks for a solution and uses it
		Pays attention to sights and sounds
		Reacts to a problem; seeks to achieve a specific goal

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<u><b>Literacy</b></u>
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Report Card Items	4 Exceeding	3 Meeting	2 Progressing	1 Area of Concern
<b><u>Demonstrates phonological awareness</u></b>				
1. Notices and discriminates rhyme	Generates a group of rhyming words when given a word	Decides whether two words rhyme	Fills in the missing rhyming word; generates rhyming words spontaneously	Joins in rhyming songs and games
2. Notices and discriminates alliteration	Isolates and identifies the beginning sound of a word	Matches beginning sounds of some words	Shows awareness that some words begin the same way	Sings songs and recites rhymes and refrains with repeating initial sounds
<b><u>Demonstrates knowledge of the alphabet</u></b>				
1. Identifies and names letters	Identifies and names all upper- and lowercase letters when presented in a random order	Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order	Recognizes as many as 10 letters, especially those in own name	Recognizes and names a few letters in own name
2. Uses letter-sound knowledge	Produces the correct sounds for all letters	Produces the correct sounds for 10-20 letters	Produces the correct sounds for 1-9 letters	Identifies the sound of a 0 letters
<b><u>Demonstrates knowledge of print and its uses</u></b>				

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1. Uses print Concepts	Matches a written word with a spoken word, but it may not be the actual written word; tracks print from the end of a line of text to the beginning of the next line	Shows awareness of various features of print; letters, words, spaces, upper- and lowercase letters, some punctuation	Indicates where to start reading and the direction to follow	Shows understanding that text is meaningful and can be read
<b><u>Demonstrates emergent writing skills</u></b>				
1. Writes name		Accurate name	Partially accurate name	Mock letters or letter-like forms
2. Writes to convey meaning	Late invented spelling -Begins to include beginning, middle, and ending sounds	Early invented spelling -Uses first letter of word to represent whole word	Letter strings -Writes some letters correctly	Controlled linear scribbles

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<u><b>Mathematics</b></u>
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Report Card Items	4 Exceeding	3 Meeting	2 Progressing	1 Area of Concern
<b><u>Uses number concepts and operations</u></b>				
1. Count	Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20	Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting	Verbally counts to 10; counts up to five objects accurately, using one number name for each object	Verbally counts (not always in the correct order)
2. Connects numerals with their quantities	Connects each to counted objects up to 20	Connects each to counted objects up to 10	Connects each to counted objects up to 5	Recognizes and names a few numerals
3. Identifies numbers	Identifies numerals to 20	Identifies numerals to 10	Identifies numerals to 5	Recognizes and names a few numerals
<b><u>Explores and describes spatial relationships and shapes</u></b>				
1. Understands shapes	Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes	Describe basic two-and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation	Identifies a few basic-shapes (circle, square, triangle)	Matches two identical shapes
<b><u>Demonstrates knowledge of patterns</u></b>				

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1. Patterns	Recognizes, creates, and explains more complex repeating and simple growing patterns	Extends and creates simple repeating patterns	Copies simple repeating patterns	Shows interest in simple patterns in everyday life
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