



RUMSON BOROUGH PUBLIC SCHOOLS
 Deane-Porter Elementary School
 50 Blackpoint Road
 Rumson, New Jersey 07760
 (732) 842-0330

**REPORT CARD RUBRIC
 PRESCHOOL**

www.rumsonschool.org

Pre-K Report Card Rubrics (Year 2)

Fine Motor Skills

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| E | Student can independently and consistently use correct scissor grip, string small beads, and can cut out simple pictures while using their other hand to move the paper. | Students can cut straight and curved lines and acute or obtuse angles. | Student independently and consistently has bilateral hand coordination to cut out complex pictures and make designs. |
| 3 | Student can independently and consistently hold a writing tool using a three point finger grip. | Student can independently and consistently hold a writing tool using a three point finger grip. | With prompting and support, the student uses the correct scissor grip and can cut out simple pictures. |
| 2 | Student can independently tear paper and place shapes in shape sorter. | With direct teacher assistance, the student can hold a writing tool with a three point finger grip. | With prompting and support, the student can hold a writing tool with a three point finger grip. |
| 1 | With substantial prompting and support, the student can tear paper. | With prompting and support, the student can tear paper and place shapes in | With prompting and support, the student can tear paper and place shapes in |

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|--|--|---------------|---------------|
| | | shape sorter. | shape sorter. |
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Gross Motor Skills

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|---|--|--|--|
| E | Student can independently and consistently catch a ball with two hands and kick a moving ball while running and step forward when throwing a ball. | Student can independently throw and catch a ball with accuracy. | Student can independently throw and catch a ball with accuracy. |
| 3 | Student can independently throw a ball and toss a bean bag into a basket. | Student can independently throw a ball and toss a bean bag into a basket. | With prompting and support, the student can catch a ball with two hands using their body to help them. |
| 2 | Student can independently kick a stationary ball and fling a beanbag. | With direct assistance, the student can throw a ball and toss a bean bag into a basket. | With prompting and support, the student can throw a ball and toss a bean bag into a basket. |
| 1 | With prompting and support, student can fling a beanbag and carry a large ball while moving. | With prompting and support, student can fling a beanbag and carry a large ball while moving. | With prompting and support, the student can kick a stationary ball and fling a beanbag. |

Writes Name

| | | | |
|---|--|---|---|
| E | Student can independently write their first name accurately. | Student can independently write their first name accurately. | Student can independently write their first and last name accurately. |
| 3 | Student can independently write some letters. | Student can independently write some letters but not always in the right order. | Student can independently write partially accurate first name. |
| 2 | Student can independently write letter segments. | With prompting and support, the student can write some letters. | Student can independently write some letters. |
| 1 | Student can make marks that appear to be in a random order. | Student can make marks that appear to be in a random order. | Student can make mock letters or letter like forms. |

Counting

| | | | |
|---|---|---|--|
| E | Student can independently and consistently count to 20 accurately and knows what number comes next when counting. | Student can independently and consistently count to 20 accurately and knows what number comes next when counting. | Student can independently and consistently count to 100 accurately and knows what number comes next when counting. |
| 3 | The student can independently count to 10 and can count up to five objects. | With prompting and support, the student can count to 20 and can count up to five objects. | With prompting and support, the student can count to 20 and can count up to ten objects. |
| 2 | Student can count but not in the correct order. | Student can count but not in the correct order. | With prompting and support, the student can count to 10 and count up to five objects. |

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| 1 | With teacher assistance, the student can practice counting. | With teacher assistance, the student can practice counting. | Student can count but not in the correct order. |
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Demonstrates Knowledge of Patterns

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| E | Students can independently extend and create a simple pattern. | Student can recognize, explain and create more complex patterns. | Student can recognize, explain and create more complex patterns. |
| 3 | Student can independently copy a simple pattern. | With prompting and support, the student can extend a simple pattern. | With prompting and support, the student can extend a simple pattern. |
| 2 | Student can independently notice simple patterns. | Student can independently notice simple patterns. | Student can independently copy a simple pattern. |
| 1 | With prompting and support, the student can notice simple patterns in everyday life. | With prompting and support, the student can notice simple patterns in everyday life. | Student can independently notice simple patterns. |

Sorting By Attributes

| | | | |
|---|---|---|---|
| E | Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from | Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from | Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from |
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| | | | |
|---|--|---|---|
| | another object. | another object. | another object. |
| 3 | Student can independently classify based on one attribute. | With prompting and support, the student can classify based on different attributes. | The student can independently classify based on different attributes. |
| 2 | Student can independently sort objects but not in a systematic way. | With prompting and support, the student can classify based on one attribute. | Student can independently classify based on one attribute. |
| 1 | With prompting and support, the student will be able to name an attribute. | With prompting and support, the student will be able to name an attribute. | Student can independently sort objects but not in a systematic way. |

Understanding Shapes

| | | | |
|---|---|---|--|
| E | Student can independently and consistently describe two and three dimensional shapes when shown in a new orientation. | Student can independently and consistently describe two and three dimensional shapes when shown in a new orientation. | Student can independently combine shapes to create a different shape. |
| 3 | Student can independently and consistently name shapes regardless of their orientation. | With prompting and support, the student can describe two dimensional shapes. | With prompting and support, the student can describe two dimensional shapes. |
| 2 | Student can independently identify a few basic shapes. | With prompting and support, the student can name shapes regardless of their orientation. | With prompting and support, the student can name shapes regardless of their orientation. |
| 1 | Student can independently match two identical shapes. | Student can independently match two identical shapes. | With prompting and support, the student can identify a few |

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| | | | basic shapes. |
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Developed Spatial Awareness

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|---|--|--|---|
| E | Student can independently and consistently respond to positional words indicating direction, distance or location correctly. | Student can independently and consistently respond to positional words indicating direction, distance or location correctly. | Student can independently make sketches to locate objects. |
| 3 | Student can independently follow simple directions regarding proximity. | Student can independently follow simple directions regarding proximity. | With prompting and support, the student can respond to positional words indicating direction, distance or location correctly. |
| 2 | Student can independently follow simple directions related to position. | With prompting and support, the student can follow simple directions regarding proximity. | With prompting and support, the student can follow simple directions regarding proximity. |
| 1 | With direct teacher assistance, the student will be able to follow directions related to position. | With direct teacher assistance, the student will be able to follow directions related to position. | Student can independently follow simple directions related to position. |

Quantifies

| | | | |
|---|--|--|--|
| E | Student can independently identify numbers to ten and connect the number to a counted object. | Student can independently identify numbers to twenty and connect the number to a counted object. | Student can independently identify numbers to twenty and connect the number to a counted object. |
| 3 | Student can independently identify numbers to five and connect the number to a counted object. | Student can independently identify numbers to five and connect the number to a counted object. | With prompting and support, the student can identify numbers to ten and connect the number to a counted object. |
| 2 | With prompting and support, the student can recognize and name a few numbers. | The student can independently recognize and name a few letters. | With prompting and support, the student can identify numbers to five and connect the number to a counted object. |
| 1 | With direct teacher assistance, the student can recognize and name a few numbers. | With direct teacher assistance, the student can recognize and name a few numbers. | With prompting and support, the student can recognize and name a few numbers. |

Recognizes Rhyme

| | | | |
|---|--|--|---|
| E | Students can generate two words that rhyme. | Students can generate a group of words that rhyme. | Students can generate a group of words that rhyme. |
| 3 | Student can independently fill in missing rhyming words. | Student can independently generate rhyming words spontaneously. | Student can independently generate rhyming words spontaneously. |
| 2 | Student can independently join in rhyming games and songs. | With prompting and support, the student can fill in missing rhyming words. | Student can independently fill in missing rhyming words. |

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| 1 | With direct teacher assistance, the student can join in rhyming games and songs. | With direct teacher assistance, the student can join in rhyming games and songs. | Student can independently join in rhyming games and songs. |
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Applies Concepts of Print

| | | | |
|---|---|---|---|
| E | Student can independently recognize key features of a book such as author, illustrator, front cover and title page. | Student can independently recognize key features of a book such as author, illustrator, front cover and title page and connect specific books to their authors. | Student can independently use various books for their intended purpose. |
| 3 | Student can independently hold a book correctly and turn the pages from front to back. | Student can independently hold a book correctly and turn the pages from front to back. | With prompting and support, the student can recognize key features of a book such as author, illustrator, front cover and title page. |
| 2 | Student can independently recognize a book they want to read. | With prompting and support, the student can hold a book correctly and turn the pages from front to back. | Student can independently hold a book correctly and turn the pages from front to back. |
| 1 | With prompting and support, the student shows interest in books. | With prompting and support, the student shows interest in books. | Student can independently show interest in books. |

Retells and Recounts Details From Stories

| | | | |
|---|---|---|---|
| E | With prompting and support, the student can retell a story with information in proper sequence. | With prompting and support, the student can retell a story with information in proper sequence. | Student can independently retell a story with information in proper sequence. |
| 3 | Using pictures as prompts, the student can retell a familiar story independently. | Using pictures as prompts, the student can retell a familiar story independently. | Using pictures as prompts, the student can retell a story independently. |
| 2 | With prompting and support, the student can recall some events from a story. | Student can independently recall some events from a story. | Using pictures as prompts, the student can retell a familiar story independently. |
| 1 | With direct teacher assistance and picture cues, the student can recall some events from a story. | With direct teacher assistance and picture cues, the student can recall some events from a story. | With prompting and support, the student can recall some events from a story. |

Identifies Letters

| | | | |
|---|--|---|---|
| E | Student can independently recognize over ten letters in a random order. | Student can independently recognize over ten uppercase and ten lowercase letters in a random order. | Student can independently recognize over ten uppercase and ten lowercase letters in a random order. |
| 3 | With prompting and support, the student can recognize ten letters in a random order. | With prompting and support, the student can recognize ten letters in a random order. | Student can independently recognize ten letters in a random order. |

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| 2 | With prompting and support, the student can recognize a few letters in their own name. | With prompting and support, the student can recognize a few letters in their own name. | Student can independently recognize a few letters in their own name. |
| 1 | With direct teacher assistance, the student can recognize a few letters that are in their own name. | With direct teacher assistance, the student can recognize a few letters that are in their own name. | With prompting and support, the student can recognize a few letters in their own name. |

Identifies Letter Sounds

| | | | |
|---|--|--|--|
| E | | Student can independently produce the correct sound for each letter. | Student can independently produce the correct sound for each letter. |
| 3 | | With prompting and support, the student can produce the correct sound for ten letters. | Student can independently produce the correct sound for ten letters. |
| 2 | | With prompting and support, the student can produce the correct sound for a few letters. | Student can independently produce the correct sound for a few letters. |
| 1 | | With direct teacher assistance, the student can repeat the sound a letter makes. | With direct teacher assistance, the student can repeat the sound a letter makes. |

Writes to Convey a Message

| | | | |
|---|--|--|--|
| E | Student can independently use drawing and letter strings to convey a message. | Student can independently use drawing and invented spelling to convey a message. | Student can independently use drawing and invented spelling to convey a message. |
| 3 | With prompting and support, the student can use drawings and mock letters to convey a message. | With prompting and support, the student can use drawings and mock letters to convey a message. | Student can independently use drawings and mock letters to convey a message |
| 2 | Student can independently use controlled linear scribbles to convey a message | Student can independently use controlled linear scribbles to convey a message | With prompting and support, the student can use drawings and mock letters to convey a message. |
| 1 | With prompting and support, the student can scribble write deliberately to convey a message. | With prompting and support, the student can scribble write deliberately to convey a message. | With prompting and support, the student can scribble write deliberately to convey a message. |

Fine Motor Skills

| | | | |
|---|--|--|--|
| E | Student can independently and consistently use correct scissor grip, string small beads, and can cut out simple pictures while using their other hand to move the paper. | Students can cut straight and curved lines and acute or obtuse angles. | Student independently and consistently has bilateral hand coordination to cut out complex pictures and make designs. |
| 3 | Student can independently and consistently hold a | Student can independently and consistently hold a | With prompting and support, the student uses the correct |

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| | writing tool using a three point finger grip. | writing tool using a three point finger grip. | scissor grip and can cut out simple pictures. |
| 2 | Student can independently tear paper and place shapes in shape sorter. | With direct teacher assistance, the student can hold a writing tool with a three point finger grip. | With prompting and support, the student can hold a writing tool with a three point finger grip. |
| 1 | With substantial prompting and support, the student can tear paper. | With prompting and support, the student can tear paper and place shapes in shape sorter. | With prompting and support, the student can tear paper and place shapes in shape sorter. |

Gross Motor Skills

| | | | |
|---|--|---|--|
| E | Student can independently and consistently catch a ball with two hands and kick a moving ball while running and step forward when throwing a ball. | Student can independently throw and catch a ball with accuracy. | Student can independently throw and catch a ball with accuracy. |
| 3 | Student can independently throw a ball and toss a bean bag into a basket. | Student can independently throw a ball and toss a bean bag into a basket. | With prompting and support, the student can catch a ball with two hands using their body to help them. |
| 2 | Student can independently kick a stationary ball and fling a beanbag. | With direct assistance, the student can throw a ball and toss a bean bag into a basket. | With prompting and support, the student can throw a ball and toss a bean bag into a basket. |

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| 1 | With prompting and support, student can fling a beanbag and carry a large ball while moving. | With prompting and support, student can fling a beanbag and carry a large ball while moving. | With prompting and support, the student can kick a stationary ball and fling a beanbag. |
|---|--|--|---|

Writes Name

| | | | |
|---|--|---|---|
| E | Student can independently write their first name accurately. | Student can independently write their first name accurately. | Student can independently write their first and last name accurately. |
| 3 | Student can independently write some letters. | Student can independently write some letters but not always in the right order. | Student can independently write partially accurate first name. |
| 2 | Student can independently write letter segments. | With prompting and support, the student can write some letters. | Student can independently write some letters. |
| 1 | Student can make marks that appear to be in a random order. | Student can make marks that appear to be in a random order. | Student can make mock letters or letter like forms. |

Counting

| | | | |
|---|---|---|--|
| E | Student can independently and consistently count to 20 accurately and knows what number comes next when | Student can independently and consistently count to 20 accurately and knows what number comes next when | Student can independently and consistently count to 100 accurately and knows what number comes next when |
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| | counting. | counting. | counting. |
| 3 | The student can independently count to 10 and can count up to five objects. | With prompting and support, the student can count to 20 and can count up to five objects. | With prompting and support, the student can count to 20 and can count up to ten objects. |
| 2 | Student can count but not in the correct order. | Student can count but not in the correct order. | With prompting and support, the student can count to 10 and count up to five objects. |
| 1 | With teacher assistance, the student can practice counting. | With teacher assistance, the student can practice counting. | Student can count but not in the correct order. |

Demonstrates Knowledge of Patterns

| | | | |
|---|--|--|--|
| E | Students can independently extend and create a simple pattern. | Student can recognize, explain and create more complex patterns. | Student can recognize, explain and create more complex patterns. |
| 3 | Student can independently copy a simple pattern. | With prompting and support, the student can extend a simple pattern. | With prompting and support, the student can extend a simple pattern. |
| 2 | Student can independently notice simple patterns. | Student can independently notice simple patterns. | Student can independently copy a simple pattern. |
| 1 | With prompting and support, the student can notice simple patterns in everyday life. | With prompting and support, the student can notice simple patterns in everyday life. | Student can independently notice simple patterns. |

Sorting By Attributes

| | | | |
|---|---|---|---|
| E | Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from another object. | Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from another object. | Student can independently and consistently sort and classify a group of objects based on one attribute when the attribute is taken from another object. |
| 3 | Student can independently classify based on one attribute. | With prompting and support, the student can classify based on different attributes. | The student can independently classify based on different attributes. |
| 2 | Student can independently sort objects but not in a systematic way. | With prompting and support, the student can classify based on one attribute. | Student can independently classify based on one attribute. |
| 1 | With prompting and support, the student will be able to name an attribute. | With prompting and support, the student will be able to name an attribute. | Student can independently sort objects but not in a systematic way. |

Understanding Shapes

| | | | |
|---|---|---|---|
| E | Student can independently and consistently describe two and three dimensional shapes when shown in a new orientation. | Student can independently and consistently describe two and three dimensional shapes when shown in a new orientation. | Student can independently combine shapes to create a different shape. |
| 3 | Student can independently and consistently name | With prompting and support, the student can describe two | With prompting and support, the student can describe two |

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| | shapes regardless of their orientation. | dimensional shapes. | dimensional shapes. |
| 2 | Student can independently identify a few basic shapes. | With prompting and support, the student can name shapes regardless of their orientation. | With prompting and support, the student can name shapes regardless of their orientation. |
| 1 | Student can independently match two identical shapes. | Student can independently match two identical shapes. | With prompting and support, the student can identify a few basic shapes. |

Developed Spatial Awareness

| | | | |
|---|--|--|---|
| E | Student can independently and consistently respond to positional words indicating direction, distance or location correctly. | Student can independently and consistently respond to positional words indicating direction, distance or location correctly. | Student can independently make sketches to locate objects. |
| 3 | Student can independently follow simple directions regarding proximity. | Student can independently follow simple directions regarding proximity. | With prompting and support, the student can respond to positional words indicating direction, distance or location correctly. |
| 2 | Student can independently follow simple directions related to position. | With prompting and support, the student can follow simple directions regarding proximity. | With prompting and support, the student can follow simple directions regarding proximity. |
| 1 | With direct teacher assistance, the student will be able to follow directions | With direct teacher assistance, the student will be able to follow directions | Student can independently follow simple directions related to position. |

| | | | |
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| | related to position. | related to position. | |
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Quantifies

| | | | |
|---|--|--|--|
| E | Student can independently identify numbers to ten and connect the number to a counted object. | Student can independently identify numbers to twenty and connect the number to a counted object. | Student can independently identify numbers to twenty and connect the number to a counted object. |
| 3 | Student can independently identify numbers to five and connect the number to a counted object. | Student can independently identify numbers to five and connect the number to a counted object. | With prompting and support, the student can identify numbers to ten and connect the number to a counted object. |
| 2 | With prompting and support, the student can recognize and name a few numbers. | The student can independently recognize and name a few letters. | With prompting and support, the student can identify numbers to five and connect the number to a counted object. |
| 1 | With direct teacher assistance, the student can recognize and name a few numbers. | With direct teacher assistance, the student can recognize and name a few numbers. | With prompting and support, the student can recognize and name a few numbers. |

Recognizes Rhyme

| | | | |
|---|---|--|--|
| E | Students can generate two words that rhyme. | Students can generate a group of words that rhyme. | Students can generate a group of words that rhyme. |
| 3 | Student can | Student can | Student can |

| | | | |
|---|--|--|--|
| | independently fill in missing rhyming words. | independently generate rhyming words spontaneously. | independently generate rhyming words spontaneously. |
| 2 | Student can independently join in rhyming games and songs. | With prompting and support, the student can fill in missing rhyming words. | Student can independently fill in missing rhyming words. |
| 1 | With direct teacher assistance, the student can join in rhyming games and songs. | With direct teacher assistance, the student can join in rhyming games and songs. | Student can independently join in rhyming games and songs. |

Applies Concepts of Print

| | | | |
|---|---|---|---|
| E | Student can independently recognize key features of a book such as author, illustrator, front cover and title page. | Student can independently recognize key features of a book such as author, illustrator, front cover and title page and connect specific books to their authors. | Student can independently use various books for their intended purpose. |
| 3 | Student can independently hold a book correctly and turn the pages from front to back. | Student can independently hold a book correctly and turn the pages from front to back. | With prompting and support, the student can recognize key features of a book such as author, illustrator, front cover and title page. |
| 2 | Student can independently recognize a book they want to read. | With prompting and support, the student can hold a book correctly and turn the pages from front to back. | Student can independently hold a book correctly and turn the pages from front to back. |

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|---|--|--|---|
| | | | |
| 1 | With prompting and support, the student shows interest in books. | With prompting and support, the student shows interest in books. | Student can independently show interest in books. |

Retells and Recounts Details From Stories

| | | | |
|---|---|---|---|
| E | With prompting and support, the student can retell a story with information in proper sequence. | With prompting and support, the student can retell a story with information in proper sequence. | Student can independently retell a story with information in proper sequence. |
| 3 | Using pictures as prompts, the student can retell a familiar story independently. | Using pictures as prompts, the student can retell a familiar story independently. | Using pictures as prompts, the student can retell a story independently. |
| 2 | With prompting and support, the student can recall some events from a story. | Student can independently recall some events from a story. | Using pictures as prompts, the student can retell a familiar story independently. |
| 1 | With direct teacher assistance and picture cues, the student can recall some events from a story. | With direct teacher assistance and picture cues, the student can recall some events from a story. | With prompting and support, the student can recall some events from a story. |

Identifies Letters

| | | | |
|---|---------------------------|---------------------------|---------------------------|
| E | Student can independently | Student can independently | Student can independently |
|---|---------------------------|---------------------------|---------------------------|

| | | | |
|---|---|---|--|
| | recognize over ten letters in a random order. | recognize over ten uppercase and ten lowercase letters in a random order. | recognize over ten uppercase and ten lowercase letters in a random order. |
| 3 | With prompting and support, the student can recognize ten letters in a random order. | With prompting and support, the student can recognize ten letters in a random order. | Student can independently recognize ten letters in a random order. |
| 2 | With prompting and support, the student can recognize a few letters in their own name. | With prompting and support, the student can recognize a few letters in their own name. | Student can independently recognize a few letters in their own name. |
| 1 | With direct teacher assistance, the student can recognize a few letters that are in their own name. | With direct teacher assistance, the student can recognize a few letters that are in their own name. | With prompting and support, the student can recognize a few letters in their own name. |

Identifies Letter Sounds

| | | | |
|---|--|--|--|
| E | | Student can independently produce the correct sound for each letter. | Student can independently produce the correct sound for each letter. |
| 3 | | With prompting and support, the student can produce the correct sound for ten letters. | Student can independently produce the correct sound for ten letters. |
| 2 | | With prompting and support, the student can produce the correct sound for a | Student can independently produce the correct sound for a few |

| | | | |
|---|--|--|--|
| | | few letters. | letters. |
| 1 | | With direct teacher assistance, the student can repeat the sound a letter makes. | With direct teacher assistance, the student can repeat the sound a letter makes. |

Writes to Convey a Message

| | | | |
|---|--|--|--|
| E | Student can independently use drawing and letter strings to convey a message. | Student can independently use drawing and invented spelling to convey a message. | Student can independently use drawing and invented spelling to convey a message. |
| 3 | With prompting and support, the student can use drawings and mock letters to convey a message. | With prompting and support, the student can use drawings and mock letters to convey a message. | Student can independently use drawings and mock letters to convey a message. |
| 2 | Student can independently use controlled linear scribbles to convey a message. | Student can independently use controlled linear scribbles to convey a message. | With prompting and support, the student can use drawings and mock letters to convey a message. |
| 1 | With prompting and support, the student can scribble write deliberately to convey a message. | With prompting and support, the student can scribble write deliberately to convey a message. | With prompting and support, the student can scribble write deliberately to convey a message. |