

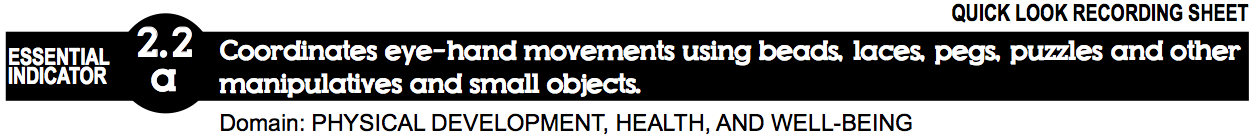
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Climbs stairs independently and runs and walks easily from place to place. | **RUBRIC #3**  **Making Progress for 3s**  Climbs familiar stairs and tries new stairs/ladders, progressing to alternating feet, and runs, walks, and jumps easily. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps and marches easily. | **RUBRIC #5 Making Progress for 4s**  Climbs on age-appropriate playground equipment with little adult assistance and walks, runs, jumps, marches and hops easily. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Independently and confidently climbs on age-appropriate playground equipment and walks, runs, jumps, marches, hops and gallops easily. | **RUBRIC #7**  **Exceeds for 4s**  Independently and confidently climbs on age-appropriate playground equipment and skips with adult assistance and modeling. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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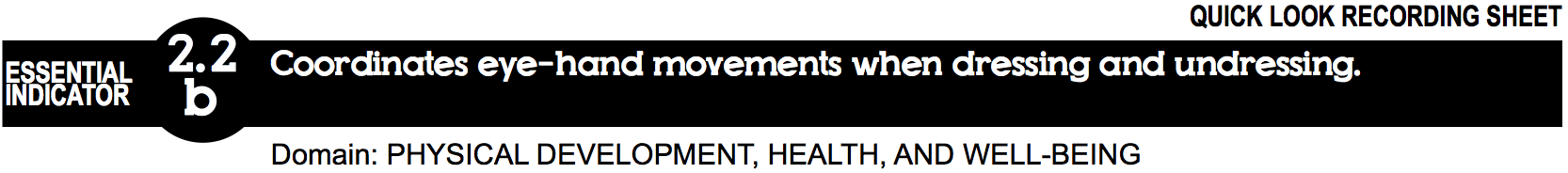
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Maneuvers around objects and people without bumping into them most of the time; kick and throws a ball. | **RUBRIC #3**  **Making Progress for 3s**  Walks along a line or beam structure with some success and attempts to catch a large ball. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls. | **RUBRIC #5 Making Progress for 4s**  Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Shows balance in many situations including play outdoors, ball-handling and in simple group games. | **RUBRIC #7**  **Exceeds for 4s**  Shows balance in many situations including play outdoors, ball handling and in simple group games; throws or kicks objects with increased accuracy. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Works simple “insert” puzzles (e.g., completes simple puzzles, uses shape sorter box) with guidance and support from adults. | **RUBRIC #3**  **Making Progress for 3s**  Works simple “insert” puzzles (e.g., completes simple puzzles, uses shape sorter box). | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Uses larger beads or puzzle pieces but does not work with smaller pegs or items. | **RUBRIC #5 Making Progress for 4s**  Uses smaller beads, pegs or manipulatives with guidance and support from adults. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Uses a variety of manipulatives with small pieces most of the time. | **RUBRIC #7**  **Exceeds for 4s**  Uses smaller manipulatives to create or complete designs, structures, art or puzzles with guidance and support from adults. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Attempts to unzip, unbutton, untie or unsnap clothing with guidance and support from adults. | **RUBRIC #3**  **Making Progress for 3s**  Independently unzips, unbuttons, unties, or unsnaps clothing most of the time. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Attempts to zip, button, or snap clothing with guidance and support from adults. | **RUBRIC #5 Making Progress for 4s**  Independently snaps, buttons, or zips clothing most of the time. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Consistently succeeds in zipping, buttoning or snapping clothing. | **RUBRIC #7**  **Exceeds for 4s**  Attempts to tie shoes with guidance and support from adults. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Responds appropriately to simple commands (i.e., “stop,” “sit down”). | **RUBRIC #3**  **Making Progress for 3s**  Follows through with one clear, simple direction with adult help (i.e., “put this in the trash,” “get your coat”). | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Follows through with one clear, simple direction (i.e., “put this in the trash,” “get your coat”). | **RUBRIC #5 Making Progress for 4s**  Follows through with two clear, simple directions that involve a sequence of actions. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Follows through with more than two directions that involve a sequence of actions. | **RUBRIC #7**  **Exceeds for 4s**  Follows through with more than two directions that become increasingly complex and may be accomplished over longer periods of time and responds to one part of a conversation appropriately. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Participates in stories, songs, or finger plays with rhyming words. | **RUBRIC #3**  **Making Progress for 3s**  Repeats rhyming words in songs, poems, or stories. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Recites simple and familiar chants or rhymes. | **RUBRIC #5 Making Progress for 4s**  Makes up own chants or rhymes. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Is starting to recognize rhyming sounds. | **RUBRIC #7**  **Exceeds for 4s**  When presented with three different pairs of words, identifies those that rhyme with some adult assistance. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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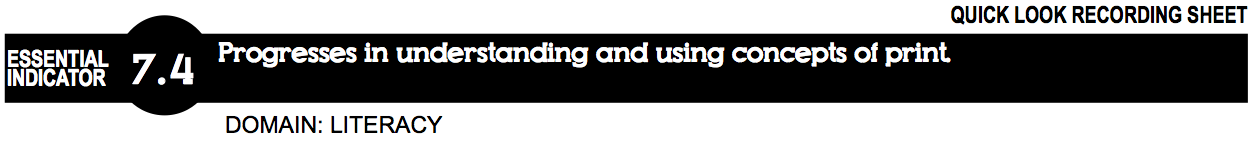
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Participates in stories, songs, or finger plays with word patterns. | **RUBRIC #3**  **Making Progress for 3s**  Can repeat word patterns in songs, poems, or stories. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Repeats alliterative language. | **RUBRIC #5 Making Progress for 4s**  Knows the beginning sound of his or her name. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Is starting to make letter- sound associations. | **RUBRIC #7**  **Exceeds for 4s**  With adult assistance, makes simple letter- sound associations with beginning consonants. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Shows interest in listening to an adult read a book (not necessarily listening to the whole book) and/or looks at books. | **RUBRIC #3**  **Making Progress for 3s**  Asks to listen to or look at the same story again and again. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Listens to an adult read a book or chooses to look at books alone or with others less frequently than every day. | **RUBRIC #5 Making Progress for 4s**  Listens to an adult read a book or chooses to look at books alone or with others almost every day, making comments about illustrations. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Listens to an adult read a book or chooses to look at books alone or with others almost every day and/ or looks at books using the illustrations to tell the story and/or following along with familiar text (may not be accurate). | **RUBRIC #7**  **Exceeds for 4s**  Selects a book to read or listen to, based on favorite author or topic of interest; gives reasons for liking or disliking a book. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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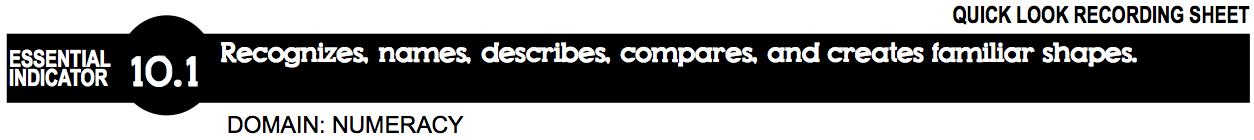
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Identifies print in the environment (i.e., asking “What’s that say?”). | **RUBRIC #3**  **Making Progress for 3s**  Identifies own name as a whole. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Recognizes that letters of the alphabet can be individually named. | **RUBRIC #5 Making Progress for 4s**  Recognizes some of the letters in his or her own name. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Recognizes letters in his or her own name and in those of classmates, as well as in environmental print. | **RUBRIC #7**  **Exceeds for 4s**  Recognizes and names most upper and lower case letters. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Imitates counting of objects by counting aloud with no relationship to the objects at hand. | **RUBRIC #3**  **Making Progress for 3s**  Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block). | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Begins to assign a number when pointing to each item while counting. | **RUBRIC #5 Making Progress for 4s**  Correctly assigns a number to each item while counting five or fewer items using one-to-one correspondence. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Correctly assigns a number to each item while counting six to nine items using one-to-one correspondence | **RUBRIC #7**  **Exceeds for 4s**  Correctly assigns a number to each item while counting 10 objects using one-to- one correspondence. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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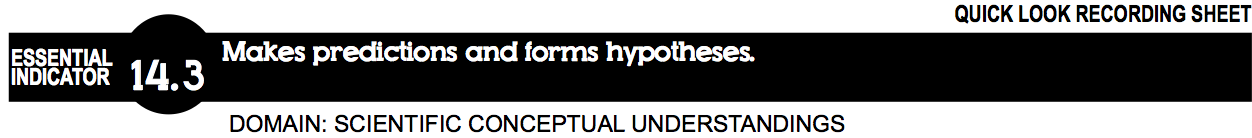
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles). | **RUBRIC #3**  **Making Progress for 3s**  Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Distinguishes familiar shapes from one another. | **RUBRIC #5 Making Progress for 4s**  Identifies some familiar shapes by name in various circumstances | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Describes and compares characteristics of shapes and creates them with a variety of materials. | **RUBRIC #7**  **Exceeds for 4s**  Compares and sorts objects of familiar geometric shapes by common attributes and states reasons for grouping (e.g., shape, size, number of corners). | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Identifies two objects or pictures that are the same. | **RUBRIC #3**  **Making Progress for 3s**  Identifies two objects or pictures that are the same and eliminates ones that are different from this group. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Sorts or matches objects that are identical. | **RUBRIC #5 Making Progress for 4s**  Sorts items into small number of groups based on similar attributes. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Given a collection of items, determines a classification scheme that creates a group for every item and tells about the groups. | **RUBRIC #7**  **Exceeds for 4s**  Recognizes and creates simple alternating patterns (e.g., blue block/red block/blue block/red block). | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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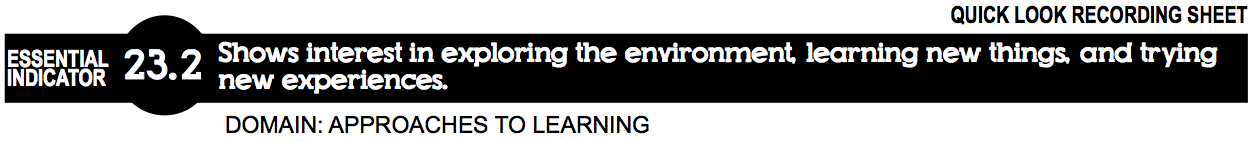
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Asks “why?” and other simple questions for adult explanations about things observed. | **RUBRIC #3**  **Making Progress for 3s**  Asks “why?” and other simple questions for adult explanations about things observed and explored through additional senses. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  In a science or nature experience, guesses at what will happen next with no relation to the experience. | **RUBRIC #5 Making Progress for 4s**  In a science or nature experience, makes a prediction or guess that is related to the experience. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  In a science or nature experience, makes one or more predictions and gives reasons for predicted result. | **RUBRIC #7**  **Exceeds for 4s**  Develops plans with teacher assistance for testing prediction or hypothesis and tries out ideas. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Responds to directions from adults to put items away or to be careful with group possessions some of the time. | **RUBRIC #3**  **Making Progress for 3s**  Responds to directions from adults to put items away or be careful with group possessions most of the time. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Places personal items in own cubby (backpack, jacket, shoes, etc.) and participates in cleanup time with adult help. | **RUBRIC #5 Making Progress for 4s**  Places personal items in own cubby without assistance (but may need reminding) and participates in cleanup time with some independence and some adult help. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Places personal items in own cubby without assistance and participates in cleanup time independently (without adult help) almost every day. | **RUBRIC #7**  **Exceeds for 4s**  Routinely demonstrates responsibility for care of classroom environment. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Explores new objects while playing. | **RUBRIC #3**  **Making Progress for 3s**  Explores new objects while playing and identifies favorite familiar activities. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Shows interest in exploring the environment, often choosing favorite familiar activities, trying new experiences. only with adult encouragement. | **RUBRIC #5 Making Progress for 4s**  Shows interest in exploring the environment, choosing favorite familiar activities, and trying one or two new experiences independent of adult encouragement. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Shows interest in exploring the environment, often trying new experiences independent of adult encouragement. | **RUBRIC #7**  **Exceeds for 4s**  Initiates an ongoing interest in finding out more about own environment and trying new experiences. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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|  | **RUBRIC #1 Refer to Early Learning Guidelines** | **RUBRIC #2 First Steps for 3s**  Starts activity only after an adult makes suggestions. | **RUBRIC #3**  **Making Progress for 3s**  Starts activity after an adult makes suggestions, some of the time. | **RUBRIC #4 Accomplished for 3s First Steps for 4s**  Needs extensive adult help during activities, routines, and play. | **RUBRIC #5 Making Progress for 4s**  Needs less adult help during activities, routines, and play. | **RUBRIC #6**  **Accomplished for 4s First Steps for K**  Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed. | **RUBRIC #7**  **Exceeds for 4s**  Demonstrates independence during activities, routines, classroom transitions, and play most of the time. | **RUBRIC #8**  **Refer to Early Learning Guidelines** |
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