

Connally Early Childhood Center

2025-2026 Pre-K Report Card Rubric

Language and Emergent Literacy				
High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can follow 3 step verbal directions. II.A.2 1, 2, 3, 4	The student understands & follows <i>simple</i> directions with teacher support.	The student understands & follows 2-step directions independently.	The student understands & follows 3-step directions independently.	The student understands & follows <i>multi-step</i> (4+) directions independently.
I can speak clearly enough for others to understand. II.C.1 1, 2, 3, 4	The student is <i>unable</i> to speak clearly enough for familiar adults to understand.	The student is <i>able</i> to speak clearly enough for only familiar adults to understand.	The student is <i>able</i> to speak clearly enough for both familiar & unfamiliar adults to understand.	The student is <i>able</i> to speak clearly enough for everyone to understand.
I can clap <u>and</u> identify the syllables in words. III.B.5 2, 3, 4	The student is <i>unable</i> to clap and/or identify the syllables in words.	The student is <i>able</i> to clap out syllables in words.	The student is <i>able</i> to clap <u>and</u> identify syllables in a multi-syllabic word that has up to three syllables.	The student is <i>able</i> to clap <u>and</u> identify syllables in a multi-syllabic word that has more than three syllables.
I can identify rhyming words. III.B.6 2, 3, 4	The student is <i>unable</i> to identify rhyming words orally or by using pictures or objects.	The student is <i>able</i> to identify rhyming words using pictures or objects only.	The student is <i>able</i> to identify rhyming words orally, & by using pictures or objects.	The student is <i>able</i> to identify rhyming words orally, using pictures and objects, & can recognize rhyming words in print.

Writing/Print Awareness

High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can recognize my first name with uppercase & lowercase letters. III.A.3 1, 2, 3, 4	The student <i>cannot</i> recognize their first name.	The student <i>can</i> recognize their first name, but only in all uppercase letters .	The student <i>can</i> recognize their first name with uppercase & lowercase letters .	N/A
I can write my name. IV.C.1 1, 2, 3, 4	The student is <i>unable</i> to write their own name.	The student <i>writes</i> their own name with direct teacher support .	The student <i>independently</i> writes their own name.	The student <i>consistently</i> writes their own name independently .
I can identify uppercase & lowercase letters. III.C.2 1, 2, 3, 4	The student <i>names 9 or fewer</i> upper or lowercase letters.	The student <i>names</i> a minimum of 10 upper and/or 10 lowercase letters.	The student <i>names</i> a minimum of 20 upper and/or 20 lowercase letters.	The student <i>names 21 or more</i> upper & lowercase letters.
I can produce letter sounds. III.C.3 1, 2, 3, 4	The student <i>produces 9 or fewer</i> letter sounds.	The student <i>produces</i> a minimum of 10 letter sounds.	The student <i>produces</i> a minimum of 20 letter sounds.	The student <i>produces 21 or more</i> letter sounds.

Mathematics

High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can say the numbers in the correct order. V.A.1 1, 2, 3, 4	The student is <i>unable</i> to recite number words in order up to 30.	The student is <i>able</i> to recite number words in order up to 15 .	The student is <i>able</i> to recite number words in order up to 30 .	The student is <i>able</i> to recite number words in order beyond 30 .
I can count up to 10 objects & know the last number counted is the total. V.A.2, V.A.3 1, 2, 3, 4	The student is <i>unable</i> to count 1-10 objects using 1-to-1 correspondence.	The student is <i>able</i> to count 1-10 objects using 1-to-1 correspondence but does not understand that the last number counted is the total.	The student is <i>able</i> to count 1-10 objects using 1-to-1 correspondence & understands that the last number counted is the total.	The student is <i>able</i> to count beyond 10 objects using 1-to-1 correspondence & understands that the last number counted is the total.
I can make verbal story problems for adding up to 5 objects. V.B.1 4	The student is <i>unable</i> to use concrete objects, create pictorial models, & share a verbal word problem for adding up to 5 objects with teacher support.	The student <i>uses 1 of the following strategies</i> : concrete objects, creates pictorial models, shares a verbal word problem for adding up to 5 objects with direct teacher support .	The student can <i>use 2 or more strategies</i> : concrete objects, create pictorial models, share a verbal word problem for adding up to 5 objects sometimes with teacher support .	The student can <i>independently</i> use concrete objects, create pictorial models & share a verbal word problem for adding up to 5 objects.
I can make verbal story problems for subtraction within 1-5 objects. V.B.2 4	The student is <i>unable</i> to use concrete objects, create pictorial models, & share a verbal word problem for subtracting within 5 objects with teacher support .	The student <i>uses 1 of the following strategies</i> : concrete objects, creates pictorial models, shares a verbal word problem for subtracting up to 5 objects with direct teacher support .	The student can <i>use 2 or more strategies</i> : concrete objects, create pictorial models, share a verbal word problem for subtracting up to 5 objects sometimes with teacher support ..	The student can <i>independently</i> use concrete objects, create pictorial models & share a verbal word problem for subtracting within 5 objects.
I can identify one-digit numerals 0-10. V.A.5 1, 2, 3, 4	The student is <i>unable</i> to verbally identify fewer than 4 numbers 0-10.	The student <i>can</i> verbally identify 5 or more numbers 0-10.	The student <i>can</i> verbally identify all numbers 0-10	The student <i>can</i> verbally identify numbers beyond 0-10.

Mathematics

High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can recognize patterns. V.E.3 2, 3, 4	The student is <i>unable</i> to recognize any of the following patterns: AB, AABB, ABC.	The student is <i>able</i> to recognize at least 1 of the following patterns: AB, AABB, and ABC.	The student is <i>able</i> to recognize all of the following patterns: AB, AABB, and ABC.	The student is <i>able</i> to recognize the 3 taught patterns as well as additional patterns such as ABBA, AAB, & ABCD etc.
I can create patterns. V.E.3 2, 3, 4	The student is <i>unable</i> to create any of the following patterns: AB, AABB, ABC.	The student is <i>able</i> to create at least 1 of the following patterns: AB, AABB, and ABC.	The student is <i>able</i> to create all of the following patterns: AB, AABB, and ABC.	The student is <i>able</i> to create the 3 taught patterns as well as additional patterns such as ABBA, AAB, ABC, ABCD, etc..
I can sort objects into groups & use language to describe them. V.E.1 3, 4	The student is <i>unable</i> to sort objects into groups & use language to describe them.	The student is <i>able</i> to sort objects into groups but is unable to use language to describe them.	The student is <i>able</i> to sort objects into groups & uses language to describe them.	The student is <i>able</i> to generate criteria for sorting groups.
I can name common shapes. V.C.1 1, 2, 3, 4	The student <i>names 2 or fewer</i> common shapes.	The student <i>names a minimum of 3</i> common shapes & uses informal language to describe attributes, which may be limited to what the shape looks like.	The student <i>names & describes</i> 4 common shapes using informal & some formal mathematical vocabulary.	The student <i>names & describes</i> 5 or more shapes using formal mathematical language.

Science				
High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can observe, investigate, describe, and discuss characteristics of common objects. VI.A.1 2, 3, 4	The student is <i>unable</i> to observe, investigate, describe or discuss characteristics of common objects.	The student can <i>use 1 or more of the following strategies: observe, investigate, describe, or discuss characteristics of common objects</i>	The student can <i>use 3 of the following strategies: observe, investigate, describe, or discuss characteristics of common objects</i>	The student <i>can</i> use all of the following strategies: observe, investigate, describe, discuss characteristics of common objects.
I can practice good habits of personal safety, health, & hygiene. IX.C.2 1, 2, 3, 4	The student <i>does not</i> understand nor practice good habits of personal safety, health, & hygiene.	The student <i>understands</i> good habits of personal safety, health, & hygiene, but does not practice them.	The student <i>understands</i> good habits of personal safety, health, & hygiene such as following safety procedures & washing hands & practices them.	The student <i>can describe & demonstrate</i> good habits of personal safety, health, & hygiene.

Social Studies				
High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can participate in the Pledge of Allegiance. VII.D.2 1, 2, 3, 4	The student <i>does not understand</i> nor participate in the Pledge of Allegiance and observes a moment of silence.	The student sometimes <i>participates</i> in the Pledge of Allegiance daily and a moment of silence.	The student <i>participates</i> in the Pledge of Allegiance daily and observes a moment of silence.	The student <i>participates</i> in the Pledge of Allegiance daily by saying the correct words in order and observes a moment of silence.
I can identify the United States & Texas flags. VII.D.1 2, 3, 4	The student does <i>not</i> recognize the United States or Texas Flags	The student <i>can recognize</i> either the United States or Texas flag.	The student <i>recognizes both</i> the United States & Texas flags.	N/A
I can discuss the roles and responsibilities of family, school, and community helpers. VII.B.3 3, 4	The student cannot <i>identify</i> the roles of family, school, and community helpers.	The student <i>can identify the</i> roles of family, school, and community helpers.	The student <i>can identify & discuss</i> roles and responsibilities of family, school, and community helpers.	The student can explain the differences and similarities of family, school, and community helpers.





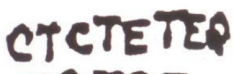


Fine and Gross Motor Skills

High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can show increasing control of tasks that require small-muscle strength & hand-eye coordination. IX.B1, IX.B.2 1, 2, 3, 4	The student experiences considerable difficulty in trying to accomplish this skill.	The student is occasionally (25% of the time) successful in accomplishing this skill.	The student is typically (75% of the time) successful in accomplishing this skill.	The student is consistently (90% of the time) successful in accomplishing this skill.
I can use an appropriate pencil grasp to aid in writing. IX.B1, IX.B.2 1, 2, 3, 4	The student experiences considerable difficulty in trying to accomplish this skill.	The student is occasionally (25% of the time) successful in accomplishing this skill.	The student is typically (75% of the time) successful in accomplishing this skill.	The student is consistently (90% of the time) successful in accomplishing this skill.
I can use scissors appropriately & with the correct grip. IX.B1, IX.B.2 1, 2, 3, 4	The student experiences considerable difficulty in trying to accomplish this skill.	The student is occasionally (25% of the time) successful in accomplishing this skill.	The student is typically (75% of the time) successful in accomplishing this skill.	The student is consistently (90% of the time) successful in accomplishing this skill.
I can use glue appropriately during art activities. IX.B1, IX.B.2 1, 2, 3, 4	The student experiences considerable difficulty in trying to accomplish this skill.	The student is occasionally (25% of the time) successful in accomplishing this skill.	The student is typically (75% of the time) successful in accomplishing this skill.	The student is consistently (90% of the time) successful in accomplishing this skill.
I can practice self-help skills such as buttoning & zipping my own clothing. IX.B1, IX.B.2 1, 2, 3, 4	The student experiences considerable difficulty in trying to accomplish this skill.	The student is occasionally (25% of the time) successful in accomplishing this skill.	The student is typically (75% of the time) successful in accomplishing this skill.	The student is consistently (90% of the time) successful in accomplishing this skill.
I can show development in gross motor skills. (running, jumping, balance, coordination) IX.A.2 1, 2, 3, 4	The student experiences considerable difficulty in trying to accomplish this skill.	The student is occasionally (25% of the time) successful in accomplishing this skill.	The student is typically (75% of the time) successful in accomplishing this skill.	The student is consistently (90% of the time) successful in accomplishing this skill.

Social and Emotional Development

High Leverage Guideline & Grading Period Assessed:	1 Area of Concern	2 Progress Being Made Towards Pre-K Guidelines	3 Meets Pre-K Guidelines	4 Understandings Go Beyond Pre-K Guidelines
I can adjust to school routines. I.B.1.a 1, 2, 3, 4	The student <i>does not</i> follow school routines.	The student <i>participates</i> in school routines when directed to do so .	The student <i>participates</i> in school routines without being asked .	The student <i>participates</i> in school routines even when an adult is not nearby .
I can work productively in a large group. I.C.2 1, 2, 3, 4	The student <i>does not</i> listen or participate in large group activities.	The student <i>listens</i> for a short period of time in large group activities with adult help .	The student <i>listens & participates</i> in large group activities without adult help .	The student <i>listens & participates</i> by giving their own observations .
I can work productively in a small group. I.C.2 1, 2, 3, 4	The student <i>does not</i> listen or participate in small group activities.	The student <i>listens</i> for a short period of time in small group activities with adult help .	The student <i>listens & participates</i> in small group activities without adult help .	The student <i>listens & participates</i> by giving observations. The student can assist other students .
I can focus on assigned tasks. I.B.3.a, I.B.3.b 1, 2, 3, 4	The student <i>works on a task</i> for 5 minutes.	The student <i>works on a task</i> for 10 minutes.	The student <i>works on a task</i> for 15 minutes.	The student <i>works a task</i> for 20 minutes or more.
I can manage emotions effectively. I.B.2.b, I.B.2.c 1, 2, 3, 4	The student is <i>unable</i> to control behavior and/or intense feelings.	The student <i>begins</i> to control behavior and/or intense feelings.	The student <i>controls behaviors & intense feelings</i> with occasional teacher support .	The student <i>consistently</i> controls behaviors & intense feelings.
I can respect myself & others by taking responsibility for my own actions. I.A.1, I.C.2, I.D.1, I.B.1.c, I.C.2 1, 2, 3, 4	The student <i>does not</i> respect other students' rights or space.	The student <i>shows awareness</i> of others' rights and space, but <u>does not</u> assume responsibility for their actions.	The student <i>shows awareness</i> of others' rights <i>and assumes responsibility for their actions</i>	The student <i>respects others'</i> rights and space and assumes responsibility for actions and accepts consequences.
I can interact cooperatively with peers and adults I.C.4, II.B.2, I.C.1 1, 2, 3, 4	The student <i>does not</i> work with others and does not follow directions without adult help.	The student works with others and follows directions with occasional reminders from adults.	The student <i>works</i> with other students and adults with a positive attitude.	The student <i>works to solve problems</i> with other students and understands the consequences of not following directions.
I can solve problems Appropriately. I.C.5, I.C.6 1, 2, 3, 4	The student <i>does not</i> work to solve problems. The student runs away or uses force.	The student <i>requests</i> adult assistance to solve problems & accepts suggestions from adults.	The student <i>tries to solve</i> problems by negotiation/other socially acceptable means; still seeks adult help when needed.	The student <i>solves problems</i> with other students independently such as taking turns or sharing materials.

Emergent Stages of the Writing Process

Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. IV.A.1	Child independently writes to communicate his/her ideas for a variety of purposes. IV.A.2	Child moves from scribbles to some letter-sound correspondence using beginning and ending sounds when writing. IV.C.2	Child can independently use letters to make words or parts of words. IV.C.3
Uncontrolled Scribbling	Child writes with the starting point any place on the page which does not resemble print or communicate a message		
Drawing as Writing	Pictures tell a story or convey a message.		
Scribbling as Writing	Progression is from left to right.		
Emergent Letters	These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.		
Letter Strings	These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds.		
Beginning Sounds Emerge	A picture's beginning sound is matched to a letter (Dog).		
Consonants Represent Words	First letter of a word is used to represent the word (I went to the nature museum.).		
Initial, Middle, & Final Sounds	Beginning, middle, and ending sounds are represented by letters (grass).		