



Pennsylvania Kindergarten Entry Inventory Data Collection Rubric



Indicator *	Not Yet Evident	Emerging	Evident	Exceeds
Indicator 1: Emotional Regulation <u>Standard:</u> Student expresses emotions appropriately to adults and peers.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Labels feelings OR acts appropriately when others are happy, sad, angry or afraid.	Expresses feelings that are appropriate to the situation.	Reacts appropriately to situations that elicit strong emotions.
Indicator 2: Self Awareness <u>Standard:</u> Student demonstrates awareness of self and one's own preferences.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Demonstrates strong preferences for people, toys, and activities.	Chooses materials and activities independently demonstrating confidence in own abilities.	Differentiates between own preferences/abilities and those of others.
Indicator 3: Conflict Resolution <u>Standard:</u> Student distinguishes between appropriate and inappropriate ways to resolve conflict.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	When faced with a conflict, expresses one's own needs and desires, but needs assistance to generate possible solutions.	Suggests simple solutions to conflict which are most often based upon own needs and desires.	Suggests solutions to conflict while considering the needs and desires of self and others.
Indicator 4: Behavior Regulation <u>Standard:</u> Student is aware of limits and expectations and adjusts behavior accordingly.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Shows understanding of rules, but often tests boundaries.	Follows the rules and routines of the classroom/school with occasional reminders.	Applies a familiar rule in multiple settings.
Indicator 5: Print Concepts/Letters <u>Standard:</u> Student recognizes and names some upper- and lower-case letters of the alphabet. <i>***ELL/DLL student's should be scored on their English proficiency for this indicator.</i>	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Recognizes AND names at least 8 letters, most frequently those in their own name.	Recognizes and names 8 – 12 upper-case letters AND 8 – 12 lower-case letters.	Recognizes and names 13 or more upper-case letters AND 13 or more lower-case letters.
Indicator 6: Print Concepts/Words <u>Standard:</u> Student recognizes that letters make words and that words convey meaning.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Identifies name when printed in the environment OR some other common environmental print.	Recognizes AND reproduces name OR other common environmental print in order to convey meaning.	Identifies and attempts to reproduce familiar and unfamiliar words to convey meaning.
Indicator 7: Phonological Awareness <u>Standard:</u> Student demonstrates understanding of spoken words, syllables, and sounds.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Recognizes rhyming words OR when words begin with the same sound.	Isolates and pronounces the initial sounds in spoken single-syllable words.	Isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words.
Indicator 8: Phonics <u>Standard:</u> Student associates letter with their sounds.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Demonstrates one-to-one letter sound correspondence for up to 5 letters.	Demonstrates one-to-one letter sound correspondence for 6 – 10 letters.	Demonstrates one-to-one letter sound correspondence for more than 10 letters.
Indicator 9: Text Analysis <u>Standard:</u> Student demonstrates comprehension of text, both informational and literature.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Relates text to personal experiences.	Recalls details of a text (informational or story) by answering questions about a text.	Uses details from text including the illustrations to support answers to questions about a text (informational or story).

Indicator 10: Text Structure <u>Standard:</u> Student demonstrates knowledge of text structure.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Uses beginning book handling skills.	Uses parts of a book (title, front cover, back cover, illustrations) to engage with text.	Uses parts of book (title, front cover, back cover, illustrations, table of contents) to assist in comprehension and use of text.
Indicator 11: Stages of Writing <u>Standard:</u> Student demonstrates age appropriate writing skills.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Writes letters or letter like shapes.	Reproduces own name and/or simple words, with most letters correct.	Uses some spacing and punctuation in writing attempts.
Indicator 12: Writing Process <u>Standard:</u> Student engages in the writing process by choosing a topic of focus and then dictates, draws or writes a related story.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Establishes “who” and “what” a narrative will be about (PLANNING) but does not follow through as intended (FOLLOW THROUGH)	Establishes “who” and “what” a narrative will be about (PLANNING) AND tells, draws or writes a related story (FOLLOW THROUGH).	Establishes “what” writing will be about (PLANNING) AND tells, draws or writes using descriptive words and specific details (FOLLOW THROUGH)
Indicator 13: Expressive Language <u>Standard:</u> Student expresses thoughts, feelings and ideas; speaking clearly enough to be understood by most audiences.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Speaks in simple sentences (2-3 words) (using dominant language) that can be understood by those familiar with the child’s speech patterns.	Speaks in descriptive sentences (using dominant language) that can be understood by most audiences.	Connects detailed sentences (using dominant language) to expand a thought or idea.
Indicator 14: Receptive Language <u>Standard:</u> Student acts upon or responds to dominant spoken language** showing understanding of intent.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Responds appropriately to specific statements (one step directions) and/or questions.	Responds appropriately to simple statements (including two-step directions) and questions.	Responds appropriately to complex statements (including multi-step directions) and questions.
Indicator 15: Collaborative Communication <u>Standard:</u> Student participates in collaborative conversations with peers and adults.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Uses receptive AND expressive language strategies to engage in reciprocal conversations of one or two exchanges with familiar adults or peers.	Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar adults or peers.	Uses receptive AND expressive language strategies to engage in extended reciprocal conversations with familiar and unfamiliar adults or peers.
Indicator 16: Conventions of English Language <u>Standard:</u> Student demonstrates command of the conventions of Standard English when speaking. <i>***ELL/DLL students should be scored on their English proficiency for this indicator.</i>	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Communicates in English with single words, short memorized phrases or incomplete sentences.	Communicates in English with complete sentences about a variety of topics and concepts with limited grammatical errors.	Communicates in English with complete sentences that use increasingly complex vocabulary and sentence structures with limited grammatical errors.
Indicator 17: Counting <u>Standard:</u> Student knows number names.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Attempts to count to twenty, but may skip numbers, repeat numbers, or place numbers in an incorrect order.	Counts to 20.	Counts past 20.
Indicator 18: Naming Numbers <u>Standard:</u> Student knows number names.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Recognizes and names some numbers.	Recognizes and names numbers 1 – 10.	Recognizes and names numbers 0 – 20 or above.

Indicator 19: Operations and Algebraic Thinking <u>Standard:</u> Student understands addition as putting together and adding to and understands subtraction as taking apart and taking from.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Adds or takes away objects from a group and communicated that the group has more or has less.	Combines OR separates up to 6 objects AND identifies the number of objects remaining.	Combines OR separates more than 6 objects AND identifies the number of objects remaining.
Indicator 20: Identifying Shapes <u>Standard:</u> Student identifies shapes.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Uses one or more, but not all of the following (squares, circles, triangles, rectangles) to label objects.	Names squares, circles, triangles, AND rectangles.	Names squares, circles, triangles, rectangles AND some 3-dimensional shapes (e.g. hexagons, cubes, cones, cylinders, and spheres).
Indicator 21: Positional Words <u>Standard:</u> Student shows understanding of the relative position of objects.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Follows directions that use positional words.	Uses appropriate vocabulary to describe the position of objects (position OR order).	Uses appropriate vocabulary to describe the position of objects (position AND order).
Indicator 22: Measurement <u>Standard:</u> Student uses measurable attributes to compare objects.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Uses words that demonstrate an understanding of measurable attributes.	Compares two objects with a measurable attribute in common.	Orders objects with a measurable attribute in common.
Indicator 23: Data <u>Standard:</u> Student classifies, counts and compares quantities.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Sorts up to 10 objects using one attribute.	Classifies up to 10 objects using one attribute and determines which category has "more of"/"less of" the attribute.	Classifies up to 10 objects using two attributes and describe results using "more of"/"less of."
Indicator 24: Curiosity and Initiative <u>Standard:</u> Student shows interest in a growing range of topics, ideas, and tasks.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Demonstrates interest in a particular topic, object, or experience.	Shows interest in new experiences by watching others, handling materials, or asking questions.	Uses a variety of strategies to learn more about things of interest (both familiar and unfamiliar).
Indicator 25: Stages of Play <u>Standard:</u> Student uses play to construct knowledge, plan and meet goals, and negotiate interactions with others.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Acts out familiar scenarios; may use materials or objects to represent other objects.	Acts out familiar scenario with two or more children assigning and/or assuming roles and discussing actions.	Plans and negotiates complex play scenarios that may continue over several days.
Indicator 26: Engagement, Attention and Persistence <u>Standard:</u> Student attends to tasks, activities, projects and experiences for an extended period of time, even if challenging and despite interruptions.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Engages in self-selected activity but becomes distracted or lose interest without adult encouragement.	Persists in a self-selected activity even in a distracting environment or when task becomes challenging.	Engages in a task that presented a previous challenge OR that was not self-selected.
Indicator 27: Task Analysis <u>Standard:</u> Student organizes complex information and thought into small steps and goals.	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Completes steps of a simple task provided by an adult.	Breaks simple tasks into steps and completes them one at a time.	Develops plans for completing tasks by establishing goals and then carries out plans to meet those goals.
Indicator 28: Reasoning and Problem Solving <u>Standard:</u> Student attempts to accomplish challenging tasks by	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories	Attempts to solve simple problems using trial and error OR by imitating a strategy used by an adult or peer.	Attempts to solve problems in more than one-way, recognizing when help is needed.	Determines why an attempt was unsuccessful and experiments with alternate strategies.

employing different strategies as needed.	OR needs significant support* to achieve these behaviors.			
Indicator 29: Control and Coordination – Fine Motor <u>Standard: Student demonstrates coordination, strength and muscle control when manipulating small objects or tools.</u>	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Explores and manipulates large objects using both hands.	Explores and manipulates smaller objects using hands, fingers and wrists.	Shows dexterity and detail in fine motor movements requiring increasing finger strength and control.
Indicator 30: Control and Coordination – Gross Motor <u>Standard: Student demonstrates coordination of body movements.</u>	With the opportunity to observe, student rarely or never exhibit the behaviors listed under the other scoring categories OR needs significant support* to achieve these behaviors.	Performs basic movements with confidence and ease.	Performs a variety of complex movement skills with confidence and ease.	Participates in movement sequences that combine a variety of skills.

* KEY LEARNING AREAS:

Social & Emotional Development (SED) - Indicator 1 - Indicator 4

Language & Literacy Development (LLD) - Indicator 5 - 16

Mathematical Thinking & Expression (MTE) - Indicator 17 - Indicator 23

Approaches to Learning through Play (ALP) - Indicator 24 - Indicator 28

Health, Wellness & Physical Development (HWPD) - Indicator 29 - Indicator 30

NOTE: Indicators highlighted in yellow will be assessed using a standardized approach.

All other indicators will be assessed using observations, work samples, checklists and input from family or other adults working with the child.