

## Kindergarten Readiness Scoring Rubric

**Student Name:**

**Birth date:**

**Date:**

	<u>Oral Language</u> <i>MLPP Rubric</i>	<u>Motor Development</u> <i>Brigance</i> • Gross Motor	<u>Social Emotional Development</u> <i>Observation Rubric</i>	<u>Academic</u> <i>Brigance</i> • Picture Vocabulary • Color Recognition • Rote Counting • Numeral Comprehension
<b>Low 1</b>	<b>1</b>	<b>1</b> 1-2 items correct	<b>1</b> 1-3 on Observation Rubric	<b>1</b> 1-19 on Brigance combination score
<b>2</b>	<b>2</b>	<b>2</b> 3-5 items correct	<b>2</b> 4-6 on Observation Rubric	<b>2</b> 20- 25 on Brigance combination score
<b>3</b>	<b>3</b>	<b>3</b> 6-8 items correct	<b>3</b> 7-9 on Observation Rubric	<b>3</b> 26 – 30 on Brigance combination score
<b>High 4</b>	<b>4</b>	<b>4</b> 9-10 items correct	<b>4</b> 10-12 on Observation Rubric	<b>4</b> 31– 35 on Brigance combination score

**Circle each score on the rubric. Add for total score:**

**MLPP ORAL LANGUAGE SAMPLE SCORING RUBRIC PRE-SCHOOL – GRADE ONE**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Syntax</b>	The speaker uses appropriate syntax of the English language with complex sentences. Regular and irregular plurals and past tenses are used correctly	The speaker uses appropriate syntax of the English language. Regular plurals and past tenses are used correctly. Irregular plurals are not used correctly.	The speaker uses correct English syntax for very simple sentences and inappropriate use of plurals and past tenses.	The speaker uses very little correct syntax of the English language and inappropriate use of plurals and past tenses. The speaker may use only present tense, even when prompted. There are not complete sentences.
<b>Vocabulary</b>	The speaker uses interesting vocabulary some of the time, including use of descriptive adverbs and/or adjectives.	The speaker uses basic language consisting mostly of nouns and verbs with some use of adjectives.	The speaker uses very simple, basic language consisting mostly of nouns and verbs with little use of adjectives.	The speaker is unable to name some of the elements of the picture. Lack of vocabulary impedes storytelling.
<b>Elaboration</b>	The speaker relates the elements in a picture (or theme, book, topic etc.) while using extensive prior knowledge and past experiences. The narrative is substantive and well organized.	The speaker relates the elements in the picture (or theme, book, topic etc.) incorporating past experiences and prior knowledge.	The speaker uses a simple sentence or two while relating the elements in the picture (or theme, book, topic etc.) to each other.	The speaker gives labels for elements in the picture (i.e., boy and house). (or theme, book, topic etc.)

<b>Date</b>	<b>Score</b>
_____ pencil	_____
_____ blue	_____
_____ red	_____
_____ black	_____

**Social Emotional Development  
Observation Rubric**

**Student Name:** \_\_\_\_\_ **Examiner's Name:** \_\_\_\_\_

<b>Observed Behavior</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i><b>Walks in freely; Smooth Separation</b></i>	Enters and separates easily, relaxed, easily engaged	Cautious, yet enters, engages slowly	Enters with coaxing by parent, resists	Clings to parent, cries, will not enter
<i><b>Able to engage his/her surroundings</b></i>	Verbally expresses his/herself with others while Playing	Plays with toys, but not very verbal	Makes limited attempts to engage	Does not engage or involve self in play
<i><b>Sustained involvement in activity</b></i>	Focused and attentive to chosen tasks	Can attend to task for brief time periods	Limited attention, moves from one item to the next	Continually moving, never making any real interactive attempts

**Circle the observed behavior in all 3 sections – add total score and record here:**

**Comments:**

Student Name: \_\_\_\_\_ Address: \_\_\_\_\_ Date of Screening: \_\_\_\_\_ School: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Birth date: \_\_\_\_\_ Age: \_\_\_\_\_ Examiner: \_\_\_\_\_

**B. Basic Screening Assessments**

**C. Scoring**

**Brigance Kindergarten Readiness Data Sheet**

Page	Assessment Number	Skill (Circle the skill for each correct response. Make notes as appropriate.)	Number of Correct Responses	Point Value	Student's Score	Academic score for rubric	Motor score for rubric
3	1A	<b>Personal Data Response:</b> Verbally gives 1. first name 2. full name 3. age 4. address (street or mailing) 5. birth date (month and day)	x	2 points each	/10		
4 & 5	2A	<b>Color Recognition:</b> Identifies and names 1. red 2. blue 3. green 4. yellow 5. orange 6. purple 7. brown 8. black 9. pink 10. gray	x	1 point each	/10		
6	3A	<b>Picture Vocabulary:</b> Recognizes and names pictures of: 1. dog 2. cat 3. key 4. girl 5. boy 6. airplane 7. apple 8. leaf 9. cup 10. car	x	1 point each	/10		
7	4A	<b>Visual Discrimination—Forms and Uppercase Letters:</b> Visual discriminates which one of four symbols is different: 1. O 2. □ 3. O 4. ◻ 5. ) 6. O 7. I 8. P 9. V 10. X	x	1 point each	/10		
8	5A	<b>Visual-Motor Skills:</b> Copies 1. ____ 2. O 3. + 4. □ 5. △	x	2 points ea	/10		
9 & 10	6A	<b>Gross-Motor Skills:</b>					
		1. Hops two hops on one foot. 2. Hops two hops on other foot. 3. Stands on one foot momentarily. 4. Stands on other foot momentarily. 5. Stands on one foot for five seconds. 6. Stands on the other foot for five seconds. 7. Walks forward heel-to-toe four steps. 8. Walks backward toe-to-heel four steps. 9. Stands on one for momentarily with eyes closed. 10. Stands on the other foot momentarily with eyes closed.	x	1 point each	/10		
11	7A	<b>Rote Counting:</b> Counts by rote to: (Circle all numbers prior to the first error.) 1 2 3 4 5 6 7 8 9 10	x	.5 point each	/5		
12	8A	<b>Identifies Body Parts:</b> Identifies by point to or touching: 1. chin 2. fingernails 3. heels 4. ankles 5. jaw 6. shoulders 7. elbows 8. hips 9. wrists 10. waist	x	.5 point each	/5		
13 & 14	9A	<b>Follows Verbal Directions:</b> Listens to, remembers, and follows 1. one-step direction 2. two-step direction:	x	2.5 points each	/5		
15	10A	<b>Numeral Comprehension:</b> Matches quantity with numerals: 2 1 4 3 5	x	2 points ea	/10		
16	11A	<b>Prints Personal Data:</b> Prints first name <i>Reversals:</i> Yes _____ No _____	x	5 points	/5		
17	12A	<b>Syntax and Fluency:</b> 1. Speech is understandable. 2. Speaks in complete sentences.	x	5 points ea	/10		

**D. Observations**

- Handedness: Right \_\_\_\_\_ Left \_\_\_\_\_ Uncertain \_\_\_\_\_
- Grasps pencil with: Fist \_\_\_\_\_ Fingers \_\_\_\_\_
- Hearing appeared to be normal: (See Functional Hearing and Vision)  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_
- Vision appeared to be normal: (See Functional Hearing and Vision)  
Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

Oral Language Rubric Score		Total Score =	/100	
Social Emotional Rubric Score				
Academic Score:				
Gross Motor Score:				
Total Score for Readiness Rubric:				









