# Bethlehem Central School District Preschool (4 year old) Cognitive Skills Rubric

| | 1<br>Rarely Demonstrates<br>Requires direct instruction, a high level of cueing, modeling, and/or hand-over-hand support. | 2<br>Developing skill with support:<br>Needs direct instruction and a moderate level of cueing to generalize to other school settings | 3<br>Skill is inconsistent or emerging with some increased independence Still requires presets or coaching to generalize. | 4<br>Consistently Demonstrates<br>Skill is comparable to general population |
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| **Conceptual/Personal Knowledge**<br>❑ Understands basic cause/effect, but lacks complete understanding<br>❑ Demonstrates basic understanding that actions have associated consequences<br>❑ Begins to discriminate between reality and fantasy<br>❑ Discriminates between food/non-food items<br>❑ Identifies own and others' gender<br>❑ Knows first and last name<br>❑ Knows his/her age<br>❑ Understands concept of same/different<br>❑ Engages in make-believe play and symbolic play | | | | |
| **Critical Thinking**<br>❑ Attempts to solve problems visually or verbally<br>❑ Interested in exploring and learning – asks many "why" questions<br>❑ Names similarities and differences between objects<br>❑ Still has difficulty with making predictions<br>❑ Distinguishes between writing and other visual marks | | | | |
| **Math Concepts**<br>❑ Understands the concepts of one and two<br>❑ Counts up to 5 objects with 1:1 correspondence<br>❑ Matches colors<br>❑ Matches shapes, colors, and sizes<br>❑ Matches objects to their feature, function, or category<br>❑ Names at least 3-4 colors<br>❑ Begins to recognize simple patterns (ABAB)<br>❑ Understands basic concepts of time (eat breakfast in the morning, go to bed at night)<br>❑ Understands basic quantitative/temporal concepts and opposites: big/little, fast/slow, long/short,) | | | | |

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| **Pre-Literacy Concepts**<br>❑ Recognizes his/her name<br>❑ Recognizes letters in his/her name<br>❑ Knows some letters<br>❑ Retells simple stories<br>❑ Use pictures to make inferences about book content<br>❑ Answers some questions about text read aloud<br>❑ Understands that print can be read | | | | |
| **Attention**<br>❑ Sustains attention to a large group activity for ten minutes given prompts<br>❑ Recognizes environmental sounds<br>❑ Filters low level noise to attend to speaker<br>❑ Sustains attention to short books<br>❑ Sustains attention to speaker during short conversations | | | | |
| **Memory/Organization**<br>❑ Recalls events from yesterday<br>❑ Retells simple experiences<br>❑ Repeats up to 6-8 word sentences<br>❑ Remembers where he/she left items<br>❑ Knows where common objects are kept/can be found at home/in the classroom<br>❑ Knows basic daily routine<br>❑ Follow simple 2-3 step directions<br>❑ Follows complex 1-step directions<br>❑ Knows simple rhymes<br>❑ Keeps track of/collects personal items (e.g. gets and puts on jacket and shoes when told it is time to go outside, gets jacket and backpack from cubby at end of school day) | | | | |
| **Visual/Spatial/Perceptual/Sensory**<br>❑ Matches objects to pictures<br>❑ Recognizes basic environmental sounds<br>❑ Able to complete 4-12 piece puzzles<br>❑ Imitates actions of others<br>❑ Matches objects by shape, color, size<br>❑ Matches 3 and 4 block patterns<br>❑ Describes properties of objects by using senses (color, scent, sound, texture) | | | | |