

Bethlehem Central School District Preschool (4 year old) Social Skills/Play Rubric

	1 Rarely Demonstrates Requires direct instruction, a high level of cueing, modeling, and/or hand-over-hand support.	2 Developing skill with support: Needs direct instruction and a moderate level of cueing to generalize to other school settings	3 Skill is inconsistent or emerging with some increased independence Still requires presets or coaching to generalize.	4 Consistently Demonstrates Skill is comparable to general population
Conversational Skills <ul style="list-style-type: none"> <input type="checkbox"/> Understands and uses age-appropriate body language and gestures <input type="checkbox"/> Appropriately initiates and maintains conversations for at least 3-4 turns <input type="checkbox"/> Needs reminders or questioning to provide a context for relation of events <input type="checkbox"/> Generally appropriate volume, tone and rate <input type="checkbox"/> Takes turns appropriately during conversation <input type="checkbox"/> Uses language for a variety of pragmatic functions (requesting, labeling, commenting, asking questions) <input type="checkbox"/> Uses appropriate eye contact/gaze <input type="checkbox"/> Retells short, simple stories or events 				
Social Skills Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Plays spontaneously with a group of 2-3 children <input type="checkbox"/> Imitates adults and peers in play <input type="checkbox"/> Shows affection for familiar peers and adults <input type="checkbox"/> Shows preference for some peers <input type="checkbox"/> Begins to play cooperatively <input type="checkbox"/> Engages in make-believe play schemes (pretending to serve dinner, play "house", etc.) <input type="checkbox"/> Engages in symbolic play <input type="checkbox"/> Assigns roles in play ("You be daddy, I'll be mommy") <input type="checkbox"/> Takes turns with toys <input type="checkbox"/> Recognizes authority and generally follows instructions <input type="checkbox"/> Demonstrates general understanding of rules in different environments <input type="checkbox"/> Asks for help appropriately <input type="checkbox"/> Begins to use basic verbal problem solving skills (bargaining) <input type="checkbox"/> Separates from parents with relative ease <input type="checkbox"/> Generally expresses emotions appropriately <input type="checkbox"/> Establishes positive relationships with peers 				

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<p>Socially Responsible Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follows simple game rules <input type="checkbox"/> Does not display unusual sounds and/or behaviors <input type="checkbox"/> Can take turns without reminders <input type="checkbox"/> Helps clean up toys when asked <input type="checkbox"/> Responds appropriately to touch <input type="checkbox"/> Maintains attention to task for up to 3 minutes <input type="checkbox"/> Emergently able to give up immediate gratification based on promise of a delayed privilege <input type="checkbox"/> Stops behaviors when told no <input type="checkbox"/> Demonstrates general understanding of “safe play” 				
<p>Self Awareness/Self Regulation/ Mindful Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses greetings appropriately with familiar adults and peers <input type="checkbox"/> Appropriately addresses listener to engage in conversation <input type="checkbox"/> Generally uses appropriate table manners <input type="checkbox"/> Able to generally regulate emotions and seek adult assistance when needed <input type="checkbox"/> Attempts to solve problems verbally before using physical means <input type="checkbox"/> Begins to advocate for self <input type="checkbox"/> Recognizes and interprets facial expression cues <input type="checkbox"/> Identifies self by specific characteristics (age, gender, abilities, characteristics) <input type="checkbox"/> Able to select and complete some self-directed activities <input type="checkbox"/> Generally modifies behavior when given verbal direction <input type="checkbox"/> Transitions appropriately between school activities given minimal verbal prompts 				