

3s to 4/5s (Pre-K) Transition Readiness Rubric

Student Name:		Review Date:		Evaluator:
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)	
Conflict & Advocacy	Uses physical actions (hitting, grabbing) or cries to solve problems.	Needs teacher mediation to find words during conflicts or to express needs.	Begins to use words to solve conflicts; stands up for their own rights when appropriate.	
Directions & Routines	Requires 1-on-1 guidance to follow the daily routine or 1-step directions.	Follows 2-step directions with reminders; familiar with routines but needs prompting.	Follows classroom routines and teacher directions of 3 or more steps.	
Fine Motor: Scissor Skills	Cannot snip paper or holds scissors upside down.	Begins to use scissors to snip paper but struggles to cut along a path.	Is proficient with scissors; holds them mostly correctly to cut paper.	
Fine Motor: Writing Tools	Fists writing tools; uses implements inappropriately (e.g., markers on skin, walls).	Developing a grip; needs reminders to keep writing on paper rather than other surfaces.	Holds pencil mostly correctly; uses implements for their correct purpose on paper.	
Gross Motor: Transitions	Wanders, runs ahead, or needs to hold a teacher's hand constantly.	Walks near the group but gets distracted; needs frequent physical redirection.	Can walk safely in a line with the group with basic verbal encouragement or reminders.	
Health & Hygiene	Unaware of a runny nose; coughs openly without attempting to block it.	Needs verbal reminders to grab a tissue or cover their mouth.	Can independently blow their own nose and cover their own cough.	
Literacy & Conversation	Ignores stories; talks parallel to peers rather than with them.	Answers basic yes/no questions about a book; engages in brief exchanges.	Asks/answers questions about books/videos; shows early phonological awareness; participates in two-way conversations.	
Math: Counting & Quantity	Counts by rote memory but lacks 1-to-1 correspondence.	Demonstrates 1-to-1 correspondence up to 5; beginning to recognize small groups.	Understands/ demonstrates 1-to-1 correspondence from 1 to 10; subitizes some quantities.	

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Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)
Math: Logic Concepts	Struggles to sort objects or match items by basic attributes.	Sorts by one attribute (like color) with help; attempts patterns but makes errors.	Begins to independently classify, compare, measure, and pattern.
Play & Social Awareness	Play is mostly parallel; takes items from others without asking.	Pretend play is basic; notices others' feelings but requires help sharing.	Pretend play is becoming elaborate; shows respect for others' feelings and their property.
Pre-Writing Skills	Scribbles without intent to form specific shapes or letters.	Traces lines or attempts to form letters/numbers but lacks control.	Begins to independently write or form basic letters and numbers.
Responsibility: Belongings	Leaves belongings scattered; requires an adult to manage their coat/backpack.	Recognizes own items; helps put away coat/backpack but needs assistance.	Demonstrates independence by managing their own belongings (backpack, jacket, etc.).
Responsibility: Environment	Leaves messes; handles materials roughly; wanders during clean-up time.	Participates in clean-up with direct supervision; respects materials when reminded.	Participates actively in clean-up time; consistently shows responsibility and respect for materials.

Scoring & Recommendation ____1____2____3=_____/39

85% (33.15 or better): The child is ready to transition.

70-84% (27.3-32.76): The child is Emerging. Consider extra practice on emerging skills before finalizing the move.

<69% (<27.3): The child is not currently ready to transition. The current service level is still required for safety and development. Reevaluate in one month.

Notes: