

Pre-K to Kindergarten Transition Readiness Rubric

Student Name:		Review Date:		Evaluator:
Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)	
Communication & Comprehension	Uses single words; unable to answer questions about a story.	Retells stories with heavy prompting; asks simple questions.	Speaks in complete sentences, asks/answers questions about key details, and participates in collaborative conversations.	
Fine Motor: Lunchbox Independence	Cannot open bags or containers without help.	Opens simple containers but struggles with wrappers or tight lids.	Independently opens packages and containers (i.e., in lunchbox).	
Gross Motor & Spatial Awareness	Bumps into peers often; struggles with balance.	Coordinates movements to perform activities but lacks spatial awareness.	Runs, stops, hops, gallops, skips, and moves with respect for self and peers' personal space.	
Health: Personal Care	Requires assistance with toileting, handwashing, or dressing.	Takes care of restroom needs and handwashing, as able.	Fastens clothes/shoes independently, and feeds self independently using utensils.	
Literacy: Early Writing	Scribbles without attempting to form letters.	Forms some letters, shapes, and symbols with adult support.	Independently writes their name and expresses ideas/stories through symbols, letters, or pictures.	
Literacy: Phonemic Awareness	Does not notice rhyming words or syllables.	Attempts to imitate rhyming words when prompted.	Produces and blends sounds into recognizable words, and compares/distinguishes sounds.	
Literacy: Print & Letter Knowledge	Does not recognize letters; holds books upside down.	Recognizes some letters; tracks words with heavy adult support.	Recognizes upper/lowercase letters, knows letters have sounds, tracks words left-to-right, and recognizes own name in print.	

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Goal Category	Not Yet Observed (1)	Emerging (2)	Ready for 1s (3)
Math: Computation	Cannot group objects or understand "more."	Manipulates objects to create sets with physical help.	Follows models of addition or subtraction with objects and makes sets smaller or larger.
Math: Geometry & Measurement	Struggles to sort objects or identify basic shapes.	Sorts and creates simple patterns in multiple ways.	Distinguishes between 2D and 3D shapes, and distinguishes between big, little, and size variations.
Math: Numeracy & Counting	Rote counts to 5; does not recognize written numerals.	Knows numbers represent quantities; counts to 10.	Counts numbers 1-20, recognizes and writes numbers 1-10, and uses quantities to compare more or less.
Social: Play & Guidance	Plays strictly parallel; ignores teacher directions.	Understands taking turns but needs adult mediation.	Engages in play experiences with peers, respects property, and accepts/follows guidance.
Wellbeing: Emotional Regulation	Relies on adults to regulate emotions; acts out physically.	Attends to a task for short periods of time but needs redirection.	Expresses feelings and emotions with words, manages transitions, and adapts to change.

Scoring & Recommendation ____1____2____3=_____/36

Mostly Level 3s: The child demonstrates the academic, social-emotional, and physical independence required for the Kindergarten transition.

Mixed Level 2s and 3s: The child is "Emerging." Consider providing targeted support on emerging skills before the start of the kindergarten year.

Presence of Level 1s: The child requires significant support in foundational areas. A meeting with the family to discuss kindergarten readiness expectations, developmental progress, and potential supportive interventions is recommended.

Notes: