

Name _____

Classroom _____

Personal Knowledge Checklist

	Benchmark	1 st	2 nd	3 rd
Personal Knowledge	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date	Gender Age First name Last name Birth month Birth date

Self and Social Development Rubric

DRDP Code		1 Below Basic	2 Basic	3 Proficient	4 Advanced
SED 1 (8)	Personal Knowledge & Self-Identity	1-2 correct	3 correct	4-5 correct; AND Describes self based on physical characteristics. (I have blue eyes.) OR Compares physical characteristics of self and others (I am taller than my sister.)	6 correct; AND Expresses own preferences OR feelings in comparison to others. (I like mac & cheese but he likes pizza. My mom's favorite color is pink; I like blue.)
PD-HLTH 6 (43) PD-HLTH 8 (45)	Practices self-help and personal care skills	Requires adult assistance.	Independently washes hands AND uses tissue; AND fastens own clothing after bathroom. May need reminders.	Washes hands AND uses tissue without reminders; AND independently puts on jacket, AND removes and puts on shoes.	Zips independently. AND provides reminders to peers (see Basic).
	Expresses pride in accomplishments	Agrees with adult/enjoys adult praise of accomplishments	Positively communicates completion of activity (We did it!/Look at this!)	Positively communicates about own skills; AND Expresses that they are good as something specific.	Demonstrates confidence by assisting peers in own areas of accomplishment.

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SED 2 (9)	Expresses empathy	Shows awareness when others are unhappy or upset	Offers simple assistance when others are upset (tries to comfort or notifies adult) OR Accurately labels others' feelings (on a person, in a book, or by drawing)	Offers simple assistance when others are upset (tries to comfort or notifies adult) AND Accurately labels others' feelings (on a person, in a book, or by drawing)	Comforts upset peer with words AND actions. (Sits with arm around child. "It's ok, Mommy will come back.")
ALT-REG 5 (5) HSS 4 (51)	Copes with feelings /exhibits self control	Requires adult assistance to deal with frustrations OR to maintain safety of self and others.	Requires verbal reminders to refrain from acting impulsively.	Waits turn AND distracts self OR Seeks adult assistance rather than acting impulsively	Verbally offers strategy/solution to others, uses words to solve problems OR Removes self from frustrating situations
ALT-REG 7 (7)	Shares and takes turns	Requires adult guidance to take turns OR Refuses to share	Complies with adult structured procedure for taking turns; AND Shares reluctantly	Takes turns AND shares willingly. May need occasional adult reminders.	Proposes solution to peers for turn taking AND sharing.
SED 3 (10)	Builds relationships with familiar adults	Seeks help or comfort	Cooperates with adult; AND Child initiates adult interaction.	Wants to assist adult; AND Engages adult in conversation.	Works with adult to plan and organize new activities OR problem solve.
SED 4 (11)	Progresses through developmental stages of play	Primarily engages in parallel play	Alternates between cooperative and parallel play	Regularly engages in sustained cooperative play	Leads group of children in a cooperative play activity.
SED 5 (12)	Engages in dramatic play	Briefly engages in pretend play	Uses language to communicate about pretend play to peer OR adult (I'm driving a bus. I'm feeding the baby.)	Plays a defined role in a dramatic play situation for a sustained period of time.	Takes part in planning AND assigning roles in a play situation.

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ALT-REG 4 (4)	Shows curiosity and tries new things	Watches others/touches new materials	Asks questions about new things; AND Actively explores new materials	Independently uses familiar materials to investigate	Uses initiative to combine materials OR activities in new and inventive ways
ALT-REG 1 (1) ALT-REG 6 (6)	Demonstrates concentration and persistence	Needs adult encouragement to maintain concentration OR complete activity.	Maintains self-selected activity even in distracting environment	Persists with chosen activities even when difficulties are encountered.	Returns to challenging OR multi-step activities over multiple days.
HSS 5 (52)	Complies with teacher expectations	Needs teacher assistance to follow familiar rules.	Usually follows classroom rules, including respecting others' space AND cleaning up.	Applies familiar rules to all places in school, including on the playground, AND during "specials" classes.	Can verbalize expectations to adults or peers AND maintains compliance regardless of other children's behavior or other unusual circumstances.
	Participates in daily group activities	Needs adult assistance to stay with group during group activities.	Stays with group AND participates with adult encouragement.	Participates appropriately AND at appropriate times	Volunteers extension idea OR activity related to group activity.
	Successfully completes transitions	Requires adult assistance for transitions.	Transitions successfully with reminders.	Independently transitions successfully.	Assists peers.

Transitions include **ALL**: lining up, stopping activities when asked, cleaning up after snack and play times, moving between activities, moving with the group outside the classroom, **AND** separating from familiar adults.