

## Orchard Farm Early Learning Center: ELA Proficiency Scale

Grade Level: Pre-Kindergarten & Preschool Essential Standard Report Out: Trimester 1-3	Essential Standard Addressed: III.A.3. Supporting Standards Addressed: <b>K.NS.B.5-6; K.NS.B.8-9; K.NBTA.1; K.RA.A.3</b> Topic: Written Expression
End of Year Learning Goal: I can legibly write my first name using title-case, and tell others about the meaning of my drawings.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	<b>The student independently, accurately, and consistently:</b> <ul style="list-style-type: none"> <li>● I can share and tell about my drawings with peers and/or adults.</li> <li>● I can use letter-like formations to represent words.</li> <li>● I can copy letters and/or numbers from a model.</li> <li>● I can use a variety of resources to draw and/or write.</li> <li>● I can add details to my drawings.</li> <li>● I can differentiate between pictures and letters/words.</li> <li>● I am beginning to sound out letters/words to express my drawings.</li> <li>● I can understand that writing is for different purposes.</li> <li>● I can hold my writing utensil with a functional grasp.</li> <li>● I can legibly write my first name using title case.</li> </ul>	<b>In addition to meeting the standard, the student demonstrates in-depth inferences and applications that go beyond the grade level standard, such as:</b> <ul style="list-style-type: none"> <li>● I can share and tell details about my drawings with peers and/or adults.</li> <li>● I can label drawings.</li> <li>● I can write some letters to represent words.</li> <li>● I can copy words (from a variety of resources) to express my drawings.</li> <li>● I can sound out letters/words to express my drawings.</li> <li>● I can group letters to make a word.</li> <li>● I can use spaces in between words to represent sentences.</li> <li>● I can make a book and share.</li> <li>● I can legibly write my first and last name using title case.</li> </ul>
Approaching	<b>The student with support and prompting is demonstrating he/she is nearing the learning goal by:</b> <ul style="list-style-type: none"> <li>● I can share and tell about my drawings with peers and/or adults.</li> <li>● I can use directional scribbles to represent drawings and/or words.</li> <li>● I can use symbols to represent drawings and/or writing words.</li> <li>● I can hold my writing utensil to explore writing.</li> <li>● I can write some letters of my first name using title case.</li> </ul>	
Beginning	<b>The student with ongoing support and prompting is beginning to demonstrate success with:</b> <ul style="list-style-type: none"> <li>● I can explore writing.</li> <li>● I can use a writing utensil to scribble.</li> <li>● I can show an interest in writing.</li> <li>● I can understand the function of a writing utensil (Eg. put utensil to the paper)</li> <li>● I can identify my first name in a field size of three.</li> </ul>	
Not Yet	<b>Even with help, not successful at this time.</b>	