

## Orchard Farm Early Learning Center: ELA Proficiency Scale

Grade Level: Pre-Kindergarten & Preschool Essential Standard Report Out: Trimester 1-3	Essential Standard Addressed: V.A.2. Supporting Standards Addressed: <b>K.NS.B.5-6; K.NS.B.8-9; K.NBTA.1; K.RA.A.3</b> Topic: Sounds of Language/Phonological Awareness
End of Year Learning Goal: I can generate rhyming words, sort words that have the same beginning sound, and segment syllables in multisyllabic words.	

Descriptor	Proficiency Scale	Standard Extended
Meeting	<b>The student independently, accurately, and consistently:</b> <ul style="list-style-type: none"> <li>I can sort words that start with the same beginning sound.</li> <li>I can generate rhyming words.</li> <li>I can segment/clap/tap out syllables in multisyllabic words.</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 produce my own multi-syllabic rhyming words.</li> <li>I can identify where the sound is in a word (beginning/middle/ending).</li> <li>I can produce my own words that start with the same sound.</li> <li>I can tell how many syllables are in a word.</li> <li>I can blend words (CV, VC, CVC) (continuants then stops).</li> <li>I can sort words that end with the same sound.</li> <li>I can give the beginning/initial/first sound of a word when asked.</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 identify sounds that are the same and sounds that are different.</li> <li>I can judge if word pairs rhyme. Then identify the “odd one out” rhyming word.</li> <li>I can finish cloze rhyming statements in books after multiple readings.</li> <li>I can segment/clap/tap out syllables in compound words.</li> <li>I can show an understanding in the vocabulary “beginning/initial/first” and “end/final/last”</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 imitate letter sounds.</li> <li>I can listen to sounds and rhymes.</li> <li>I can show an interest in nursery rhymes.</li> <li>I show an interest in fingerplays and music time.</li> <li>I show an interest in books.</li> </ul>	
Not Yet	<b>Even with help, not successful at this time.</b>	