

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

READING

Essential Standard: Asks and answers questions about key details in literature and informational texts (L,I)

STANDARDS ADDRESSED:

MA.PK.RL.1. WITH PROMPTING AND SUPPORT, ASK AND ANSWER QUESTIONS ABOUT A STORY OR POEM READ ALOUD.

MA.PK.RI.1 WITH PROMPTING AND SUPPORT, ASK AND ANSWER QUESTIONS ABOUT AN INFORMATIONAL TEXT READ ALOUD.

MA.PK.RL.10. LISTEN ACTIVELY AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP TO A VARIETY OF AGE-APPROPRIATE LITERATURE READ ALOUD.

MA.PK.RI.10. LISTEN ACTIVELY AS AN INDIVIDUAL AND AS A MEMBER OF A GROUP TO A VARIETY OF AGE-APPROPRIATE INFORMATIONAL TEXTS READ ALOUD.

First Semester: Benchmarks	
Warning (1)	Unable to answer questions about key details in literature and informational texts; no involvement in reading activities with purpose and understanding
Needs Improvement (2)	Requires substantial prompting and support to answer questions about key details in literature and informational texts; with prompting and support actively engages in reading activities with purpose and understanding
Proficient (3)	With prompting and support, answers questions about key details in literature and informational texts; independently engages in reading activities with purpose and understanding

Second Semester: Benchmarks	
Warning (1)	Unable to ask and answer questions about key details in literature and informational texts; no involvement in reading activities with purpose and understanding
Needs Improvement (2)	Requires substantial prompting and support to ask and answer questions about key details in literature and informational texts; with prompting and support actively engages in reading activities with purpose and understanding
Proficient (3)	With prompting and support, asks and answers questions about key details in literature and informational texts; independently engages in reading activities with purpose and understanding

READING

Essential Standard: Demonstrates an understanding of information presented from literature and informational texts (L,I)

STANDARDS ADDRESSED:

MA.PK.RI.2. WITH PROMPTING AND SUPPORT, RECALL IMPORTANT FACTS FROM AN INFORMATIONAL TEXT AFTER HEARING IT READ ALOUD.

MA.PK.RL.3. WITH PROMPTING AND SUPPORT, ACT OUT CHARACTERS AND EVENTS FROM A STORY OR POEM READ ALOUD.

MA.PK.RI.3. WITH PROMPTING AND SUPPORT, REPRESENT OR ACT OUT CONCEPTS LEARNED FROM HEARING AN INFORMATIONAL TEXT READ ALOUD.

First Semester: Benchmarks	
Warning (1)	Unable to recall important facts, represent or act out concepts, characters and events presented in literature and informational texts
Needs Improvement (2)	Requires substantial prompting and support to recall important facts, represent or act out concepts, characters and events presented in literature and informational texts
Proficient (3)	With prompting and support, recalls important facts, represents or acts out concepts, characters and events presented in literature and informational texts

Second Semester: Benchmarks	
Warning (1)	Unable to recall a sequence of events and important facts, represent or act out concepts, characters and events presented in literature and informational texts
Needs Improvement (2)	Requires substantial prompting and support to recall a sequence of events and important facts, represent or act out concepts, characters and events presented in literature and informational texts
Proficient (3)	With prompting and support, recalls a sequence of events and important facts, represents or acts out concepts, characters and events presented in literature and informational texts

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

READING

Essential Standard: Asks and answers questions about unfamiliar words in literature and informational texts (L, I)

STANDARDS ADDRESSED:

MA.PK.RL.4. WITH PROMPTING AND SUPPORT, ASKS AND ANSWERS QUESTIONS ABOUT UNFAMILIAR WORDS IN A STORY OR POEM READ ALOUD.

MA.PK.RI.4. WITH PROMPTING AND SUPPORT, ASKS AND ANSWERS QUESTIONS ABOUT UNFAMILIAR WORDS IN AN INFORMATIONAL TEXT READ ALOUD.

First Semester: Benchmarks

Warning (1)	Unable to answer questions about unfamiliar words in literature and informational texts
Needs Improvement (2)	Requires substantial prompting and support to answer questions about unfamiliar words in literature and informational texts
Proficient (3)	With prompting and support answers questions about unfamiliar words in literature and informational texts

Second Semester: Benchmarks

Warning (1)	Unable to ask and answer questions about unfamiliar words in literature and informational texts
Needs Improvement (2)	Requires substantial prompting and support to ask and answer questions about unfamiliar words in literature and informational texts
Proficient (3)	With prompting and support, asks and answers questions about unfamiliar words in literature and informational texts

READING

Essential Standard: Able to use illustrations to describe key details and make predictions within literature and informational texts (L,I)

STANDARDS ADDRESSED:

MA.PK.RL.6. WITH PROMPTING AND SUPPORT, "READ" THE ILLUSTRATIONS IN A PICTURE BOOK BY DESCRIBING A CHARACTER OR PLACE DEPICTED, OR BY TELLING HOW A SEQUENCE OF EVENTS UNFOLDS.

MA.PK.RI.6. WITH PROMPTING AND SUPPORT, "READ" ILLUSTRATIONS IN AN INFORMATION PICTURE BOOK BY DESCRIBING FACTS LEARNED FROM THE PICTURES.

MA.PK.RL.7. WITH PROMPTING AND SUPPORT, MAKES PREDICTIONS ABOUT WHAT HAPPENS NEXT IN A PICTURE BOOK AFTER EXAMINING AND DISCUSSING THE ILLUSTRATIONS.

MA.PK.RI.7. WITH PROMPTING AND SUPPORT, DESCRIBES IMPORTANT DETAILS FROM AN ILLUSTRATION OR PHOTOGRAPH.

First Semester: Benchmarks

Warning (1)	Unable to use illustrations/photos to describe characters, setting, important details, and facts
Needs Improvement (2)	Requires substantial prompting and support to use illustrations/photos to describe characters, setting, important details, and facts
Proficient (3)	With prompting and support uses illustrations/photos to describe characters, setting, important details, and facts

Second Semester: Benchmarks

Warning (1)	Unable to use illustrations/photos to make predictions, describe characters, setting, plot, important details, and facts
Needs Improvement (2)	Requires substantial prompting and support to use illustrations/photos to make predictions, describe characters, setting, plot, important details, and facts
Proficient (3)	With prompting and support uses illustrations/photos to make predictions, describe characters, setting, plot, important details and facts

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

READING
Essential Standard: Moves or claps to a regular beat in poetry or song (L)

STANDARDS ADDRESSED:
 MA.PK.RL.8A. RESPOND WITH MOVEMENT OR CLAPPING TO A REGULAR BEAT IN POETRY OR SONG.

First Semester: Benchmarks	
Warning (1)	Unable to move or clap to a regular beat in poetry or song
Needs Improvement (2)	With prompting and support moves or claps to a regular beat in poetry or song
Proficient (3)	Moves or claps to a regular beat in poetry or song

Second Semester: Benchmarks	
Warning (1)	Unable to move or clap to a regular beat in poetry or song
Needs Improvement (2)	With prompting and support moves or claps to a regular beat in poetry or song
Proficient (3)	Moves or claps to a regular beat in poetry or song

READING
Essential Standard: Makes connections between personal experiences and literature (L)

STANDARDS ADDRESSED:
 MA.PK.RL.9. WITH PROMPTING AND SUPPORT, MAKES CONNECTIONS BETWEEN STORIES OR POEMS AND ONE’S OWN EXPERIENCES.

First Semester: Benchmarks	
Warning (1)	Unable to make connections between personal experiences and literature
Needs Improvement (2)	Requires substantial prompting and support to make connections between personal experiences and literature
Proficient (3)	With prompting and support, makes connections between personal experiences and literature

Second Semester: Benchmarks	
Warning (1)	Unable to make connections between personal experiences and literature
Needs Improvement (2)	Requires substantial prompting and support to make connections between personal experiences and literature
Proficient (3)	With prompting and support, makes connections between personal experiences and literature

READING
Essential Standard: Identifies books on a favorite topic or by a favorite author or illustrator (I)

STANDARDS ADDRESSED:
 MA.PK.RI.9. WITH PROMPTING AND SUPPORT, IDENTIFIES SEVERAL BOOKS ON A FAVORITE TOPIC OR SEVERAL BOOKS BY A FAVORITE AUTHOR OR ILLUSTRATOR.

First Semester: Benchmarks	
	Not assessed this semester
Second Semester: Benchmarks	
Warning (1)	Unable to identify books on a favorite topic or by a favorite author or illustrator
Needs Improvement (2)	Requires substantial prompting and support to identify books on a favorite topic or by a favorite author or illustrator
Proficient (3)	With prompting and support, identifies books on a favorite topic or by a favorite author or illustrator

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

READING: FOUNDATIONAL SKILLS

Essential Standard: Handles books respectfully and appropriately

STANDARDS ADDRESSED:

MA.PK.FS.1A. HANDLE BOOKS RESPECTFULLY AND APPROPRIATELY, HOLDING THEM RIGHT-SIDE-UP AND TURNING PAGES ONE AT A TIME FROM FRONT TO BACK.

First Semester: Benchmarks	
Warning (1)	Unable to handle books by holding them right-side-up and turning pages one at a time from front to back
Needs Improvement (2)	Requires guidance and support to handle books by holding them right-side-up and turning pages one at a time from front to back
Proficient (3)	Independently handles books by holding them right-side-up and turning pages one at a time from front to back

Second Semester: Benchmarks	
Warning (1)	Unable to handle books by holding them right-side-up and turning pages one at a time from front to back
Needs Improvement (2)	Requires guidance and support to handle books by holding them right-side-up and turning pages one at a time from front to back
Proficient (3)	Independently handles books by holding them right-side-up and turning pages one at a time from front to back

READING: FOUNDATIONAL SKILLS

Essential Standard: Recognizes and names some uppercase letters of the alphabet and the lowercase letters in one's own name

STANDARDS ADDRESSED:

MA.PK.FS.1D. RECOGNIZE AND NAME SOME UPPERCASE LETTERS OF THE ALPHABET AND THE LOWERCASE LETTERS IN ONE'S OWN NAME.

First Semester: Benchmarks	
Warning (1)	Unable to recognize any uppercase letters of the alphabet or any of the lowercase letters in one's own name
Needs Improvement (2)	Requires substantial guidance and support to recognize some uppercase letters of the alphabet and some of the lowercase letters in one's own name
Proficient (3)	With guidance and support, recognizes some uppercase letters of the alphabet and some of the lowercase letters in one's own name

Second Semester: Benchmarks	
Warning (1)	Unable to recognize or name any uppercase letters of the alphabet or the lowercase letters in one's own name
Needs Improvement (2)	Requires substantial guidance and support to recognize and name some uppercase letters of the alphabet and the lowercase letters in one's own name
Proficient (3)	With guidance and support, recognizes and names some uppercase letters of the alphabet and the lowercase letters in one's own name

READING: FOUNDATIONAL SKILLS

Essential Standard: Demonstrates an understanding of rhyming words

STANDARDS ADDRESSED:

MA.PK.FS.2A. WITH PROMPTING AND SUPPORT, RECOGNIZE AND PRODUCE RHYMING WORDS.

First Semester: Benchmarks	
	Not assessed this semester

Second Semester: Benchmarks	
Warning (1)	Unable to recognize or produce rhyming words
Needs Improvement (2)	Requires substantial guidance and support to recognize and produce rhyming words
Proficient (3)	With guidance and support, recognizes and produces rhyming words

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

READING: FOUNDATONAL SKILLS

Essential Standard: Segments words in a simple sentence

STANDARDS ADDRESSED:

MA.PK.FS.2B. WITH GUIDANCE AND SUPPORT, SEGMENT WORDS IN A SIMPLE SENTENCE BY CLAPPING AND NAMING THE NUMBER OF WORDS IN THE SENTENCE.

First Semester: Benchmarks	
	Not assessed this semester

Second Semester: Benchmarks	
Warning (1)	Unable to segment words in a simple sentence by naming and clapping out the number of words in the sentence
Needs Improvement (2)	Requires substantial guidance and support to segment words in a simple sentence by naming and clapping out the number of words in the sentence
Proficient (3)	With guidance and support, segments words in a simple sentence by naming and clapping out the number of words in the sentence

READING: FOUNDATONAL SKILLS

Essential Standard: Demonstrates an understanding of initial sounds in spoken words

STANDARDS ADDRESSED:

MA.PK.FS.2C. IDENTIFY THE INITIAL SOUND OF A SPOKEN WORD AND, WITH GUIDANCE AND SUPPORT, GENERATE SEVERAL OTHER WORDS THAT HAVE THE SAME INITIAL SOUND.

First Semester: Benchmarks	
	Not assessed this semester

Second Semester: Benchmarks	
Warning (1)	Unable to identify the initial sound of a spoken word or generate several other words that have the same initial sound
Needs Improvement (2)	Requires guidance and support to identify the initial sound of a spoken word and, with substantial guidance and support, generates several other words that have the same initial sound
Proficient (3)	Identifies the initial sound of a spoken word and, with guidance and support, generates several other words that have the same initial sound

READING: FOUNDATONAL SKILLS

Essential Standard: Demonstrates a beginning understanding of the relationship between sounds and letters

STANDARDS ADDRESSED:

MA.PK.FS.3A. LINK AN INITIAL SOUND TO A PICTURE OF AN OBJECT THAT BEGINS WITH THAT SOUND AND, WITH GUIDANCE AND SUPPORT, TO THE CORRESPONDING PRINTED LETTER.

First Semester: Benchmarks	
	Not assessed this semester

Second Semester: Benchmarks	
Warning (1)	Unable to link an initial sound to a picture of an object that begins with that sound or to the corresponding printed letter
Needs Improvement (2)	With guidance and support, links an initial sound to a picture of an object that begins with that sound and, with substantial guidance and support, to the corresponding printed letter
Proficient (3)	Links an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter

READING: FOUNDATONAL SKILLS

Essential Standard: Recognizes one's own name and familiar common signs and labels

STANDARDS ADDRESSED:

MA.PK.FS.3C. RECOGNIZE ONE'S OWN NAME AND FAMILIAR COMMON SIGNS AND LABELS.

First Semester: Benchmarks	
Warning (1)	Unable to recognize one's own name and familiar common signs and labels (e.g. STOP)
Needs Improvement (2)	With guidance and support, recognizes one's own name and familiar common signs and labels (e.g. STOP)
Proficient (3)	Recognizes one's own name and familiar common signs and labels (e.g. STOP)

Second Semester: Benchmarks	
Warning (1)	Unable to recognize one's own name and familiar common signs and labels (e.g. STOP)
Needs Improvement (2)	With guidance and support, recognizes one's own name and familiar common signs and labels (e.g. STOP)
Proficient (3)	Recognizes one's own name and familiar common signs and labels (e.g. STOP)

WRITTEN LANGUAGE

Essential Standard: Dictates words to express a preference or opinion about a topic

STANDARDS ADDRESSED:

MA.PK.W1. DICTATES WORDS TO EXPRESS A PREFERENCE OR OPINION ABOUT A TOPIC.

First Semester: Benchmarks	
Warning (1)	Unable to dictate words to express a preference or opinion about a topic
Needs Improvement (2)	Requires guidance and support to dictate words to express a preference or opinion about a topic
Proficient (3)	Dictates words to express a preference or opinion about a topic

Second Semester: Benchmarks	
Warning (1)	Unable to dictate words to express a preference or opinion about a topic
Needs Improvement (2)	Requires guidance and support to dictate words to express a preference or opinion about a topic
Proficient (3)	Dictates words to express a preference or opinion about a topic

WRITTEN LANGUAGE

Essential Standard: Dictates and draws about a topic and a story

STANDARDS ADDRESSED:

MA.PK.W2. USE A COMBINATION OF DICTATING AND DRAWING TO EXPLAIN INFORMATION ABOUT A TOPIC.

MA.W3. USE A COMBINATION OF DICTATING AND DRAWING TO TELL A REAL OR IMAGINED STORY.

First Semester: Benchmarks	
Warning (1)	Unable to dictate and draw about a topic
Needs Improvement (2)	Requires guidance and support to dictate and draw about a topic
Proficient (3)	Independently dictates and draws about a topic

Second Semester: Benchmarks	
Warning (1)	Unable to dictate and draw about a topic and a real/imagined story
Needs Improvement (2)	Requires guidance and support to dictate and draw about a topic and a real/imagined story
Proficient (3)	Independently dictates and draws about a topic and a real/imagined story

WRITTEN LANGUAGE

Essential Standard: Demonstrates an understanding of digital tools and their use for communication

STANDARDS ADDRESSED:

MA.PK.W6. RECOGNIZE THAT DIGITAL TOOLS (E.G. COMPUTERS, CELL PHONES, CAMERAS AND OTHER DEVICES) ARE USED FOR COMMUNICATION AND, WITH SUPPORT AND GUIDANCE, USE THEM TO CONVEY MESSAGES IN PICTURES AND/OR WORDS.

First Semester: Benchmarks

Warning (1)	Demonstrates little or no understanding that digital tools are used for communication
Needs Improvement (2)	Requires guidance and support to demonstrate an understanding that digital tools are used for communication
Proficient (3)	Independently demonstrates an understanding that digital tools are used for communication

Second Semester: Benchmarks

Warning (1)	Demonstrates little or no understanding that digital tools are used for communication and unable to use them to convey messages in pictures and/or words
Needs Improvement (2)	Requires guidance and support to demonstrate an understanding that digital tools are used for communication and, with substantial guidance and support, uses them to convey messages in pictures and/or words
Proficient (3)	Independently demonstrates an understanding that digital tools are used for communication and, with guidance and support, uses them to convey messages in pictures and/or words

SPEAKING AND LISTENING

Essential Standard: Appropriately participates in conversation with others

STANDARDS ADDRESSED:

MA.PK.SL1A. OBSERVE AND USE APPROPRIATE WAYS OF INTERACTING IN A GROUP.
MA.PK.SL1B. CONTINUE A CONVERSATION THROUGH MULTIPLE EXCHANGES.

First Semester: Benchmarks

Warning (1)	Unable to appropriately interact in a group setting
Needs Improvement (2)	Requires guidance and support to observe and use appropriate ways of interacting in a group setting
Proficient (3)	Independently observes and uses appropriate ways of interacting in a group setting

Second Semester: Benchmarks

Warning (1)	Unable to appropriately interact in a group setting or continue a conversation through multiple exchanges
Needs Improvement (2)	Requires guidance and support to observe and use appropriate ways of interacting in a group setting and continue a conversation through multiple exchanges
Proficient (3)	Independently observes and uses appropriate ways of interacting in a group setting and continues a conversation through multiple exchanges

SPEAKING AND LISTENING

Essential Standard: Demonstrates short-term recall of information

STANDARDS ADDRESSED:

MA.PK.SL2. RECALL INFORMATION FOR SHORT PERIODS OF TIME AND RETELL, ACT OUT, OR REPRESENT INFORMATION FROM A TEXT READ ALOUD, A RECORDING, OR A VIDEO (E.G. WATCH A VIDEO ABOUT BIRDS AND THEIR HABITATS AND MAKE DRAWINGS OR CONSTRUCTIONS OF BIRDS AND THEIR NESTS).

First Semester: Benchmarks	
Warning (1)	Unable to demonstrate recall by representing, retelling, or acting out recently presented information
Needs Improvement (2)	Requires prompting and support to demonstrate recall by representing, retelling, or acting out recently presented information
Proficient (3)	Demonstrates recall by independently representing, retelling, or acting out recently presented information

Second Semester: Benchmarks	
Warning (1)	Unable to demonstrate recall by representing, retelling, or acting out recently presented information
Needs Improvement (2)	Requires prompting and support to demonstrate recall by representing, retelling, or acting out recently presented information
Proficient (3)	Demonstrates recall by independently representing, retelling, or acting out recently presented information

SPEAKING AND LISTENING

Essential Standard: Asks and answers questions in order to seek help or clarify

STANDARDS ADDRESSED:

MA.PK.SL3. ASK AND ANSWER QUESTIONS IN ORDER TO SEEK HELP, GET INFORMATION, OR CLARIFY SOMETHING THAT IS NOT UNDERSTOOD.

First Semester: Benchmarks	
Warning (1)	Unable to ask and answer questions in order to seek help, get information, or clarify something that is not understood
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to seek help, get information, or clarify something that is not understood
Proficient (3)	Independently asks and answers questions in order to seek help, get information, or clarify something that is not understood

Second Semester: Benchmarks	
Warning (1)	Unable to ask and answer questions in order to seek help, get information, or clarify something that is not understood
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to seek help, get information, or clarify something that is not understood
Proficient (3)	Independently asks and answers questions in order to seek help, get information, or clarify something that is not understood

SPEAKING AND LISTENING

Essential Standard: Speaks audibly to express personal experiences, stories and thoughts/feelings

STANDARDS ADDRESSED:

MA.PK.SL4. DESCRIBE PERSONAL EXPERIENCES; TELL REAL OR IMAGINED STORIES.
MA.SL6. SPEAK AUDIBLY AND EXPRESS THOUGHTS, FEELINGS AND IDEAS.

First Semester: Benchmarks	
Warning (1)	Not able to speak audibly to express thoughts, feelings and ideas
Needs Improvement (2)	Requires prompting to speak audibly to express thoughts, feelings and ideas
Proficient (3)	Speaks audibly to express thoughts, feelings and ideas

Second Semester: Benchmarks	
Warning (1)	Not able to speak audibly to express thoughts, feelings and ideas; unable to describe personal experiences or tell real or imagined stories
Needs Improvement (2)	Requires prompting to speak audibly to express thoughts, feelings, ideas; describes personal experiences and tells real and imagined stories
Proficient (3)	Speaks audibly to express thoughts, feelings, ideas; describes personal experiences and tells real and imagined stories

SPEAKING AND LISTENING

Essential Standard: Creates and explains representations of experiences or stories

STANDARDS ADDRESSED:

MA.PK.SL5. CREATE REPRESENTATIONS OF EXPERIENCES OR STORIES (E.G. DRAWINGS, CONSTRUCTIONS WITH BLOCKS OR OTHER MATERIALS, CLAY MODELS) AND EXPLAIN THEM TO OTHERS.

First Semester: Benchmarks	
	Not assessed this semester

Second Semester: Benchmarks	
Warning (1)	Limited ability to create representations of experiences or stories and unable to explain them to others
Needs Improvement (2)	Creates representations of experiences or stories and requires teacher prompting to explain them to others
Proficient (3)	Independently creates representations of experiences or stories and explains them to others

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

LANGUAGE AND VOCABULARY

Essential Standard: Demonstrates command of English grammar when speaking

STANDARDS ADDRESSED:

MA.PK.LS1B. USE FREQUENTLY OCCURRING NOUNS AND VERBS

MA.PK.LS1C. FORM REGULAR PLURAL NOUNS.

MA.PK.LS1E. USE THE MOST FREQUENTLY OCCURRING PREPOSITIONS (E.G., TO, FROM, IN, OUT, ON, OFF, FOR, BY, WITH)

First Semester: Benchmarks	
Warning (1)	Unable to use frequently occurring nouns, verbs and regular plural nouns when speaking
Needs Improvement (2)	Requires prompting and support to use frequently occurring nouns, verbs and regular plural nouns when speaking
Proficient (3)	Uses frequently occurring nouns, verbs and regular plural nouns when speaking

Second Semester: Benchmarks	
Warning (1)	Unable to speak in complete sentences using frequently occurring nouns, verbs, regular plural nouns, and prepositions
Needs Improvement (2)	Requires prompting and support to speak in complete sentences using frequently occurring nouns, verbs, regular plural nouns, and prepositions
Proficient (3)	Speaks in complete sentences using frequently occurring nouns, verbs, regular plural nouns, and prepositions

LANGUAGE AND VOCABULARY

Essential Standard: Understands and uses question words

STANDARDS ADDRESSED:

MA.PK.LS1.D. UNDERSTAND AND USE QUESTION WORDS (E.G. WHO, WHAT, WHERE, WHEN, WHY, HOW)

First Semester: Benchmarks	
Warning (1)	Unable to demonstrate an understanding of question words (e.g. who, what, where, when, why, how)
Needs Improvement (2)	Requires prompting and support to demonstrate an understanding of question words (e.g. who, what, where, when, why, how)
Proficient (3)	Demonstrates an understanding of question words (e.g. who, what, where, when, why, how)

Second Semester: Benchmarks	
Warning (1)	Unable to understand or use question words (e.g. who, what, where, when, why, how)
Needs Improvement (2)	Requires prompting and support to understand and use question words (e.g. who, what, where, when, why, how)
Proficient (3)	Understands and uses question words (e.g. who, what, where, when, why, how)

PRESCHOOL ENGLISH LANGUAGE ARTS RUBRIC

LANGUAGE AND VOCABULARY
Essential Standard: Asks and answers questions about the meaning of new words

STANDARDS ADDRESSED:
 MA.PK.LS4. ASK AND ANSWER QUESTIONS ABOUT THE MEANINGS OF NEW WORDS AND PHRASES INTRODUCED THROUGH BOOKS, ACTIVITIES, AND PLAY.

First Semester: Benchmarks	
Warning (1)	Unable to answer questions about the meaning of new words and phrases introduced through books, activities and play
Needs Improvement (2)	Requires prompting and support to answer questions about the meaning of new words and phrases introduced through books, activities and play
Proficient (3)	Answers questions about the meaning of new words and phrases introduced through books, activities and play

Second Semester: Benchmarks	
Warning (1)	Unable to answer or ask questions about the meaning of new words and phrases introduced through books, activities and play
Needs Improvement (2)	Requires prompting and support to answer and ask questions about the meaning of new words and phrases introduced through books, activities and play
Proficient (3)	Answers and asks questions about the meaning of new words and phrases introduced through books, activities and play

LANGUAGE AND VOCABULARY
Essential Standard: Generates words that are similar in meaning

STANDARDS ADDRESSED:
 MA.PK.LS4A. WITH GUIDANCE AND SUPPORT, GENERATE WORDS THAT ARE SIMILAR IN MEANING (E.G. SMALL/LITTLE, MAD/ANGRY, JACKET/COAT)

First Semester: Benchmarks	
	Not assessed this semester

Second Semester: Benchmarks	
Warning (1)	Unable to generate words that are similar in meaning (e.g. small/little, mad/angry, jacket/coat)

Needs Improvement (2)	Requires substantial prompting and support to generate words that are similar in meaning (e.g. small/little, mad/angry, jacket/coat)
Proficient (3)	With guidance and support, generates words that are similar in meaning (e.g. small/little, mad/angry, jacket/coat)

LANGUAGE AND VOCABULARY
Essential Standard: Uses new vocabulary in meaningful contexts

STANDARDS ADDRESSED:
 MA.PK.LS5C. APPLY WORDS LEARNED IN CLASSROOM ACTIVITIES TO REAL-LIFE EXAMPLES (E.G., NAME PLACES IN SCHOOL THAT ARE FUN, QUIET, OR NOISY)

First Semester: Benchmarks	
Warning (1)	Unable to apply new vocabulary learned in classroom activities (conversations, listening to books read aloud, activities, and play) to real life examples
Needs Improvement (2)	Requires support to apply new vocabulary learned in classroom activities (conversations, listening to books read aloud, activities, and play) to real life examples
Proficient (3)	Applies new vocabulary learned in classroom activities (conversations, listening to books read aloud, activities, and play) to real life examples

Second Semester: Benchmarks	
Warning (1)	Unable to apply new vocabulary learned in classroom activities (conversations, listening to books read aloud, activities, and play) to real life examples
Needs Improvement (2)	Requires support to apply new vocabulary learned in classroom activities (conversations, listening to books read aloud, activities, and play) to real life examples
Proficient (3)	Applies new vocabulary learned in classroom activities (conversations, listening to books read aloud, activities, and play) to real life examples