



SAMPLE MATERIAL

Early Literacy Progress Monitoring Rubric

School District of Janesville, Wisconsin









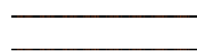
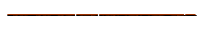
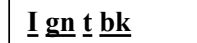





Topic: Preschool Language and Literacy

Practice: Teach Phonological Awareness







Janesville developed this pictorial progress-monitoring rubric to help teachers talk with children about their progress in oral language and print awareness. Instruction in these skill areas is integrated into routines children do prior to entering a play center, such as drawing a picture of what they will be doing, orally expressing to a teacher or peer the message they will write, drawing lines that represent the words, and sounding out the words of the oral message. Similar rubrics can be used for tracking development of phonological awareness, including the connection between sounds and letters. The rubric helps teachers document children's performance and determine what additional scaffolded supports they need to perform at the highest level. Think about how you can adapt this rubric to help your teachers plan instruction and monitor phonological skill development. An example of a pictorial scale for documenting progress in phonological awareness is included with the Janesville rubric.

EARLY LITERACY RUBRIC

Name: _____ Date: _____

	1	2	3	4	5
Reading 	I looked at the color and remembered my center from yesterday. 	I looked at my picture to remember what I did yesterday in my center. 	I looked and pointed to the lines as I read my plan from yesterday. 	I looked and pointed to the letters I wrote on my lines, as I read yesterday's play plan.  <u>I g n t b k</u>	I looked at my words I wrote yesterday and pointed to each word as I read back my plan.  <u>I am going to the block center</u>
 Oral message	I could name my center and match clip 	I could name my center and tell my role 	I could name my center tell my role and one thing I would do. 	I could name my role and 2 things I would do in my center. 	I could name role and 3 things I would do in my center. 
 Picture	My picture is a scribble 	My picture shows me 	My picture shows me and 1 prop I will use in my center 	My picture shows me and 2 props I will use in my center 	My picture shows me and 3 props I will use in my center 
Writing 	My message is a scribble 	I drew some lines to say what I was going to do in my play center. 	I drew the correct amount of lines that say what I will do in my play center 	I began writing letters for words on the correct amount of lines.  <u>I g n t b k</u>	I wrote words on the correct amount of lines .  <u>I am going to the block center</u>
 Name	I wrote my name as a scribble 	I traced my name 	I copied my name from a model 	I wrote my first name from memory 	I wrote my first and last name from memory 
How did I play? 	I played by myself . 	I acted out my role with the help of my teacher . 	I acted out my role with 1 friend and teacher . 	I acted out my role with 1 friend by myself . 	I acted out my role with more than one friend by myself . 

Example of a Pictorial Scale for Phonological Awareness

<p>Sounds</p> 	<p>I could say a word that rhymes with another word – like CAT and HAT.</p> 	<p>I could clap how many syllables are in a word – like ANIMAL.</p> 	<p>I could say the first sound that I heard in a word – like BIRD.</p> 	<p>I could say all the sounds that I heard in a word – like DOG.</p> 	<p>I could say the name and sound of a letter – like G and S.</p> 
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