

Prekindergarten Comprehensive Language and Literacy Review Rubric

Non-Negotiable Requirement			
Category	Criteria	Met	Evidence (if not met)
Three-Cueing Approach	Materials do not include the three-cueing approach or model of teaching students to read based on meaning, structure and syntax, and visual cues.	Yes/No	
<p><i>The non-negotiable requirement will be evaluated as Met or Not Met. If any portion of submitted materials includes instances of instructional methods or practices that rely on the three-cueing approach as a model of teaching students to read based on meaning, structure and syntax and visual cues, applications will not be considered to meet criteria for this non-negotiable expectation. All evidence of not meeting this non-negotiable requirement, if applicable, will be documented by reviewers.</i></p>			

Criterion 1: Emergent Literacy Skills Development in Prekindergarten	Materials in language and literacy support foundational reading development and are aligned to the Language and Literacy Domain of Ohio’s Revised Early Learning and Development Standards.
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Prekindergarten			
Category	Indicators	Scoring	Evidence
Language and Communication	<p>1a. Materials provide intentionally planned activities that introduce basic and academic vocabulary words and concepts.</p> <ul style="list-style-type: none"> Explicit instructional routines for teaching new vocabulary that include child-friendly definitions. Opportunities for children to practice new vocabulary in play-based ways. 	0 1 2	

	<p>1b. Materials provide a clear scope and sequence of intentionally planned activities that allow children to understand and communicate with increasingly complex language.</p> <ul style="list-style-type: none"> • Intentionally selected songs, nursery rhymes and fingerplays throughout the daily routine. • Use of effective teacher language (parallel talk, self-talk, recasting, expansion). • Modeling oral language with intentional sentence structure and intentional use of academic language. • Promoting classroom discussion and turn-taking conversations. 	0 1 2	
	<p>1c. Materials provide a clear scope and sequence of intentionally planned activities that allow children to develop comprehension of read-aloud text.</p> <ul style="list-style-type: none"> • Purposefully selected narrative and informational books for repeated readings (2-4 times). • Planned discussions about read-aloud stories before, during and after reading. • Planned questioning during interactive storybook reading with both literal and inferential questions. 	0 1 2	

Phonological Awareness	1d. Materials align with Ohio’s Early Learning and Development Standards and provide a clear scope and sequence following phonological skill development. <ul style="list-style-type: none"> • Continuum for linguistic hierarchy (words, syllables, first sounds, phonemes). • Continuum for rhyming knowledge (rhyme recognition). 	0 1 2	
Print Awareness	1e. The materials provide a clear sequence for learning letter names and sounds while providing children with intentional opportunities to practice letters in play-based ways. <ul style="list-style-type: none"> • Letter recognition. • Letter production. • Letter-sound-keyword. • Letter writing. 	0 1 2	
	1f. The materials provide intentional opportunities for children to understand print conventions and that print conveys meaning.	0 1 2	
Emergent Writing	1g. The materials provide children the opportunity to communicate for a variety of purposes using writing. <ul style="list-style-type: none"> • Scribbles. • Shapes. • Pictures. • Letters. 	0 1 2	

	1h. The materials allow for opportunities to experiment with writing tools and materials.	0 1 2	
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Criterion 2: Appropriateness of Materials and Activities		Materials and activities in language and literacy are appropriate in delivery and developmental progression.	
Prekindergarten			
Category	Indicators	Scoring	Rationale
Material and Activity Presentation	2a. Materials include teacher-directed and child-initiated activities including opportunities for children to choose interest areas and activities.	0 1 2	
	2b. Materials provide Interactive and hands-on activities with opportunities for skills practice without the use of worksheets.	0 1 2	
Sequence of Materials and Activities	2c. Materials and activities are arranged in a logical sequence of increasing complexity over time.	0 1 2	
	2d. Materials and activities are provided to support children's learning at various developmental stages.	0 1 2	

Criterion 3: Documentation of Learner Progress		Curricula include ongoing assessments that link to learning goals of activities and learning outcomes for children.	
Prekindergarten			
Category	Indicators	Scoring	Rationale
Assessment	3a. Materials include a system of documentation for learner progress and development.	0 1 2	
	3b. Materials include a system to share learner progress and development with families.	0 1 2	

Does Not Meet Expectations	0 – 19
Meets Expectations	20 – 28