

Semester TWO Rubric – GRADES 1 & 2

Word Study / Spelling

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Completes word study activity with purpose / understanding</p>	<ul style="list-style-type: none"> ▪ Student demonstrates a high level of understanding of word study concepts 	<ul style="list-style-type: none"> ▪ Student demonstrates understanding of word study concepts by successfully completing word study lesson activities ▪ Some teacher prompting during word study activities is acceptable 	<ul style="list-style-type: none"> ▪ Student demonstrates basic understanding of word study concepts and requires teacher support in completing word study lesson activities 	<ul style="list-style-type: none"> ▪ Student requires intensive support to complete word study activities
<p>Transfers target feature(s) to Reading and Writing</p> <p>Instructional Expectations: Word study lessons for grades 1 and 2 are largely introductory unless it is a generalization lesson. Mastery learning of individual lessons is not an expectation for proficiency.</p> <p>Teacher observes student during:</p> <ul style="list-style-type: none"> ▪ word study activities ▪ writer’s workshop ▪ guided reading (phase 1 = reading (decoding) and phase 2 = writing (encoding)) <p>TARGET FEATURE = TEACHING FOCUS / PRINCIPLE / STRATEGY</p>	<ul style="list-style-type: none"> ▪ Student frequently and independently connects and/or applies word study knowledge to own reading and writing ▪ Student’s application of word study knowledge (transfer) is clearly evident and lifts his/her reading and writing 	<ul style="list-style-type: none"> ▪ With teacher prompting, student makes the connection that word study knowledge can and/or should be applied when reading and writing ▪ Early evidence of transfer to student’s own reading and/or writing may be observed ▪ Students may over generalize concepts. 	<ul style="list-style-type: none"> ▪ With teacher prompting, student may or may not make consistently make the connection from word study to own reading and writing ▪ Evidence of transfer may be difficult to observe and/or inconsistent 	<ul style="list-style-type: none"> ▪ With intensive teacher support, student is unable to connect word study concepts to own reading and writing

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Shows grade level spelling proficiency	<ul style="list-style-type: none"> ▪ Student’s spelling in day-to-day writing exceeds grade-level expectations 	<p>Student’s spelling in day-to-day writing meets grade-level expectations:</p> <p>GRADE 1</p> <ul style="list-style-type: none"> ▪ Independently uses both phonetic and transitional spelling ▪ Uses most consonants correctly and some vowels ▪ Writes basic high frequency words accurately in context of own writing <p>GRADE 2</p> <ul style="list-style-type: none"> ▪ Writes most high frequency words correctly in context of own writing ▪ Uses more transitional spelling and some conventional spelling ▪ Student segments unknown words into individual phonemes and attends to visual patterns in sequential order some of the time 	<p>Student’s day-to-day spelling meets some grade-level expectations:</p> <p>GRADE 1</p> <ul style="list-style-type: none"> ▪ Uses mostly phonetic spelling ▪ Requires some teacher support to identify the correct consonants and vowels ▪ Writes few basic high frequency words accurately <p>GRADE 2</p> <ul style="list-style-type: none"> ▪ Inconsistently writes high frequency words correctly ▪ Uses mostly phonetic with some transitional spelling ▪ Meaning of day-to-day writing may be impeded by student’s inconsistent or sole-use of phonetic spelling 	<ul style="list-style-type: none"> ▪ Student’s spelling in day-to-day writing falls significantly below grade-level expectations