

Semester ONE Rubric – GRADES 3, 4 and 5

Word Study / Spelling

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p>Transfers concepts and skills from word study lessons to reading and writing</p> <p>Instructional Expectations: 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)) ▪ 1 to 1 conference during LDG cycle 	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> ▪ Student can consistently and independently complete word study activities (procedural knowledge) ▪ Student demonstrates a high level of understanding of word features, categories or generalization (conceptual knowledge) ▪ Student frequently 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 	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> ▪ Student can successfully complete most word study activities with minimal teacher prompting (procedural knowledge) ▪ Student shows understanding of sorting words by features, categories or generalizations (conceptual knowledge) ▪ Student makes the connection that word study knowledge (generalizations, categories and features) can and/or should be applied when reading and writing ▪ Early evidence of successful transfer to student’s own reading (decoding) and/or writing (encoding) may be observed, but not necessary to earn a 3 for semester 1 	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> ▪ Student requires additional support and/or prompting to complete word study activities (procedural knowledge) <p>AND /OR</p> <ul style="list-style-type: none"> ▪ Student struggles to understand word sorts by feature, category and/or generalization (conceptual knowledge) ▪ Student may or may not make the connection from word study to own reading and writing ▪ Evidence of transfer may be difficult to observe and/or inconsistent 	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> ▪ Student requires intensive support to procedurally complete word study activities ▪ Student requires intensive support to conceptually understand word sorts ▪ Student makes no connection between word study to own reading and writing
<p>Shows grade level spelling proficiency</p>	<ul style="list-style-type: none"> ▪ Student’s spelling in day-to-day writing is exemplary ▪ Student shows high level awareness of monitoring his/her own spelling accuracy 	<ul style="list-style-type: none"> ▪ Student’s spelling in day-to-day writing is generally accurate ▪ Student shows awareness whether or not word is spelled correctly in own writing 	<ul style="list-style-type: none"> ▪ Student’s spelling in day-to-day writing frequently contains multiple spelling errors ▪ Student’s awareness of own spelling errors may be lacking and/or inconsistent 	<ul style="list-style-type: none"> ▪ Meaning of student writing is compromised by frequency of spelling errors ▪ Student has little to no awareness and/or self-monitoring of spelling errors in own writing