

Semester TWO Rubric – GRADES 3, 4 and 5

Word Study / Spelling

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Completes word study activities with purpose and understanding	<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 target features, categories or generalization (conceptual knowledge) 	<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 target feature, categories or generalizations (conceptual knowledge) 	<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 target feature, category and/or generalization (conceptual knowledge) 	<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
<p>Transfers target feature(s) 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 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 makes the connection that word study knowledge (generalizations, categories and features) can and/or should be applied when reading and writing Evidence of successful transfer to student’s own reading (decoding) and/or writing (encoding) should be observed 	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> 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 makes no connection between word study to own reading and writing
Shows grade level spelling proficiency	<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 grade-appropriate awareness of his/her own spelling accuracy Student uses age-appropriate tools to edit for spelling 	<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