

Writing

Writing Strategies

Use letters, phonetically spelled words, and sight words when writing.				
1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • write more than two sentences about a topic, with expressive language, • use grade-level appropriate spelling, grammar, and capitalization. <p>Student may not have full control of spacing.</p>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • write 1-2 sentences about a topic, • use mainly grade-level appropriate spelling, grammar, and capitalization. <p>Student uses some basic sight words, i.e., <i>I, my, mom</i>.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use beginning or ending sounds to represent words (i.e. D for dog, or label), • use mainly grade-level appropriate spelling, grammar, and capitalization. <p>Student may use some basic sight words, i.e. <i>I, my, mom</i>.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • use a few dominant sounds to represent words, • may contain many errors in spelling, grammar, and capitalization. <p>Writer can verbalize that what is written, relates to the topic.</p> <p>Student may use random letters, words, and environmental print.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • use letters, phonics, and sights words when writing. <p>There is no bridge from verbal language to written.</p> <p>Student may scribble.</p> <p>Student may show no evidence of letter formation.</p>

Write upper and lowercase letters independently using form and spacing.

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> independently write 95% of the letters of the alphabet with age appropriate form and spacing. <p>Student may produce a few reversals i.e., p/q</p>	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> write 75-94% or above, uppercase and lowercase letters. <p>Student may have some reversals, and/or non-standard formation.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> write 50-74% of upper and/or lowercase letters. <p>Student may have many errors in form and direction.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> write 25-49% of the upper and/or lowercase letters. <p>Student may have many errors in form and direction.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> form less than 25% of upper and/or lowercase letters. <p>Letters are comprised of scribbles, random lines, and circles.</p>

Write first and last name.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • write first and last name with fluency, appropriate spacing, and standard formation. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • legibly write first name with appropriate capital and lowercase letters. <p>Student may have occasional errors in formation and spacing.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • write first name. <p>Student may have some errors in directionality, formation, and spacing.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • write first name. <p>Student may approximate the pattern of name formation without letter knowledge understanding.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • write first name. <p>Student name may be comprised of scribbles, lines, random letters (not comprehensible).</p>

Rubric has not changed – continue to work towards proficiency.

Written and Oral English Language Conventions

Written and Oral English Language Conventions

Use complete sentences when speaking.				
1.1 Recognize and use complete, coherent sentences when speaking.				
5 - Advanced	4 - Proficient	3-Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> • use complete sentences with a wide variety of vocabulary and sentence structure, • independently speak with sophisticated style of expression. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> • speak in complete sentences with subject-verb agreement. • use age appropriate language and vocabulary with a minimum of grammatical errors. <p>Sentences show age appropriate complexity.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> • use complete, simple sentences to communicate. <p>Student may occasionally need modeling to produce grammatically correct sentences.</p>	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> • speak in simple sentences. <p>Student expression may be understood but exhibits many grammatical errors and limited vocabulary.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> • speak in complete coherent sentences. <p>Student speech may be incomprehensible because of articulation and language errors and limitations.</p>

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Spell independently using sounds and letter sounds.

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

5 - Advanced	4 - Proficient	3-Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently and independently demonstrates the ability to:</p> <ul style="list-style-type: none"> record a letter for each sound in a word (i.e., <i>laf</i> for <i>laugh</i>), begin to use digraphs, suffixes, (<i>ing, ed</i>) 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> stretch/segment a word and record beginning and ending sound of word. <p>Student may hear and record some medial sounds.</p>	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> hear and record most consonant sounds when teacher articulates sounds in a given word. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> hear and record a few consonant sounds when teacher articulates sounds in a given word. <p>Student may use random letters when writing independently.</p>	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> relate sound to letter name. <p>Student may have limited letter sound knowledge.</p> <p>Student may use letter-like formations or scribbles.</p>

Listening and Speaking

Listening and Speaking Strategies

Understand and follows one- and two-step directions.				
1.1 Understand and follows one- and two-step oral directions.				
5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> understand and follow simple one and two-step oral directions. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> understand and follow simple one-step oral directions. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> understand and follow most simple one-step oral directions. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> understand and follow most simple one-step oral directions. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> understand and follow simple one-step oral directions.

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Speaking Applications

Recite poems, rhymes, and songs.				
2.2 Recite short poems, rhymes, and songs.				
5 - Advanced	4 - Proficient		2 - Below Basic	1 - Far Below Basic
<p>Student often exceeds the grade level standards and produces work that demonstrates a thorough knowledge of grade level standards.</p> <p>Student consistently demonstrates the ability to:</p> <ul style="list-style-type: none"> independently recite poems, rhymes, and songs with expression, for an audience, memorize and recite a variety of poems, rhymes, and songs. 	<p>Student regularly demonstrates proficient performance of the grade level standards and produces work that demonstrates adequate knowledge of grade level standards.</p> <p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> independently recite poems, rhymes, and songs with some expression, memorize and recite a variety of poems, rhymes, and songs. 	<p>Student often demonstrates basic performance on grade level standards and produces work that demonstrates partial knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student often demonstrates the ability to:</p> <ul style="list-style-type: none"> independently recite poems, rhymes, and songs with minimum errors. 	<p>Student often demonstrates below basic performance on grade level standards and produces work that demonstrates a limited knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may demonstrate limited ability to:</p> <ul style="list-style-type: none"> independently recite poems, rhymes, or songs even with prompting and/or picture clues. 	<p>Student is not meeting grade level standards and produces work that demonstrates little knowledge of grade level standards.</p> <p>With direct instruction and teacher support, student may be unable to:</p> <ul style="list-style-type: none"> recite poems, rhymes, or songs.