

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, capitalization, and punctuation. <p>Student can write</p> <ul style="list-style-type: none"> • using different genres. • using knowledge of word patterns to spell words. <p>Student usually has 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, capitalization, and punctuation. <p>Student uses many basic sight words, i.e., <i>I, my, mom</i>.</p> <p>Student may not have full control of 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"> • use beginning and ending sounds to represent words (i.e. dg for dog). • use mainly grade-level appropriate spelling, grammar, and capitalization. • write a complete thought. <p>Student uses 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, • use pictures and print to convey meaning. <p>Student writing may contain many errors in spelling, grammar, and capitalization.</p> <p>Writer can verbalize 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 100% 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 90-99% (47-51 letters) of the 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 70-89% (36-46 letters) of the 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 45-69% (23-35 letters) 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 45% (22 letters) 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 and last 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. • attempt last 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, and random letters (not comprehensible).</p>

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 to communicate. <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 sentences to communicate. <p>Student speech may be incomprehensible because of articulation and language errors and limitations.</p>

Rubric has not changed – continue to work towards proficiency.

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>), use digraphs, suffixes (<i>ing, ed</i>), use spelling patterns when writing words. 	<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, medial and ending sound of word. 	<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. <p>Student may hear and record some medial sounds when teacher articulates the word.</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"> hear and record some 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 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 and two-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 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.

Speaking Applications

Recite poems, rhymes, and songs.				
2.2 Recite short poems, rhymes, and songs.				
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 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. <p>Student may not have basic language structure.</p>

