

Semester ONE 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"> <li>Student can consistently and independently complete word study activities (procedural knowledge)</li> <li>Student demonstrates a high level of understanding of target features, categories or generalization (conceptual knowledge)</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student can successfully complete most word study activities with minimal teacher prompting (procedural knowledge)</li> <li>Student shows understanding of sorting words by target feature, categories or generalizations (conceptual knowledge)</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student requires additional support and/or prompting to complete word study activities (procedural knowledge)</li> </ul> <p><b>AND/OR</b></p> <ul style="list-style-type: none"> <li>Student struggles to understand word sorts by target feature, category and/or generalization (conceptual knowledge)</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student requires intensive support to procedurally complete word study activities</li> <li>Student requires intensive support to conceptually understand word sorts</li> </ul>
<p>Transfers target feature(s) to reading and writing</p> <p><b>Instructional Expectations:</b> Teacher observes student during:</p> <ul style="list-style-type: none"> <li>word study activities</li> <li>writer’s workshop</li> <li>guided reading (phase 1 = reading (decoding) and phase 2 = writing (encoding))</li> <li>1 to 1 conference during LDG cycle</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student frequently connects and/or applies word study knowledge to own reading and writing</li> <li>Student’s application of word study knowledge (transfer) is clearly evident and lifts his/her reading and writing</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student makes the connection that word study knowledge (generalizations, categories and features) can and/or should be applied when reading and writing</li> <li>Early evidence of successful transfer to student’s own reading (decoding) and/or writing (encoding) should be observed</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student may or may not make the connection from word study to own reading and writing</li> <li>Evidence of transfer may be difficult to observe and/or inconsistent</li> </ul>	<p><i>In whatever word study group (developmental stage) assigned:</i></p> <ul style="list-style-type: none"> <li>Student makes no connection between word study to own reading and writing</li> </ul>
Shows grade level spelling proficiency	<ul style="list-style-type: none"> <li>Student’s spelling in day-to-day writing is exemplary</li> <li>Student shows high level awareness of monitoring his/her own spelling accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Student’s spelling in day-to-day writing is generally accurate</li> <li>Student shows grade-appropriate awareness of his/her own spelling accuracy</li> <li>Student uses age-appropriate tools to edit for spelling</li> </ul>	<ul style="list-style-type: none"> <li>Student’s spelling in day-to-day writing frequently contains multiple spelling errors</li> <li>Student’s awareness of own spelling errors may be lacking and/or inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of student writing is compromised by frequency of spelling errors</li> <li>Student has little to no awareness and/or self-monitoring of spelling errors in own writing</li> </ul>