

## K-2 Content & Pedagogy Rubric

RUBRIC	SCORE
Product exceptionally addresses question / EXCEPTIONAL	<b>4</b>
Product significantly addresses question / STRONG	<b>3</b>
Product somewhat addresses question / NEUTRAL	<b>2</b>
Product minimally addresses question / INADEQUATE	<b>1</b>
Product does not address question at all / UNACCEPTABLE	<b>0</b>
<b>1. Foundational Reading Skills</b> <b>Print concepts, phonological awareness, phonemic awareness, phonics, fluency</b>	
Explicit instruction related to handwriting (letter formation, grip, posture) and opportunities for cumulative practice	
Phonemic awareness follows a developmental progression. Ex: phoneme isolation (first, final, medial), blending, segmenting, and phoneme deletion; use with manipulatives, then letter	
Easily confused letters, letter sounds, and words (those that look similar) are NOT taught in close sequence but are separate in time.	
Materials support instruction that teaches students how to write/spell/decode common and complex sound-spelling patterns in an explicit and sequential fashion.	
Instruction includes conversation about the way sounds are made in the mouth with explicit attention to positive transfer of letters and sounds from home languages.	
Core instructional program includes a detailed scope and sequence of phonics patterns that moves from simple word types, lengths, and complexities to more complex words, syllable types, and multi-syllable words	
Instruction includes teacher-led modeling oral reading with immediate feedback with word-level fluency practice that encourages students to read with prosody, accuracy, and speed	
Phonics lesson format includes: -brief cumulative review of previously taught skills -a phonological warm up -phoneme-grapheme matching -word reading accuracy -fluency building at the word, phrase, sentence, and passage level -sentence dictation -transfer to decodable text	
<b>TOTAL SUB SCORE</b>	<b>0</b>

<b>2. Reading comprehension for literary and informational texts</b>	
Students are explicitly taught to do an oral retelling of events or stories that were read to them while using pre-selected and taught high-utility words with model questions to ask while reading aloud.	
There is a clear scope and sequence that guides comprehension instruction, in which the goal of the comprehension unit is explicitly stated and in which the ideas follow a logical order.	
The background knowledge necessary to understand text, that is read to students, is explicitly taught or activated.	
<b>TOTAL SCORE</b>	<b>0</b>
<b>3. Writing development and skills</b>	
There is a clear scope and sequence for explicit spelling instruction, closely aligned with the phonics scope and sequence.	
Writing is taught explicitly through a gradual release of responsibility (ie I do, we do, you do) and includes sufficient time for modeling, planning, and brainstorming ideas orally before drafting.	
Irregular high frequency words are taught through encoding and decoding and by drawing attention to both regular and irregular sounds once sound-spelling have been taught	
Instruction attends to sentence-level comprehension including simple, compound, and complex sentences, as well as cohesive devices within and among sentences.	
<b>TOTAL SCORE</b>	<b>0</b>
<b>4. Speaking and listening development and skills</b>	
There is a clear link between foundational skills and higher order skills. Skills are integrated across areas (eg phonemic awareness and phonics, phonemic awareness and oral language)	
Instruction includes queries to develop a student's ability to be metacognitive (i.e. to think about their thinking while they read)	
Instruction includes sufficient time for discussion, including teacher modeling full ideas and complete sentences, highlighting the difference in complexity between conversational speaking and sentences found in expository texts	
The materials support engaging in interactive discussion on a wide variety of topics to expand and deepen background knowledge	
<b>TOTAL SCORE</b>	<b>0</b>

## 5. Language development and skills

Materials provide the opportunity to teach vocabulary by making connections between a new word and other known words, by relating the word to their own experiences, by differentiating between correct and incorrect uses of the word, and by generating and answering questions that include the word

Texts are provided for read alouds that are above the instructional level in complexity and guidance. These texts are used to conduct multiple read alouds for the purpose of building vocabulary and reading comprehension with text specific questions.

**TOTAL SCORE**

**0**