

**Semester ONE Rubric – GRADE 1**  
**Spelling/Word Study**

Report Card Line	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
Uses letter sounds and spelling knowledge (phonics) to write unfamiliar words	<ul style="list-style-type: none"> <li>▪ Uses phonics, word chunks, and word endings (s, ed, ing) to write unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses letter sounds (phonics) to write unfamiliar words</li> <li>▪ Begins to add s/es to plural nouns (cow/cows)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Student requires the teacher assistance to stretch out words</li> <li>▪ With teacher prompt to make nouns plural</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing words with beginning and/or ending sounds</li> </ul>
Spells words correctly on weekly lists	<ul style="list-style-type: none"> <li>▪ Correctly spells all challenge words for weekly lists</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>▪ Scores 6/6 for at least 7 out of 9 weeks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scores 5/6 for at least 6 out of the 9 weeks</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scores 4/6 for at least 6 out of the 9 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scores below 4 for at least 6 out of 9 weeks.</li> </ul>
<p>Applies spelling patterns to reading and writing</p> <p><b>Instructional Expectations:</b></p> <ul style="list-style-type: none"> <li>▪ Teacher observes students during guided reading and during conferencing in writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently applies grade level word patterns in both reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequently applies grade level word patterns in both reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently applies grade level word patterns in either reading or writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rarely applies grade level word patterns in either reading or writing</li> </ul>

The number of weeks in each quarter will vary so use teacher discretion when assigning proficiency score on progress reports for “spells words correctly on weekly list” line. (The rubric is based on nine-week quarters.)

This is the first time teachers will be using the spelling rubric during a full academic year. Changes may be needed for the 2007-08 school year. Record problems and concerns and forward to the Director of Instruction for review next summer.

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