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| **Phonemic Awareness:**Letter-sound recognitionIdentification and manipulation of individual sounds in spoken words | -Learner has difficulty recognizing letters.-Learner has difficulty linking letters with sounds.-Learner has difficulty identifying words that begin with the same letter sounds. | -Learner recognizes letters.-Learner links most letters with sounds, with assistance.-Learner can identify most words with the same letters, with assistance.  | -Learner recognizes letters with ease.-Learner makes letter-sound links independently.-Learner easily identifies words beginning with the same letter sounds.  |
| **Phonological Awareness**Identification and manipulation of units of language such as syllables, onsets, and rimes. | -Learner has difficulty identifying rhyming words.-Learner has difficulty blending CVC words.-Learner has difficulty segmenting CVC words.  | -Learner can identify rhyming words with assistance.-Learner can blend CVC words with increasing independence.-Learner can segment words with increasing independence. | -Learner can recognize rhyming words with ease.-Learner can blend and segment CVC words independently. |
| **Reading Fluency**Blending and reading CVC words in story context.Application of phonemic and phonological awareness skills in tandem.  | -Learner has difficulty identifying and reading CVC words in the context of a story.-Learner has difficulty identifying letter sounds [phonemes] and units of sound in the context of a story.  | -With assistance, the learner can point out and blend CVC words in context.-With guidance, the learner can identify letter sounds and units of sound in the context of a story. | -The learner identifies and blends CVC words with ease in context.-The learner can independently identify letter sounds and units of sound in the context of a story. -The learner shows reading comprehension skills and understanding of the story at hand. |

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| **1 – Below Expectations** | **2 – Meets Expectations** | **3 – Exceeds Expectations** |

Evaluation Rubric