



SD36 Phonemic Awareness Rubric

ASPECT	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Snapshot	<i>The student may attempt to use phonemic awareness strategies, but often guesses, or does not know how to use the strategy.</i>	<i>The student uses phonemic awareness strategies with some support.</i>	<i>The student uses phonemic awareness strategies independently.</i>	<i>The student uses phonemic awareness as a strategy for decoding and spelling.</i>
<p>RHYMES Identifying single syllable rhyming words <i>Teacher: hat cat</i> <i>Student: Yes</i></p> <p>Identifying single syllable non-rhyming words <i>Teacher: car shoe</i> <i>Student: No</i></p> <p>Generating single syllable rhymes <i>Teacher: Tell me a word that rhymes with bat</i> <i>Student: cat</i></p>	<ul style="list-style-type: none"> May occasionally identify pairs of orally presented single syllable rhyming words or may guess a word that begins with the same sound or may not know. May occasionally identify pairs of orally presented single syllable non-rhyming words. May occasionally say a single syllable rhyming word when given an oral stimulus or may be unable to respond. 	<ul style="list-style-type: none"> Often identifies pairs of orally presented single syllable rhyming words. Often identifies pairs of orally presented single syllable non-rhyming words. Often says a single syllable rhyming word when given an oral stimulus. 	<ul style="list-style-type: none"> Consistently identifies pairs of orally presented single syllable rhyming words. Consistently identifies pairs of orally presented single syllable non-rhyming words. Consistently says a single syllable rhyming word when given an oral stimulus. 	<ul style="list-style-type: none"> Spontaneously uses rhyme in play and other self-initiated activities. Begins to use oral rhyme as a spelling strategy.
<p>SYLLABLES Segmenting and blending words into parts (syllables) <i>Teacher: Say and clap the word dinosaur</i> <i>Student: di-no-saur (clap, clap, clap)</i></p> <p>Blending syllables into words <i>Teacher: Put the parts together to make the word. ta-ble</i> <i>Student: table</i></p>	<ul style="list-style-type: none"> May show awareness of clapping strategy, but if asked to say and clap a word, may have difficulty matching claps to syllables. May occasionally blend two syllables into a compound word. <i>Teacher: pop-corn</i> <i>Student: pop-corn</i> 	<ul style="list-style-type: none"> Often says and claps syllables in own name and in a variety of two and three syllable words. Often orally blends two syllables into a compound word <i>Teacher: pop-corn</i> <i>Student: pop-corn</i> 	<ul style="list-style-type: none"> Consistently says and claps syllables in own name and in a variety of two and three syllable words. Consistently orally blends up to three syllables into a word. 	<ul style="list-style-type: none"> Effectively uses syllables as a strategy to break words into parts; without prompting claps and counts syllables in classroom activities. Begins to orally segment words into syllables as a spelling strategy. Begins to orally blend syllables into words as a decoding strategy.
<p>SEGMENTING SOUNDS (PHONEMES) Beginning sounds <i>Teacher: What is the first sound in bug?</i> <i>Student: /b/</i></p> <p>Ending sounds <i>Teacher: What is the ending sound in dog?</i> <i>Student: /g/</i></p>	<ul style="list-style-type: none"> May occasionally orally segment the beginning sound in one syllable words. May occasionally orally segment the ending sound in one syllable words. 	<ul style="list-style-type: none"> Often orally segments the beginning sound in one syllable words. Often orally segments the ending sound in one syllable words. 	<ul style="list-style-type: none"> Consistently orally segments the beginning sound in a word. Consistently orally segments the ending sound in one syllable words. Consistently orally segments all sounds in two sound words. <i>Teacher: at</i> <i>Student: /a/ /t/</i> 	<ul style="list-style-type: none"> Orally segments words with three or more sounds. Begins to orally segment words into sounds as a strategy for spelling.
<p>BLENDING SOUNDS (PHONEMES) Orally blends initial sound with rest of word. <i>Teacher: /m/-onkey</i> <i>Student: monkey</i></p> <p>Orally blends sounds into words. <i>Teacher: /a/ /t/</i> <i>Student: at</i></p>	<ul style="list-style-type: none"> May occasionally orally blend initial sound with rest of word. May occasionally orally blend several sounds into a word. 	<ul style="list-style-type: none"> Often orally blends initial sound with rest of word. Often orally blends several sounds into a word. 	<ul style="list-style-type: none"> Consistently orally blends initial sound with rest of word. Consistently orally blends all sounds in two and three sound words. <i>Teacher: /d/ /o/ /g/</i> <i>Student: dog</i> 	<ul style="list-style-type: none"> Orally blends all sounds in words. <i>Teacher: /f/ /t/ /o/ /g/</i> <i>Student: frog</i> Orally substitutes sounds at the beginning, middle or end of words to make new word. Changing the /t/ in tummy to /m/ makes mummy. Begins to orally blend sounds together as a strategy for decoding words.