

RESET Comprehensive Decoding Rubric

SCORING
 3 Implemented
 2+
 2 Partially Implemented
 2-
 1 Not Implemented

Components	Item	3 Implemented	2+	2 Partially Implemented	2-	1 Not Implemented	Score	Notes
Systematic Instruction	1	Skills are taught systematically within the lesson in a logical, clearly defined, graduated sequence.		Skills are taught somewhat systematically within the lesson in a logical, clearly defined, graduated sequence.		Skills are not taught systematically within the lesson in a logical, clearly defined, graduated sequence; instruction is incidental.		
	2	The teacher provides a focused review of word reading skills.		The teacher provides a review, but the review is limited or lacking in focus.		The teacher does not provide a review.		
	3	The teacher uses effective step-by-step procedures or routines with appropriate pacing.		The teacher uses step-by-step procedures or routines that are somewhat effective AND/OR not always paced appropriately.		The teacher does not use effective step-by-step procedures or routines throughout instruction, OR pacing negatively impacts learning.		
Phoneme-Grapheme Correspondence	4	The teacher makes explicit connections between sounds and letters or letter groups.		The teacher makes connections between sounds and letters or letter groups but not always explicitly.		The teacher does not make explicit connections between sounds and letters or letter groups, OR connections are inaccurate.		
	5	The teacher clearly and accurately models articulation.		The teacher models articulation but not always clearly.		The teacher does not model articulation OR models inaccurately.		

	6	The teacher engages all students in the pronunciation of the target sound or sounds with a sufficient emphasis on accurate articulation.	The teacher engages some, but not all , students in the pronunciation of the target sound or sounds OR does not sufficiently emphasize accurate articulation.	The teacher does not engage students in the pronunciation of the target sound or sounds with an emphasis on accurate articulation OR allows for inaccurate articulation.		
Word Reading	7	Blending strategies focused on accurate orthographic (written) and phonological (sound) connections are used clearly and consistently throughout the lesson.	Blending strategies focused on accurate orthographic (written) and phonological (sound) connections are used but not always clearly and/or consistently throughout the lesson.	Blending strategies focused on accurate orthographic (written) and phonological (sound) connections are not used throughout the lesson.		
	8	When a word is segmented, the teacher consistently ensures the word is also read as a whole word at the normal rate.	When a word is segmented, the teacher inconsistently ensures the word is also read as a whole word at the normal rate.	When a word is segmented, the teacher does not ensure the word is also read as a whole word at the normal rate OR words are not segmented.		
	9	The teacher provides students with adequate practice designed to reinforce orthographic (written) and phonological (sound) connections aligned to the target skill.	The teacher provides students with somewhat adequate practice designed to reinforce orthographic (written) and phonological (sound) connections aligned to the target skill.	The teacher provides students with inadequate practice designed to reinforce orthographic (written) and phonological (sound) connections aligned to the target skill.		
	10	The teacher guides students to compare and contrast learned patterns.	The teacher provides students with the opportunity to compare and contrast learned patterns but without appropriate guidance.	The teacher does not provide students with the opportunity to compare and contrast learned patterns.		

Encoding	11	<p>The teacher explicitly reinforces precise letter-sound correspondence through encoding exercises aligned to the target skill(s).</p> <ul style="list-style-type: none"> • Writing (letters, words or sentences) AND/OR • Using manipulatives to build words (tiles, cards) 	<p>The teacher engages students in encoding exercises that are not aligned to the target skills, OR the teacher does not explicitly reinforce precise letter-sound correspondence.</p>	<p>The teacher does not engage students in encoding exercises.</p>	
Word Meaning	12	<p>The teacher effectively integrates word meaning into the lesson.</p>	<p>The teacher integrates word meaning into the lesson, but important opportunities are missed.</p>	<p>The teacher does not effectively integrate word meaning into the lesson.</p>	
Reading Decodable Text	13	<p>The teacher scaffolds the transfer of new word reading skills to text reading as needed for students to experience success.</p>	<p>The teacher provides some scaffolding for the transfer of new word reading skills to text reading, but more is needed.</p>	<p>The teacher does not scaffold the transfer of new word reading skills to text reading.</p>	
	14	<p>The teacher provides sufficient opportunities for all students to engage in reading decodable text.</p>	<p>The teacher provides limited opportunities for students to engage in reading decodable text, AND/OR not all students are engaged.</p>	<p>The teacher does not provide opportunities for students to engage in reading decodable text, OR the text is not decodable for most of the students.</p>	
	15	<p>The teacher effectively engages background knowledge and/or activates schema relevant to the text prior to reading.</p>	<p>The teacher attempts to engage background knowledge and/or activate schema relevant to the text prior to reading but not effectively.</p>	<p>The teacher does not engage background knowledge and/or activate schema relevant to the text prior to reading.</p>	

	16	The teacher effectively scaffolds meaning and understanding through questioning and/or discussion appropriate to the text.	The teacher somewhat scaffolds meaning and understanding through questioning and/or discussion appropriate to the text.	The teacher does not scaffold meaning and understanding through questioning and/or discussion appropriate to the text.		
Monitoring and Feedback Throughout the Lesson	17	Throughout the lesson the teacher provides affirmative and corrective feedback consistently focused on reinforcing the application of word reading skills and strategies.	Throughout the lesson the teacher provides some affirmative and/or corrective feedback reinforcing the application of word reading skills and strategies but more is needed .	Throughout the lesson the teacher does not provide feedback OR feedback is not focused on reinforcing the application of word reading skills and/or strategies.		
	18	When errors are detected, the teacher consistently elicits the correct response from the student throughout the lesson . OR No errors are made by the student(s) throughout the lesson.	When errors are detected, the teacher inconsistently elicits the correct response from the student throughout the lesson .	When errors are detected, the teacher does not elicit the correct response from the student throughout the lesson .		