

RESET Phonemic Awareness

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

		3	2+	2	2-	1	NOTES
Instruction and Practice	1	Instruction and practice are designed to activate awareness of the individual sounds in words with an emphasis on segmenting and blending.		Instruction and practice are designed to activate awareness of the individual sounds in words but more emphasis on segmenting and blending is needed.		Instruction and practice are not designed to activate awareness of the individual sounds in words, OR segmenting and blending are not included.	
	2	Skills are taught and/or practiced in a logical, clearly defined, graduated sequence.		Skills are taught and/or practiced in a somewhat logical, clearly defined, graduated sequence.		Skills are not taught and/or practiced in a logical, clearly defined, graduated sequence; instruction is incidental.	
	3	Kinesthetic methods are used effectively to make the individual sounds in words concrete for all students (e.g., tapping, manipulatives, touching).		Kinesthetic methods are used somewhat effectively to make the individual sounds in words concrete for all students.		Kinesthetic methods are not used for all students OR are used ineffectively to make the individual sound in words concrete for all students.	
	4	The teacher consistently ensures that the identification and/or manipulation of the sounds in words is precise.		The teacher inconsistently ensures the identification and/or manipulation of the sounds in words is precise.		The teacher does not ensure the identification and/or manipulation of the sounds in words is precise.	

	5	The teacher sufficiently emphasizes accurate sound production and/or articulation.	The teacher emphasizes accurate sound production and/or articulation, but more emphasis is needed.	The teacher does not emphasize accurate sound production or articulation.	
	6	Phonemic awareness training tasks are clear for students; teacher modeling and/or think aloud is adequate.	Phonemic awareness training tasks are somewhat clear for students; more teacher modeling and/or think aloud is needed.	Phonemic awareness training tasks are not clear for students; teacher modeling and/or think aloud is needed.	
	7	The teacher links phonemic awareness to decoding by engaging students in making explicit links between phonemes (sounds) and graphemes (letters) during a portion of the lesson.	The teacher links phonemic awareness to decoding during a portion of the lesson, but student engagement is limited, and/or links between phonemes and graphemes are not explicit.	The teacher does not link phonemic awareness to decoding during a portion of the lesson.	
Feedback	8	The teacher provides affirmative and corrective feedback that consistently reinforces analysis of the sound structure of words.	The teacher provides some affirmative and corrective feedback that reinforces analysis of the sound structure of words, but more is needed.	The teacher does not provide affirmative and corrective feedback that reinforces analysis of the sound structure of words.	
	9	When errors are detected, the teacher provides correction that consistently focuses the student on the critical elements of the skill or task.	When errors are detected, the teacher provides correction that is not always focused on the critical elements of the skill or task.	When errors are detected, the teacher does not provide correction, OR the correction is not at all focused on the skill or task.	