

# Foundational Skills

1 = Emerging

2 = Developing

3 = Implementing

4 = Sustaining

Standard/Learning Goal or Focus:		Curriculum/Text:	
<i>What we want to be true based on research and best practices...</i>		Rubric	Notes

## Books and Materials

Using a systematic, research-based foundational skills program

### A.1 Lesson Alignment

Alignment exists between the tasks, activities, and materials and the skills, standards, and learning goals.

- 1 — Tasks, activities, and or materials do not align with the skills, standards, and learning goals.
- 2 — Tasks, activities, and materials partially align with the skills, standards, and learning goals.
- 3 — Tasks, activities, and materials mostly align with the skills, standards, and learning goals.
- 4 — Tasks, activities, and materials are fully aligned with the skills, standards, and learning goals.

### A.2 Materials Support Multimodal Learning

Materials provide opportunities for children to engage in speaking, hearing, writing, reading, letter manipulation, and kinesthetics.

- 1 — There are no materials for multimodal learning.
- 2 — Materials provide limited opportunities for multimodal learning.
- 3 — Materials provide opportunities for children to engage in multimodal learning.
- 4 — Materials support a variety of learning styles and allow for flexibility to meet children's diverse learning needs.

### A.3 Diversity of Text

Texts are free of bias, are interesting, and affirm the children's identities, cultures, and languages.

- 1 — Texts contain racial, cultural, or linguistic stereotypes.
- 2 — Texts are free of bias but do not affirm the children's identities, cultures, and languages.
- 3 — Texts are free of bias and interesting and affirm the children's identities, cultures, and languages.
- 4 — Texts represent and affirm diverse perspectives, cultures, and languages and grow children's understanding of the world.

### A.4 Materials Extend Learning

Materials suggest that the teacher connects and extends learning beyond the lesson. For example, work stations/centers, anchor charts, adaptive technology, etc., are present.

- 1 — No materials exist to extend learning beyond the lesson.
- 2 — A limited number of materials exist to extend learning beyond the lesson.
- 3 — Materials are available to extend learning beyond the lesson.
- 4 — Materials are available to extend learning beyond the lesson and are differentiated to match children's interests and individual learning needs and styles.

# Foundational Skills

## Child Actions

### B.1 Opportunities for Authentic Practice

Children have multiple opportunities to practice and apply foundational skills both in and out of context.

- 1 — Children have few or no opportunities to practice foundational skills.
- 2 — Only some children practice and apply foundational skills and/or children don't have ample opportunity to practice.
- 3 — All children have many opportunities to practice and apply foundational skills.
- 4 — All children have many opportunities to practice and apply foundational skills in authentic reading and writing contexts.

### B.2 Experiment and Explore Words & Sounds

Children have opportunities to manipulate sounds, letters, and words to grow, share, and foster understanding and curiosity about language.

- 1 — Children are passive listeners with no opportunities to manipulate sounds, letters, and words.
- 2 — Children manipulate sounds, letters, and words in some tasks and activities but not others.
- 3 — Children manipulate sounds, letters, and words to grow their understanding.
- 4 — Children manipulate sounds, letters, and words, showing curiosity and language exploration in collaboration with peers.

### B.3 Active Learning

All children feel safe to take risks and have access to participate in the learning of the lesson, sharing their ideas, learning, and expertise.

- 1 — Children are passive and/or only respond when they know the correct answer.
- 2 — Only some children contribute responses.
- 3 — All children actively participate in the lesson and contribute responses.
- 4 — All children participate in the lesson. Children contribute ideas and ask questions to grow their own and others' understanding.

### B.4 Linguistic Appreciation

Children share their language practices while having the opportunity to learn, leverage, and appreciate the language practices of others.

- 1 — Children have no opportunities to share their own language practices.
- 2 — Children's language practices are accepted and encouraged at some times but not others.
- 3 — Children share their language practices and learn about and appreciate the language practices of others.
- 4 — Children share their own language practices, learn about and appreciate the language practices of others, and have opportunities to interrogate the role language plays in systems of power.

### B.5 Task & Activity

Children are engaged in the most purposeful work of the lesson to support their learning goals.

- 1 — Children are engaged in tasks that don't build their foundational skills.
- 2 — Children are engaged in foundational skills work, but tasks are not aligned with their learning goals
- 3 — Children are mostly engaged in tasks and activities that support their learning goals.
- 4 — Children engage with tasks and activities that support their learning goals.

# Foundational Skills

Teacher Actions	
<p><b>C.1 Content Knowledge</b></p> <p>The teacher demonstrates an understanding of the content of the lesson.</p>	<ul style="list-style-type: none"> <li>1 — The teacher has no understanding of the content of the lesson.</li> <li>2 — The teacher has some understanding of the content of the lesson.</li> <li>3 — The teacher demonstrates an understanding of the content of the lesson.</li> <li>4 — The teacher has a full/complete understanding of the content of the lesson and uses the knowledge to support individual children's learning.</li> </ul>
<p><b>C.2 Learning in Community</b></p> <p>The teacher invites children to take risks, ask questions, and share ideas about the content of the lesson.</p>	<ul style="list-style-type: none"> <li>1 — The teacher does not invite children to take risks, ask questions, and share ideas.</li> <li>2 — The teacher invites some children to take risks, ask questions, or share ideas.</li> <li>3 — The teacher invites all children to take risks, ask questions, and share ideas about the content of the lesson.</li> <li>4 — The teacher consistently invites all children to take risks, ask questions, and share ideas, responding in a way that honors children's input.</li> </ul>
<p><b>C.3 Leverages Data</b></p> <p>The teacher intentionally uses data to differentiate the lesson, monitor the learning of children, and adapt in the moment.</p>	<ul style="list-style-type: none"> <li>1 — The teacher does not monitor the learning of students throughout the lesson.</li> <li>2 — The teacher monitors the learning of some/a few students throughout the lesson.</li> <li>3 — The teacher monitors the learning of most students throughout the lesson and adapts the lesson to support some children's success.</li> <li>4 — The teacher is consistently monitoring the learning of each student throughout the lesson and adapts the lesson to support children's success.</li> </ul>
<p><b>C.4 Routines &amp; Pacing</b></p> <p>The teacher uses instructional routines to support the pacing of the lesson and maximize children's autonomy and learning time.</p>	<ul style="list-style-type: none"> <li>1 — The teacher uses no routines to support children's learning time.</li> <li>2 — The teacher uses ineffective routines that do not maximize children's learning time.</li> <li>3 — The teacher uses instructional routines that maximize children's learning time.</li> <li>4 — The teacher uses instructional routines that maximize children's autonomy and learning time.</li> </ul>
<p><b>C.5 Feedback</b></p> <p>The teacher provides targeted and purposeful feedback that supports children in improving and strengthening their skills.</p>	<ul style="list-style-type: none"> <li>1 — The teacher provides no feedback.</li> <li>2 — The teacher provides feedback, but it does not support children to improve or strengthen their practice.</li> <li>3 — The teacher provides targeted and purposeful feedback to children that supports them in improving or strengthening their skills.</li> <li>4 — The teacher provides targeted and purposeful feedback that supports children in improving and strengthening their skills. The teacher encourages children to support and give feedback to each other.</li> </ul>
<p><b>C.6 Language Diversity</b></p> <p>The teacher affirms children's language practices and encourages children's curiosity and exploration of language.</p>	<ul style="list-style-type: none"> <li>1 — The teacher does not affirm children's language practices or encourage curiosity and exploration of language.</li> <li>2 — The teacher occasionally affirms children's language practices or encourages children's curiosity and exploration of language.</li> <li>3 — The teacher often affirms children's language practices and encourages curiosity by providing opportunities for children to play with and explore language.</li> <li>4 — The teacher often affirms children's language practices and encourages curiosity by providing opportunities for children to play with and explore languages. The teacher leverages their contributions to foster language appreciation for all children.</li> </ul>

# Foundational Skills

<b>Classroom Ecology</b>		
<p><b>D.1 Print Rich</b> Environmental print supports children's understanding of foundational skills (e.g., concepts of print; word, linguistic, and phonemic awareness; and vocabulary development).</p>	<ul style="list-style-type: none"> <li>1 — There is limited print to support children's understanding of foundational skills.</li> <li>2 — Environmental print is present but not used to support children's understanding and practice.</li> <li>3 — Environmental print is used to support children's understanding of foundational skills.</li> <li>4 — Children independently access environmental print to support their learning and practice beyond the lesson.</li> </ul>	
<p><b>D.2 Inclusive and Affirming</b> The classroom is affirming and inclusive, valuing children's identities, contributions, and efforts.</p>	<ul style="list-style-type: none"> <li>1 — Children's identities, contributions, and efforts are not valued, and/or some children are excluded from learning.</li> <li>2 — Some children's identities, contributions, and efforts are affirmed, but not others.</li> <li>3 — Children's identities, contributions, and efforts are affirmed.</li> <li>4 — Children affirm each other's identities, contributions, and efforts.</li> </ul>	
<p><b>D.3 Space and Materials</b> Space and materials are purposeful and organized to support children's learning and practice.</p>	<ul style="list-style-type: none"> <li>1 — Space and materials are unorganized and do not support children's learning and practice.</li> <li>2 — Space and materials are organized, but not all are purposeful.</li> <li>3 — Space and materials are purposeful, organized, and differentiated to meet children's needs.</li> <li>4 — Space and materials are purposeful, organized, and differentiated to meet children's needs. The organization maximizes children's time on task.</li> </ul>	