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|  **Phonemic Awareness & Phonics Evaluation Rubric (PAPER)**  |
|  |  **Literacy App Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
|  | **Identify Literacy Skill(s) Practiced In Each App:** |  ***Scores: 24-22 = exemplary; 21-20 = excellent; 19-17 = adequate; 16-12 = needs improvement, < 12 = not quality*** |
| **Criteria** |  **4 - Exemplary** | **3 - Excellent** | **2 - Adequate** | **1 - Needs Improvement** |
| **PHONEMIC AWARENESS SKILLS:** | **Literacy Skills** | Literacy skill(s) is effectively reinforced | Literacy skill(s) is generally reinforced | Literacy skill(s) is occasionally reinforced | Literacy skill(s) is not clearly taught |
|  | Rhyming |
|  | Letter Recognition | **Engaging** | Literacy skills are practiced in an authentic, engaging manner | Literacy skill(s) are practiced as part of a general, somewhat engaging manner | Literacy skill(s) are practiced in a contrived, rote manner | Literacy skill(s) are practiced using drill & skill (i.e., flashcards) |
|  | Concept of Words |
|  | Phoneme Isolation |
|  | Phoneme Identity |
|  | Phoneme Categorization | **Immediate Feedback**  | Specific feedback is provided allowing students to respond again, if incorrect | General feedback is provided allowing students to respond again, if incorrect | Limited feedback is provided, but doesn't allow students to respond again, if incorrect | Feedback is difficult to connect to literacy skill(s) practiced |
|  | Phoneme Blending |
|  | Phoneme Segmentation |
|  | Phoneme Deletion |
|  **PHONICS SKILLS:** | **Flexibility & Adaptations** | Complete autonomy to interact within content & adaptations are easily made for student needs | Some autonomy to interact within content & some adaptability is possible for student needs | Limited autonomy to interact within content & little adaptability possible for student needs | No autonomy to interact within content & no adaptability possible for student needs |
|  | Consonants |
|  | Vowels-Short |
|  | Vowels-Long |
|  | CVC Patterns |
|  | Onset & Rime | **Independence with Technology** | Students should be able to launch and navigate app independently | Students might need the teacher to review how to navigate app before becoming independent | Students might need periodic assistance from the teacher to navigate app | Students might need constant teacher assistance to navigate app |
|  | CVCe Patterns |
|  | Consonant Digraphs-Beg |
|  | Consonant Digraphs-End |
|  | Consonant Blends-Beg | **Remained Focused on Literacy (cost of app)** | Students practice literacy skill(s) without any ads OR requests to upgrade (FREE ) | Students practice literacy skill(s) with option for an upgrade offered afterlimited practice(FREE/$ ) | Students are unable to practice literacy skill(s) without multiple distractions by ads OR requests to upgrade ($ ) | Students have little practice on literacy skill(s) due to theneed to upgrade for any realpractice ($ ) |
|  | Consonant Blends-End |
|  | Vowel Digraphs-Long  |
|  | Vowel Diphthongs |
|  | R & L Controlled Vowels |