



## Literacy Action Rubric

### Elementary Literacy Instruction: Balanced Literacy and Content Literacy

<u>Level 1</u> Little or No Evidence of Implementation	<u>Level 2</u> Evidence of Emerging Implementation	<u>Level 3</u> Evidence of Consistent Implementation	<u>Level 4</u> Evidence of Exemplary Implementation
<b><i>Desired Outcome: Teachers consistently integrate high quality reading, writing, and vocabulary instruction to improve all students' literacy development.</i></b>			

#### A. Literacy Instruction

Students are <u>seldom</u> seen engaging in reading, writing, speaking, listening, and word work.	Students are occasionally seen engaging in reading, writing, speaking, listening, and word work.	Students are often seen engaging in reading, writing, speaking, listening, and word work.	Students are consistently seen engaging in reading, writing, speaking, listening, and word work.
Time allocated for literacy instruction is sometimes used for other purposes.	Allocated time is used for literacy instruction.	A sufficient amount of time is allocated and used for literacy instruction. (e.g., 90 minutes, 120 minutes)	Time allocated and used for literacy instruction is sufficient and uninterrupted.
Robust literacy support (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, literacy centers, texts at multiple levels) is <u>not</u> evident.	Robust literacy support (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, literacy centers, texts at multiple levels) for <u>some</u> students is evident.	Robust literacy support (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, literacy centers, texts at multiple levels) for <u>most</u> students is evident.	Robust literacy support (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, literacy centers, texts at multiple levels) for <u>all</u> students is evident.

#### B. Curriculum Alignment

The literacy curriculum <u>is not aligned</u> or only loosely aligned with state ELA standards	Some of the literacy curriculum is aligned with state ELA standards.	Most of the literacy curriculum is aligned with state ELA standards.	The literacy curriculum <u>is aligned</u> with state ELA standards.
Expectations for literacy development <u>do not build</u> by grade level (e.g., benchmarks for reading, rubrics for writing).	Some expectations for literacy development build by grade level (e.g., benchmarks for reading, rubrics for writing).	Most expectations for literacy development build by grade level (e.g., benchmarks for reading, rubrics for writing).	Clear expectations for literacy development <u>explicitly</u> build by grade level (e.g., benchmarks for reading, rubrics for writing).



## Literacy Action Rubric

### Elementary Literacy Instruction: Balanced Literacy and Content Literacy

Level 1 Little or No Evidence of Implementation	Level 2 Evidence of Emerging Implementation	Level 3 Evidence of Consistent Implementation	Level 4 Evidence of Exemplary Implementation
<b>C. Differentiation</b>			
<u>Few</u> teachers use flexible grouping based on reading assessment data to meet the literacy needs of students.	<u>Some</u> teachers use flexible grouping based on reading assessment data to meet the literacy needs of students.	<u>Many</u> teachers use flexible grouping based on reading assessment data to meet the literacy needs of students.	<u>Almost all</u> teachers use flexible grouping based on reading assessment data to meet the literacy needs of students.
Teachers <u>seldom</u> use high quality instructional materials of varying reading levels that are aligned with student interests.	Teachers <u>sometimes</u> use high quality instructional materials of varying reading levels that are aligned with student interests.	Teachers <u>often</u> use high quality instructional materials of varying reading levels that are aligned with student interests.	Teachers <u>routinely</u> use high quality instructional materials of varying reading levels that are aligned with student interests.
Teachers <u>seldom</u> provide students with specific strategies to use if they experience difficulty with an assignment.	Teachers <u>sometimes</u> provide students with specific strategies to use if they experience difficulty with an assignment.	Teachers <u>often</u> provide students with specific strategies to use if they experience difficulty with an assignment.	Teachers <u>routinely</u> provide students with specific strategies to use if they experience difficulty with an assignment.
<u>Few</u> teachers provide opportunities for students to engage in presenting, research, and critical thinking activities multiple times per week.	<u>Some</u> teachers provide opportunities for students to engage in presenting, research, and critical thinking activities multiple times per week.	<u>Many</u> teachers provide opportunities for students to engage in presenting, research, and critical thinking activities multiple times per week.	<u>All</u> teachers provide opportunities for students to engage in presenting, research, and critical thinking activities multiple times per week.
Assignments <u>seldom</u> require students to work collaboratively when reading, writing, or researching.	Assignments <u>sometimes</u> require students to work collaboratively when reading, writing, or researching.	Assignments <u>often</u> require students to work collaboratively when reading, writing, or researching.	Assignments <u>almost always</u> require students to work collaboratively when reading, writing, or researching.
Assignments <u>seldom</u> include some choice about what students read, write, or research.	Assignments <u>sometimes</u> include some choice about what students read, write, or research.	Assignments <u>often</u> include some choice about what students read, write, or research.	Assignments <u>routinely</u> include some choice about what students read, write, or research.



## Literacy Action Rubric

### Elementary Literacy Instruction: Balanced Literacy and Content Literacy

Level 1 Little or No Evidence of Implementation	Level 2 Evidence of Emerging Implementation	Level 3 Evidence of Consistent Implementation	Level 4 Evidence of Exemplary Implementation
Students <u>seldom</u> see a purpose in the assignments they are given.	Students <u>sometimes</u> see a purpose in the assignments they are given.	Students <u>often</u> see a purpose in the assignments they are given.	Students <u>always</u> see a purpose in the assignments they are given.
<b>D. Across the Content Areas</b>			
Literacy support for students (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, collaborative working with text) is <u>not</u> evident during instruction throughout the day.	Literacy support for students is <u>sometimes</u> evident during instruction throughout the day (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, collaborative working with text).	Literacy support for students is <u>often</u> evident during instruction throughout the day (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, collaborative working with text).	Literacy support for students is <u>always</u> evident during instruction throughout the day (e.g., modeling, use of rubrics, use of reading comprehension strategies, word walls, collaborative working with text).
<u>Few</u> teachers engage students in reading, writing, speaking, listening, and critical thinking strategies that match the content area demands and the task at hand.	<u>Some</u> teachers engage students in reading, writing, speaking, listening, and critical thinking strategies that match the content area demands and the task at hand.	<u>Many</u> teachers engage students in reading, writing, speaking, listening, and critical thinking strategies that match the content area demands and the task at hand.	<u>All</u> teachers engage students in reading, writing, speaking, listening, and critical thinking strategies that match the content area demands and the task at hand.
<b>E. Feedback and Grading Practices</b>			
Rubrics and exemplars are <u>seldom</u> used to communicate expectations for quality work.	Rubrics and exemplars are <u>sometimes</u> used to communicate expectations for quality work.	Rubrics and exemplars are <u>often</u> used to communicate expectations for quality work.	Rubrics and exemplars are <u>routinely</u> used to communicate expectations for quality work.
Teachers <u>rarely</u> give specific feedback on student performance.	Teachers <u>sometimes</u> give specific feedback on student performance.	Teachers <u>often</u> give specific feedback on student performance.	Teachers <u>routinely</u> give specific feedback on student performance.
<u>Few</u> teachers use grading practices that support rereading, revision, and make up of work.	<u>Some</u> teachers use grading practices that support rereading, revision, and make up of work.	<u>Many</u> teachers use grading practices that support rereading, revision, and make up of work.	<u>Almost all</u> teachers use grading practices that support rereading, revision, and make up of work.



## Literacy Action Rubric

### Elementary Literacy Instruction: Balanced Literacy and Content Literacy

Level 1 Little or No Evidence of Implementation	Level 2 Evidence of Emerging Implementation	Level 3 Evidence of Consistent Implementation	Level 4 Evidence of Exemplary Implementation
<b>F. Literacy Interventions</b>			
Literacy interventions in our school are <u>not</u> data based to target individual student needs.	<u>Some</u> literacy interventions in our school are data based to target individual student needs.	<u>Most</u> literacy interventions in our school are data based to target individual student needs.	<u>All</u> literacy interventions in our school are data based to target individual student needs.
Progress monitoring of literacy interventions is <u>not</u> used to inform instruction.	Progress monitoring of literacy interventions is <u>sometimes</u> used to inform instruction.	Progress monitoring of literacy interventions is <u>often</u> used to inform instruction.	Progress monitoring of literacy interventions is <u>always</u> used to inform instruction.