

Literacy Action Rubric 4
Literacy-Rich Environment, Policies, and Culture

Desired Outcome	Components	<u>Level 1</u> <i>Little or No Evidence of Implementation</i>	<u>Level 2</u> <i>Evidence of Emerging Implementation</i>	<u>Level 3</u> <i>Evidence of Consistent Implementation</i>	<u>Level 4</u> <i>Evidence of Exemplary Implementation</i>
<p>A schoolwide culture, environment, set of policies, and support structures that focus on sustained literacy improvement is evident.</p>	<p style="text-align: center;">A Vision</p>	<p>A shared vision for improved literacy <u>does not exist</u> and literacy development is <u>not discussed</u> as part of the school's mission and focus.</p>	<p>A shared vision for improved literacy exists and is <u>occasionally</u> referenced; literacy improvement is <u>sometimes</u> talked about as one of the school's initiatives.</p>	<p>A shared vision for improved literacy is <u>articulated in writing</u>, <u>is publicly displayed</u>, and literacy improvement is talked about as a major focus of the school.</p>	<p>A shared vision for improved literacy is <u>articulated in writing</u>, <u>publicly displayed</u>, and teachers, administrators, and students talk about how they are working towards the school's literacy goals.</p>
		<p>Evidence of a focus on literacy improvement can be found in a <u>few</u> classrooms.</p>	<p>Evidence of a focus on literacy improvement can be found in <u>some</u> classrooms.</p>	<p><u>Strong</u> evidence of a focus on literacy improvement can be found in <u>many</u> classrooms.</p>	<p><u>Strong</u> evidence of a focus on literacy improvement can be found in <u>almost all</u> classrooms.</p>
		<p>Resources provided by the district and school <u>do not indicate</u> that literacy improvement is a focus in the school.</p>	<p>Resources provided by the district and school <u>primarily target</u> only students scoring below grade level in reading.</p>	<p>Resources provided by the district and school indicate support for the literacy improvement for <u>all</u> students.</p>	<p>Resources provided by the district, school, and <u>community</u> indicate <u>strong</u> support for the literacy improvement for <u>all</u> students.</p>
	<p style="text-align: center;">B Teacher Expectations</p>	<p>Teachers hold and communicate the expectation that <u>few</u> students will succeed academically</p>	<p>Teachers hold and communicate the expectation that <u>some</u> students will succeed academically.</p>	<p>Teachers hold and communicate the expectation that <u>most</u> students will succeed academically.</p>	<p>Teachers hold and communicate the expectation that <u>all students</u> will succeed academically.</p>
		<p><u>Few</u> teachers provide modeling and guided practice opportunities to help students meet high expectations.</p>	<p><u>Some</u> teachers <u>occasionally</u> provide modeling and guided practice opportunities to help students meet high expectations.</p>	<p><u>Many</u> teachers <u>often</u> provide modeling and guided practice opportunities to help students meet high expectations.</p>	<p><u>Almost all</u> teachers <u>consistently</u> provide modeling and guided practice opportunities to help students meet high expectations.</p>
	<p style="text-align: center;">C Time to Read & Write</p>	<p><u>Few</u> students read , write, and actively discuss content multiple times during the school day.</p>	<p><u>Some</u> students read , write, and actively discuss content multiple times during the school day.</p>	<p><u>Most</u> students read , write, and actively discuss content multiple times during the school day.</p>	<p><u>All</u> students read , write, and actively discuss content multiple times during the school day.</p>

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	D Recognition of Student Work	Current student work is prominently displayed in only a <u>few</u> classrooms and areas of the school, if at all.	Current student work is prominently displayed in <u>some</u> classroom and areas of the school.	Current student work is prominently displayed in <u>most</u> classrooms and <u>many</u> areas of the school and provides <u>some</u> evidence that students are valued as developing writers, thinkers, researchers, and presenters.	Current student work is prominently displayed in <u>all</u> classrooms and throughout the school and provides <u>ample</u> evidence that students are valued as developing writers, thinkers, researchers, and presenters.
		Progress toward individual and collective literacy goals is <u>seldom</u> announced, if at all.	Progress toward individual and collective literacy goals is <u>sometimes</u> announced and celebrated publicly.	Progress toward individual and collective literacy goals is <u>often</u> announced and celebrated publicly.	Progress toward individual and collective literacy goals is <u>always</u> announced and celebrated publicly.
	E Teacher Participation	Few teachers actively participate in multiple opportunities for literacy professional development.	<u>Some</u> teachers actively participate in multiple opportunities for literacy professional development.	<u>Most</u> teachers actively participate in multiple opportunities for literacy professional development.	<u>All</u> teachers actively participate in multiple opportunities for literacy professional development.
		Few teachers actively seek and share resources and strategies to improve students' literacy and learning.	<u>Some</u> teachers actively seek and share resources and strategies to improve students' literacy and learning.	<u>Many</u> teachers actively seek and share resources and strategies to improve students' literacy and learning.	<u>Almost all</u> teachers actively seek and share resources and strategies to improve students' literacy and learning.
		Few teachers consult regularly with literacy coaches, peer coaches, and/or literacy specialists to examine data and/or to improve classroom instruction.	<u>Some</u> teachers consult regularly with literacy coaches, peer coaches, and/or literacy specialists to examine data and/or to improve classroom instruction.	<u>Many</u> teachers consult regularly with literacy coaches, peer coaches, and/or literacy specialists to examine data and/or to improve classroom instruction.	<u>Almost all</u> teachers consult regularly with literacy coaches, peer coaches, and/or literacy specialists to examine data and/or to improve classroom instruction.
	F Master Schedule	The master schedule provides time for literacy interventions for <u>only a few</u> students who need additional support.	The master schedule provides time for literacy interventions for <u>some</u> students who need additional support.	The master schedule provides time for literacy interventions for <u>most</u> students who need additional support.	The master schedule provides time for literacy interventions for <u>all</u> students who need additional support.

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		Common planning time <u>is not scheduled</u> for teachers to work on improving student literacy and learning.	<u>Occasional</u> common planning time for teachers is scheduled and <u>sometimes</u> used for teachers to work on improving student literacy and learning.	<u>Adequate</u> common planning time for teachers is scheduled and <u>expected to be used for teachers</u> to work on improving student literacy and learning.	<u>Adequate</u> common planning time for teachers is scheduled and <u>routinely used</u> for teachers to work on improving student literacy and learning.
		<u>Few</u> teachers participate in professional development focused on improving literacy and learning.	<u>Most</u> teachers participate in professional development focused on improving literacy and learning <u>at least twice a year</u> .	<u>Every teacher</u> participates in professional development focused on improving literacy and learning <u>at least four times a year</u> .	<u>Every teacher and administrator</u> participates in professional development focused on improving literacy and learning <u>at least one time per month</u> .
	G Clubs and Activities	Some clubs and extra-curricular activities are available for students but few, if any, have a literacy focus.	Literacy-related clubs (e.g., debate, poetry, drama) and extra-curricular activities (e.g., newspaper, yearbook) are available and accessed by a <u>few</u> students.	Literacy-related clubs (e.g., debate, poetry, drama) and extra-curricular activities (e.g., newspaper, yearbook) are available and accessed by <u>some</u> students.	Literacy-related clubs (e.g., debate, poetry, drama) and extra-curricular activities (e.g., newspaper, yearbook) are available and accessed by <u>many</u> students.
		<u>Few</u> students participate in authentic literacy experiences (e.g., article circles, grade level or community reads, reading to nursing home residents, writing letters to veterans, or making books on tape for younger students).	<u>Some</u> students participate in authentic literacy experiences (e.g., article circles, grade level or community reads, reading to nursing home residents, writing letters to veterans, or making books on tape for younger students).	<u>Many</u> students participate in authentic literacy experiences (e.g., article circles, grade level or community reads, reading to nursing home residents, writing letters to veterans, or making books on tape for younger students).	<u>Almost all</u> students participate in authentic literacy experiences (e.g., article circles, grade level or community reads, reading to nursing home residents, writing letters to veterans, or making books on tape for younger students).
	H Library Media Center	The center may be inadequately staffed, under-resourced, or difficult to access; using the center is not a priority for most teachers.	<u>Some</u> students and teachers make use of the library media center; a few classes require use of the library media center as a resource.	<u>Many</u> students and teachers make use of the library media center; some classes require use of the library media center as a resource.	<u>Almost all</u> students and teachers make use of the library media center; most classes require use of the library media center as a resource.

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		None of the library collection of print materials provides information about reading levels..	<u>Some</u> of the collection of print materials is provides reading level information to support differentiated instruction and independent reading.	<u>Much</u> of the collection of print materials provides reading level information to support differentiated instruction and independent reading.	<u>Almost all of the collection</u> of print materials provides reading level information to support differentiated instruction and independent reading.
		The library media center <u>is not</u> adequately staffed.	The library media center is <u>adequately staffed</u> but core personnel <u>are not</u> certified.	The library media center is staffed by <u>professionally certified</u> personnel.	The library media center is staffed by <u>professionally certified</u> personnel who have a <u>background in literacy</u> .
		The library media center <u>does not sponsor</u> literacy activities and <u>is not connected</u> to the literacy improvement effort.	The library media center sponsors <u>a few</u> literacy activities but <u>is not strongly connected</u> to the literacy improvement effort.	The library media center sponsors <u>some</u> literacy activities and <u>actively supports</u> the literacy improvement effort.	The library media center sponsors <u>a variety</u> of literacy activities and <u>is an essential resource</u> for the literacy improvement effort.