Literacy Action Rubric 2
Literacy Across the Content Areas

Desired Outcome	Com-ponents	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*
Teachers consistently integrate high quality reading, writing, and vocabulary instruction to improve all students' literacy development and content learning.	**A** **Classroom Instruction**	Content area reading and writing instruction and vocabulary development are strongly emphasized in only a few classes on a given day.	Content area reading and writing instruction and vocabulary development are strongly emphasized in some classes on a given day.	Content area reading and writing instruction and vocabulary development are strongly emphasized in most classes on a given day.	Content area reading and writing instruction and vocabulary development are strongly emphasized in almost all classes on a given day.
		Few teachers use classroom routines to involve students actively in reading, writing and learning,	Some teachers use classroom routines to involve students actively in reading, writing, and learning.	Most teachers consistently use classroom routines to involve students actively in reading, writing, and learning.	Almost all teachers consistently use classroom routines to involve students actively in reading, writing and learning.
		Few teachers select, teach, model and use instructional strategies to strengthen content learning while supporting literacy development.	Some teachers select, teach, model, and use instructional strategies to strengthen content learning while supporting literacy development.	Most teachers select, teach, model, and use instructional strategies to strengthen content learning while supporting literacy development.	Almost all teachers select, teach, model, and use instructional strategies to strengthen content learning while supporting literacy development.
		Few teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.	Some teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.	Many teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.	Most teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.
	B **Curriculum Alignment**	Few content area courses include the development of specified literacy habits and skills, types of text, and amounts of reading and writing.	Some content area courses include the development of specified literacy habits and skills, types of text, and amounts of reading and writing.	Most content area courses include the development of specified literacy habits and skills, types of text, and amounts of reading and writing.	All content area courses include the development of specified literacy habits and skills, types of text, and amounts of reading and writing.
		Course content and literacy development does not build by grade level.	In some departments, course content and literacy development builds by grade level.	In most departments, course content and literacy development builds by grade level.	In all departments, course content and literacy development builds by grade level.
		Only a few students have access to rigorous course content and strong literacy support.	Only some students have access to rigorous course content and strong literacy support.	Most students have access to rigorous course content and strong literacy support.	All students have access to rigorous course content and strong literacy support.

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	C Differentiation	Few teachers use flexible grouping to meet the literacy needs of students.	Some teachers use flexible grouping to meet the literacy needs of students.	Many teachers use flexible grouping to meet the literacy needs of students.	Almost all teachers use flexible grouping to meet the literacy needs of students.
		Teachers seldom use instructional materials that are aligned with varying reading levels and/or student interests.	Teachers sometimes use instructional materials that are aligned with varying reading levels and/or student interests.	Teachers often use instructional materials that are aligned with varying reading levels and/or student interests.	Teachers routinely use instructional materials that are aligned with varying reading levels and/or studer interests.
		Teachers seldom provide students with specific strategies to use if they experience difficulty with an assignment.	Teachers sometimes provide students with specific strategies to use if they experience difficulty with an assignment.	Teachers often provide students with specific strategies to use if they experience difficulty with an assignment.	Teachers routinely provide students with specific strategies to use if they experience difficulty with an assignment.
	D Feedback and Grading Practices	Teachers seldom give specific and timely feedback on student performance.	Teachers sometimes give specific and timely feedback on student performance.	Teachers usually give specific and timely feedback on student performance.	Teachers routinely give specific and timely feedback on student performance.
		Rubrics and models are seldom used to communicate expectations for quality work.	Rubrics and models are sometimes used to communicate expectations for quality work.	Rubrics and models are typically used to communicate expectations for quality work.	Rubrics and models are routinely used to communicate expectations for quality work.
		Few teachers use grading practices that support redoing, revising, and making up of work.	Some teachers use grading practices that support redoing, revising, and making up of work.	Many teachers use grading practices that support redoing, revising, and making up of work.	Almost all teachers use grading practices that support the redoing, revising, and making up of work.
	E Assignments	Reading and writing assignments seldom have a purpose that is meaningful to students or acknowledge an audience beyond the teacher.	Reading and writing assignments sometimes have a purpose that is meaningful to students or acknowledge an audience beyond the teacher.	Reading and writing assignments often have a purpose that is meaningful to students and/or acknowledge an audience beyond the teacher.	Reading and writing assignments typically have a purpose that is meaningful to students and/or acknowledge an audience beyond th teacher.
		Assignments seldom require higher order critical thinking about content.	Assignments sometimes require higher order critical thinking about content.	Assignments typically require higher order critical thinking about content.	Assignments always require higher order critical thinking about content

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		Assignments <u>seldom</u> require students to work collaboratively when reading, writing, or investigating.	Assignments <u>sometimes</u> require students to work collaboratively when reading, writing, or investigating.	Assignments <u>often</u> require students to work collaboratively when reading, writing, or investigating.	Assignments <u>almost always</u> require students to work collaboratively when reading, writing, or investigating.
		Assignments <u>seldom</u> include some choice about what students read, write, or investigate.	Assignments <u>sometimes</u> include some choice about what students read, write, or investigate.	Assignments <u>often</u> include some choice about what students read, write, or investigate.	Assignments <u>routinely</u> include some choice about what students read, write, or investigate.
		<u>Few</u> assignments require students to use technology to read, write, and present.	<u>Some</u> assignments require students to use technology to read, write, and present.	<u>Many</u> assignments require students to use technology to read, write, and present.	<u>Most</u> assignments require students to use technology to read, write, and present.
	F **Research and Use of Text**	<u>Few</u> teachers regularly use a variety of print and electronic texts as sources of content information in addition to textbooks.	<u>Some</u> teachers regularly use a variety of print and electronic texts as sources of content information in addition to textbooks.	<u>Many</u> teachers regularly use a variety of print and electronic texts as sources of content information in addition to textbooks.	<u>Almost all</u> teachers regularly use a variety of print and electronic texts as sources of content information in addition to textbooks.
		<u>Few</u> students routinely conduct research and draw conclusions based on critical evaluation and synthesis of multiple sources.	<u>Some</u> students routinely conduct research and draw conclusions based on critical evaluation and synthesis of multiple sources.	<u>Many</u> students routinely conduct research and draw conclusions based on critical evaluation and synthesis of multiple sources.	<u>All</u> students routinely conduct research and draw conclusions based on critical evaluation and synthesis of multiple sources.
		<u>Few</u> students have multiple opportunities each year to present their findings in various formats.	<u>Some</u> students have multiple opportunities each year to present their findings in various formats.	<u>Most</u> students have multiple opportunities each year to present their findings in various formats.	<u>All</u> students have multiple opportunities each year to present their findings in various formats.