

Literacy Action Rubric 3 Literacy Interventions

Desired Outcome	Com-ponents	<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>
Appropriate and adequate literacy interventions exist to support struggling readers and writers to attain and maintain grade level achievement within the context of a schoolwide literacy improvement effort.	A Reading Assessment	<u>Limited</u> assessment data are available about student reading achievement with some grade levels having no available information at all.	<u>Some</u> teachers and administrators have ready access to current assessment data to determine the reading needs of <u>some</u> students.	<u>Some</u> teachers and administrators have access to current assessment data to determine the reading needs of <u>all</u> students.	<u>All</u> teachers and administrators have ready access to current assessment data to determine the reading needs of <u>all</u> students.
		No further assessment protocol exists for students who are two or more years behind in reading.	<u>Some</u> students with scores indicating they are two or more years behind are further tested to determine their specific literacy needs.	<u>All</u> students with scores indicating they are two or more years behind are further tested to determine their specific literacy needs.	All students with scores indicating they are two or more years behind are further tested to determine their specific literacy needs and their growth as readers and writers is monitored.
		Reading assessment data are collected but <u>seldom</u> used for intervention planning.	Reading assessment data are collected and used <u>occasionally for intervention planning</u> .	Reading assessment data are collected and used a minimum of <u>two times</u> per year for intervention planning.	Reading assessment data are collected and used a minimum of <u>three times</u> per year for intervention planning.
	B Use of Data	Data are <u>not used</u> to assign struggling students to interventions.	<u>Only one</u> source of data is used to assign struggling students to interventions.	<u>At least two</u> sources of data are used to assign struggling students to interventions.	<u>Multiple types of data</u> , including diagnostic data, are used to assigned struggling students to interventions.
		<u>Few</u> intervention classes include regular progress monitoring.	<u>Some</u> intervention classes include regular progress monitoring.	<u>Most</u> intervention classes include regular progress monitoring.	<u>All</u> intervention classes include regular progress monitoring.
		Data are <u>seldom</u> used to guide instruction.	Data are <u>sometimes</u> used to guide instruction.	Data are <u>often</u> used to guide instruction.	Data are <u>routinely</u> used to guide instruction.
	C Types of Interventions	<u>No</u> specific interventions for students scoring below grade level in reading are provided except to special education students or English language learners (ELL).	<u>Few</u> intervention options beyond their English/language arts classes are provided for students who score below grade level in reading.	<u>Several</u> intervention options (e.g., additional classes, tutoring, technology support, strong content literacy support, summer academy) are provided for students who score below grade level in reading.	Multiple types of interventions (e.g., additional classes, tutoring, technology support, strong content literacy support, summer academy) are provided for students who score below grade level in reading.
		Placement procedures and exit criteria for intervention options are <u>not in place</u> .	Placement procedures and exit criteria for intervention options are in place but <u>seldom</u> applied.	Placement procedures and exit criteria for intervention options are in place and <u>often</u> applied.	Placement procedures and exit criteria for all intervention options are in place and <u>consistently</u> applied.

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		Struggling readers and writers <u>seldom</u> experience differentiated literacy instruction in their content area classes.	Struggling readers and writers <u>sometimes</u> experience differentiated literacy instruction in their content area classes.	Struggling readers and writers <u>often</u> experience differentiated literacy instruction in their content area classes.	Struggling readers and writers <u>consistently</u> experience differentiated literacy instruction in their content area classes.
	D Staffing	If offered, interventions may be staffed by personnel with <u>little or no training</u> in how to meet the needs of struggling readers.	<u>Some</u> interventions are staffed by teachers with a <u>background in reading</u> .	<u>All</u> intervention classes are staffed by <u>skilled</u> teachers with a background in reading.	<u>All</u> intervention classes are staffed by <u>certified</u> reading specialists.
		<u>Few</u> ELL and special education teachers have a strong background in reading.	<u>Some</u> ELL and special education teachers have a strong background in reading.	<u>Most</u> ELL and special education teachers have a strong background in reading.	<u>All</u> ELL and special education teachers have a strong background in reading.
		A certified reading specialist is <u>not available</u> to consult with content and intervention teachers.	A certified reading specialist <u>seldom</u> consults with content and intervention teachers.	A certified reading specialist <u>sometimes</u> consults with content and intervention teachers.	A certified reading specialist consults <u>regularly</u> with content and intervention teachers.
	E Implementation of Interventions	If offered, intervention programs are generally <u>not implemented</u> as intended.	<u>Some</u> intervention programs are implemented as intended.	<u>Most</u> intervention programs are implemented as intended.	<u>All</u> intervention programs are implemented as intended.
		Instructional approaches are <u>not matched</u> to student needs.	Instructional approaches are <u>sometimes</u> matched to student needs.	Instructional approaches are <u>usually</u> matched to student needs.	Instructional approaches are <u>always</u> matched to student needs.
		Appropriate materials and technology to support quality instruction are <u>not typically available</u> to intervention teachers.	Appropriate materials and technology to support quality instruction are <u>sometimes</u> used by intervention teachers.	Appropriate materials and technology to support quality instruction are <u>often</u> used by intervention teachers.	Appropriate materials and technology to support quality instruction are <u>consistently</u> used by intervention teachers.
	F Teacher Collaboration	Content area and intervention teachers generally <u>do not meet</u> to coordinate assignments and to discuss student needs, use of literacy support strategies, and vocabulary development.	<u>Few</u> content area and intervention teachers regularly meet to coordinate assignments and to discuss student needs, use of literacy support strategies, and vocabulary development.	<u>Some</u> content area and intervention teachers meet regularly to coordinate assignments and to discuss student needs, use of literacy support strategies, and vocabulary development.	<u>Most</u> content area and intervention teachers meet regularly to coordinate assignments and to discuss student needs, use of literacy support strategies, and vocabulary development.