

## Literacy Action Rubric 1

### Student Motivation, Engagement, and Achievement

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>
<b>Students actively engage in reading, writing, and thinking to improve learning outcomes.</b>	<b>A</b> Relevance	Students <u>seldom</u> see connections between content being studied and their life experiences or other real life applications.	Students <u>sometimes</u> make connections between the content they are learning and their life experiences or other real life applications.	Students <u>often</u> make connections between what they are learning and their life experiences or other real life applications.	Students <u>consistently make</u> connections between what is being learned and their life experiences or other real life applications.
		Reading and writing assignments <u>seldom</u> have a purpose that is meaningful to students or an audience beyond the teacher.	Reading and writing assignments <u>sometimes</u> have a purpose that is meaningful to students or an audience beyond the teacher.	Reading and writing assignments <u>often</u> have a purpose that is meaningful to students and/or an audience beyond the teacher.	Reading and writing assignments <u>typically</u> have a purpose that is meaningful to students and/or an audience beyond the teacher.
	<b>B</b> Choice	Students <u>seldom</u> have a choice about how to complete an assignment	Students <u>sometimes</u> have choice about how to complete an assignment	Students <u>often</u> have some choice about how to complete an assignment	Students <u>consistently and routinely</u> have a variety of choices in how to complete an assignment
		Students <u>seldom</u> have choice about what they read, write, or investigate.	Students <u>sometimes</u> have choice about what they read, write, or investigate.	Students <u>often</u> have some choice about what to read, write, or investigate.	Students <u>consistently and routinely</u> have choice relative to what to read, write, or investigate.
		Students <u>seldom</u> have choice about how they can demonstrate learning from a set of structured or guided options.	Students <u>sometimes</u> have choice about how they can demonstrate learning from a set of structured or guided options.	Students <u>often</u> have some choice about how they can demonstrate learning from a set of structured or guided options.	Students <u>consistently and routinely</u> have a choice about how to demonstrate learning from a set of structured or guided options.
	<b>C</b> Collaborative Learning	Students <u>rarely</u> work collaboratively to read, write, or investigate.	Students <u>sometimes</u> work in pairs or small groups on projects.	Students <u>often</u> read, write, and/or investigate in pairs or small group, and are individually responsible for their learning.	Students <u>routinely</u> read, write, and/or investigate in pairs or small groups, and are individually responsible for their learning.
		Pair/small group assignments rarely have a clear purpose, tasks, roles, and expectations.	Pair/small group assignments <u>sometimes</u> have clear purpose, but lack clarity about tasks, roles, and expectations.	Pair/small group assignments <u>often</u> have clear purpose, tasks, roles, and expectations.	Pairs or small group assignments <u>routinely</u> have clear purpose, tasks, roles, and expectations.
	<b>D</b> Use of Technology	<u>Few</u> students regularly use technology to research, collect and analyze data, and communicate and collaborate with others.	<u>Some</u> students regularly use technology to research and evaluate content, collect and analyze data, and communicate and collaborate with others.	<u>Most</u> students regularly use technology to research and evaluate content, collect and analyze data, and communicate and collaborate with others.	<u>All</u> students routinely use technology to research and evaluate content, collect and analyze data, and communicate and collaborate with others.

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		<u>Few</u> students regularly use technology to read, write and present.	<u>Some</u> students regularly use technology to read, write, and present.	<u>Most</u> students regularly use technology to read, write, and present.	<u>All</u> students routinely use technology to read, write, and present.
	E Goal Setting	<u>Few</u> students are supported in setting and working toward goals to improve their performance as readers, writers, and learners.	<u>Some</u> students are supported in setting and working toward goals to improve their performance as readers, writers, and learners.	<u>Most</u> students are supported in setting and working toward goals to improve their performance as readers, writers, and learners.	<u>All</u> students are supported in setting and working toward goals to improve their performance as readers, writers, and learners.
	F Teacher Expectations	Teachers hold and communicate the expectation that <u>few</u> students will succeed academically	Teachers hold and communicate the expectation that <u>some</u> students will succeed academically.	Teachers hold and communicate the expectation that <u>most</u> students will succeed academically.	Teachers hold and communicate the expectation that <u>all students</u> will succeed academically.
		<u>Few</u> teachers provide modeling and guided practice opportunities to help students meet high expectations.	<u>Some</u> teachers <u>occasionally</u> provide modeling and guided practice opportunities to help students meet high expectations.	<u>Many</u> teachers <u>often</u> provide modeling and guided practice opportunities to help students meet high expectations.	<u>Almost all</u> teachers <u>consistently</u> provide modeling and guided practice opportunities to help students meet high expectations.
	G Classroom Instruction	Content area reading and writing instruction and vocabulary development are a strong focus in only a <u>few</u> classes on a given day.	Content area reading and writing instruction and vocabulary development are a strong focus in <u>some</u> classes on a given day.	Content area reading and writing instruction and vocabulary development are a strong focus in <u>most</u> classes on a given day.	Content area reading and writing instruction and vocabulary development are a strong focus in <u>almost all classes</u> on a given day.
		<u>Few</u> teachers use classroom routines to involve students actively in reading, writing and learning,	<u>Some</u> teachers use classroom routines to involve students actively in reading, writing, and learning.	<u>Most</u> teachers consistently use classroom routines to involve students actively in reading, writing, and learning.	<u>Almost all</u> teachers consistently use classroom routines to involve students actively in reading, writing, and learning.
		<u>Few</u> teachers select, teach, model and use instructional strategies to strengthen content learning while supporting literacy development.	<u>Some</u> teachers select, teach, model, and use instructional strategies to strengthen content learning while supporting literacy development.	<u>Most</u> teachers select, teach, model, and use instructional strategies to strengthen content learning while supporting literacy development.	<u>Almost all</u> teachers select, teach, model, and use instructional strategies to strengthen content learning while supporting literacy development.
		<u>Few</u> teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.	<u>Some</u> teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.	<u>Many</u> teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.	<u>Most</u> teachers encourage students to select and use literacy support strategies that match the content area demands and the task at hand.

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	H Feedback and Grading Practices	Teachers <u>seldom</u> give specific feedback on student performance.	Teachers <u>sometimes</u> give specific feedback on student performance.	Teachers <u>usually</u> give specific feedback on student performance.	Teachers <u>routinely</u> give specific feedback on student performance.
		Rubrics and models are <u>seldom</u> used to communicate expectations for quality work.	Rubrics and models are <u>sometimes</u> used to communicate expectations for quality work.	Rubrics and models are <u>typically</u> used to communicate expectations for quality work.	Rubrics and models are <u>routinely</u> used to communicate expectations for quality work.
		<u>Few</u> teachers use grading practices that support redoing, revising, and make up of work.	<u>Some</u> teachers use grading practices that support redoing, revising, and make up of work.	<u>Many</u> teachers use grading practices that support redoing, revising, and make up of work.	<u>Almost all</u> teachers use grading practices that support the redoing, revising, and make up of work.
	I Recognition of Student Work	Current student work is prominently displayed in only a <u>few</u> classrooms or areas of the school, if at all.	Current student work is prominently displayed in <u>some</u> classrooms and some 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.