

IRA Adolescent Literacy Statement Rubric

Desired Outcome	<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>
Adolescents deserve content area teachers who provide instruction in the multiple literacy strategies needed to meet the demands of the specific discipline.	Only a few content area teachers provide the disciplinary knowledge and strategy use that help students learn from complex discipline-based print and nonprint materials.	Some content area teachers occasionally provide the disciplinary knowledge and strategy use that help students learn from complex discipline-based print and nonprint materials.	Many content area teachers often provide the disciplinary knowledge and strategy use that help students learn from complex discipline-based print and nonprint materials.	All content area teachers consistently provide the disciplinary knowledge and strategy use that help students learn from appropriately complex discipline-based print and nonprint materials.
	Teachers with expertise in literacy do not collaborate and work with content area teachers, including the academic disciplines, the performing arts, and the technical subject areas.	Some teachers with expertise in literacy collaborate and work with some content area teachers, including the academic disciplines, the performing arts, and the technical subject areas.	Many teachers with expertise in literacy collaborate and work with many content area teachers, including the academic disciplines, the performing arts, and the technical subject areas.	Most teachers with expertise in literacy collaborate and work with all content area teachers, including the academic disciplines, the performing arts, and the technical subject areas.
	Only a few content teachers participate in ongoing professional development in discipline-based literacy.	Some content teachers occasionally participate in ongoing professional development in discipline-based literacy.	Many content teachers often participate in ongoing professional development in discipline-based literacy.	All content teachers consistently participate in ongoing professional development in discipline-based literacy.
Adolescents	Literacy functions as a low school priority where every day in every classroom, only a few adolescents are reading, writing, and talking about print and nonprint materials.	Literacy functions as a occasional school priority where every day in every classroom, some adolescents are reading, writing, and talking about print and nonprint materials.	Literacy functions as a moderate school priority where every day in every classroom, many adolescents are reading, writing, and talking about print and nonprint materials.	Literacy learning is a high priority every day in every classroom, most adolescents are reading, writing, and talking about print and nonprint materials on a daily basis.

IRA Adolescent Literacy Statement Rubric

<p>deserve a culture of literacy in their schools and a systematic and comprehensive programmatic approach to increasing literacy achievement for all.</p>	<p>Reading/literacy specialists or literacy coaches do not participate as integral members of literacy learning communities.</p>	<p>Reading/literacy specialists or literacy coaches sometimes participate as integral members of literacy learning communities.</p>	<p>Reading/literacy specialists or literacy coaches often participate as integral members of literacy learning communities.</p>	<p>Reading/literacy specialists or literacy coaches consistently participate as integral members of literacy learning communities.</p>
	<p>The master calendar or schedule fails to provide the infrastructure that supports a high level of teacher collaboration and decision-making that focuses on student achievement data and the design of effective lessons and materials that are implemented, analyzed, and refined.</p>	<p>The master calendar and schedule provides the infrastructure that supports a limited level of teacher collaboration and decision-making that focuses on student achievement data and the design of effective lessons and materials that are implemented, analyzed, and refined.</p>	<p>The master calendar and schedule provides the infrastructure that supports a moderate level of teacher collaboration and decision-making that focuses on student achievement data and the design of effective lessons and materials that are implemented, analyzed, and refined.</p>	<p>The master calendar and schedule provides the infrastructure that supports a high level of teacher collaboration and decision-making that focuses on student achievement data and the design of effective lessons and materials that are implemented, analyzed, and refined.</p>
<p>Adolescents deserve access to and instruction with multimodal, multiple texts.</p>	<p>Only a few teachers provide instruction that will enable students to remix multimodal content (pictures, written text, video, music) to create hybrid texts, including webpages, blogs, test messaging, and email.</p>	<p>Some teachers provide instruction that will enable students to remix multimodal content (pictures, written text, video, music) to create hybrid texts, including webpages, blogs, test messaging, and email.</p>	<p>Many teachers often provide instruction that will enable students to remix multimodal content (pictures, written text, video, music) to create hybrid texts, including webpages, blogs, test messaging, and email.</p>	<p>Most teachers consistently provide instruction that enables students to select and adapt multimodal content (pictures, written text, video, music) to create hybrid texts, including webpages, blogs, test messaging, and email.</p>
	<p>Most students do not use technology-rich tools for learning, reading, and writing throughout the school day and beyond.</p>	<p>Some students use technology-rich tools for learning, reading, and writing throughout the school day and beyond.</p>	<p>Many students often use technology-rich tools for learning, reading, and writing throughout the school day and beyond.</p>	<p>Most students consistently use technology-rich tools for learning, reading, and writing throughout the school day and beyond.</p>
	<p>Only a few teachers help students understand how to read and interpret texts critically and to position</p>	<p>Some teachers help students understand how to read and interpret texts critically and to position</p>	<p>Many teachers often help students understand how to read and interpret texts critically and to position</p>	<p>Most teachers consistently help students understand how to read and interpret texts critically and to position</p>

IRA Adolescent Literacy Statement Rubric

	<p>themselves strategically as authors in a Web 2.0 (Web-based) environment.</p> <p>Only a few students become self-directed learners who effectively seek out and use resources to assist them, including teachers, peer, and print and digital reference materials.</p>	<p>themselves strategically as authors in a Web 2.0 (Web-based) environment.</p> <p>Some students become self-directed learners who effectively seek out and use resources to assist them, including teachers, peer, and print and digital reference materials.</p>	<p>themselves strategically as authors in a Web 2.0 (Web-based) environment.</p> <p>Many students become self-directed learners who effectively seek out and use resources to assist them, including teachers, peer, and print and digital reference materials.</p>	<p>themselves strategically as authors in a Web-based environment.</p> <p>Most students become self-directed learners who effectively seek out and use resources to assist them, including teachers, peers, and print and digital reference materials.</p>
<p>Adolescents deserve differentiated literacy instruction specific to their individual needs.</p>	<p>Only a few teachers provide students with instruction that includes modifications in learning content, literacy, and learning products.</p>	<p>Some teachers provide students with instruction that includes modifications in learning content, literacy, and learning products.</p>	<p>Many teachers often provide students with instruction that includes modifications in learning content, literacy, and learning products.</p>	<p>Most teachers consistently provide students with instruction that includes modifications in learning content, literacy, and learning products.</p>
	<p>The school does not provide a variety of learning supports, such as whole-group teaching, targeted interventions and enrichments for small groups, and intensive one-on-one help for individual students.</p>	<p>The school provides a limited variety of learning supports, such as whole-group teaching, targeted interventions and enrichments for small groups, and intensive one-on-one help for individual students.</p>	<p>The school provides a modest variety of learning supports, such as whole-group teaching, targeted interventions and enrichments for small groups, and intensive one-on-one help for individual students.</p>	<p>The school provides a wide variety of learning support, such as whole-group teaching, targeted interventions and enrichments for small groups, and intensive one-on-one help for individual students.</p>
<p>Adolescents deserve opportunities to participate in oral communication when they engage in literacy activities.</p>	<p>Only a few students engage in think-alouds and self-questioning, seeking clarification and sometimes sharing personal and critical reflections.</p>	<p>Some students engage in think-alouds and self-questioning, seeking clarification and sometimes sharing personal and critical reflections.</p>	<p>Many students engage in think-alouds and self-questioning, seeking clarification and sometimes sharing personal and critical reflections.</p>	<p>Most students engage in think-alouds and self-questioning, seeking clarification and sometimes sharing personal and critical reflections.</p>
	<p>Only a few students talk about what they learned in various subject areas and how it fits into their schema, making and</p>	<p>Some students talk about what they learned in various subject areas and how it fits into their schema, making and</p>	<p>Many students talk about what they learned in various subject areas and how it fits into their schema, making and</p>	<p>Most students talk about what they learned in various subject areas and how it fits into their schema, making and sharing new insights as they analyze,</p>

IRA Adolescent Literacy Statement Rubric

	sharing new insights as they analyze, synthesize, and evaluate information.	sharing new insights as they analyze, synthesize, and evaluate information.	sharing new insights as they analyze, synthesize, and evaluate information.	synthesize, and evaluate information.
Adolescents deserve opportunities to use literacy in the pursuit of civic engagement.	Only a few students have the opportunity to debate issues that arise in their local community and democratic society.	Some students ave the opportunity to debate issues that arise in their local community and democratic society.	Many students have the opportunity to debate issues that arise in their local community and democratic society.	Most students have the opportunity to debate issues that arise in their local community and democratic society.
	Only a few students work online projects authored by other adolescents devoted to issues they care about such as poverty, animal cruelty, and environmental issues.	Some students work online projects authored by other adolescents devoted to issues they care about such as poverty, animal cruelty, and environmental issues.	Many students work online projects authored by other adolescents devoted to issues they care about such as poverty, animal cruelty, and environmental issues..	Most students work with online projects authored by other adolescents devoted to issues they care about such as poverty, animal cruelty, and environmental issues..
	Only a few students actively seek to understand other perspectives and cultures through reading and listening.	Some students actively seek to understand other perspectives and cultures through reading and listening.	Many students actively seek to understand other perspectives and cultures through reading and listening.	Most students actively seek to understand other perspectives and cultures through reading and listening.
Adolescents deserve assessments that highlight their strengths and challenges.	Student assessments do not include performance tasks in which students are able to make meaning from an idea in print and then represent their new understandings in a variety of modes (e.g., video, audio, graphical).	Some student assessments include performance tasks in which students are able to make meaning from an idea in print and then represent their new understandings in a variety of modes (e.g., video, audio, graphical).	Many student assessments include performance tasks in which students are able to make meaning from an idea in print and then represent their new understandings in a variety of modes (e.g., video, audio, graphical).	Most student assessments include performance tasks in which students are able to make meaning from an idea in print and then represent their new understandings in a variety of modes (e.g., video, audio, graphical).
	Student-managed portfolios, including reflections by students of what they have learned and what remains to be learned, are not used to measure progress.	Student-managed portfolios, including reflections by students of what they have learned and what remains to be learned, are sometimes used to measure progress.	Student-managed portfolios, including reflections by students of what they have learned and what remains to be learned, are often used to measure progress.	Student-managed portfolios, including reflections by students of what they have learned and what remains to be learned, are consistently used to measure progress.

IRA Adolescent Literacy Statement Rubric

	Ongoing professional development and funding are not provided to support evidenced-based best practices in assessment.	Ongoing professional development and funding are sometimes provided to support evidenced-based best practices in assessment.	Ongoing professional development and funding are often provided to support evidenced-based best practices in assessment.	Ongoing professional development and funding are consistently provided to support evidenced-based best practices in assessment.
Adolescents deserve access to a wide variety of print and nonprint materials.	Authentic literacy experiences do not occur across the disciplines with varied types of text that are inclusive of print, audio, and fixed and moving images.	Some authentic literacy experiences occur across the disciplines with varied types of text that are inclusive of print, audio, and fixed and moving images.	Many authentic literacy experiences occur across the disciplines with varied types of text that are inclusive of print, audio, and fixed and moving images.	Most authentic literacy experiences occur across the disciplines with varied types of text that are inclusive of print, audio, and fixed and moving images.
	Students do not have access to relevant and recent young adult literature to motivate interest in reading and to create an opportunity to build a lifelong habit of engaging in reading and writing for pleasure.	Some students have access to relevant and recent young adult literature to motivate interest in reading and to create an opportunity to build a lifelong habit of engaging in reading and writing for pleasure.	Many students have access to relevant and recent young adult literature to motivate interest in reading and to create an opportunity to build a lifelong habit of engaging in reading and writing for pleasure.	Most students consistently have access to relevant and recent young adult literature to motivate interest in reading and to create an opportunity to build a lifelong habit of engaging in reading and writing for pleasure.