# Literacy Action Rubric 5
# Parent and Community Involvement

| 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* |
|---|---|---|---|---|---|
| **Families and community members work closely with school leaders to actively support the school's focus on literacy development.** | **A Involvement** | Few families actively support the school's focus on literacy development. | Some families actively support the school's focus on literacy development. | Many families actively support the school's focus on literacy development. | Most families actively support the school's focus on literacy development. |
| | | Family members and community leaders generally do not serve on committees, volunteer, or participate in school-based literacy events. | Family members and community leaders seldom serve on committees or volunteer, and occasionally participate in school-based literacy events. | Family members and community leaders sometimes serve on committees or volunteer, and often participate in school-based literacy events. | Family members and community leaders regularly serve on committees or volunteer, and always participate in school-based literacy events. |
| | | Community members generally do not support student engagement in literacy-rich experiences in civic, business, and organizational settings. | Community members support a few students' engagement in literacy-rich experiences in civic, business, and organizational settings. | Community members support some students' engagement in literacy-rich experiences in civic, business, and organizational settings. | Community members support many students' engagement in literacy-rich experiences in civic, business, and organizational settings. |
| | **B Communication** | Little communication exists between the school and parents and community members about literacy activities. | The school communicates with parents through occasional newsletters and updates to the school website about literacy activities. | The school communicates with parents through regular newsletters and updates to the school website about literacy activities. | The school communicates with all stakeholders through regular newsletters, frequent updates to the school website, and through the local newspaper about literacy activities. |
| | | Communication with non-English speaking family members seldom includes native language outreach about literacy activities (newsletters, videotapes, and websites). | Communication with non-English speaking family members includes occasional native language outreach about literacy activities (newsletters, videotapes, and websites). | Communication with non-English speaking family members includes regular native language outreach about literacy activities (newsletters, videotapes, and websites). | Communication with non-English speaking family members includes multiple forms of native language outreach about literacy activities (newsletters, videotapes, and websites). |
| | | The school does not inform families and community members about the progress and next steps of the literacy initiative. | The school occasionally informs families and community members about the progress and next steps of the literacy initiative. | The school annually informs families and community members about the progress and next steps of the literacy initiative. | The school actively solicits ongoing input from families and community members about the progress and next steps of the literacy initiative. |

# Literacy Action Rubric 5
# Parent and Community Involvement

| 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* |
|---|---|---|---|---|---|
| | **C Collaborative Support** | Few families discuss their child's progress as a reader and writer with teachers. | Some families discuss their child's progress as a reader and writer with teachers. | Many families discuss their child's progress as a reader and writer with teachers. | Most families discuss their child's progress as a reader and writer with teachers. |
| | | Few families are provided with assistance (e.g. diagnostic results, strategies) or resources (e. g. tutoring services, booklists) to help their child improve as readers and writers. | Some families are provided with assistance (e.g. diagnostic results, strategies) or resources (e. g. tutoring services, booklists) to help their child improve as readers and writers. | Many families are provided with assistance (e.g. diagnostic results, strategies) or resources (e. g. tutoring services, booklists) to help their child improve as readers and writers. | All families are provided with assistance (e.g. diagnostic results, strategies) or resources (e. g. tutoring services, booklists) to help their child improve as readers and writers. |
| | | Few students communicate with parents and teachers about their progress as readers and writers (e.g. student led conferences, portfolio presentations). | Some students communicate with parents and teachers about their progress as readers and writers (e.g. student led conferences, portfolio presentations). | Many students communicate with parents and teachers about their progress as readers and writers (e.g. student led conferences, portfolio presentations). | All students communicate with parents and teachers about their progress as readers and writers (e.g. student led conferences, portfolio presentations). |