

CLASSROOM LEVEL GROWTH FACTORS Rubric

Element	1	2	3	4	5
Addressing Important Outcomes	Individual teachers determine literacy-learning outcomes and select instructional materials, and there is little or no evidence of a shared instructional framework. Grade level standards and expectations are not systematically addressed. There are few/no systems in place to ensure balanced and comprehensive literacy instruction.	Teachers follow a core reading program or an individually designed reading program with some attention to state/district grade level expectations. No systems are in place to ensure that <i>all</i> students receive balanced and comprehensive literacy instruction (in all component areas of comprehension, vocabulary, fluency, and word study/decoding) nor in developmentally appropriate ways.	Teachers use a common instructional approach within grade level (core reading program or shared instructional framework). Instruction for all students addresses comprehension, word study/decoding, fluency, and vocabulary. Phonics and phonological awareness is addressed as needed. There is little or no communication across grade levels to align curriculum expectations.	Teachers follow a common instructional approach within and across grade levels, either through a core reading program or a shared instructional framework. Close attention is given to the state's grade level expectations to address important learning outcomes in a balanced, comprehensive way using such techniques as curricular mapping or planning units of study across the year. Additionally, clear communication across grade levels occurs regarding vertical alignment of curriculum. All students are introduced to grade-level outcomes but are provided flexible and tailored instruction to meet specific identified needs.	Teachers develop and follow a balanced local curriculum, using either a core reading program or a shared instructional framework that is adhered to on a school-wide basis. Cross-grade level teams periodically meet to check how well important outcomes are addressed, to share resources and materials, and, to make adjustments to the local curriculum. All students are introduced to grade level outcomes but are provided flexible and tailored instruction to meet specific identified needs, talents, and/or interests..

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Organiza- tion	<p>Literacy instruction occurs during various times of the day and/or is split into small periods. The total time for literacy instruction may be less than 90 minutes. Instruction occurs mainly in whole group settings. Classroom library is small. Classroom organization limits access to books/library. Sustained reading periods are often brief, scattered or non-existent, thereby limiting time on task and opportunities for deep and sustained engagement in reading and writing. Communication and scheduling between classroom and specialist teachers is limited.</p>	<p>Scheduling produces longer chunks of uninterrupted instructional time. Instruction is mostly whole group with some small group ability based grouping and or individual instruction. Students have access to a classroom library and have some time throughout the day to read. Fragmented scheduling continues to limit student engagement with challenging texts/tasks.</p>	<p>There is a well-established literacy block of at least 90 minutes, although teachers may be unsure about how to use the extended time. Students have 20-30 minutes of time for uninterrupted reading in both teacher- and self-selected texts during the block. Classroom libraries are well stocked with a reason able balance of information and narrative text and student access is extensive. The 90-minute block includes varied types and forms of instruction e.g., whole-class direct instruction, interactive read alouds, guided reading, partner reading, etc.. There is a balance between whole- and small groups; ability-based and flexible groupings. There is evidence that reading and writing support each other</p>	<p>The literacy block is well-balanced and developmentally appropriate. Component areas of reading are intentionally addressed. The classroom organization supports differentiation. Students are flexibly grouped for instruction based on interests and assessed needs. More time is spent in small group than whole group. At least some time each week is devoted to student-selected reading and writing. Teachers and specialists have begun to organize literacy instruction so that all students have an opportunity to engage in reading, discussion, and extended response.</p>	<p>Literacy instruction occurs during a well-managed block of 90 minutes or more. Instruction is geared to students' assessed needs. Instruction occurs in whole and small group setting with use of multiple grouping strategies including student-led discussion groups. Students have access to a well-stocked classroom library that includes fiction, non-fiction and other types of text. Students are given 30-45 minutes to sustain themselves in text actively applying their reading strategies and skills. This sustained reading is accounted for by the teacher through reading response and/or use of individual conference structures. Students debrief their reading work daily. Literacy instruction and conversation takes place in the content areas as well as in the literacy block. Reading and writing blocks support each other.</p>

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<p>Specific Instructional Techniques to Achievement</p>	<p>Teachers assign tasks or activities. There is little evidence of explicit instruction, supported practice, or student engagement. Teachers assign, collect, and grade.</p> <p>Teachers plan whole group instruction and there is no visible evidence of differentiation.</p> <p>All students may be placed in same text, regardless of reading level and there is frequent use of round-robin-reading.</p>	<p>In whole group instruction, teachers begin to experiment with using different teaching techniques for explicit instruction and supported practice (e.g., think alouds, anchor charts).</p> <p>There is little evidence of differentiation or thoughtful adaptation to individual needs.</p>	<p>Teachers regularly use both explicit and responsive teaching tactics. Teachers use a “gradual release” model to introduce challenging new content. They are able to explain, model, and provide guided practice before expecting independent application. They are also able to establish small discussion groups and generate student responses to diverse texts.</p> <p>There is some evidence of differentiation with materials and instructional methods to address students’ instructional needs</p>	<p>Teachers intentionally select strategies to meet student needs. In most whole and small group instruction, teachers intentionally and flexibly use a range of active teaching techniques. Teachers use a variety of texts for different purposes. During reading instruction they match texts to students’ reading abilities and interests.</p>	<p>Teachers employ a range of active and interactive teaching techniques, selectively choosing from their repertoire of instructional techniques which include explicit instruction and inquiry based approaches, refining and adjusting their use based on observation of student response and assessed need.</p>

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<p>Engagement Motivation, and Self-regulation</p>	<p>Most instruction is teacher-directed. There is limited instructional attention given to student motivation, engagement. Students are often working on independent seatwork and/or whole-class assignments. Limited ownership or interest is evidenced.</p>	<p>Teachers are aware of (but not yet using regularly) research-based approaches that foster engagement and achievement. There is a mix of instructional patterns and students regularly engage in some activities involving choice (e.g. book selection, response mode, groupings, etc.). The texts used for instruction are varied and reflect a diverse range of narrative and informational materials. Students are encouraged to discuss their responses to text with the teacher and with each other in small groups.</p>	<p>Teachers strive to match students to appropriate texts (both difficulty and interest), to extend their experiences, and to engage them in worthwhile literacy activity. Teachers guide students through text using a before-during-after approach when needed. Students self-select books at some times and they are involved in discussion with their peers.</p>	<p>Teachers provide varied types of support, draw upon students' interests and multiple abilities, and/or provide opportunities for choice. There is frequent use of a "coaching" model and teachers are alert for opportunities for students to take responsibility for their own learning. Students often read diverse texts for various purposes and respond orally and in writing. The texts and tasks engage students in meaningful work and enhance their motivation to involve themselves in high-level thinking and literacy achievement.</p>	<p>Teachers use techniques that build community and enhance student community. Students are actively involved in inquiry and take responsibility for learning, and, discussion. There is frequent opportunity for self-assessment, self-regulation, and self-selection. Students work on authentic texts and tasks, engage in discussion with other students and demonstrate a commitment to their work. Opportunities for cross-disciplinary study are visible.</p>

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Assessment	Teachers administer mandated assessments but do not examine or discuss these results with others or make use of the results to plan instruction. There is little evidence of classroom-based assessments to make short-and long term instructional decisions.	Teachers beginning to use assessment information to group (and regroup) students and to make both short- and long-term instructional decisions. There is little discussion of student data among classroom and specialist teachers.	Teachers assess students using agreed upon measures primarily for report card. Information is recorded and student progress is tracked. Teachers have begun to examine data and ask questions about individual students as well as larger trends.	Teachers use agreed upon and on-going assessments to examine student progress and their own instructional effectiveness. Teachers engage in conversations with colleagues about student work in general and student needs in particular. Teachers regularly use assessment data to improve instruction and communicate with students and parents	Teachers use a variety of formal and informal, classroom-based assessment tools and strategies to screen, monitor, and evaluate students' literacy achievement. Regularly monitor students' progress in and development of important outcomes and make decisions about instruction based on their results. Involve students in the assessment-instruction discussion. Help students use information to plan and regulate their progress.