

Teacher Quality Research Project: 2007–2008

Developing Language and Literacy Teaching Rubric System

The rubrics contained in this document have been developed to assist literacy coordinators in analyzing how teachers are developing their instructional practices in their classrooms. You will see that the rubric system packet looks somewhat different this year than in previous years. **Please do not use earlier versions of the rubrics.**

Please use this checklist while conducting observations during each window:

WINDOW	COMPLETED (✓)	NOTES
Interactive Read Aloud (Page 4)		
Shared Reading (Page 5)		
Guided Reading (Pages 6–8)		
Interactive Writing (Page 9)		
Writing Workshop (Page 10)		
Word Study (Page 11)		
General Characteristics of Instruction (Page 12)		
Teaching Strategies (Pages 13–14)		

Teacher Name:	Grade Level:	Circle Time Period: Fall Winter Spring	School/Observer:
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This project is a sub-study of a Teacher Quality Grant funded by the U.S. Department of Education. As a component of the Teacher Quality Grant, researchers at the University of Chicago, the Ohio State University, Lesley University, and Stanford University have created rubrics for analyzing literacy and language teaching. These rubrics are designed to help you analyze and document how teachers are incorporating the specific elements of comprehensive literacy instruction into their own practice. Taken together, they provide a comprehensive picture of the development of instructional practice in each classroom. Information gained from these observations can inform staff development sessions and help Literacy Coordinators provide more targeted coaching.

Guide

The individual rubric elements are exactly the same as in the past, but there are several changes to the way the rubrics should be used in 2007-08. This year, it is important to observe the entire framework in each classroom during each observation window (fall, winter and spring). If an element is missing in a particular class observation, please plan a return visit to the class so that you can document how all elements of the comprehensive literacy framework are being used in that class. **A rubric element should be left blank only if the teacher never uses the framework element in their classroom.**

In place of the General Data Sheet, we have added a checklist on the title page that should be used to track which elements of the rubric packet have been completed. Please also use the note space provided to record any details about the observations that you feel may be helpful.

The rubric packet consists of three parts:

- I. **Analyzing Practice within Instructional Components** — These rubrics are designed to help you think about the core components that comprise comprehensive literacy instruction. On each page, please include the date and time for the instructional blocks you observed. For each element on the rubric, please mark the descriptor in each row that best characterizes what you observed. **If a teacher never uses a particular framework component, check the box at the top right corner and skip the rubric for that component.** Rubrics are included for:
 - a. Interactive Read Aloud — Includes reading and discussion.
 - b. Shared Reading — Includes time reading interactive writing documents unless the rereading is part of creating them.
 - c. Guided Reading — Includes all time the teacher meets with small groups. **Note that the booklet includes forms for three Guided Reading sessions, but only one is required.**
 - d. Interactive Writing — Includes discussion before writing, time writing (including the rereading children do in order to write), and discussion after writing.
 - e. Writing Workshop — Includes minilesson, writing and conferring, sharing.
 - f. WordStudy—Includes minilesson, application, and sharing. Estimate time for the application activity if it is part of independent work time.
- II. **General Instructional Characteristics** — This rubric focuses on Classroom Materials and Organization, Student Engagement, Quality of Interaction, and Sense of Community. It should be completed at the end of your observation of the entire language/literacy framework. Consider the overall nature of the instruction you have observed and select the best descriptor in each row of this rubric. The rating may be higher in one area than another.
- III. **Teaching for Strategies across the Language/Literacy Framework** — This rubric is also designed to be used at the end of your observation of the entire language/literacy framework. It focuses on the degree to which the teacher is intentionally and consistently teaching for strategies—not just in a particular instructional context but across them. Four areas are examined: (1) Teaching for Strategies – Literal Thinking; (2) Teaching for Strategies – Analytic and Inferential Thinking; (3) Teaching for Fluency; and (4) Word Solving. *Reflect on the teaching you have observed. Think about the evidence of consistent and powerful teaching across the instructional components. Is the teacher skillfully integrating attention to an area across multiple components? (The teaching may be more intensive in one instructional component than another.) There should be links between learning across the multiple components comprising comprehensive literacy. Consider the overall nature of the instruction and select the best descriptor for each row.*

Analyzing Practice within Instructional Components

Interactive Read Aloud	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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<p>___ Teacher begins read aloud with limited or no interaction about the book or topic to prepare students as listeners.</p>	<p>___ Teacher provides some opportunity for students to think about the book to be read; may be unfocused or only marginally related to the book topic.</p>	<p>___ Teacher engages in some preliminary interaction about the book which at least partially engages students' attention and prepares them to listen.</p>	<p>___ Teacher engages attention of the students prior to reading with brief comments or questions; prepares students for active listening and response.</p>
<p>___ Teacher reads aloud with no pausing for student interaction.</p>	<p>___ Teacher reads aloud; there is either too much pausing for interaction or not enough; pauses are not well timed and only occasionally result in good discussion during reading.</p>	<p>___ Teacher reads aloud and invites interaction; pauses add to the read aloud sessions; some pauses are very well timed and result in good discussion during reading.</p>	<p>___ Teacher reads aloud and invites interaction; pauses add to the read aloud session; almost all pauses are very well timed and result in good discussion during reading.</p>
<p>___ No discussion of the text after reading.</p>	<p>___ Some discussion after reading but it does not build on the overall meaning of the text.</p>	<p>___ Discussion after reading somewhat builds on overall meaning of the text.</p>	<p>___ Discussion after reading efficiently builds on overall meaning and extends students' thinking about the text.</p>

NOTES:

Shared Reading	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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<i>Selection of Text</i>			
Poor Text ____ Text (language, print, layout, interest) is inappropriate for the age level and experience of students; either too hard or too easy with few learning opportunities.	Adequate Text ____ Text is only marginally appropriate for the group (language, print, layout, interest); there are few learning opportunities.	Good Text ____ Text is appropriate for the group in general (language, print, layout, interest); there are some learning opportunities.	Excellent Text ____ Text is appropriate (language, print, layout, interest) for the age level and the experience of students; text has many learning opportunities.
<i>Group Reading</i>			
____ Teacher engages only a few children in active shared reading of the text.	____ Teacher engages some of the children in active shared reading of the text.	____ Teacher engages most of the children in active shared reading of the text.	____ Teacher engages almost all children in active shared reading of the text.
<i>Explicit Teaching: The Teacher:</i>			
____ Has no teaching points or teaching points are not at the children's level (too easy or too complex).	____ Makes some teaching points. Most are random or ineffective.	____ Makes teaching points, some which extend children's understanding of the reading process. Some are clear, specific, and well timed.	____ Makes appropriate teaching points that extend children's understanding of the reading process. Almost all are clear, specific, and well timed.

NOTES:

Guided Reading— Group 1	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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Text Selection: The Teacher:

___ Selects a text that is not the appropriate level for the group.	___ Selects a text that is the appropriate level for the group but provides few opportunities for students to learn.	___ Selects a text that is the appropriate level for the group and provides some opportunities for students to learn.	___ Selects a text that is the appropriate level and is very well matched to the group and provides many opportunities to learn.
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Text Introduction: The Teacher:

___ Provides for some introductory activities but does not attend to the central elements of an introduction (meaning of whole text, language, aspects of print).	___ Provides an introduction that includes some or even all elements (meaning of whole text, language, aspects of print) but is fragmented and not cohesive.	___ Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) but is somewhat uneven.	___ Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) in a highly integrated, engaging, and cohesive way.
___ Does not engage children with the text or in interaction with the teacher or other students.	___ May engage children in some conversation but talk is unfocused and does not help them engage with meaning of the text.	___ Engages children in conversation; some of the talk helps them engage with the meaning of text.	___ Engages students in a conversation that brings them into the text and supports thinking about the meaning of the text.

During Reading: The Teacher:

<input type="checkbox"/> <i>If teacher has appropriate reasons for simply listening to oral reading or letting children read on their own, check this box and record no rating for this row.</i>			
___ Either does not sample oral reading or interrupts too much with interactions that take the reader “off track.”	___ Samples oral reading; interactions give children “clues” for guessing or tells words but provides little help in engaging in effective reading behaviors.	___ Samples oral reading and provides some demonstrations and sometimes prompts for (as needed) effective reading behaviors.	___ Samples oral reading and demonstrates, reinforces, and consistently prompts (as needed) for effective reading behaviors and problem solving actions.

After Reading: The Teacher:

___ Does not engage children in discussion of the meaning of the text.	___ Engages children in discussion after reading but talk is unfocused or sometimes off topic.	___ Engages in some discussion of the meaning of the text. Students make comments that indicate they are thinking about the meaning of the text.	___ Engages children in a rich discussion of the meaning of the text that is evident in students’ comments about their thinking.
___ Makes no teaching points even though there were opportunities to do so.	___ Makes teaching points but they do not help students to engage in effective processing of texts.	___ Makes teaching points but not all of the teaching points help students engage in effective processing of text.	___ Makes superbly chosen, specific teaching points that help students engage in effective processing of text.

Word Work: The Teacher:

<input type="checkbox"/> <i>Optional: Check and do not record if not present during observations.</i>			
___ Has no teaching points or teaching points are not at the children’s level (too easy or too complex).	___ Makes some teaching points. Most are random or ineffective.	___ Makes teaching points, some which extend children’s understanding of the reading process. Some are clear, specific, and well timed.	___ Makes appropriate teaching points that extend children’s understanding of the reading process. Almost all are clear, specific, and well timed.

Guided Reading– Group 2	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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Text Selection: The Teacher:

___ Selects a text that is not the appropriate level for the group.	___ Selects a text that is the appropriate level for the group but provides few opportunities for students to learn.	___ Selects a text that is the appropriate level for the group and provides some opportunities for students to learn.	___ Selects a text that is the appropriate level and is very well matched to the group and provides many opportunities to learn.
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Text Introduction: The Teacher:

___ Provides for some introductory activities but does not attend to the central elements of an introduction (meaning of whole text, language, aspects of print).	___ Provides an introduction that includes some or even all elements (meaning of whole text, language, aspects of print) but is fragmented and not cohesive.	___ Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) but is somewhat uneven.	___ Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) in a highly integrated, engaging, and cohesive way.
___ Does not engage children with the text or in interaction with the teacher or other students.	___ May engage children in some conversation but talk is unfocused and does not help them engage with meaning of the text.	___ Engages children in conversation; some of the talk helps them engage with the meaning of text.	___ Engages students in a conversation that brings them into the text and supports thinking about the meaning of the text.

During Reading: The Teacher:

<input type="checkbox"/> <i>If teacher has appropriate reasons for simply listening to oral reading or letting children read on their own, check this box and record no rating for this row.</i>			
___ Either does not sample oral reading or interrupts too much with interactions that take the reader “off track.”	___ Samples oral reading; interactions give children “clues” for guessing or tells words but provides little help in engaging in effective reading behaviors.	___ Samples oral reading and provides some demonstrations and sometimes prompts for (as needed) effective reading behaviors.	___ Samples oral reading and demonstrates, reinforces, and consistently prompts (as needed) for effective reading behaviors and problem solving actions.

After Reading: The Teacher:

___ Does not engage children in discussion of the meaning of the text.	___ Engages children in discussion after reading but talk is unfocused or sometimes off topic.	___ Engages in some discussion of the meaning of the text. Students make comments that indicate they are thinking about the meaning of the text.	___ Engages children in a rich discussion of the meaning of the text that is evident in students’ comments about their thinking.
___ Makes no teaching points even though there were opportunities to do so.	___ Makes teaching points but they do not help students to engage in effective processing of texts.	___ Makes teaching points but not all of the teaching points help students engage in effective processing of text.	___ Makes superbly chosen, specific teaching points that help students engage in effective processing of text.

Word Work: The Teacher:

<input type="checkbox"/> <i>Optional: Check and do not record if not present during observations.</i>			
___ Has no teaching points or teaching points are not at the children’s level (too easy or too complex).	___ Makes some teaching points. Most are random or ineffective.	___ Makes teaching points, some which extend children’s understanding of the reading process. Some are clear, specific, and well timed.	___ Makes appropriate teaching points that extend children’s understanding of the reading process. Almost all are clear, specific, and well timed.

Guided Reading– Group 3	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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Text Selection: The Teacher:

___ Selects a text that is not the appropriate level for the group.	___ Selects a text that is the appropriate level for the group but provides few opportunities for students to learn.	___ Selects a text that is the appropriate level for the group and provides some opportunities for students to learn.	___ Selects a text that is the appropriate level and is very well matched to the group and provides many opportunities to learn.
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Text Introduction: The Teacher:

___ Provides for some introductory activities but does not attend to the central elements of an introduction (meaning of whole text, language, aspects of print).	___ Provides an introduction that includes some or even all elements (meaning of whole text, language, aspects of print) but is fragmented and not cohesive.	___ Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) but is somewhat uneven.	___ Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) in a highly integrated, engaging, and cohesive way.
___ Does not engage children with the text or in interaction with the teacher or other students.	___ May engage children in some conversation but talk is unfocused and does not help them engage with meaning of the text.	___ Engages children in conversation; some of the talk helps them engage with the meaning of text.	___ Engages students in a conversation that brings them into the text and supports thinking about the meaning of the text.

During Reading: The Teacher:

<input type="checkbox"/> <i>If teacher has appropriate reasons for simply listening to oral reading or letting children read on their own, check this box and record no rating for this row.</i>			
___ Either does not sample oral reading or interrupts too much with interactions that take the reader “off track.”	___ Samples oral reading; interactions give children “clues” for guessing or tells words but provides little help in engaging in effective reading behaviors.	___ Samples oral reading and provides some demonstrations and sometimes prompts for (as needed) effective reading behaviors.	___ Samples oral reading and demonstrates, reinforces, and consistently prompts (as needed) for effective reading behaviors and problem solving actions.

After Reading: The Teacher:

___ Does not engage children in discussion of the meaning of the text.	___ Engages children in discussion after reading but talk is unfocused or sometimes off topic.	___ Engages in some discussion of the meaning of the text. Students make comments that indicate they are thinking about the meaning of the text.	___ Engages children in a rich discussion of the meaning of the text that is evident in students’ comments about their thinking.
___ Makes no teaching points even though there were opportunities to do so.	___ Makes teaching points but they do not help students to engage in effective processing of texts.	___ Makes teaching points but not all of the teaching points help students engage in effective processing of text.	___ Makes superbly chosen, specific teaching points that help students engage in effective processing of text.

Word Work: The Teacher:

<input type="checkbox"/> <i>Optional: Check and do not record if not present during observations.</i>			
___ Has no teaching points or teaching points are not at the children’s level (too easy or too complex).	___ Makes some teaching points. Most are random or ineffective.	___ Makes teaching points, some which extend children’s understanding of the reading process. Some are clear, specific, and well timed.	___ Makes appropriate teaching points that extend children’s understanding of the reading process. Almost all are clear, specific, and well timed.

Interactive Writing	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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<i>Preparing: The Teacher:</i>			
___ Elicits very little or no talk before beginning to write..	___ Elicits some talk and reference to experience before writing.	___ Prepares students for writing by engaging them in interesting experiences and discussion.	___ Engages children in interesting experiences and a rich and purposeful discussion before writing.
___ Does not connect writing to any apparent experience or conversation.	___ Does not make writing a logical and purposeful outcome of the experience or discussion.	___ To some degree, makes writing connected to previous experience and conversation; writing is purposeful.	___ Makes writing a highly purposeful and connected activity.
<i>Composing: The Teacher:</i>			
___ Does not have children participate in composing or do so in a minimal way.	___ Engages children in some negotiation of the message but, ultimately, imposes own message.	___ Invites children to actively participate in the composition of the message (although often at the word level) with some negotiating word choice and sequence with the teacher.	___ The teacher engages children in a lively negotiation; options are offered by several children; serious consideration is given to word choice and sequence.
<i>Writing: The Teacher:</i>			
___ Either does not invite children to participate in writing letters and words on the chart OR has them contribute most letters and words so that the writing is too long and tedious.	___ Makes the writing interactive and has some effective teaching points, but the lesson moves slowly and is somewhat inefficient.	___ Provides well-paced and smooth interactive writing, with children contributing at teacher selected points (most are appropriate); pace is generally good but may be slightly too long or too brief.	___ Keeps the writing moving along at a good pace with superbly selected teaching points; children make contributions that have high instructional value.
___ Is not selective in orchestrating child participation OR the participation has very little instructional value.	___ Makes a few teaching points and selects some children's contributions that have instructional value but others do not.	___ Makes teaching points that have moderate instructional value; there is some evidence that the points are well chosen for students (based on their needs).	___ Selects a few teaching points that offer new learning without unnecessarily involving children doing what they already know well; children contribute to the writing in ways that have high instructional value.

NOTES:

Writing Workshop	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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Minilesson: The Teacher:			
___ May give directions on what to do during writing but there is no explicitly stated principle (for example, gives a “story starter” or worksheet assignment).	___ Provides a minilesson but the principle is not clearly stated or receives brief attention.	___ Provides a minilesson with a principle stated in partially clear language.	___ Provides a minilesson that is clearly stated and focused on a writing principle.
___ Provides no demonstration or understandable example of the principle; primarily shows students how to complete an assignment.	___ Provides limited demonstration or example of the use of the principle or its application to writing.	___ Provides some demonstration or example in brief form that shows how the principle is used in writing.	___ Provides a clear and explicit demonstration or example of what students need to learn as writers (craft, conventions, or process).
___ Does not check on students’ understanding of how to apply the lesson to their own writing.	___ Briefly checks on students’ understanding of principle or application but with limited interaction from students.	___ Checks on students’ understanding of principle or application with some interaction from students but there is evident potential for misunderstanding and no evidence in students’ comments that they understand.	___ Checks on understanding of principle or application and elicits comments from students that are evidence of understanding.

Writing and Conferring: The Teacher: (Some teachers may be working with small groups of children. In this case, consider these “group conferences” and do the rating across both individual and group conferences.)

___ May check with some students to monitor progress, but does not confer with students about their writing.	___ Confers with some students and discusses their writing; most interactions are general and not explicitly focused on helping students learn about the writing process.	___ Confers with several students; interactions may improve individual pieces but few conferences are focused on helping students learn about the writing process.	___ Teacher consistently confers with students; interactions prompt for skillful use of strategies or development of writing craft. Most conferences are focused on helping students learn about the writing process.
___ Does not take notes.	___ Takes occasional notes; not evident that sufficient information is being recorded.	___ Takes notes in most conferences about individual students’ writing.	___ There is consistent evidence of note taking and continuity from previous conferences.

Sharing: The Teacher:			
___ Provides no opportunity for sharing. Students do not comment about each others writing.	___ Provides time for students to share their writing but there are limited or very general comments from students about each others’ writing.	___ Provides time for students to share their writing; students comment about each others writing with some specific detail.	___ Provides time for students to share their writing; students comment specifically about other students’ writing and show understanding of strategies or craft of writing.
___ Does not provide opportunity for sharing or make helpful comments about students’ writing.	___ Makes some comments to encourage or praise student writing but does not reinforce the principle or strategies for writing during sharing.	___ Makes some specific comments about writing shared by students but does not tie comments to the principle or strategies for writing.	___ Makes explicit and helpful comments about writing shared by students and clearly reinforces the principle and strategies for writing.

NOTES:

Word Study	Date:	Time began:	Time ended:	<input type="checkbox"/> <i>Teacher never uses this element</i>
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Minilesson: The Teacher:			
___ Does not provide a statement or other evidence of a clear principle.	___ States a principle but it is either unclear or inappropriate for the students.	___ Provides a minilesson with a principle that is stated in fairly clear language (with some potential misconceptions as evidence by students' comments and/or inattention.	___ Provides a minilesson with a clearly and explicitly stated principle OR asks children to derive the principle from examples and to state the principle clearly and explicitly.
___ Examples are used mainly to show the student how to do the application task without reference to the principle.	___ Examples are presented but contribute little to understanding.	___ Uses examples to support understanding; teacher checks for understanding.	___ Uses good examples; teacher checks for understanding and helps students understand how the principle is related to reading and writing.
___ May provide directions or assignments but does not help students relate the task to the principle.	___ Provides limited directions for the application task and at least partially helps students relate the task to the principle.	___ Demonstrates the application task adequately enough to help students perform it and helps students relate the task to the principle.	___ Clearly demonstrates and explains the application task and explicitly relates it to the principle.

Application: The Teacher:			
___ Provides an application task that is not appropriate for the children OR involves rote practice without potential for helping students develop greater understanding of the principle; may be a worksheet.	___ Provides an application task that has limited potential for helping students develop greater understanding of the principle.	___ Provides an application task that is appropriate and has some potential for helping students develop greater understanding of the principle.	___ Provides an application task that is appropriate and has strong potential for helping students develop greater understanding of the principle.
___ Provides explanations that are unclear and/or enable few students to perform the task independently.	___ Explains the application task in a way that enables some students to perform the task independently.	___ Explains the application task in a way that enables most students to perform the task independently.	___ Explains the application task in a way that enables almost all students to perform the task independently.

Sharing: The Teacher:			
___ Does not restate or reinforce the principle or reinforce learning through experience.	___ Partially restates the principle but does not reinforce the learning.	___ Either clearly restates the principle or reinforces the principle through experiences (but not both).	___ Teacher clearly restates the principle and reinforces learning, through examples of students' work.
___ Provides little or no time for sharing. Students may quickly report without discussion.	___ Has students share their work but they primarily report answers with limited elaboration on their understanding.	___ Students actively participate in sharing and offer some comments about how they did their work.	___ Students actively participate in sharing, comment on their work, and show evidence of learning the principle.

NOTES:

General Characteristics of Instruction

<i>Classroom Materials and Organization</i>			
___ Materials are not organized; it is almost impossible to quickly find or distribute materials.	___ Some materials are organized for efficient use by the teacher and students.	___ Most materials are organized for efficient use by the teacher and students.	___ Materials are highly organized for efficient use by the teacher and students.
___ Students cannot access and use materials independently.	___ Students have some difficulty finding and using materials.	___ Most of the materials are organized in ways that help students use them independently.	___ Organization works for maximum student independence; use and placement of materials in the classroom is obvious.
___ No (or few recently created) classroom-generated charts are posted in the room.	___ Some charts are posted but little evidence that students or teacher refers to them.	___ Student/teacher generated charts are posted but not always accessible to students or relevant to work underway.	___ Student/teacher generated charts are accessible, relevant and routinely used by teacher and students to guide learning.
<i>Student Engagement</i>			
___ Many students are distracted and off task a great deal of time (either quiet and inattentive or being disruptive); a very low level of engagement generally.	___ Some of the students are engaged and on task most of the time.	___ Most students are generally on task; there is a high level of engagement most of the time.	___ Most students are on task almost all of the time; there is a very high level of engagement and purposeful activity.
___ Transitions tend to be disorderly and time consuming.	___ Transitions vary between some orderly and efficient ones and others that disrupt learning.	___ Most transitions are orderly and efficient with minor distractions on occasion.	___ Transitions are orderly and efficient.
<i>Quality of Interactions</i>			
___ The teacher seldom listens and responds to students.	___ The teacher occasionally listens and responds to students.	___ The teacher usually listens and responds to students.	___ The teacher consistently listens and responds to students.
___ Students have almost no opportunities to talk to, and learn from each other.	___ Students have a few opportunities to talk to, and learn from each other.	___ Students have some opportunities to talk to, and learn from each other.	___ Students have many opportunities to talk to, and learn from each other.
___ Student discussion is unfocused; students don't often responded to other students' comments or remain clearly on topic.	___ Student discussion is active but only occasionally between students and focused; comments may be based more on personal experience rather than the text.	___ Student discussion shows interaction among students; they occasionally build on each others comments; students do not consistently base their comments from evidence in the text.	___ Student discussion builds on the comments of other students; students provide evidence to support their ideas based on the text.
<i>Sense of Community</i>			
___ There is little or no evidence that the teacher helps students to take responsibility for their own behavior and learning and to demonstrate respect for the learning of others. Teacher controls interaction of students	___ The teacher helps students to take some responsibility for their own behavior and learning and to demonstrate respect for the learning of others some of the time.	___ The teacher helps students to take responsibility for their own behavior and learning and to show respect for the learning of others most of the time.	___ The teacher helps students to take a high degree of responsibility for their own behavior and learning and to show respect for the learning of others. (E.g., students know routines and why they use them; they help and treat others with respect.).

Teaching for Strategies Across Instructional Context

<i>Teaching for Literal Thinking</i>		<u>Key contexts:</u> Interactive read aloud, guided reading, independent reading minilesson	
___ Teacher does not demonstrate or prompt for thinking about the text in a literal way.	___ The teacher sometimes provides support to help students notice, remember and use specific information important to the literal understanding of the text.	___ The teacher provides moderate support to help students notice, remember and use specific information in fiction and factual texts so that they can gain literal understanding.	___ The teacher helps students notice specific information contained in both fiction and factual texts that is vital to the literal understanding of the text and helps them to have an overall understanding.
___ Teacher highlights important literal information but seldom engages students in finding the information on their own.	___ The teacher sometimes “tests” or “checks” for literal understanding rather than teaching students how to find the information.	___ Teacher uses prompts and questions to engage students thinking about important literal aspects of the text; students do some work in finding or recalling the information.	___ Teacher helps students learn how to search for and use information that is in the text.
<i>Teaching for Thinking Beyond the Text: Inferential and Analytic Thinking</i>		<u>Key contexts:</u> Interactive read aloud, guided reading, independent reading minilesson, and conferences	
___ Most questions or prompts do not require students to go beyond the literal level of the text.	___ Some questions or prompts require inference or analysis but do not explicitly focus on building understanding (i.e., more of a “test” or “check” of understanding).	___ Teacher asks questions that prompt thinking beyond the literal text but may accept recall answers (literal); may request supporting evident or elaboration but student responses do not build evidence from the text.	___ Teacher consistently asks questions that extend the meaning of the text and often bring out multiple perspectives; consistently prompts student for evidence from the text that elaborates and supports their answers.
___ Seldom engages students in discussion about their prior knowledge about a topic or text.	___ Engages students about prior knowledge or experience but discussion may not be relevant to the text or often becomes off topic.	___ Teacher helps students access prior knowledge relevant to the text or writing but does not relate it to new knowledge or show how it can support their understanding of the text.	___ Teacher helps students access and use relevant prior knowledge to understand meaning beyond the literal text; teacher helps students synthesize new knowledge in support of understanding the text.
___ Teacher discusses primarily literal or factual ideas from texts with limited demonstration or modeling of her own understanding; doesn’t frequently make comments that show inference or analysis.	___ Teacher discusses ideas that go beyond the literal understanding of the text but does not explicitly demonstrate her thinking as a model for students.	___ Teacher demonstrates her own inferential thinking and sometimes models her thinking process; explanations may be brief or somewhat unfocused and not explicitly tied back to how readers can use the strategy.	___ Teacher models his/her own inference and analysis about texts and supports students in using these strategies; explicitly demonstrates how readers can apply these strategies.

NOTES:

<i>Teaching for Word Solving</i>		<u>Key contexts:</u> Word Study Minilesson and Application; Interactive Read Aloud; Guided Reading; Independent Reading Minilesson	
___ The teacher does not help children use word solving strategies flexibly; the teacher focuses on a narrow set of strategies (such as “sound it out”).	___ Some of the time the teacher helps students learn and apply some effective word solving strategies across elements of the framework.	___ Most of the time the teacher helps students learn and apply some effective word solving strategies— recognize words, use word parts, derive their meaning from context.	___ The teacher consistently helps students learn and apply a wide range of flexible and highly effective word solving strategies— recognize words, use word parts, derive their meaning from context.
___ The teacher does not often attend to word meanings.	___ The teacher discusses word meanings occasionally but this is not a regular part of discussion or instruction (e.g., may pre-teach some words but does not reinforce them in other contexts).	___ The teacher regularly provides opportunities to talk about word meanings but instruction may be limited in depth or words are not revisited often.	___ The teacher supports students in learning and expanding their understanding of word meanings in multiple contexts. Words are talked about and revisited often.
<input type="checkbox"/> <i>Check this box if instruction in phonemic awareness and letter-sound relationships is not warranted for these students and do not score the next row.</i>			
___ The teacher provides no instruction on phonemic awareness and/or letter-sound relationships or gives superficial attention to these skills.	___ The teacher provides some instruction on phonemic awareness and/or letter-sound relationships but student have limited opportunities to practice these skills.	___ The teacher provides instruction and on phonemic awareness and/or letter-sound relationships and students have some opportunities to practice these skills.	___ The teacher actively provides instruction on phonemic awareness and/or letter-sound relationships and students have ample opportunity to practice and apply these skills in multiple contexts.
<i>Teaching for Fluency and Phrasing</i>		<u>Key contexts:</u> Guided Reading; Shared Reading; Independent Reading	
___ There is little or no evidence that the teacher is attending to, demonstrating, reinforcing, or prompting for fluent, phrased, well stressed reading.	___ There is some evidence that the teacher is reinforcing and prompting for fluent, phrased, well stressed reading.	___ Across reading instruction, the teacher provides moderate support for fluent, phrased, well stressed reading.	___ Across reading instruction, teacher demonstrates, attends to, reinforces, prompts for reading that is fluent, phrased, and well stressed.
___ Teacher ignores dysfluent reading and/or prompts for accuracy instead; teacher often interrupts reading.	___ Teacher provides limited opportunity for students to practice fluent reading; tends to ignore dysfluent reading in many contexts.	___ Teacher attempts to assist children who are reading dysfluently on specific text but teaching is not consistent.	___ Teacher assists children when there is evidence of dysfluent reading in various contexts; teacher avoids interrupting fluent reading.

NOTES: