

Rubric for Assessing Small Group Writing (Emergent, Early, and Beginning Late Early Writers)




	TARGET	MOVING TOWARD TARGET	UNACCEPTABLE	PLAN OF ACTION
Schedule	Teacher consistently schedules assisted writing lessons for each group at least 2 times a week. ____.	Teacher sometimes schedules assisted writing lessons for each group at least 1 time a week ____.	Teacher does not schedule assisted writing lessons for each group ____.	
Materials	Teacher and student materials are consistently organized and easily accessible. Teacher consistently keeps all students on task to maximize learning. Students consistently use their materials efficiently (magnetic letters, wipe off boards and markers, erasers and abc chart) ____.	Teacher and student materials are sometimes organized and easily accessible. Teacher sometimes keeps students on task to maximize learning. Students sometimes use their materials efficiently (magnetic letters, wipe off boards and markers, erasers and abc chart) ____.	Teacher and student materials are not organized and easily accessible. Teacher does not keep students on task to maximize learning. Students do not use their materials efficiently (magnetic letters, wipe off boards and markers, erasers and abc chart) ____.	
Assessment	Teacher consistently assesses students, analyzes data and uses results for group placement. ____	Teacher sometimes assesses students, analyzes data and uses results for group placement. ____	Teacher does not assess students for group placement ____.	
Sub-components	Teacher consistently teaches all the sub-components of the writing lesson in a systematic order ____.	Teacher sometimes teaches all the sub-components of the writing lesson, but not necessarily in a systematic order. ____.	Teacher does not teach all the sub-components of the writing lessons ____.	
Shared Reading <ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness • Phonics 	Teacher and students consistently read poem at the beginning of each writing lesson and teacher consistently assesses students' phonological and orthographic knowledge. Teacher uses observations to plan for future instruction ____. <ul style="list-style-type: none"> • Identifies words that begin the same (alliteration) • Manipulates beginning, ending and middle sounds in words. • Identifies rhyming words. • Identifies rhyming words without assistance and separates onset from rhyme. • Generates rhyming words. 	Teacher and students sometimes read poem at the beginning of each writing lesson and teacher sometimes assesses students' phonological and orthographic knowledge. Teacher uses observations to plan for future instruction ____. <ul style="list-style-type: none"> • Identifies words that begin the same (alliteration) • Manipulates beginning, ending and middle sounds in words. • Identifies rhyming words. • Identifies rhyming words without assistance and separates onset from rhyme. • Generates rhyming words. 	Teacher and students do not read poem at the beginning of each writing lesson ____.	

Rubric developed by Soffos, C. & Dorn, L. (2003). Arkansas Literacy Coaching Model. Can be reproduced for literacy coaches and classroom teacher use only.

	TARGET	MOVING TOWARD TARGET	UNACCEPTABLE	PLAN OF ACTION
<p>Word Study</p> <ul style="list-style-type: none"> • Phonological Awareness • Phonemic Awareness • Phonics • Vocabulary 	<p>Teacher consistently selects appropriate words and engages the students in applying phonological, phonemic and phonetic strategies for learning words ____.</p> <ul style="list-style-type: none"> • Sound analysis • Visual analysis • Pattern analysis. • Analogies • Meaning 	<p>Teacher sometimes selects appropriate words and students are not engaged in strategic learning. ____.</p> <ul style="list-style-type: none"> • Sound analysis. • Visual analysis • Pattern analysis. • Analogies • Meaning 	<p>Teacher does not select words for word study lessons ____.</p>	
<p>Group Writing</p> <ul style="list-style-type: none"> • Composing • Transcribing • Revising • Editing <p>Interactive Writing (emergent writers)</p> <p>Writing Aloud (Beginning & Late Early Writers)</p>	<p>Teacher consistently engages students in a group composition around a meaningful experience. ____.</p> <p>Teacher consistently selects good words that are instructionally appropriate for teaching students problem-solving strategies ____.</p> <p>Teacher consistently provides opportunities for the students to:</p> <ul style="list-style-type: none"> • practice known letters and words for fluency, • and apply phonetic problem-solving strategies on their work board, <p>while composing text ____.</p> <p>Teacher and students consistently problem-solve together and apply revising and editing strategies. ____.</p> <p>Teacher and students consistently use resources to reflect on the writing experience, including checklists ____.</p> <p>Teacher consistently prepares students for independent writing (rehearsing a new story, rereading yesterday's text, or sharing an idea for a new piece) ____.</p>	<p>Teacher sometimes engages students in a group composition around a meaningful experience. ____.</p> <p>Teacher sometimes selects good words that are instructionally appropriate for teaching students problem-solving strategies ____.</p> <p>Teacher sometimes provides opportunities for the students to:</p> <ul style="list-style-type: none"> • practice known letters and words for fluency, • and apply phonetic problem-solving strategies on their work board, <p>while composing text ____.</p> <p>Teacher and students at times problem-solve together and apply revising and editing strategies. ____.</p> <p>Teacher and students at times use resources to reflect on the writing experience, including checklists. ____.</p> <p>Teacher sometimes prepares students for independent writing (rehearsing a new story, rereading yesterday's text, or sharing an idea for a new piece) ____.</p>	<p>Teacher selects a topic for group composition ____.</p> <p>Teacher does not select good words that are instructionally appropriate for teaching students problem-solving strategies ____.</p> <p>Teacher does not provide opportunities for the students to:</p> <ul style="list-style-type: none"> • practice known letters and words for fluency, • and apply phonetic problem-solving strategies on their work board, <p>while composing text ____.</p> <p>Teacher and students do not problem-solve together and apply revising and editing strategies ____.</p> <p>Teacher and students do not use resources to reflect on the writing experience, including checklists ____.</p> <p>Teacher does not prepare students for independent writing (rehearsing a new story, rereading yesterday's text, or sharing an idea for a new piece) ____.</p>	

	TARGET	MOVING TOWARD TARGET	UNACCEPTABLE	PLAN OF ACTION
Independent Writing <ul style="list-style-type: none"> Applying the strategy Validating, activating, and prompting 	<p>Teacher consistently provides students with an immediate opportunity to apply writing strategies ____.</p> <p>Teacher consistently observes the students' problem-solving actions and documents their behaviors ____.</p> <p>Teacher consistently uses language prompts to promote independent problem-solving. ____.</p>	<p>Teacher sometimes provides students with an immediate opportunity to apply writing strategies ____.</p> <p>Teacher sometimes observes the students' problem-solving actions and sometimes documents their behaviors ____.</p> <p>Teacher sometimes uses language prompts to promote independent problem-solving. ____.</p>	<p>Teacher does not immediately provide students with an opportunity to apply writing strategies ____.</p>	
Assessment <ul style="list-style-type: none"> Reflection Plan of Action 	<p>Teacher consistently uses observational notes to reflect on teaching and learning issues ____.</p> <p>Teacher consistently uses analyzed observational notes and plans for future instruction ____.</p>	<p>Teacher sometimes uses observational notes to reflect on teaching and learning issues ____.</p> <p>Teacher sometimes uses analyzed observational notes and sometimes plans for future instruction ____.</p>	<p>Teacher does not use observational notes to reflect on teaching and learning issues ____.</p>	

Target area should be accomplished by end of initiation year (year 1).

-  Target---10 points
-  Acceptable---8 points each
-  Unacceptable---5 points each

Total---170 points

Site Visit Date: _____

UALR Field Coach Signature: _____

Literacy Coach Signature: _____

Principal Signature: _____