

Rubric for Assessing First Grade Early Literacy Groups

	Target	Moving Toward Target	Unacceptable	Plan of Action
Schedule	Teacher consistently meets with first grade group for 45 minutes 5 days a week _____.	Teacher meets with first grade group for 30 minutes 5 days a week _____.	Teacher randomly meets with first grade group for 30-45 minutes _____.	
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, erasers, and abc chart) _____.	Teacher and student materials are sometimes organized and easily accessible. Teacher sometimes keeps all students on task to maximize learning. Students sometimes use their materials efficiently (magnetic letters, wipe off boards, erasers, and abc chart) _____.	Teacher and student materials rarely organized and easily accessible. Teacher does not keep all students on task to maximize learning. Students do not use their materials efficiently (magnetic letters, wipe off boards, erasers, and abc chart) _____.	
Assessment	Teacher consistently assesses students, analyzes data and uses results for grouping students in the appropriate program _____. Teacher consistently uses ongoing formal and informal assessments to make decisions about discontinuing students from program allowing for more coverage within and across grades _____.	Teacher sometimes assesses students, analyzes data and uses results for grouping students in the appropriate program _____. Teacher sometimes uses ongoing formal and informal assessments to make decisions about discontinuing students from program allowing for more coverage within and across grades _____.	Teacher rarely assesses students, analyzes data and uses results for grouping students in the appropriate program _____. Teacher rarely uses ongoing formal and informal assessments to make decisions about discontinuing students from program allowing for more coverage within and across grades _____.	
Components	Teacher consistently teaches all the literacy components in order in the small group program _____.	Teacher sometimes teaches all the literacy components in order in the small group program _____.	Teacher rarely teaches all the literacy components in order in the small group program _____.	
Familiar Reading Assessment--Running Record	Teacher consistently provides an opportunity for the students to read familiar text that promotes fluency and fosters deeper levels of comprehension _____. Teacher consistently takes a running record on one or more students on a daily basis _____. Teacher consistently chooses 1-2 teaching points that lift the student's processing to a higher level _____. Teacher consistently analyzes the running record and uses information gained to make decisions about text level and program placement _____.	Teacher sometimes provides an opportunity for the students to read familiar text that promotes fluency and fosters deeper levels of comprehension _____. Teacher sometimes takes a running record on one or more students on a daily basis _____. Teacher sometimes chooses 1-2 teaching points that lift the student's processing to a higher level _____. Teacher sometimes analyzes the running record and uses information gained to make decisions about text level and program placement _____.	Teacher rarely provides an opportunity for the students to read familiar text that promotes fluency and fosters deeper levels of comprehension _____. Teacher rarely takes a running record on one or more students on a daily basis _____. Teacher rarely chooses 1-2 teaching points that lift the student's processing to a higher level _____. Teacher rarely analyzes the running record and uses information gained to make decisions about text level and program placement _____.	

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<p>Shared Reading</p> <ul style="list-style-type: none"> ➤ Phonological Awareness ➤ Phonemic Awareness ➤ Phonics 	<p>Teacher and students consistently read one or more poems and teacher consistently assesses students' phonological and orthographic knowledge. Teacher consistently uses observations to plan for future instruction ____.</p> <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. 	<p>Teacher and students sometime read one or more poems and teacher sometime assesses students' phonological and orthographic knowledge. Teacher uses observations to plan for future instruction ____.</p> <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. 	<p>Teacher and students rarely read one or more poems together and the teacher rarely assesses students' phonological and orthographic knowledge. Teacher rarely uses observations to plan for future instruction ____.</p> <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. 	
<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 rarely selects words for word study lessons and students are rarely engaged in strategic learning ____.</p> <ul style="list-style-type: none"> • Sound analysis • Visual analysis • Pattern analysis • Analogies • Meaning 	
<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 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 selects a topic for group composition ____.</p> <p>Teacher rarely selects good words that are instructionally appropriate for teaching students problem-solving strategies ____.</p> <p>Teacher rarely 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 rarely problem-solves together and apply revising and editing strategies ____.</p>	

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Group Writing	<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 story, or sharing an idea for a new piece) ____.</p>	<p>Teacher and students sometimes 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 and students rarely use resources to reflect on the writing experience, including checklists ____.</p> <p>Teacher rarely prepares students for independent writing (rehearsing a new story, rereading yesterday's text, or sharing an idea for a new piece) ____.</p>	
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 rarely immediately provides students with an opportunity to apply writing strategies ____.</p>	
Guided Reading <ul style="list-style-type: none"> ➤ Book Selection ➤ Book Introduction 	<p>Book Selection: Teacher consistently selects a book that matches the students' instructional level and contains a few challenging features that will promote strategic problem-solving ____.</p> <p>Book Introduction: Teacher consistently introduces the book by giving a story overview and engages students in discussing pictures and story ideas ____.</p> <p>Teacher consistently builds background knowledge and relates the story to the students' personal experiences ____.</p> <p>Teacher consistently uses unfamiliar words or phrases from the story that the students need to have in their listening vocabulary when reading ____.</p>	<p>Book Selection: Teacher sometimes selects a book that matches the students' instructional level and contains a few challenging features that will promote strategic problem-solving ____.</p> <p>Book Introduction: Teacher sometimes introduces the book by giving a story overview and engages students in discussing pictures and story ideas ____.</p> <p>Teacher sometimes builds background knowledge and relates the story to the students' personal experiences ____.</p> <p>Teacher sometimes uses unfamiliar words or phrases from the story that the students need to have in their listening vocabulary when reading ____.</p>	<p>Book Selection: Teacher rarely selects a book that matches the students' instructional level and contains a few challenging features that will promote strategic problem-solving ____.</p> <p>Book Introduction: Teacher rarely introduces the book by giving a story overview and engages students in discussing pictures and story ideas ____.</p> <p>Teacher rarely builds background knowledge and relates the story to the students' personal experiences ____.</p> <p>Teacher rarely uses unfamiliar words or phrases from the story that the students need to have in their listening vocabulary when reading ____.</p>	

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Guided Reading <ul style="list-style-type: none"> ➤ During Reading Prompting/Observing ➤ Discussion After the Reading 	<p>First Reading: Teacher consistently provides an opportunity for the students to read the book independently ____.</p> <p>Teacher consistently observes and documents the students' reading behaviors as they read the book ____.</p> <p>Teacher consistently prompts students (as needed) to initiate a successful problem solving action ____.</p> <p>After Reading: Teacher consistently engages students in a meaningful discussion of the story ____.</p> <p>Teacher consistently uses observational notes to validate or explicitly teach a specific strategy or skill ____.</p> <p>Teacher consistently rereads the story with the students (if needed) for fluency practice ____.</p>	<p>First Reading: Teacher sometimes provides an opportunity for the students to read the book independently ____.</p> <p>Teacher sometimes observes and documents the students' reading behaviors as they read the book ____.</p> <p>Teacher sometimes prompts students (as needed) to initiate a successful problem solving action ____.</p> <p>After Reading: Teacher sometimes engages students in a meaningful discussion of the story ____.</p> <p>Teacher sometimes uses observational notes to validate or explicitly teach a specific strategy or skill ____.</p> <p>Teacher sometimes rereads the story with the students (if needed) for fluency practice ____.</p>	<p>First Reading: Teacher rarely provides an opportunity for the students to read the book independently ____.</p> <p>Teacher rarely observes and documents the students' reading behaviors as they read the book ____.</p> <p>Teacher rarely prompts students (as needed) to initiate a successful problem solving action ____.</p> <p>After Reading: Teacher rarely engages students in a meaningful discussion of the story ____.</p> <p>Teacher rarely uses observational notes to validate or explicitly teach a specific strategy or skill ____.</p> <p>Teacher rarely rereads the story with the students (if needed) for fluency practice ____.</p>	
Reflection & Plan of Action	<p>Teacher consistently uses observational notes to reflect on teaching and learning issues and lesson pacing ____.</p> <p>Teacher consistently uses analyzed observational notes to plans for future instruction ____.</p>	<p>Teacher sometimes uses observational notes to reflect on teaching and learning issues and lesson pacing ____.</p> <p>Teacher sometimes uses analyzed observational notes to plan for future instruction ____.</p>	<p>Teacher rarely uses observational notes to reflect on teaching and learning issues and lesson pacing ____.</p> <p>Teacher rarely uses analyzed observational notes to plan for future instruction ____.</p>	

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

Site Visit Date: _____

Teacher Leader Signature: _____

Early Literacy Teacher Signature: _____

