

Rubric for Literacy Instruction that Promotes English Language Acquisition

The purpose of this tool is to support instructional leaders in examining literacy practices related to instruction that supports English Language Acquisition.

Language Objectives to *Support the Content Standard* (Purposeful Attention to Language of the Content Objective)

Teacher: _____ Observer: _____ Grade: _____ Date: _____

Proficiencies/	(1) Not Evident Does Not Meet	(2) Partially Evident Developing	(3) Evident Proficient	(4) Exceeds Standard	Evidence/Notes
Students can explain the purpose of the day's lesson	S: not able to explain the purpose of lesson	S: limited in explaining purpose of lesson	S: can explain the purpose of the lesson relating it to real-life language needs	S: can explain the purpose of the lesson relating it to real-life language needs in multiple contexts	
Teacher establishes and posts language objectives aligned to CCSS	-no identified language goal present -OR- Language goal is present, however scaffolds (visible language supports) are not	The language goal is aligned to CCSS. Teacher scaffolds using the forms for one proficiency level .	The language goal aligned to CCSS and scaffolds the writing . Teacher scaffolds using the forms for two proficiency levels across content areas . The goal is relevant to a content standard.	The language goal is aligned to CCSS and scaffolds the writing. Teacher scaffolds using the forms for varying proficiency levels across content areas . The goal is high-leverage and relevant to a content standard.	
Teacher explains and models the use of language for the given function	T: explains but does not model use of the language function	T: explains and models the use of the language function	T: explains and models use (GRR) of the language function orally and in writing	T: explains and models use (GRR) of the language function orally and in writing across content areas	
Response frames are used with instruction	- no evidence of response frames	-Response frames are structured for limited use	Response frames are structured to scaffold multiple uses of vocabulary and language structures, orally and in writing	Response frames are structured to scaffold multiple uses of vocabulary and language structures in relevant and meaningful grade-level contexts	

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Oracy to Writing (Vocabulary, Grammatical Structures, Dialogue)

Teacher: _____ Observer: _____ Grade: _____ Date: _____

Proficiencies/ Legends Standards	(1) Not Evident Does Not Meet	(2) Partially Evident Developing	(3) Evident Proficient	(4) Exceeds Standard	Evidence/Notes
Vocabulary and grammatical language patterns are high-leverage and rigorous.	Vocabulary and grammatical patterns are too simple or not evident.	Context (from text) specific vocabulary and grammatical patterns are appropriate to one proficiency level.	High-leverage vocabulary and grammatical patterns are appropriate and include same meaning words within the frame to expand vocabulary.	High-leverage vocabulary and grammatical patterns are appropriate and include multiple same meaning words within language frame to expand vocabulary.	
Vocabulary and grammatical patterns are taught, modeled and practiced by students.	Vocabulary and grammatical patterns are listed without visual or guiding supports.	Vocabulary and grammatical patterns are modeled with visual supports (word bank, word cards, input charts, sketches, graphic organizers)	Vocabulary and grammatical patterns are modeled by teacher and practiced by students (I do, we do, <i>before</i> structured oral practice routines)	Vocabulary and grammatical patterns are internalized by students.	
Dialogue is a purposeful academic discussion where students build on the ideas of others to promote understanding.	Dialogue is teacher centered -OR- Occasional Turn and Talk	Dialogue between students occurs and is pre planned by the teacher with questions and response frames.	Dialogue between students is purposeful and is tied to a performance task. Students are using the available language supports.	Student dialogue is authentic. They have internalized the language needed to support their ideas with evidence from text and elaborate on the ideas of others.	
Language instruction moves from oral to print.	Vocabulary and grammatical patterns are not tied to a writing task.	Vocabulary and grammatical patterns are tied to writing task, but assigned with little or no modeling.	Writing task is modeled and students have opportunities to apply the target language that was practiced orally.	Students consistently have opportunities to practice writing the language (voc/grammatical structures) they have learned and practiced orally.	

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Shared Reading (Repeated Practice with Authentic Text)

Teacher: _____

Observer: _____

Grade: _____ Date: _____

Proficiencies/ Legends Standards	(1) Not Evident Does Not Meet	(2) Partially Evident Developing	(3) Evident Proficient	(4) Exceeds Standard	Notes
Students have frequent, purposeful, and accountable opportunities to read grade-level text.	S: does not have opportunities for purposeful and accountable readings of grade-level text.	S: has limited opportunities for purposeful and accountable reading grade-level text.	S: has regular opportunities for accountable readings of grade-level text.	S: has frequent opportunities for purposeful and accountable readings of grade-level text.	
Teacher regularly plans opportunities for shared reading using grade level short texts.	Teacher does not provide opportunities for shared reading.	Teacher inconsistently provides opportunities for shared reading and provides all students with copies of text.	Teacher regularly provides opportunities for shared reading and provides all students with copies of grade-level text.	Teacher consistently provides opportunities for shared reading and provides all students with copies of grade level text, monitors for tracking.	
Comprehension: Teacher scaffolds the readings by frontloading vocabulary, complex language structures, and establishing background knowledge	Teacher does not scaffold reading and models reading 'cold.'	Teacher frontloads vocabulary before reading.	Teacher scaffolds reading comprehension by frontloading vocabulary, complex sentence structures, and establishing background knowledge before the reading.	Teacher scaffolds by frontloading vocabulary, complex sentence structures/ideas, and establishing background knowledge before the reading.	
Teacher leads group in reading the text through modeling and three additional reads (model, echo, choral, and partner read).	Teacher models reading with little attention to student tracking.	Teacher models reading for enjoyment and fluency, then leads group in three additional reads (echo, choral, and partner).	Teacher models reading for enjoyment and fluency, then leads group in three reads, monitoring pacing to ensure students are tracking.	Teacher models reading for enjoyment and fluency, then leads group in three reads, monitoring pacing to ensure students are tracking. Teacher provides text for additional practice during 'independent' time, for homework., etc.	
Teacher leads group in collaborative discussion with preplanned questions and response frames that promote high level comprehension.	Teacher does not preplan dialogue questions	Teacher leads group in discussion 'pop corn' or name calling students.	Teacher leads group in collaborative discussion with preplanned questions (including high level) and response frames that promote comprehension.	Teacher organizes group for a collaborative discussion with preplanned questions (including high level) and response frames that deepen comprehension.	