

Multimedia Project: Litsy Reading Response Project

Teacher Name: **Dr. Spalding**

Student Name:

CATEGORY	20	15	5	0
Number of Books	Teacher Candidate read all TWENTY of the required books of varying genres for the Reading Response Project and submitted it on time as noted in class.	Teacher Candidate read between FIFTEEN and NINETEEN of the required books of varying genres for the Reading Response Project. Working on time management is recommended.	Teacher Candidate read between FIVE and FOURTEEN of the required books of varying genres for the Reading Response Project. Working on time management is highly recommended.	Teacher Candidate read less than FIVE of the required books of varying genres for the Reading Response Project. Working on time management is highly recommended.
Genres	All EIGHT genres are correctly represented in the Litsy posts (on time).	At least SIX of the eight genres are represented in the Litsy posts (late). Minimal genre confusion.	At least FOUR of the eight genres are represented in the Litsy posts (late). Significant genre confusion.	Less than FOUR of the eight genres are represented in the Litsy posts (late).
Awards	Teacher Candidate includes at least TEN books that have won a children's literature award and includes the award name in their Litsy post (on time).	Teacher Candidate includes at least SIX books that have won a children's literature award and includes the award name in their Litsy post (late).	Teacher Candidate includes at least FOUR books that have won a children's literature award and includes the award name in their Litsy post (late).	Teacher Candidate includes less than FOUR books that have won a children's literature award in their Litsy post (late).
Litsy Post Content	Teacher Candidate posts include concise yet thorough knowledge of the book with the genre/award/strategy identified as required. Q, B, and Rs are always thoughtful, proofread (NO errors) and provide insight into the book's content. POSTS are deemed EXCELLENT (on time).	Teacher Candidate posts include concise and SOMEWHAT thorough knowledge of the book with the genre/award/strategy identified as required. Q, B, and Rs are thoughtful, proofread (minor errors) and provide insight into the book's content. POSTS are deemed SATISFACTORY (on time).	Teacher Candidate posts include concise and MINIMAL knowledge of the book with the genre/award identified as required. Q, B, and Rs are thoughtful, proofread (SOME errors) and provide insight into the book's content. POSTS are deemed LESS THAN SATISFACTORY (late).	Teacher Candidate posts are deemed UNSATISFACTORY (late). Producing quality work and managing time wisely is highly recommended.
Teaching Strategies	Posts include HOW the book could be used in the classroom to benefit students. A VARIETY (at least 5- ONE per post) of appropriate teaching strategies are noted and the abbreviation is included in ALL (on time) posts.	Posts sometimes include HOW the book could be used in the classroom to benefit students. The appropriate teaching strategy abbreviation is included in MOST posts (late).	Posts sometimes include HOW the book could be used in the classroom to benefit students however the teaching strategy may be inappropriate and/or the abbreviation is included in a LIMITED number of posts (late).	Posts do not include appropriate teaching strategies nor abbreviations (late).

Website Resource	A HIGH QUALITY website resource that supports the selected teaching strategy or provides extension ideas as to how the books can be used in a classroom is ALWAYS included in the post (on time). (Professional organizations, publisher or author sites...)	A website resource that supports the selected teaching strategy or provides extension ideas as to how the books can be used in a classroom is included in the (on time) post but not considered high quality.	A website resource that supports the selected teaching strategy or provides extension ideas as to how the books can be used in a classroom is NOT always included in the post and/or not considered high quality (late).	A website resource is not included in post (late).
UDL/EL Strategies	Teacher Candidate includes ONE UDL and ONE EL strategy in each (on time) book post. The principle and strategy are explained as to HOW they align to the book, strategy, and/or website resource. A VARIETY (at least 5) of the strategies are noted with no one strategy being overused in either area (UDL nor EL). Both code and verbiage are required in the post.	Teacher Candidate includes ONE UDL and ONE EL strategy in each (on time) book post. The principle and strategy are NOT explained as to HOW they align to the book, strategy, and/or website resource. Either the code or verbiage are NOT present in the post.	Teacher Candidate is missing ONE UDL and/or ONE EL strategy in post (late). The principle and strategy are NOT explained as to HOW they align to the book, strategy, and/or website resource. Either the code or verbiage are NOT present in the post.	Teacher Candidate does not include a UDL principle nor EL strategy in each book post (late). Teacher Candidate is strongly encouraged to understand the importance of teaching ALL students with best practice teaching methods.
Book Image	An image related to the book content/cover is ALWAYS included in the (on time) post. CREATIVITY is always encouraged!	An image related to the book content/cover is SOMETIMES included in the post (late).		An image related to the book content/cover is not included in the post (late).
Hashtag	Teacher Candidate ALWAYS uses the class hashtag for ease of peer and instructor review (on time).		Teacher Candidate SOMETIMES uses the class hashtag for ease of peer and instructor review (late).	Teacher Candidate does NOT use the class hashtag for ease of peer and instructor review (late).
Peer Review	Teacher Candidate reviews at least TEN of their peers' posts, access the website resource and provide a THOUGHTFUL comment reflecting what they learned/liked or an idea they found that would work with the book. (on time)			Teacher Candidate does NOT review their peers' posts, access the website resource nor provide a thoughtful comment reflecting what they learned/liked (late). Teacher Candidate is strongly encouraged to work on time management and the understanding that being a TEAM PLAYER in teaching is vital to success!