

Teacher Behaviors

Student Behaviors

Artifacts

The literacy-based assignment includes an authentic written product citing evidence from reading complex text(s) that are aligned to the depth of knowledge of the standard(s)

The teacher

- designs long-term and short-term assignments aligned to state content and literacy standards
- chooses text(s) that are on-grade level or higher and appropriate for the discipline
- requires extended writing products that engage students in analyzing and synthesizing information from text(s)
- aligns content, texts, and writing products to state content and literacy standards
- connects the daily lesson to the larger assignment

The students

- engage in assignments that require them to read grade-level or higher texts and demonstrate understanding through both short and extended writing products
- use evidence from text in their writing to make claims and demonstrate critical thinking about essential content
- can explain the purpose of the assignment and the steps required to be successful

An assignment that

- involves content central to the discipline
- is text dependent
- requires authentic writing products
- aligns with both literacy and content standards
- is posted and available for students to reference

The lesson sequence supports/scaffolds the learning of literacy and content standards through explicit instruction

The teacher

- plans a series of lessons that develop skills required to complete a literacy-based assignment
- sequences lessons so students set a purpose for learning, actively read, connect reading to writing, and write to demonstrate understanding and critical thinking
- checks for understanding as students complete each skill-based lesson and adjusts instruction accordingly

The students

- move through the different stages of the learning process, with each lesson improving their ability to complete the culminating assignment

An instructional plan that

- describes how each lesson develops the skills required to complete a literacy-based assignment
- sequences the lessons strategically, creating a context for the development of literacy skills through the process of learning important content standards

Clear and measurable learning targets are established and communicated to the students and assessed by the teacher

The teacher

- posts, explains, and refers to the lesson's learning targets
- links the lesson's learning target with the over-arching literacy-based assignment and state standards
- assesses students' progress toward mastery of the learning target and provides feedback

The students

- can summarize the learning target
- can explain how it relates to the over-arching literacy-based assignment and state standards
- reflect on their own progress toward meeting that target

A posted learning target that

- relates to the specific lesson being taught
- fits into the context of a literacy-based assignment
- is in student friendly language
- is assessed by the teacher

Literacy strategies/mini-tasks (reading, writing, speaking and/or listening) are embedded into lessons to support the learning of skills and content

The teacher

- chooses literacy strategies that scaffold reading, writing, speaking, and listening skills
- communicates the purpose of the strategy and how it relates to the learning target and literacy-based assignment or task
- models application of strategy
- provides feedback to students as they apply strategy to complete the over-arching assignment

The students

- practice the strategies collaboratively and independently
- have opportunities to check and revise their work based on teacher and peer feedback
- are using strategies to collect, organize, and write about important content
- can explain how this strategy is improving their literacy skills and ability to complete the assignment

Literacy strategies that

- scaffold reading, writing, speaking, and/or listening skills
- help students set a purpose for reading or writing
- involve collecting, analyzing, and synthesizing textual evidence to be used in a writing product
- directly relate to a literacy-based assignment
- are transferrable to other assignments and content areas

Student discourse is integrated to support student ownership of learning

The teacher

- facilitates discussion around content that allows students to examine concepts and ideas from different perspectives
- asks higher order questions
- monitors discussion of content, involving all students in active listening and speaking activities
- uses discussion structures to help students connect the reading to their writing product

The students

- ask questions of peers and actively listen to deepen understanding of content
- examine different sides of issues (when applicable)
- make independent decisions on how to use textual evidence to demonstrate understanding through writing
- know the process for collaborative learning and discussion

Students engage in conversations and discussion that

- are student led
- relate to a culminating assignment
- explore multiple perspectives (when applicable)
- are based on reading grade-level texts
- connect what they have read to what they are going to write
- teach students how to collaborate appropriately

Formative and summative assessments are used in all aspects of the learning process

The teacher

- monitors progress as students develop each skill required for the culminating assignment/task
- provides appropriate and descriptive feedback on both daily lessons and culminating assignments/tasks
- uses a standard aligned rubric to score extended writing products

The students

- self-assess their work using standard-aligned criteria
- revise their work based on feedback from the teacher
- monitor their progress toward completion of the assignment and mastery of the standards

Student work with evidence of

- revisions based on teacher and student feedback
- descriptive commentary from the teacher
- teacher feedback that includes strengths and next steps
- mastery of standards

Powerful Literacy Practices Rubric

Teacher _____ School _____ Course _____

Indicator	4	3	2	1	Not Observed
<p>Planning: Literacy-Based Assignment</p> <p>To what extent does the literacy-based assignment which includes an authentic written product reflect evidence from reading complex texts that are challenging and appropriate to course content?</p>	<p>Grade level text(s) are appropriate to the content standards and provide credible evidence to produce the authentic writing.</p> <p>The assignment is designed to engage students in the reading of complex texts leading to a clear, authentic writing product that allows for multiple responses supported by evidence.</p>	<p>Text(s) align to the teaching of specific content and literacy standards.</p> <p>The assignment requires students to read and comprehend complex texts and use textual evidence to compose a written product.</p>	<p>Text(s) selected are grade-level and standards-aligned.</p> <p>The assignment addresses the application of skills and concepts that address literacy and content standards.</p>	<p>Text(s) selected are based on students' reading abilities.</p> <p>The assignment requires students to learn content-based knowledge.</p>	

Evidence

Indicator	4	3	2	1	Not Observed
<p>Planning: Lesson Sequence</p> <p>To what extent does the lesson sequence support/scaffold the learning of literacy and content standards with explicit instruction that leads students through every part of the learning process?</p>	<p>Instructional activities are sequenced and tightly aligned to content and literacy standards.</p>	<p>There is a specific series of learning activities leading to the assignment that are standards aligned.</p>	<p>Instructional reading and writing activities are connected to content to address specific standards.</p>	<p>Completion of a series of activities that reflect knowledge and recall learning of content that is designed around standards.</p>	

Indicator	4	3	2	1	Not Observed
<p>Instruction: Learning Targets</p> <p>To what extent have clear and measurable objectives and learning targets been communicated to the students?</p>	<p>The teacher: Provides students opportunities to reflect on their level of understanding of the learning target/objective.</p>	<p>The teacher: Establishes a clear connection to the learning target/objective and the assignment.</p>	<p>The teacher: Connects the learning target/objective to the lesson/activity.</p>	<p>The teacher: Explains a learning target/objective.</p>	
	<p>The students: Articulate learning target/objective and its connection to the short-term or long-term literacy-based assignment.</p>	<p>The students: Explain the purpose of the activity and relate it to the learning target/objective.</p>	<p>The students: Explain the learning target/objective.</p>	<p>The students: Identify the activity in which they are engaged.</p>	

Evidence

Indicator	4	3	2	1	Not Observed
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Indicator	4	3	2	1	Not Observed
Instruction: Student Discourse To what extent does the classroom environment promote student discourse that supports ownership of learning and a deeper understanding of important concepts?	The teacher: Facilitates and monitors student discussions to gain deeper knowledge of disciplinary text and the development of an authentic written product.	The teacher: Generates questions during discussion and during group sessions to guide students to be more independent learners.	The teacher: Asks questions to guide learning.	The teacher: Asks questions that reflect recall of content knowledge.	
	The students: Generate higher-order questions as part of the collaborative learning process leading towards completion of the assignment.	The students: Discuss questions with peers to deepen understanding of assignment, text and key concepts aligned to standards; literacy and content.	The students: Participate in limited discussions using factual, recall information.	The students: Respond to teacher's questioning ; memorize facts; copy notes.	

Evidence

Indicator	4	3	2	1	Not Observed
Assessment To what extent are assessments used in all aspects of the teaching and learning process?	Formative assessments are clearly aligned to identified standards and cognitive demands.	Formative assessments reflect the cognitive demand specified in the standards.	Formative assessments are based on concepts and skills linked to standards.	Formative assessments are connected to standards.	
	Summative assessments require students to use multiple strategies to demonstrate their understanding of the learning targets and concepts.	Assessments require students to synthesize and analyze textual information and content concepts.	Assessments require students to apply literacy skills to demonstrate understanding of content.	Assessments reflect recall of knowledge and facts.	
	The teacher: Adjusts instruction based on regular checks for understanding that monitor progress.	The teacher: Implements appropriate checks for understanding to monitor progress; responds with timely feedback.	Formative assessments are used to check understanding of key concepts and skills.	Assessment occurs at the end of a sequence of instruction.	

The students:
Demonstrate understanding
through the application of
multiple literacy-based
strategies to create a
sustained writing product.

The students:
Demonstrate understanding
through a writing product that
requires textual evidence.

The students:
Demonstrate understanding
by writing responses to
teacher questions.

The students:
Demonstrate understanding
by responding to teacher
questions.