Reading Intervention Expectation Rubric – Intervention

The ELA rubric below is used as a fidelity check to monitor specific success criteria of the intervention component of the reading block.

	Highly Effective	Approaching	Ineffective
Learning Environment	• Small groups are present (personalized online learning station, independent station, and teacher station). • Current data is available to support grouping structures. • Students are aware of personal achievement level, set and monitor individual goals. • Exemplars are continually available for students to reference. • Directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted and referenced. • All students engage in discussions about text; student to student, student to teacher.	• Some small groups are present (personalized online learning station, independent station or teacher station). • Out of date data is available to support grouping structures. • Students are aware of personal achievement level but do NOT set and monitor individual goals. • Exemplars are available, for students to reference, however they are not aligned. • Some directions and tasks are available for students to reference during their independent practice time. • Rotation schedule is posted but not referenced. • Some students engage in discussions about text, but mostly teacher to student.	• No small groups are present • Data is not available to support grouping structures. • Students are unaware of personal achievement levels. • Exemplars are not available for students to reference. • No directions and tasks are available for students to reference during their independent practice time. • No rotation schedule is posted. • No students engage in discussions about text.
Independent Reading And Personalized Learning Stations	Students are: • **Actively engaged** in independent reading or personalized online learning. • **Reading** books (print or digital) and **responding** to text in writing. • **Passing** online lessons with >80% accuracy.	Students are: • **Some students are engaged** in independent reading or personalized online learning. • **Reading** books (print or digital). • **Passing** online lessons with 50-79% accuracy.	Students are: • **Not engaged** in independent reading or personalized learning. • Not reading books but rather walking around, playing/distracting others. • **Passing** online lessons with less than 50% accuracy.

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	Highly Effective	Approaching	Ineffective
Intervention Teacher Station	Teacher: • **Confers** daily with 3-4 students individually on reading progress. • **Provides** step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes all** students participating in oral reading. • **Interacts** with all students to teach, prompt, or reinforce effective reading behavior. • **Provides** constant feedback to all students to clarify misconceptions. • **Consistently engages** students with text-based discussion around focus skill/strategy. • **Consistently progress monitors** students.	Teacher: • **Inconsistently** confers with students on reading progress. • **Provides** some step-by-step demonstrations and modeling of literacy concepts and how it connects to text. • **Observes some** oral reading. • **Interacts** with some students to teach, prompt, or reinforce effective reading behavior. • **Provides** some feedback to students to clarify misconceptions. • **Inconsistently engages** students with text-based discussion around focus skill/strategy. • **Inconsistently progress monitors** students.	Teacher: • Does not confer with students on reading progress**.** • **Does not provide** step-by-step demonstrations and modeling of literacy or how it connects to text. • **Does not observe** oral reading. • **Does not interact** with students to teach, prompt, or reinforce effective reading behavior. • **Does not provide** feedback to students to clarify misconceptions. • **Does not engage** students with text-based discussion around focus skill/strategy. • **Does not progress monitor.**
	Students: • **Practice** focus skill/strategy by reading and writing. • Consistently apply the focused literacy skill in reading a text. • **Consistently monitor progress** and verbalize misconceptions around focus skill/strategy.	Students: • **Listen and** observe focus skill/strategy but have minimal practice time. • Inconsistently apply the focused literacy skill in reading a text. • **Inconsistently monitor progress** and sometimes verbalize misconceptions around focus skill/strategy.	Students: • Sit passively or put their heads down while teacher talks at them. • **Do not apply** the focused literacy skill in reading a text. • **Do not monitor progress** and do not verbalize misconceptions around focus skill/strategy.