

KIPP® Close Reading Rubric

Purpose: This rubric should be used to coach teachers in the implementation of close reading lessons. It is recommended that coaches and teachers select specific rows to focus on during each observation. Prior to observation, become familiar with the daily lesson plan and/or bring it with you to the observation. Teachers can also use this rubric for self-reflection and planning. This resource is part of the [KIPP Wheatley Toolkit](#).

		4 Exemplary	3 Proficient	2 Approaching	1 Emerging
Framing	Teacher: Frames lesson and parts of lesson and provides success criteria.	<ul style="list-style-type: none"> Unpacks and explains relevance of lesson objectives and connects lesson activities to objectives throughout lesson. Connects objectives to standards, essential questions of the unit, and prior and/or future learning. Articulates and drives Criteria for Success throughout the lesson. 	<ul style="list-style-type: none"> Unpacks and explains lesson objectives but does not connect the objectives to activities throughout lesson. Connects objectives to prior and/or future learning and essential questions of the unit, but not to the standards. Articulates Criteria for Success but misses some opportunities to connect Criteria for Success throughout the lesson. 	<ul style="list-style-type: none"> States lesson objectives at the beginning of class. Connects objectives to prior and/or future learning, but not essential questions of the unit or the standards. Articulates Criteria for Success but does not reference beyond the lesson introduction. 	<ul style="list-style-type: none"> Does not state lesson objectives. Does not connect objectives to prior and/or future learning, essential questions of the unit, or the standards. Does not articulate Criteria for Success.
	Students: Demonstrate understanding of the lesson objectives and success criteria.	<ul style="list-style-type: none"> Are able to describe their proficiency toward objectives. Are able to explain the relevance of the objectives to prior and/or future learning. Can accurately explain the success criteria when prompted. 	<ul style="list-style-type: none"> Are able to accurately articulate objectives. Are somewhat able to explain the relevance of the objectives to prior and/or future learning. Can nearly accurately explain the success criteria when prompted. 	<ul style="list-style-type: none"> Can locate objectives. Attempt to explain the relevance of the objectives to prior and/or future learning. Can somewhat accurately explain the success criteria when prompted. 	<ul style="list-style-type: none"> Are not aware of objectives. Are unable to explain the relevance of the objectives to prior and/or future learning. Cannot accurately explain the success criteria when prompted.

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Content Knowledge	<p>Teacher: Demonstrates thorough understanding of texts, standards, and content knowledge during lesson.</p>	<ul style="list-style-type: none"> Shows complete mastery and accuracy of content and standards. 	<ul style="list-style-type: none"> Shows partial accuracy of content and standards but makes occasional content (text or standards) errors. 	<ul style="list-style-type: none"> Shows minimal understanding of text and standards and makes frequent content (text/standards) errors. 	<ul style="list-style-type: none"> Shows incomplete understanding of content and standards.
Questioning	<p>Teacher: Asks questions which require text evidence to support ideas.</p>	<ul style="list-style-type: none"> Asks most questions related to phases of understanding¹ (*a range of literal, analytical, conceptual, and evaluative) and requires students to provide textual evidence to demonstrate comprehension. Consistently appropriately builds literal understanding before moving to higher level questioning. Consistently requires relevant, accurate, precise, and clear responses. Consistently varies pace to support engagement. 	<ul style="list-style-type: none"> Asks many questions related to phases of understanding (*a range of literal, analytical, conceptual, and evaluative) and requires students to provide textual evidence to demonstrate comprehension. Usually builds literal understanding before moving to higher level questioning. Usually requires relevant, accurate, precise, and clear responses. Usually varies pace to support engagement. 	<ul style="list-style-type: none"> Asks some questions related to phases of understanding (*a range of literal, analytical, conceptual, and evaluative) and sometimes requires students to provide text evidence to demonstrate comprehension. Often spends too much time on either literal or higher level questions. Sometimes requires relevant, accurate, precise, and clear responses. Sometimes varies pace but moves too quickly or slowly with little variation to support engagement. 	<ul style="list-style-type: none"> Asks few to no questions related to phases of understanding (*a range of literal, analytical, conceptual, and evaluative) and does not require students to provide text evidence to demonstrate comprehension. Spends almost the entire lesson asking literal questions. Rarely requires relevant, accurate, precise, and clear responses. Rarely adjusts pace to support engagement.

¹ *Note: Teachers should be asking a range of questions included in KIPP's four phases of close reading which details the general progression of understanding and interplay throughout the reading process. See <https://www.kippshare.org/docs/DOC-11941>

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Questioning	Students: Respond to questions with evidence from text.	<ul style="list-style-type: none"> Respond with text evidence in speaking or writing with precise and sufficient language and details to support answer. 	<ul style="list-style-type: none"> Respond with text evidence in speaking or writing with much of the precise language and details needed to support answer. 	<ul style="list-style-type: none"> Sometimes respond with text evidence in speaking or writing; often do not choose the best evidence or explain sufficiently. 	<ul style="list-style-type: none"> Do not provide text evidence in response to questions.
	Teacher: Keeps students persevering with challenging tasks.	<ul style="list-style-type: none"> Keeps all students persevering with challenging tasks. Consistently encourages student ownership, autonomy, and productive struggle. Uses a wide range of techniques to encourage student persistence and independence. 	<ul style="list-style-type: none"> Keeps many students persevering with challenging tasks. Usually encourages student ownership, autonomy, and productive struggle. Uses several techniques to encourage student persistence and independence. 	<ul style="list-style-type: none"> Keeps some students persevering with challenging tasks. Sometimes encourages student ownership, autonomy, and productive struggle. Uses few techniques to encourage student persistence and independence. 	<ul style="list-style-type: none"> Keeps few students persevering with challenging tasks. Rarely encourages student ownership, autonomy, and productive struggle. Does not yet use any techniques to encourage student persistence and independence.
Productive Struggle	Students: Display persistence with challenging tasks.	<ul style="list-style-type: none"> Consistently display persistence with challenging tasks, particularly when providing text evidence in speaking and writing. 	<ul style="list-style-type: none"> Usually display persistence with challenging tasks, particularly when providing text evidence in speaking and writing. 	<ul style="list-style-type: none"> Sometimes display persistence with challenging tasks, particularly when providing text evidence in speaking and writing. 	<ul style="list-style-type: none"> Rarely display persistence with challenging tasks, particularly when providing text evidence in speaking and writing.
	Teacher: Demonstrates awareness and appropriate action regarding variations in student progress toward independent reading and writing as an ultimate goal.	<ul style="list-style-type: none"> Differentiates instruction to ensure all students participate actively without overly diminishing rigor. Consistently scaffolds questions to address key misconceptions to help students reach expected outcomes. 	<ul style="list-style-type: none"> Differentiates instruction but for 10% of the class diminishes rigor or does not meet needs. Usually scaffolds questions to address key misconceptions to help students reach expected outcomes. 	<ul style="list-style-type: none"> Attempts to differentiate instruction but techniques are ineffective for over 30% of the class. Sometimes scaffolds questions to address key misconceptions to help students reach expected outcomes. 	<ul style="list-style-type: none"> Does not differentiate instruction when needed. Rarely scaffolds questions to address key misconceptions to help students reach expected outcomes.

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Differentiation	<p>Students: Demonstrate progress toward independence in reading and writing.</p>	<ul style="list-style-type: none"> Consistently activate strategies (e.g. language conventions, decoding skills, etc.) needed to read, write, and speak with grade-level fluency and skill. 	<ul style="list-style-type: none"> Usually activate strategies (e.g. language conventions, decoding skills, etc.) needed to read, write, and speak with grade-level fluency and skill. 	<ul style="list-style-type: none"> Sometimes activate strategies (e.g. language conventions, decoding skills, etc.) needed to read, write, and speak with grade-level fluency and skill. 	<ul style="list-style-type: none"> Rarely activate strategies (e.g. language conventions, decoding skills, etc.) needed to read, write, and speak with grade-level fluency and skill.
Discourse	<p>Teacher: Facilitates student discourse.</p>	<ul style="list-style-type: none"> Facilitates a ratio of student-to-teacher talk of approximately 70/30 percent. Consistently encourages dialogue that attends to the text, topic, and task at hand, and deepens comprehension. Consistently uses a wide range of strategies to foster meaningful dialogue: jigsaw, think-pair-share, habits of discussion, etc... 	<ul style="list-style-type: none"> Facilitates a ratio of student-to-teacher talk of approximately 50/50 percent. Usually encourages dialogue that attends to the text, topic, and task at hand. Usually uses a wide range of strategies to foster meaningful dialogue: jigsaw, think-pair-share, habits of discussion, etc... 	<ul style="list-style-type: none"> Facilitates a ratio of student-to-teacher talk of approximately 25/75 percent. Sometimes encourages dialogue that attends to the text, topic, and task at hand, but students are often off track. Sometimes uses a wide range of strategies to foster meaningful dialogue: jigsaw, think-pair-share, habits of discussion, etc... 	<ul style="list-style-type: none"> Does almost all the talking in the lesson and makes little to no attempt to facilitate student discourse. Rarely encourages dialogue that attends to the text, topic, and task at hand, and most discussion is off task. Rarely uses a wide range of strategies to foster meaningful dialogue: jigsaw, think-pair-share, habits of discussion, etc...

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Discourse	Students: Use habits of discussion.	<ul style="list-style-type: none"> Consistently engage in peer discourse that yields key, deep understandings of the text and original insights. Consistently and independently question and respond to other students to further thinking and evidence-based discussion using habits of discussion. Consistently synthesize peers' responses, build on and challenge each other's ideas, and utilize evidence and vocabulary from texts. 	<ul style="list-style-type: none"> Usually engage in peer discourse that yields key understandings of the text. Usually and independently question and respond to other students to further thinking and evidence-based discussion using habits of discussion. Usually synthesize peers' responses, build on each other's ideas, and utilize evidence and vocabulary from texts. 	<ul style="list-style-type: none"> Sometimes engage in peer discourse that yields some understanding of the text. Sometimes independently question and respond to other students to further thinking and evidence-based discussion; sometimes use habits of discussion. Sometimes synthesize peers' responses, build on each other's ideas, and utilize evidence and vocabulary from texts. 	<ul style="list-style-type: none"> Rarely engage in peer discourse, or discourse does not yield understanding of the text. Rarely independently question and respond to other students to further thinking and evidence-based discussion; no habits of discussion present. Rarely synthesize peers' responses, build on each other's ideas, and utilize evidence and vocabulary from texts.

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Progress Monitoring	Teacher: Uses formative assessment and feedback.	<ul style="list-style-type: none"> Elicits verbal and/or written responses from most to ensure that they have a strong literal understanding of the text before moving to the other close reading phases. Consistently monitors student progress toward the lesson objective, standard mastery, and misconceptions preventing mastery. Collects exit tickets; analyzes student performance to determine strengths and need areas. 	<ul style="list-style-type: none"> Elicits verbal responses from many students to ensure that they have a strong literal understanding of the text before moving to the other close reading phases. Usually monitors student progress toward the lesson objective, standard mastery, and misconceptions preventing mastery. Collects exit tickets and analyzes student performance against a pre-created exemplar; makes some inaccurate evaluations or merely evaluates whether correct or not. 	<ul style="list-style-type: none"> Elicits verbal responses from some students to ensure they have a strong literal understanding of the text before moving to the other close reading phases. Sometimes monitors student progress toward the lesson objective and standard mastery, but rarely identifies misconceptions preventing mastery. Collects exit tickets from students; does not have a pre-created exemplar for evaluating them; makes inaccurate evaluations. 	<ul style="list-style-type: none"> Elicits verbal responses from few to no students to ensure that they have a strong understanding of the text before moving to the other close reading phases. Rarely monitors student progress toward the lesson objective, standard mastery, and identification of misconceptions preventing mastery. Does not analyze exit ticket data to gauge student understanding.