

KIPP® Guided Reading Rubric

Purpose: Use this rubric to evaluate a teacher’s proficiency with implementation of guided reading (GR) instruction. Prior to observing the classroom or teacher planning, become familiar with the daily lesson plan and bring it with you to the observation. Teachers can also use this rubric for self-reflection and planning.

		4 Exemplary	3 Proficient	2 Approaching	1 Emerging
Preparation ¹	Teacher: use of data.	<ul style="list-style-type: none"> • Uses a tracking system regularly to inform daily instruction. • Very effectively groups students based on analysis of data. • Invests students and families in improving reading levels and goals. 	<ul style="list-style-type: none"> • Has a tracking system, but does not use it regularly to inform daily instruction. • Groups students fairly effectively based on analysis of data. • Informs students and families of student reading levels and goals. 	<ul style="list-style-type: none"> • Has a tracking system, but is unable to use it to inform daily instruction. • Groups students somewhat effectively based on some analysis of student performance data. • Informs students, but not families of student reading levels or goals. 	<ul style="list-style-type: none"> • Does not have or use a student data tracking system. • Does not attempt to group students based on instructional level and needs. • Does not share reading levels or goals with students or families.
	Teacher: selection and preparation of text.	<ul style="list-style-type: none"> • Always selects text at appropriate reading level. • Selects text with multiple opportunities to practice reading focus. • Reads the text and identifies the big idea and key areas of struggle. 	<ul style="list-style-type: none"> • Consistently selects text at appropriate reading level. • Selects text with some opportunities to practice reading focus. • Reads the text and identifies the big idea but not key areas of struggle. 	<ul style="list-style-type: none"> • Sometimes selects text at appropriate reading level. • Selects text with few opportunities to practice reading focus. • Reads the text, but fails to identify the big idea or key areas of potential struggle for students. 	<ul style="list-style-type: none"> • Selects text that is not appropriate for student reading level. • Selects text that is not aligned to reading focus. • Does not become sufficiently familiar with the text.

¹ Before starting a Guided Reading program, a teacher or coach should evaluate all student reading levels.

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Before Reading	Teacher: introduction of reading.	<ul style="list-style-type: none"> • Gives clear and concise introduction. • Consistently sets the purpose (focus skill or strategy) and models the process. • Introduces sight words or vocabulary, and all are key for the text. 	<ul style="list-style-type: none"> • Gives clear and somewhat concise introduction. • Usually sets the purpose (focus skill or strategy) and models the process. • Introduces sight words or vocabulary, and most are key for the text. 	<ul style="list-style-type: none"> • Gives clear, but lengthy introduction. • Sometimes sets the purpose (focus skill or strategy) but fails to model the process. • Introduces sight words or vocabulary, but many words are not key for text. 	<ul style="list-style-type: none"> • Gives unclear, lengthy introduction. • Rarely sets a purpose (focus skill or strategy) for reading or models the process. • Does not introduce sight words or vocabulary.
	Students: articulation of purpose and process.	<ul style="list-style-type: none"> • Restate purpose for reading and explain how they will accomplish it. 	<ul style="list-style-type: none"> • Restate purpose for reading. 	<ul style="list-style-type: none"> • Struggle to restate purpose for reading. 	<ul style="list-style-type: none"> • Do not restate purpose for reading.
During Reading	Teacher: support of independent reading.	<ul style="list-style-type: none"> • Always assigns independent reading. • Consistently prompts students appropriately. • Confers with all students to monitor/reinforce strategy use, consistently using data to guide conferences. 	<ul style="list-style-type: none"> • Consistently assigns independent reading. • Usually prompts students appropriately. • Confers with most students to monitor/reinforce strategy use, usually using data to guide conferences. 	<ul style="list-style-type: none"> • Sometimes assigns independent reading. • Sometimes prompts students appropriately. • Confers with some students to monitor/reinforce strategy use, sometimes using data to guide conferences. 	<ul style="list-style-type: none"> • Does not assign independent reading. • Rarely prompts students appropriately. • Confers with few or no students during reading; does not use data to guide conferences that do occur.

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After Reading	Teacher: facilitation of discussion.	<ul style="list-style-type: none"> Facilitates comprehension conversation and allows students to do most of the talking. Focuses conversation on the 4Rs and 2Ws². Uses both pre-planned and impromptu comprehension prompts³ to increase comprehension of text's big idea. 	<ul style="list-style-type: none"> Facilitates comprehension conversation and allows students to talk about 50% of the time. Includes more than one of the 4Rs and 2Ws². Uses either pre-planned or impromptu comprehension prompts³ to increase comprehension of text's big idea. 	<ul style="list-style-type: none"> Facilitates comprehension conversation but does most of the talking. Includes one of the 4Rs and 2Ws². Uses either pre-planned or impromptu comprehension prompts³ but doesn't increase comprehension of text's big idea. 	<ul style="list-style-type: none"> Does not facilitate comprehension conversation based on a key question aligned to a teaching point. Does not include the 4Rs or 2Ws² in comprehension conversation. Does not use comprehension prompts³.
	Students: habits of discussion.	<ul style="list-style-type: none"> Consistently demonstrate habits of discussion and are able to engage in focused peer-to-peer discussions. Consistently go back to the text to respond to prompts and persevere in answering correctly. 	<ul style="list-style-type: none"> Sometimes demonstrate habits of discussion and are able to engage in focused peer-to-peer discussions. Usually go back to the text to respond to prompts and usually persevere in answering correctly. 	<ul style="list-style-type: none"> Require prompting to demonstrate habits of discussion and engage in focused peer-to-peer discussions. Sometimes go back to the text to respond to prompts but sometimes quit when challenged. 	<ul style="list-style-type: none"> Do not consistently apply the habits of discussion. Rarely go back to the text to respond to prompts and quit easily when challenged.

² Retell, Right there (literal questions), Reasonable inferences, Refers to text, Word study (phonics or vocabulary), and as time allows, Guided Writing, which should be deprioritized if Guided Reading is in use as an intervention or in cases where time is extremely limited.

³ Impromptu prompts would be based on observed misconceptions and/or strategy usage during the lesson.

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Reflection	Teacher: reflection to improve future instruction.	<ul style="list-style-type: none"> Consistently reviews anecdotal notes and modifies future lessons. Consistently reassesses and regroups students as needed. Consistently uses student reading goals, running records, and conferencing notes to plan future lessons. 	<ul style="list-style-type: none"> Frequently reviews anecdotal notes and modifies future lessons. Frequently reassesses and regroups students as needed. Frequently uses student reading goals, running records, and conferencing notes to plan future lessons. 	<ul style="list-style-type: none"> Rarely reviews anecdotal notes. Rarely reassesses and regroups students as needed. Rarely uses student reading goals to plan future lessons. 	<ul style="list-style-type: none"> Does not review anecdotal notes after lessons. Does not reflect on lessons to reassess student grouping strategies. Does not use individual student data to plan future lessons.
	Students: working in independent centers (ICs), not in GR.	<ul style="list-style-type: none"> Engage in independent literacy activities that match readiness and goals. Independently navigate literacy activities and problem-solve any challenges without the teacher. 	<ul style="list-style-type: none"> Engage in independent literacy activities that match readiness. Independently navigate literacy activities and problem-solve any challenges with few teacher interventions. 	<ul style="list-style-type: none"> Engage in independent literacy activities. Some struggle to navigate literacy activities and the guided reading lesson is interrupted as the teacher redirects. 	<ul style="list-style-type: none"> Engage in activities that do not support literacy development. Many struggle to navigate independent activities, causing multiple interruptions to the lesson; teacher fails to redirect.