

The purpose of this tool is to provide instructional leaders with a way to gauge the progress of school-wide Guided Reading implementation.

School Wide Guided Reading Implementation Rubric

	Accelerating (4)	Implementing (3)	Building (2)	Not Started (0)
Enabling Systems	<p>School maintains and regularly updates a leveled Guided Reading library.</p> <p>Time for Guided Reading is built into the schedule 4-5 days a week for all students.</p> <p>Time is built into the instructional calendar for benchmark assessments 3-4 times each year. Time for collaborative review of data is also planned.</p>	<p>School maintains a leveled Guided Reading library.</p> <p>Time for Guided Reading is built into the schedule 3 days a week for all students.</p> <p>Time is built into the instructional calendar for benchmark assessments 3-4 times each year.</p>	<p>Teachers have access to leveled texts.</p> <p>Time for Guided Reading is built into the schedule for some students.</p> <p>Time is built into the instructional calendar for benchmark assessments 1-2 times each year.</p>	<p>Teachers do not have access to leveled texts or texts are low-quality.</p> <p>Time is not built into the schedule for Guided Reading.</p> <p>Time is not built into the calendar for benchmark assessments.</p>
Purpose for Guided Reading	<p>Knowledge of the purpose for Guided Reading instruction exists among all grade level teachers, leadership, and students.</p>	<p>Knowledge of the purpose for Guided Reading instruction exists among most grade level teachers and leadership.</p>	<p>Knowledge of the purpose for Guided Reading instruction exists among individual teachers and specific classrooms.</p>	<p>Knowledge of the purpose for Guided Reading instruction does not exist among individual teachers.</p>
Student Assessment and Analysis	<p>Formative and benchmark assessments are used by all teachers to analyze multiple facets of student reading performance and progress throughout the year.</p> <p>All teachers perform a deep analysis to determine next steps for instruction.</p> <p>All teachers use ongoing assessment data to group and move students as needed.</p> <p>All teachers use anecdotal notes to determine next steps for instruction have a system for maintaining and organizing notes.</p>	<p>Assessments are used by all teachers to monitor students' reading levels at least 3 times throughout the year.</p> <p>Most teachers analyze the results to determine next steps for instruction.</p> <p>Most teachers use ongoing assessment data to group students and move students occasionally.</p> <p>Most teachers use anecdotal notes to determine next steps for instruction.</p>	<p>Assessments are used by some to monitor students' reading levels throughout the year.</p> <p>Some or individual teachers use the results to determine next steps for instruction.</p> <p>Some teachers use ongoing assessment data to group students, but students are not regularly moved to reflect ongoing data.</p> <p>Some anecdotal notes are used to determine next steps for instruction.</p>	<p>Assessments are not used by teachers to monitor students' reading levels throughout the year.</p> <p>Teachers do not use reading data to plan instruction or group students.</p> <p>Anecdotal notes are not used to determine next steps for instruction.</p>
Guided Reading Lesson Plan	<p>All teachers use a separate Guided Reading lesson plan template to teach specific readers (Pre-A, Emerging, Early, Transitional, Fluent) and meet their needs/situation.</p> <p>Evidence of before, during, and after instruction is evident in all lesson plans.</p>	<p>Most teachers use a separate Guided Reading lesson plan template to teach specific readers (Pre-A, Emerging, Early, Transitional, Fluent) and meet their needs/situation.</p> <p>Most lesson plans show evidence of before, during, and after instruction.</p>	<p>Some teachers use a separate Guided Reading lesson plan template to teach specific readers (pre-A, Emerging, Early, Transitional, Fluent), Lexile needs, or levels.</p> <p>Some lesson plans show evidence of before, during, and after instruction but one or more components are weak or missing.</p>	<p>Guided Reading lesson plan templates do not reflect needs of specific readers (pre-A, Emerging, Early, Transitional, Fluent), Lexile needs, or levels.</p> <p>Teachers do not distinguish before, during, and after reading instruction or lesson plans are poorly paced.</p>

<p>Matching Text to Readers</p> <p><i>Right Text, Right Time, with the Right Students</i></p>	<p>Teachers consistently select a text that allows students to practice a word-solving focus or a comprehension skill that is aligned to the data for that group.</p> <p>All teachers consistently select texts that are slightly challenging and within a students' ZPD (zone of proximal development)/instructional level and/or Lexile stretch band.</p>	<p>Teachers usually select a text that allows students to practice a word-solving focus or a comprehension skill that is aligned to data for that group.</p> <p>Most teachers select texts that are slightly challenging and within a students' ZPD instructional level.</p>	<p>Teachers select a text that matches the students' instructional reading level, but it may or may not align to the data or needs for that group of students.</p> <p>Teachers select texts, but they may be used incorrectly or at the wrong level/Lexile (either too challenging or too easy).</p>	<p>Teachers do not match texts to readers' needs.</p>
<p>Planned Prompts</p>	<p>All teachers prompt students during and/or after reading to encourage and deepen student thinking about the text.</p> <p>All teachers strategically plan prompts based on understanding of the readers and the demands of the text.</p> <p>All teachers adjust in the moment to prompt students using strategic questioning at the point of student error and push student thinking.</p>	<p>Most teachers prompt students during and/or after reading but prompts may not deepen student thinking about the text.</p> <p>Most teachers plan prompts based on an understanding of the readers and the demands of the text.</p> <p>Most teachers adjust in the moment to prompt students at the point of error and usually push student thinking as a result.</p>	<p>Individual teachers prompt students during and/or after reading.</p> <p>Few teachers plan prompts based on an understanding of the readers and the demands of the text; or planned prompts do not reflect an understanding of the readers or the demands of the text.</p> <p>Individual teachers adjust in the moment to prompt students at the point of error; prompts may or may not push student thinking.</p>	<p>Teachers do not consistently or effectively plan or implement prompts.</p>
<p>Habits of Discussion</p>	<p>All teachers have taught students specific behaviors (habits) to foster an environment where students push each other's thinking.</p> <p>Students in all classrooms drive the conversation after Guided Reading and hold one another accountable.</p> <p>Teachers use a scope and sequence and vertically map instruction on discussion habits.</p>	<p>Most teachers have taught students specific behaviors (habits) to foster an environment where students push each other's thinking.</p> <p>Students in most classrooms drive the conversation after Guided Reading and hold one another accountable.</p>	<p>Individual teachers have taught students specific behaviors (habits); the result may or may not be an environment where students push each other's thinking.</p> <p>Students only occasionally drive the conversation after Guided Reading and hold one another accountable.</p>	<p>Teachers have not attempted to teach specific behaviors (habits) to students to foster an environment where students push each other's thinking. Teachers lead the conversation and accountability.</p>
<p>Collaboration</p>	<p>All teachers meet regularly with each other, a coach, or a leader to discuss instructional strategies for improving Guided Reading lessons.</p>	<p>Teachers meet periodically with each other, a coach, or a leader to discuss instructional strategies for improving Guided Reading lessons.</p>	<p>Individual teachers meet occasionally with each other, a coach, or a leader to discuss instructional strategies for improving Guided Reading lessons.</p>	<p>Teachers do not meet to discuss or share instructional strategies.</p>