

## READY READERS OBSERVATION AND COACHING RUBRIC

	NOVICE	EMERGING	PROFICIENT	ADVANCED
<b>PLANNING AND PREPARATION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Materials are not prepared/require significant time to assemble/distribute</li> <li><input type="checkbox"/> Not all leaders are familiar with the plan for the day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All materials are prepped and ready</li> <li><input type="checkbox"/> Group Leader (s) are familiar with plan for the day</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All materials are prepped and ready</li> <li><input type="checkbox"/> Group Leader (s) are familiar with plan for the day</li> <li><input type="checkbox"/> Group leader(s) allot enough time for all parts of the activity to run smoothly [or demonstrate planning to adjust in the future]</li> </ul>	(proficient +) <ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader(s) are thoughtful about how, when, and which materials to distribute</li> <li><input type="checkbox"/> Group Leader (s) have clear and effective routines for distribution of materials</li> </ul>
<b>STUDENT MANAGEMENT</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There may be systems to support classroom management and encourage good behavior, but they are not clear or consistent</li> <li><input type="checkbox"/> Leaders either ignore behaviors that need redirection or use exclusively negative responses</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Leader (s) acknowledges positive behaviors</li> <li><input type="checkbox"/> Group Leader (s) monitors behavior and positively redirects off-task behavior</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Leader (s) acknowledges positive behaviors</li> <li><input type="checkbox"/> Group Leader (s) monitors behavior and positively redirects off-task behavior</li> <li><input type="checkbox"/> There are predictable routines in place to help students be successful</li> <li><input type="checkbox"/> Group leader(s) use a variety of positive classroom management techniques (e.g. name check, proximity, call and response) to prompt students to actively participate</li> </ul>	(proficient +) <ul style="list-style-type: none"> <li><input type="checkbox"/> Group Leader (s) manage transitions effectively so little time is wasted</li> <li><input type="checkbox"/> There are evident opportunities for student leadership (i.e student jobs and responsibilities)</li> </ul>
<b>READING ALOUD</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader reads at a good volume and pace, but does not adjust speaking tone, volume, voice, etc to make reading expressive</li> <li><input type="checkbox"/> Group Leader introduces book title</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader states the title of the book, the author, and the illustrator</li> <li><input type="checkbox"/> Group leader uses a loud and clear voice to read</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader states the title of the book, the author, and the illustrator</li> <li><input type="checkbox"/> Group leader uses a loud and clear voice to read</li> <li><input type="checkbox"/> Group leader changes tone to show changes in character or mood</li> </ul>	(proficient +) <ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader changes tone, voice level, pacing, or emphasis to engage students and support comprehension</li> <li><input type="checkbox"/> Group leader is performative and matches characters and tone with voice and expressions</li> <li><input type="checkbox"/> Group leader Thinks Aloud during Read Aloud</li> </ul>
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<b>CHOOSING AND TEACHING VOCABULARY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> GL introduces new vocab word, but it is either not related to story, is too simple (tier 1), or is too obscure (tier 3)</li> <li><input type="checkbox"/> Group leader shares an accurate, but perhaps not kid-friendly, definition</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focus word is appropriate and taught with a kid-friendly definition</li> <li><input type="checkbox"/> Focus word is introduced with a visual, gesture or anecdote</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focus word is related to the theme</li> <li><input type="checkbox"/> Focus word is introduced with a visual, gesture or anecdote</li> <li><input type="checkbox"/> Group Leader(s) effectively prompt students to apply focus word</li> <li><input type="checkbox"/> Group leader revisits focus word during and after reading</li> </ul>	<p>(proficient +)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader(s) are prepared to define additional unknown words in kid-friendly terms</li> <li><input type="checkbox"/> GLs connect vocab word to extension activity</li> </ul>
<b>DESIGNING AND POSING QUESTIONS</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader poses questions to students during read aloud, but does not facilitate peer interactions</li> <li><input type="checkbox"/> Questions are primarily yes/no format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader(s) asks open ended-questions before, during, and after reading</li> <li><input type="checkbox"/> Group Leader(s) facilitate at least one kind of peer interaction effectively</li> <li><input type="checkbox"/> Group Leader(s) ask questions supporting at least one of four comprehension areas               <ul style="list-style-type: none"> <li><input type="checkbox"/> Prediction</li> <li><input type="checkbox"/> Connection</li> <li><input type="checkbox"/> Infer</li> <li><input type="checkbox"/> Synthesize</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Group Leader(s) facilitate at least two kinds of student interactions effectively</li> <li><input type="checkbox"/> Group Leader(s) ask questions supporting at least two of four comprehension areas               <ul style="list-style-type: none"> <li><input type="checkbox"/> Prediction</li> <li><input type="checkbox"/> Connection</li> <li><input type="checkbox"/> Infer</li> <li><input type="checkbox"/> Synthesize</li> </ul> </li> <li><input type="checkbox"/> Placement and choice of questions are deliberate</li> <li><input type="checkbox"/> Chosen interaction is appropriate for the question</li> <li><input type="checkbox"/> Group leader(s) monitor content of peer interaction</li> </ul>	<p>(proficient +)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader(s) prompts students to support inferences with details\</li> <li><input type="checkbox"/> Group leaders use prior knowledge and text features to prompt connections and/or predictions</li> <li><input type="checkbox"/> Students have an opportunity to revisit predictions</li> <li><input type="checkbox"/> Group leaders effectively address misunderstandings in the moment</li> <li><input type="checkbox"/> Group leaders actively conference during peer interactions</li> <li><input type="checkbox"/> Group leaders effectively fields student questions</li> </ul>
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<b>CHOOSING AND FACILITATING EXTENSION ACTIVITY</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity does not clearly connect to the book</li> <li><input type="checkbox"/> Activity does not connect to one of the enrichment areas</li> <li><input type="checkbox"/> Activity is introduced but not broken into clear steps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity connects to one of the enrichment areas, but does not allow for divergent results</li> <li><input type="checkbox"/> Activity is connected to one of the books themes</li> <li><input type="checkbox"/> Activities are broken down into clear steps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Activity connects to one of the enrichment areas and permits divergent solutions</li> <li><input type="checkbox"/> Activity is connected to one of the books themes and requires students to think creatively</li> <li><input type="checkbox"/> Students shows evidence of engagement and enjoyment</li> <li><input type="checkbox"/> Group leader(s) model activity</li> <li><input type="checkbox"/> Time is allocated for brainstorming</li> <li><input type="checkbox"/> Group Leader(s) circulate during activity and effectively prompt students that are struggling with the activity</li> <li><input type="checkbox"/> Time is allocated for sharing</li> </ul>	<p>(proficient +)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Group leader(s) make a clear connection to the book</li> <li><input type="checkbox"/> Group leaders(s) check for understanding and clears up misunderstandings</li> <li><input type="checkbox"/> Group leader(s) ask students probing questions to promote critical thinking during the activity (conferencing)</li> <li><input type="checkbox"/> Group leader circles back and reviews theme to close out the lesson</li> <li><input type="checkbox"/> Offers opportunities to differentiate responses to extension activity</li> </ul>
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