

# Exemplary Reading Application and Site Visit Rubric

Please complete one score sheets for each application you read and each school you visit. Email this form to Wendy Burgess, [wburgess@ed.sc.gov](mailto:wburgess@ed.sc.gov).

SCHOOL: \_\_\_\_\_

Reader/Observer: \_\_\_\_\_

	<b>Descriptors</b>	<b>Score 0-4</b>	<b>Application Comments</b>	<b>Visit Comments</b>
<b>1</b>	<p><b>The reading program is consistent with sound theory, research, and practice.</b></p> <p>Based on current research; based on a needs assessment/recommendations of participants, teachers, administrators, and supervisors, ongoing process; teachers are provided time for action research, planning, executing, reporting new ideas; staff is routinely provided with information regarding valid research/current practice (cooperative learning, whole class teaching, small group instruction, and integrated reading)-Give three examples; evidence of changes that have occurred in the program as a result of recent research is apparent.</p>			
<b>2</b>	<p><b>Reading program facilitates student learning.</b></p> <p>Design of the program is based on a needs assessment/recommendations of participants, teachers, administrators, and supervisors; program includes training/prepares teachers to observe/coach one another; program is based on what we know about children/how they learn; staff is routinely provided with valid research/best practices information; Time/resources for staff development are provided in/outside of school day; teachers have opportunities to interact with other professionals regarding student learning and best instructional practices.</p>			
<b>3</b>	<p><b>Students have access to a wide variety of reading materials.</b></p> <p>independent reading daily; open access to/wide use of library books—data to support usage; intrinsic/extrinsic motivations to read; teachers/adults read aloud to students; students read/share books with peers; funds provided for recreational reading books; time is allowed to choose books from class/library; special reading celebrations; teachers/admin/students share reading interests.</p>			
<b>4</b>	<p><b>Students demonstrate success in reading.</b></p> <p>Data used to promote continuous reading improvement; individual/ group diagnosis provided; data evidence regarding attitudes of faculty/parents/community/students toward reading; variety of ongoing assessments; teachers take responsibility for teaching each child to read.</p>			

5	<p><b>Comprehension strategies are taught and applied across the curriculum.</b>  comprehension strategies taught as basic reading practices; comprehension strategies taught in content areas; evidence of direct reading in the content areas.</p>			
6	<p><b>Listening, speaking, viewing, and writing are integrated into and support the reading program.</b>  At least 3 indicators of integrated reading program; allocated time for school reading; literature used beyond basal reading (lit-based, novels); children write books/share with others; extended activities combine lit and lang arts.</p>			
7	<p><b>Administrators/teachers provide leadership and vision for the building/district reading program.</b>  Admin: analyze/use evaluation data; assist with evolvment of reading program; provide human and material resources to attain district/school goals; provide time/encouragement/resources for teachers to participate in prof dev activities</p>			
8	<p><b>School/district offer support services to program.</b>  Special services provided for reading difficulties; reading staff members are certified/trained; focus on early intervention of at-risk; Enrichment programs are provided.</p>			
9	<p><b>Literacy activities occur outside of school.</b>  Reading assignments; library assignments (research, outlining, studying, reading books); at least four indicators of literacy activities outside of school</p>			
10	<p><b>The community, including parents, is involved in the reading program.</b>  Volunteers; Community advisory groups provide input; community informed-various means of communication; business community is involved through school/business partnerships, tutoring, etc;; Parents informed of child's progress; parents are part of recreational reading; school provides support for parents and provides family literacy experiences.</p>			