RUBRICS
FOR
READING SPECIALIST STANDARDS

SOE STANDARD – 1 Disciplinary Foundations
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Disciplinary foundations: demonstrates interpretive, normative, critical understanding of educational phenomenon through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (e.g., anthropology, history, philosophy and psychology of education)

	DOES NOT MEET	MEETS	EXCEEDS
Understand one or more of the disciplinary knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts, including the complexities of class, ethnicity, gender, race and/or sexuality as it relates to the interpretive study of educational phenomenon and/or praxis	Understands in a limited or perfunctory way one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., no appreciation for the interpretive study of educational phenomenon as related to the disciplinary foundations of education)	Demonstrates a beginning (minimum), and general awareness and appreciation of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis (e.g., can identify and summarize the essential or core ideas, concepts and theories.)	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding of one or more of the disciplinary foundations as related to the interpretive study of the social and cultural contexts and complexities of educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication.)
Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases as related to the interpretive study of educational phenomenon and/or praxis.	Exhibits little or no interests in developing the critical/analytical skills and understanding for using the interpretive modes of educational inquiry as related to one or more of the disciplinary foundations knowledge bases.	Exhibits appreciation for developing the critical/analytical skills and understanding necessary for using interpretive modes of educational inquiry related to the disciplinary foundations knowledge bases.	Demonstrates an exceptional and sophisticated ability to critically/analytically use interpretive modes of educational inquiry to develop systematic logical argument(s) and synthesis issues and ideas related to one or more of the disciplinary foundations of education knowledge bases.
Understand the theoretical significance of past and present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.	Exhibits little or no appreciation for past and present ideas, theories and/or intellectual traditions in one or more of the disciplinary foundations of education as it relates to the interpretive study of educational phenomenon and/or praxis.	Exhibits appreciation for the past and present ideas in the interpretive study of educational phenomenon and/or praxis as related to one or more of the disciplinary foundations knowledge bases. (e.g., desires to make connections between past and/or present theories and/or intellectual traditions)	Demonstrates an exceptional and sophisticated appreciation of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis (e.g., exhibits an extraordinary desire to creatively, critically and systematically interpret the connections between past and/or present theories and/or intellectual traditions.

Prepared by Stephen Haymes June 5, 2002

SOE STANDARD -- 2 Transformation
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Transformation: Demonstrates an understanding of the human transformative dimension of educational phenomenon and/or praxis at the level of the self and/or the social.

	DOES NOT MEET	MEETS	EXCEEDS)
Understand theoretical frame-works that inform an understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social, as related to the dynamics of class, ethnicity, gender, race, and/or sexuality, as well as other cultural contexts.	Understands in a limited or perfunctory way theoretical frameworks of human transformation in social and cultural contexts as related to educational phenomenon and/or praxis (e.g., no appreciation for the educational study of human transformation in social and cultural contexts.	Demonstrates a beginning (minimum), and general awareness and appreciation for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis (e.g., exhibits an appreciation and desire to know; can identify and summarize the essential or core ideas, concepts and theories as related to the educational study of human transformation in social and cultural contexts.	Demonstrates exceptional and sophisticated appreciation, clarity, creativity and critical/analytical understanding for theoretical frameworks of human transformation in social and cultural context as related to educational phenomenon and/or praxis. (e.g., exhibits analytical sophistication and exceptional appreciation for the educational study of human transformation in social and cultural contexts)
Understand the relationship between the organizing principles of a social order and educational phenomenon, and/or praxis the influence of that relationship on human self and/or social transformation.	Exhibits little or no interests in developing the ability and critical/analytical skills necessary to understand and appreciate the organizing principles influencing the educational dynamics of human transformation.	Exhibits appreciation for developing the ability and critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.	Demonstrates an exceptional and sophisticated ability and use of critical/analytical skills necessary to understand the organizing principles influencing the educational dynamics of human transformation.

Prepared by Stephen Haymes, June 5, 2002

SOE STANDARD --3 Identity Development
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Identity Development. Understands the sociocultural process of human development over the lifespan and historical time, the dynamic of identity construction through interpersonal and societal relations, and the role of individual agency and collective action in bringing about personal and social transformation.

	DOES NOT MEET	MEETS	EXCEEDS)
Understands the social and psychological dimensions of human development within, both ontogenetically and phylogenetically.	Demonstrates a limited (rote) understanding of the social and cultural dimensions of human development. Exhibits limited ability or an unwillingness to engage new ideas, theories, and concepts, or to consider the ways in which social, cultural and institutional factors shape human development.	Demonstrates a basic understanding of human development as a social, psychological, and cultural process within and across generations (e.g. articulates and compares focal theoretical perspectives, their implications, and limitations).	Demonstrates a profound understanding of the social, psychological, and cultural dimensions of human development within the lifespan and across historical time. Poses thoughtful, insightful questions and initiates analytical, theoretically grounded, interdisciplinary inquiry to examine and address complex issues regarding human life.
Understands that social institutions and relations of power and privilege frame the processes of human development and the construction of the discipline itself.	Demonstrates a limited interest in or understanding of the role of power and privilege in the construction of identities and the processes of human growth and change. Demonstrates an inability to consider, embrace, or systematically challenge new ideas through written inquiry, analysis, or discussion, or debate.	Demonstrates a basic, minimal understanding of the role of social institutions and power relationships in constructing/ contesting identities and processes of human development. Has a beginning appreciation for the sociological dimensions as well as the psychological dimensions of human development.	Demonstrates a broad-based understanding of the complex role of institutions and societal relations of power and privilege in the construction of identities and in shaping multiple aspects of human growth and change. Demonstrates a sophistication in interrogating and synthesizing the multifaceted and complex interdependent relationship between the individual and social dimensions of human thought and activity.
Understands the interdependent nature/construction of dimensions of identity, e.g. race, social class, ethnicity, gender, sexuality.	Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity. Displays an inability or unwillingness to be self-reflexive or develop the skills/tools to understand the significance of dimensions of identity.	Demonstrates understanding and appreciation of dimensions of identity, e.g. race, social class, and gender as interdependent social constructions that are forged in the context of sociohistorical relationships.	Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize identificatory meanings, lived experiences and institutional practices that inform concepts and representations of the self and other.

Understands the complexity of processes of human growth and change.	Demonstrates little understanding of or is unable to grasp the sociocultural or historical nature of the process of identity formation, e.g. is unable to simultaneously consider individual-psychological and the social-relational nature of human growth and change.	Demonstrates a self-reflective understanding of identity as a sociocultural, historical process of meaning-making on the individual and social level.	Demonstrates a deep, self-reflective understanding of the sociocultural and historical process of identity formation. Exhibits an ability to analyze and examine the complex relationship between maturational processes at the individual level and socio-historical processes at the societal level.
Understands the role of institutions and individual agency in shaping and contesting identity constructions in the in the context of social relations.	Demonstrates a limited understanding of the role of institutions or societal structures in the construction of individual and social identities.	Demonstrates a basic understanding of the role of institutions and human agency in identity construction processes.	Demonstrates an understanding of the role of human agency and institutions in processes of identity construction that promote personal and social transformation. Illustrates an interest in and commitment to critically examine and interpret theoretical perspectives, institutional policy and social practice as they inform the construction and negotiation of identities.
Understands and appreciates issues of difference and multivocality in the educational process as they challenge identificatory formations that support social inequity and thwart human growth and change.	Demonstrates a limited or no understanding of difference or multivocality in education and the importance of social equity in promoting human growth and change.	Demonstrates an understanding of difference and multivocality in education in promoting social equity and human growth and change, e.g. curriculum, policy, professional practice.	Demonstrates a profound understanding of difference and multivocality in multiple educational sites in promoting/inhibiting human growth and change. Values and demonstrates the ability to interpret and synthesize a multiplicity of voices and theoretical perspectives and to consider their implications for educational policy and practice

SOE STANDARD – 4 Understanding Difference
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Understanding Difference. Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of possibilities for all youth irrespective of differences.

	DOES NOT MEET	MEETS	EXCEEDS)
Understands that social relations of race, ethnicity, gender, social class, and sexuality as relations of power and privilege that serve the interests of dominant groups and marginalize others.	Demonstrates a limited understanding of the social constructs of race, social class, and gender, and are unable to grasp the hierarchical relationships in society that institutionalizes privileged positions for some and marginalized positions for others.	Understands that race, social class, gender and other dimensions of identity are social constructs that grow out of relations of power that privilege some and marginalize others.	Demonstrates a broad understanding of and ability to examine the multiple expressions of societal relations of power and privilege that historically frame the constructs of race, social class, gender, etc. and frame the lived experiences of individuals and dynamics amongst groups within/across institutions and national boundaries.
Understands that individuals negotiate multiple dimensions of identity that are informed by and frame their lived experience and social position across social contexts.	Demonstrates a limited understanding of the relationship between an individual's or group's lived experience and social position as it contributes to the interdependent individual and social identities constructed.	Understands that identity construction processes mutually inform individuals' lived experience and social position across social contexts.	Demonstrates an understanding of the complex the relationship between the construction of social identities, individuals' lived experiences and perceptions, and the relative positions of power and privilege of marginalized/dominant groups that reaffirm/ contest the identificatory constructs. Understands the contradictory and complex negotiations of meaning that are interdependently created through an individuals' and groups' lived experience and social position.
Understands that educational contexts can promote particular constructs of identity that can facilitate/inhibit individual and collective expressions of difference, and reinforce relations of power and social inequity.	Demonstrates a limited understanding of and interest in the role of educational institutions and pedagogical practices in the construction of dimensions of identity and a limited understanding of the role of social constructs in maintenance/ disruption of relations of social inequity.	Understands that educational contexts are instrumental in the construction of identities, that these constructs inform individual/ collective expressions of/reactions to individual/collective difference, and can reinforce social hierarchies of power.	Demonstrates an understanding of the complex and multifaceted role of social institutions, pedagogical practices and structures of power, in constructing identities and promoting ideological formations that mutually reinforce/contest hierarchical social relations in educational and other institutions, both nationally and globally.

READING SPECIALIST STANDARD -- 5. Foundations of Reading
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Foundations of Reading. Analyzes and critiques the psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction, and recounts developments in the history of reading.

	Does Not Meet	Meets	Exceeds
Theoretical Models of Learning	Exhibits little or no understanding about theoretical models learning and their relevance to reading education and reading disabilities.	Exhibits ability to compare and contrast theoretical models of learning and relate their relevance to reading education and reading disabilities.	Demonstrates an exceptional ability to compare and contrast theoretical models of learning and relate how they impact reading education and reading disabilities.
Human Development	Exhibits little or no understanding about human development and its effect on reading instruction.	Demonstrates awareness about human development and its effect on reading instruction.	Exhibits an exceptional ability to understand human development and its effect on reading instruction.
Cultural, Linguistic, and Ethnic Differences	Exhibits little or no understanding about the effects of cultural, linguistic, and ethnic differences on literacy development.	Demonstrates awareness about the effects of cultural, linguistic, and ethnic differences on literacy development.	Exhibits an exceptional ability to understand the effects of cultural, linguistic, and ethnic differences on literacy development.
History of Reading	Exhibits little or no understanding about the history of reading and its relevance to current reading theory and practice.	Demonstrates awareness of the history of reading and its relevance to current reading theory and practice.	Demonstrates an exceptional awareness and knowledge of the history of reading and its relevance to current reading theory and practice.

READING SPECIALIST STANDARD -- 6. Inquiry & Reading Research.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Inquiry & Reading Research. Accesses and summarizes seminal reading studies and articulates how these studies impacted reading instruction.

	Does Not Meet	**Meets**	**Exceeds**
Value of inquiry	Is reluctant to read or conduct research, expressing little understanding of its value in educational practice or professional growth	Explains the value of reading and conducting research in educational practice and professional growth	Reads or conducts research with clear enthusiasm , expressing a heightened awareness of its value in educational practice and professional growth
Key questions, findings, trends, and controversies	Explanation and/or use of key questions, findings, trends, and controversies that inform the design, collection, and analysis of research in reading education is inadequate or incorrect	Explains and uses key questions, findings, trends, and controversies that inform the design, collection, and analysis of research in reading education	Explanation and use of key questions, findings, trends, and controversies that inform the design, collection, and analysis of research in reading education is skillful, thorough, and detailed
Evaluation of existing research	Ability to access, summarize, evaluate, or communicate existing research in reading education is superficial, inaccurate, or inappropriate	Accesses, summarizes, evaluates, and communicates existing research in reading education accurately and appropriately.	Ability to access, summarize, evaluate, or communicate existing research in reading education is accurate, insightful, and demonstrates application of strong critical thinking skills
Research and practice	Articulation of the research that grounds their practice and /or application of research to decisions about reading assessment, curriculum, instruction, materials, and programs is poorly thought out, inappropriate or ineffective	Appropriately articulates the research that grounds their practice and applies research to decisions about reading assessment, curriculum, instruction, materials, and programs	Clearly and thoughtfully articulates the research that grounds their practice and applies research to decisions about reading assessment, curriculum, instruction, materials, and programs in ways that are highly effective and/or creative
Designing and promoting inquiry in educational settings	Design and/or conduct of inquiry in reading education on an independent basis is superficial, incorrect, and/or not built on existing theoretical frameworks	Designs/conducts meaningful inquiry in reading education on an independent basis that builds on existing theoretical frameworks	Design and/or conduct of inquiry in reading education on an independent basis is highly appropriate and firmly built on a thorough knowledge of existing theoretical frameworks. Promotes and facilitates teacher research and classroom inquiry.

Use of technology in research	Demonstrates minimal familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in reading education is minimal or inappropriate	Demonstrates familiarity with a range of technological resources that support educational inquiry and accesses appropriate technology resources when conducting research in reading education	Demonstrates thorough familiarity with a range of technological resources that support educational inquiry and use of technology when conducting research in reading education is highly appropriate and effective

READING SPECIALIST STANDARD --7. Oral Language Development.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Oral Language Development. Knows and analyzes the theories and research in the field of oral language development and the variations related to culture and linguistic diversity.

	Does Not Meet	Meets	Exceeds
Oral Language Components	Knowledge of the basic components of oral language (phonology, semantics, morphology/syntax, and pragmatics), their developmental sequence, and/or theoretical/ research base is inadequate	Knows the basic components of oral language (phonology, semantics, morphology/syntax, and pragmatics), their developmental sequence, and theoretical/ research base	Knowledge of the basic components of oral language (phonology, semantics, morphology/syntax, and pragmatics), their developmental sequence, and/or theoretical/ research base is both broad and deep.
Oral Language and Literacy	Understanding of the relationships of basic oral language components to literacy development, and/or the relationships between oral language and written language learning is inadequate	Understands the relationships of basic oral language components to literacy development, and the relationships between oral language and written language learning	Understands the relationships of basic oral language components to literacy development, and the relationships between oral language and written language learning with thoroughness and insight and applies that understanding to assessment of oral and written language
Oral Language Differences	Awareness and appreciation of linguistic diversity and/or the implications of dialect and language differences for literacy development are inadequate	Awareness and appreciation of linguistic diversity as well as the implications of dialect and language differences for literacy development	Awareness and appreciation of linguistic diversity as well as the implications of dialect and language differences for literacy development are thorough and sensitively applied to assessment of oral and written language
Oral Language Skills	Demonstrates poor oral and written language skills	Demonstrates appropriate oral and written language skills	Demonstrates excellent language skills sensitive listener, articulate speaker and writer

READING SPECIALIST STANDARD --8. Reading Development.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Reading Development. Knows and analyzes the theories, research, and course of reading development and the variations related to culture and linguistic diversity.

	Does Not Meet	Meets	Exceeds
Literacy Development	Summarization of literacy development and variations among individual readers is insufficient or inaccurate.	Demonstrates an adequate ability to summarize literacy development and variations among individual readers.	Exhibits an exceptional ability to summarize literacy development and describe its variations among individual readers.
Appropriate Practices	Use of appropriate practices, including technology, for learners at various stages of literacy development and with cultural, linguistic, or ethnic differences is insufficient or inappropriate.	Demonstrates ability to implement appropriate practices, including technology, for learners at various stages of literacy development and with cultural, linguistic, or ethnic differences.	Exhibits an exceptional ability to implement appropriate and effective practices, including technology, for learners at various stages of literacy development and with cultural, linguistic, or ethnic differences.
Oral and Silent Reading	Exhibits little or no understanding about the relationship between oral and silent reading.	Exhibits understanding about the relationship between oral and silent reading.	Demonstrates an exceptional ability to understand the relationship between oral and silent reading

READING SPECIALIST STANDARD -- 9. Major Components of Reading.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Major Components of Reading. Understands the major components of reading and determines if students are appropriately integrating the components in fluent reading.

	Does Not Meet	Meets	Exceeds
Components of Reading	Understanding of major components of reading instruction (e.g., phonemic awareness, word identification, vocabulary knowledge, text comprehension) is limited or incorrect	Exhibits understanding of major components of reading instruction (e.g., phonemic awareness, word identification, vocabulary knowledge, text comprehension)	Demonstrates an exceptional understanding of the major components of reading instruction (e.g., phonemic awareness, word identification, vocabulary knowledge, text comprehension)
Integrating Components of Reading	Use of the components of reading for lesson planning is inadequate	Uses the components of reading to plan appropriate reading instruction.	Uses all of the components of reading to plan highly effective and meaningful reading instruction.
Student Strengths and Weaknesses	Identification of students' strengths and weaknesses in relation to the various reading components and/or determination if students are appropriately integrating the components in fluent reading is limited or inaccurate	Identifies students' strengths and weaknesses in relation to the various reading components and determines if students are appropriately integrating the components in fluent reading.	Identification of students' strengths and weaknesses in relation to the various reading components and/or determination if students are appropriately integrating the components in fluent reading is insightful and highly accurate
Integrating Language Arts	Provision of opportunities to integrate reading, writing, listening, and speaking, and/or use of reading strategies and language arts activities (e.g., readers' theater, choral reading, word play, games, and other oral language arts activities) in lesson planning is inadequate or insufficient.	Demonstrates ability to provide students with opportunities to integrate reading, writing, listening, and speaking, and use language arts activities (e.g., readers' theater, choral reading, word play, games, and other oral language arts activities) to plan effective reading lessons.	Provides highly effective opportunities to integrate reading, writing, listening, and speaking, and demonstrates an exceptional ability to use a variety of language arts activities (e.g., readers' theater, choral reading, word play, games, and other oral language arts activities) to plan creative, effective, and meaningful reading lessons.

READING SPECIALIST STANDARD -- 10. Instructional Grouping
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Instructional Grouping. Uses appropriate instructional grouping options to promote acquisition of literacy.

	Does Not Meet	**Meets**	**Exceeds**
Grouping Options	Knowledge of theory and best practice regarding a variety of literacy grouping options (individual, small-group, whole class, computer-based) is limited or inaccurate	Knows theory and best practice regarding a variety of literacy grouping options (individual, small-group, whole class, computer-based)	Knowledge of theory and best practice regarding a variety of literacy grouping options (individual, small-group, whole class, computer-based) thorough and detailed.
Flexibility	Appreciation of the value of grouping and the need for flexible literacy grouping strategies is minimal or reluctant	Appreciates the value of grouping and the need for flexible literacy grouping strategies	Appreciation of the value of grouping and the need for flexible literacy grouping strategies is strong and pro-active
Implementing Groups	Planning, organization and/or implementation of grouping for a variety of literacy activities that meet the needs of diverse students is insufficient, ineffective, or inappropriate	Plans, organizes and implements effective grouping for a variety of literacy activities that meet the needs of diverse students	Planning, organization and implementation of grouping for a variety of literacy activities that meet the needs of diverse students is careful, detailed, and highly effective and may be creative or innovative
Group Skills	Modeling and scaffolds group skills for students is inadequate or inappropriate	Models and scaffolds group skills for students	Modeling and scaffolds group skills for students is inadequate or inappropriate highly effective and may be creative or innovative

READING SPECIALIST STANDARD -- 11.   Integrating Literacy Across the Curriculum.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Integrating Literacy Across the Curriculum. Uses a wide range of instructional practices and supports to promote the integration of literacy across the curriculum..

	Does Not Meet	**Meets**	**Exceeds**
Theory and Relevance	Understanding of the theory, relevance, and best practice of integrating literacy across the curriculum is limited or inaccurate	Understands the theory, relevance, and best practice of integrating literacy across the curriculum	Understanding of the theory, relevance, and best practice of integrating literacy across the curriculum is accurate, thorough, and highly detailed
Making Connections	Providing opportunities and/or teaching students to make connections between a wide variety of literature and contemporary and historical economic, social, and political events, issues, and perspectives is insufficient, inappropriate, or of limited effectiveness	Provides opportunities and teaches students to make connections between a wide variety of literature and contemporary and historical economic, social, and political events, issues, and perspectives	Providing opportunities and/or teaching students to make connections between a wide variety of literature and contemporary and historical economic, social, and political events, issues, and perspectives careful, detailed, and highly effective and may be creative or innovative
Teaching Integrated Units	Planning and/or teaching of integrated units that recognize the expectations of different subject areas and encourage inquiry using multiple sources of information is insufficient, inappropriate, or of limited effectiveness	Plans and teaches integrated units that recognize the expectations of different subject areas and encourage inquiry using multiple sources of information	Planning and/or teaching of integrated units that recognize the expectations of different subject areas and encourage inquiry using multiple sources of information is careful, detailed, and highly effective and may be creative or innovative
Curricular Materials	Selecting and providing a variety of appropriate fiction and non-fictional instructional materials that are relevant to various disciplines is inadequate or inappropriate	Selects and provides a variety of appropriate fiction and non-fictional instructional materials that are relevant to various disciplines	Selects and provides a wide variety of appropriate fiction and non-fictional instructional materials that are highly relevant to various disciplines and very well suited to the reading level, interests, and needs of individual students.

READING SPECIALIST STANDARD --12. Effective Reading Instruction.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Effective Reading Instruction. Plans and uses appropriate, effective instructional practices.

	Does Not Meet	**Meets**	**Exceeds**
Scope and Sequence	Uses the scope and sequence for reading instruction at all levels (K-12) and state and national literacy learning goals inadequately or inappropriately when planning literacy instruction	Uses the scope and sequence for reading instruction at all levels (K-12) and state and national literacy learning goals when planning literacy instruction	Uses the scope and sequence for reading instruction at all levels (K-12) and state and national literacy learning goals carefully, thoroughly, and consistently when planning literacy instruction and helps students understand their goals
Oral language and written language	Has minimal understanding of the relationship of oral and written language and/or uses insufficient or inadequate oral language activities to promote reading and writing, and vice-versa	Understands the relationship of oral and written language and uses oral language activities to promote reading and writing, and vice-versa	Has thorough and detailed understanding of the relationship of oral and written language and uses creative and/or highly effective oral language activities to promote reading and writing, and vice-versa
Instructional Strategies	Uses insufficient or inappropriate strategies for developing all aspects of literacy (phonemic awareness, decoding, vocabulary, comprehension, fluency, written language, spelling)	Uses appropriate strategies for developing all aspects of literacy (phonemic awareness, decoding, vocabulary, comprehension, fluency, written language, spelling)	Uses highly appropriate and effective strategies for developing all aspects of literacy (phonemic awareness, decoding, vocabulary, comprehension, fluency, written language, spelling)
Analysis of Reading Practices	Analysis of reading strategies and practices is superficial and/or displays limited ability to select, evaluate, or modifies them as needed	Critically analyzes reading strategies and practices and selects, evaluates, and modifies them as needed	Critical analysis of reading strategies and practices is proactive and thorough, facilitating the highly effective selection, evaluation, and modification of them as needed
Individualizing Instruction	Differentiation and adjustment of reading instruction to meet the needs of diverse learners (gifted, learning disabled, LEP, non-standard dialect) is insufficient or inappropriate	Differentiates and adjusts reading instruction to meet the needs of diverse learners (gifted, learning disabled, LEP, non-standard dialect)	Differentiation and adjustment of reading instruction to meet the needs of diverse learners (gifted, learning disabled, LEP, non-standard dialect) is proactive and highly effective
Positive Effect on Student Learning	Positive effect on students literacy skills is insufficient	Has a positive effect on students literacy skills	Has a strongly positive effect on students literacy skills and helps students track progress

READING SPECIALIST STANDARD --13.   Instructional Resources.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Instructional Resources.   Evaluates, selects, secures and manages instructional resources

	Does Not Meet	Meets	Exceeds
Knowledge of Resources	Displays minimal awareness and understanding of current, appropriate resources and/or how to use them	Knows or has seen and used basic resources including trade books, basal readers, magazines, predictable and decodable texts, and electronic media.	Knows and has used the most current and appropriate resources including trade books, basal readers, magazines, predictable and decodable texts, and electronic media. to support effective reading programs
Funding	Demonstrates little awareness of funding sources and/or how to access them	Demonstrates awareness of funding sources and knowledge of strategies to access them	Accesses and uses funding sources successfully to support reading programs
Evaluation and Selection of Instructional Materials	Analysis of resource needs is inadequate or inaccurate and/or evaluation and selection, of resources is not always effective in meeting the range of student and teacher needs	Analyzes needs and evaluates and selects adequate resources to meet needs of most teachers and students with various developmental levels, cultural/linguistic backgrounds and special needs	Analysis of program needs is thorough and highly accurate; evaluation, selection of resources to meet needs of all teachers and students with various developmental levels, cultural/linguistic backgrounds and special needs is highly effective
Managing Resources	Displays limited ability to guide the securing and organizing of instructional resources and/or to coordinate efficient access to instructional materials school-wide.	Guides the securing and organizing of instructional resources and coordinates efficient access to instructional materials school-wide.	Guides the securing and organizing of instructional resources and coordinates access to instructional materials school-wide in ways that are highly effective and efficient

READING SPECIALIST STANDARD --14. Support for Teachers: Effective Instruction
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Support for Teachers: Effective Instruction. Assists teachers to understand and use research-based practices and materials for effective literacy instruction

Support for Instructional Grouping	Assisting teachers to use flexible grouping strategies to meet the needs of diverse students and/or evidence-based rationale is limited or inappropriate	Assists teachers to use flexible grouping strategies to meet the needs of diverse students explains evidence-based rationale for selecting/changing instructional grouping options	Assisting teachers to use flexible grouping strategies to meet the needs of diverse students and evidence based rationale for selecting/changing grouping options is pro-active, strongly supportive and highly effective
Support for Integrating Literacy Across the Curriculum	Modeling of best instructional practices for integrating reading and writing across the curriculum to support teachers/ paraprofessionals is inadequate or inappropriate	Models best instructional practices for integrating reading and writing across the curriculum to support teachers/ paraprofessionals	Modeling of best instructional practices for integrating reading and writing across the curriculum to support teachers/ paraprofessionals is clear, thorough, and highly effective
Support for Effective Instructional Practices	Explanations of evidence-based rationale and/or modeling of best instructional practices, approaches and methods, including technology are inadequate and/or assistance for teachers to select appropriate instructional practices is limited	Explains evidence-based rationale for and models best instructional practices, approaches and methods, including technology and helps teachers select appropriate instructional practices	Explanations of evidence-based rationale for instructional practices are exceptionally clear and thorough, modeling of best instructional practices, approaches and methods, including technology are highly effective and assistance for teachers to select appropriate instructional practices is proactive and highly appropriate
Support for Instructional Materials	Assistance for teachers in selecting appropriate textbooks, software, and other instructional materials are limited and/or demonstration of their use is inadequate or inappropriate	Assists teachers in selecting appropriate textbooks, software, and other instructional materials and demonstrates their use	Provides exceptionally thorough and helpful assistance to teachers in selecting appropriate textbooks, software, and other instructional materials and is highly effective in demonstrating their use

READING SPECIALIST STANDARD --15 Curriculum Design.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Curriculum Design. Provides leadership in literacy curriculum design and implementation and communicates with wider audiences for instructional and accountability purposes.

	Does Not Meet	**Meets**	**Exceeds**
State and National Educational Standards	Knowledge of relevant State and national educational standards relevant to reading education is limited or inaccurate	Displays basic knowledge of relevant State and national educational standards relevant to reading education	Knowledge of relevant State and national educational standards relevant to reading education is thorough and highly accurate
Evaluation of Reading Curriculum	Demonstrates minimal or inaccurate knowledge of exemplary reading programs and practices and/or limited understanding about evaluating curriculum materials relevant to reading	Demonstrates adequate knowledge of exemplary programs & practices and guidelines for evaluation of curriculum materials and technology relevant to reading	Demonstrates extensive knowledge of exemplary reading programs and practices as well as guidelines for evaluation of curriculum materials and technology relevant to reading
Developing and Implementing Reading Curriculum	Development and implementation of reading curriculum and the school improvement plan is inadequate or inappropriate	Development and implementation of reading curriculum and the school improvement plan is appropriate	Development and implementation of reading curriculum and the school improvement plan is extensive and highly effective
Collaboration	Displays minimal or inappropriate collaboration with other professionals in matters pertaining to reading instruction including assessment, planning, and teaching.	Collaboration with colleagues to discuss assessment, reading instruction, and planning as appropriate	Collaboration with colleagues to assess, plan, and improve reading instruction is pro-active and highly effective
Use of School-Wide Assessments	Use of school-wide assessment data to design, implement, and evaluate school reading programs is limited or inappropriate	Uses school-wide assessment data to design, implement, and evaluate school reading programs	Uses school-wide assessment data to design, implement, and evaluate school reading programs is thorough, very well planned and highly effective
Communication with Larger Audiences	Communication of school-wide reading/ writing assessment data to wider audiences for instructional and accountability purposes is insufficient or inaccurate	Communicates school-wide reading/ writing assessment data to wider audiences for instructional and accountability purposes	Communication of school-wide reading/ writing assessment data to wider audiences for instructional and accountability purposes is completely accurate, thorough but concise, and highly effective

READING SPECIALIST STANDARD --16. Assessment Tools.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Assessment Tools.   Knows, administers, and interprets a wide range of assessment tools.

	Does Not Meet	**Meets**	**Exceeds**
Assessment tools	Uses a limited range of assessment tools and practices (individual, and group measures, observation, parent interviews, and screening measures, informal and formal measures, technology) to assess cognitive abilities, oral language, and multiple aspects of reading and writing	Uses an appropriate range of assessment tools and practices (individual, and group measures, observation, parent interviews, and screening measures, informal and formal measures, technology) to assess cognitive abilities, oral language, and multiple aspects of reading and writing	Uses a very wide range of assessment tools and practices (individual, and group measures, observation, parent interviews, and screening measures, informal and formal measures, technology) that are extremely well-chosen to assess cognitive abilities, oral language, and multiple aspects of reading and writing
Test construction	Understanding of test construction and psychometric properties of various tests is inadequate and/or application to the evaluation of assessment instruments is inadequate or inaccurate	Understands the basics of test construction and psychometric properties of various tests, applying this understanding to evaluate the technical quality of assessment instruments	Demonstrates an understanding of test construction and psychometric properties of various tests that is exceptionally thorough and detailed, and can accurately evaluate the technical quality of assessment instruments
Administration and Scoring	Administers and scores assessments with limited professionalism and/or accuracy	Administers and scores assessments with professionalism and accuracy	Administration and scoring of assessments is highly effective, professional, and error-free
Adapting Assessment	Demonstrates insufficient understanding of when and how to adapt assessment for students with disabilities, including uses of assistive technology	Understands when and how to adapt assessment for students with disabilities, including uses of assistive technology	Demonstrates a thorough understanding of when and how to adapt assessment for students with disabilities, including uses of assistive technology

READING SPECIALIST STANDARD --17. Individual Assessment.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Individual Assessment.   Conducts literacy assessments and determines individual proficiencies and difficulties, locating students on a developmental continuum.

	Does Not Meet	Meets	Exceeds
Ethics of Assessment	Commitment to high standards of ethics, and professionalism in assessment including maintenance of confidentiality is reluctant or minimal	Is committed to high standards of ethics, and professionalism in assessment including maintenance of confidentiality	Committed to high standards of ethics, and professionalism in assessment including maintenance of confidentiality is exceptionally strong and evident in all assessment activities
Variety of Assessment Measures	Recognizes the complexity of literacy development only minimally. Does not use a variety of measures or one or more of the following: phonemic awareness, print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, reading level, motivation, and interests and/or selected measures are inappropriate	Recognizes the complexity of literacy development by using a variety of formal and informal measures including observation and a model of literacy diagnosis that includes phonemic awareness, print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, reading level, motivation, and interests	Recognizes the complexity of literacy development by using a model of literacy diagnosis that includes a wide variety of very well-chosen and effective measures of phonemic awareness, print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self-monitoring, reading level, motivation, and interests
Individual Assessment	Determination of strengths and needs of individual students in all areas of literacy as well as reading level is superficial or ineffective	Determines strengths and needs of individual students in all areas of literacy as well as reading level	Determination of strengths and needs of individual students in all areas of literacy as well as reading level is based on a thorough analysis and sound conclusions are drawn from multiple sources of evidence
Individual Differences	Consideration, interpretation and/or adaptation of assessment of in terms of individual cultural, linguistic, and ethnic differences is minimal or inappropriate	Considers, interprets, and adapts assessment in terms of individual cultural, linguistic, and ethnic differences	Consideration, interpretation, and adaptation of assessment in terms of individual cultural, linguistic, and ethnic differences are highly appropriate and sensitive to student and family norms
Recommendations	Develops minimal or inappropriate educational recommendations for students with learning problems related to literacy, including referral to various special services	Develops educational recommendations for students with learning problems related to literacy, including referral to various special services	Recommendations, including referral to various special services, are thorough and clearly based on diagnostic data, take into account students strengths, needs, and interests, are connected to appropriate learning goals, and provide sufficient detail

| | | | for others to carry them out. |

READING SPECIALIST STANDARD --18. Use of Assessment for Instruction.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Use of Assessment for Instruction. Interprets and uses assessment information to plan, evaluate, and revise instruction.

	Does Not Meet	**Meets**	**Exceeds**
Cognition and Literacy	Knowledge of relationships of cognitive strengths and weaknesses to reading and writing difficulties is limited and/or use of this knowledge to interpret assessment results and student behavior is inadequate or inaccurate	Knows relationships of cognitive strengths and weaknesses to reading and writing difficulties and uses this knowledge to interpret assessment results and student behavior	Knowledge of relationships of cognitive strengths and weaknesses to reading and writing difficulties is thorough; use of this knowledge to interpret assessment results is insightful and highly effective in understanding student performance
Interpreting Assessment	Interpretation of results of formal and informal assessments and reports is superficial or inaccurate and extension of assessment through diagnostic teaching is inadequate or inappropriate	Interprets results of formal and informal assessments and reports and extends assessment through diagnostic teaching	Interpretation of results of formal and informal assessments and reports is insightful and highly accurate and extension of assessment through diagnostic teaching is very well-planned and appropriate
Use of Assessment in Planning	Use of assessment data to plan instructional interventions or services for students with reading problems is insufficient or inappropriate and/or collaboration is ineffective.	Working collaboratively with others, uses assessment data to plan instructional interventions or services for students with reading problems	Collaborative use of assessment data to plan instructional interventions or services for students with reading problems is highly effective and intervention is carefully based on students' cognitive strengths and weaknesses
Assessment Cycle	Use of assessment results to monitor and revise instruction for all students within an assessment/instruction cycle is inadequate or inappropriate	Uses assessment results to monitor and revise effective instruction for all students within an assessment/instruction cycle	Use of assessment results to monitor and revise instruction for all students within an assessment/instruction cycle is highly appropriate, effective, accurate, and thorough.

READING SPECIALIST STANDARD --19. Communication of Assessment Results
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Communication of Assessment Results. Effectively communicates results of assessment to students, parents, and colleagues.

	Does Not Meet	**Meets**	**Exceeds**
Interpreting Results for Parents	Summary, interpretation, and/or oral explanation of diagnostic information (student's profile) for parents is inaccurate, superficial, or inappropriate	Accurately summarizes, interprets, and orally explains diagnostic information (student's profile) for parents	Summary, interpretation, and/or oral explanation of diagnostic information (student's profile) for parents is completely accurate, thorough, careful, and highly sensitive to parents' concerns and level of understanding
Interpreting Results for Professionals	Summary, interpretation, and/or oral explanation of diagnostic information (student's profile) for classroom teachers and other specialists to assist them in planning instructional programs is inaccurate, superficial, or inappropriate .	Accurately summarizes, interprets and explains diagnostic information (student's profile) for classroom teachers and other specialists to assist them in planning instructional programs.	Summary, interpretation, and oral explanation of diagnostic information (student's profile) for classroom teachers and other specialists to assist them in planning instructional programs is completely accurate, thorough, careful, and highly sensitive to professionals' concerns and expertise.
Written Reports	Written case study reports of students with reading problems for parents and/or professionals, including recommendations for appropriate remediation, are inaccurate, superficial, inappropriate, or late	Develops written case study reports of students with reading problems appropriate for both parents and professionals, including recommendations for appropriate remediation that are accurate, well-written, and submitted on time	Written case study reports of students with reading problems appropriate for both parents and professionals, including recommendations for appropriate remediation are completely accurate, thorough but concise, and extremely well-written. and submitted on time

READING SPECIALIST STANDARD --20. Support for Teachers: Assessment
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Support for Teachers and Schools: Assessment: Assists teachers to administer, interpret, and use assessments to plan instruction

Support for Using Assessment Tools	Demonstrates limited ability to recommend and/or model a wide range of assessment tools and practices including technology to other teachers, and has difficulty training them to use the measures appropriately	Recommends and models a wide range of assessment tools and practices including technology to other teachers, training them to use them appropriately	Is highly knowledgeable and demonstrates an exceptional ability to recommend and/or model a wide range of assessment tools and practices including technology to other teachers, and is highly effective in training them to use the measures appropriately
Support for Individual Assessment	Provides minimal support for classroom teachers' assessment of individual students and ability to extend the diagnostic assessment to determine appropriate services is limited	Supports classroom teachers' assessment of individual students and extends the diagnostic assessment to determine appropriate services	Provides extensive support for classroom teachers' assessment of individual students by extending the diagnostic assessment through insightful selection and highly skillful use of additional measures to determine appropriate services
Support for Use of Assessment for Instruction	Assistance for teachers to use assessment data to plan instruction and monitor progress for all students is insufficient or inappropriate	Assists teachers to use assessment data to plan instruction and monitor progress for all students	Provides exceptionally clear and effective assistance for teachers to use assessment data to plan instruction and monitor progress for all students

READING SPECIALIST STANDARD --21. Engagement in Literacy.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Engagement in Literacy.   Uses student interests and backgrounds as a foundation for engagement in reading and writing.

	Does Not Meet	Meets	Exceeds
Communicating with Parents	Exhibits little or no understanding of how to communicate with parents about the importance of selecting literature based on interest and background.	Exhibits awareness of how to communicate with parents about the importance of selecting literature based on interest and background.	Demonstrates an exceptional ability about ways to communicate with parents about the importance of selecting literature based on interest and background.
Text Selection	Selection of texts that addresses student reading level, interest, or culture and linguistic background are inadequate or inappropriate.	Demonstrates ability to select texts that support student reading level, interest, cultural and linguistic background.	Demonstrates an exceptional ability to select texts that support individual reading levels, interests, and cultural and linguistic backgrounds.
Connecting Prior Knowledge	Encourage students to connect prior knowledge to text or to respond personally to literacy and informational materials is insufficient or inappropriate.	Exhibits ways to encourage students to respond personally to text and provides adequate opportunities for students to connect prior knowledge and experiences to what they read.	Demonstrates an exceptional ability to help students respond personally to text and provides numerous opportunities for students to connect prior knowledge to what they read.
Student Response to Literature	Encouragement of students to use a variety of responses to text (e.g., drama, art, discussion and multi-media presentations) is insufficient or inappropriate.	Encourages students to engage in some responses to text (e.g., drama, art, discussion, and multi-media presentations).	Demonstrates an exceptional ability to encourage student engagement in a wide variety of responses to text (e.g., drama, art, discussion, and multi-media.
Technology	Use of technology to stimulate an interest in literacy and literacy development is inadequate or inappropriate.	Uses technology to stimulate an interest in literacy and literacy development.	Demonstrates an exceptional ability to use technology to stimulate an interest in literacy and literacy development.

READING SPECIALIST STANDARD –22.   Reading Materials for a Literate Environment.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Reading Materials for a Literate Environment.   Selects appropriate print and non-print materials for reading that represent multiple levels, interests, and backgrounds.

	Does Not Meet	**Meets**	**Exceeds**
Children's Literature	Familiarity with literary works of enduring quality is inadequate or superficial.	Is familiar with literary works of enduring quality.	Is familiar with a wide variety of literary works of enduring quality.
Selecting Materials	Selection of reading materials that represent multiple levels, interests, and backgrounds inadequate or inappropriate.	Demonstrates ability to select a variety of appropriate reading materials that represent multiple levels, interests, and backgrounds.	Demonstrates an exceptional ability to select a wide variety of highly appropriate reading materials that represent multiple levels, interests, and backgrounds.
Literary forms and genres	Identification of quality texts based on characteristics and authors of various literary forms and genres is inadequate or inaccurate.	Exhibits ability to identify quality texts based on characteristics and authors of various literary forms and genres.	Exhibits an exceptional ability to identify quality texts based on characteristics and authors of various literary forms and genres.
Literary Elements and Writing Techniques	Understanding of the importance of literary elements and writing techniques for quality text is minimal and/or use of activities to help students identify, understand, or appreciate literature is inadequate or inappropriate.	Understands the importance of literary elements and writing techniques for quality text and uses activities to help students identify, understand, and appreciate literature.	Exhibits an exceptional ability to understand the importance of literary elements and writing techniques for quality text and uses a variety of creative activities to help students identify, understand, and appreciate literature
Estimating Readability	Estimates of readability of text are inaccurate and/or selection of literature that is inappropriate to student reading level and interest.	Exhibits an ability to estimate the readability of text and selects literature that is appropriate to student reading level and interest.	Demonstrates an exceptional ability to estimate the readability of text and selects a wide variety of literature that is appropriate to student reading level and interest.

READING SPECIALIST STANDARD --23.   Modeling Literacy.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Modeling Literacy.   Models reading and writing enthusiastically.

	Does Not Meet	**Meets**	**Exceeds**
Transmitting Values	Recognition and use of literature as a means for transmitting moral and cultural values is inadequate or inappropriate.	Demonstrates ability to recognize and use literature as a means for transmitting moral and cultural values.	Exhibits an exceptional ability to recognize and use literature as a means for transmitting moral and cultural values.
Reading Aloud	Attempts to read aloud in ways that support fluency development are inadequate or inappropriate.	Demonstrates an adequate ability to read aloud in ways that support fluency development.	Demonstrates an exceptional ability to read aloud in expressive and motivating ways that support fluency development.
Modeling Responses to Literature	Attempts to model responses to literature that enables students to make inferences, engage in critical thinking, or share perspective with peers are inadequate or inappropriate.	Demonstrates ability to model responses to literature that will enable students to make inferences, engage in critical thinking, and share perspective with peers.	Exhibits an extraordinary ability to model responses to literature that will enable students to engage in inferential and critical thinking, and share perspectives with peers.
Modeling Interpretation and Analysis	Use of think aloud to model interpretation and analysis of text is inadequate or inappropriate.	Demonstrates an adequate ability to use think aloud to model interpretation and analysis of text.	Exhibits an exceptional ability to use think aloud to model interpretation and analysis of text.

READING SPECIALIST STANDARD --24. Motivating Students to Read.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Motivating Students to Read. Uses and models methods and materials that motivate all students to read.

	Does Not Meet	**Meets**	**Exceeds**
Motivational Strategies	Use of intrinsic and/or extrinsic motivational strategies to promote literacy development is limited and/or communicates little or no enthusiasm for reading	Uses intrinsic and extrinsic motivational strategies to promote literacy development including communicating enthusiasm for reading	Use of intrinsic and extrinsic motivational strategies to promote literacy development is extensive and highly effective including communicating enthusiasm for reading
Purposes for Reading	Exposes students to only limited authentic purposes for reading and/or these are not varied enough to hold their interest so student motivation to read is limited	Motivates students to read by exposing them to authentic purposes for reading that are varied enough to hold their interest	Exposes students to many authentic purposes for reading and varies them creatively to hold their interest so students are highly motivated to read
Individual Interests	Provides insufficient or inappropriate literature and texts based for reading and/or books that are not based on student interest and reading level so students are not motivated to read	Motivates students to read by providing literature and texts based on student interest and reading level	Provides a wide variety of enticing and appropriate literature and texts based on a sound knowledge of individual student interest and reading level so they are highly motivated to read
Motivational Environment	Provides an environment that is less than positive, literature-rich, and/or physically appropriate so students are not motivated to read	Motivates students by providing an environment that is positive, literature-rich, and physically appropriate	Provides an environment that is highly positive, literature-rich, and/or physically inviting so students are highly motivated to read
Instructional Strategies	Plans and implements instruction with minimal intrinsic and/or extrinsic motivation, limited talking and writing about what is read, insufficient time for extended reading, and/or insufficient highlighting of students' work and progress	Plans and implements instruction that includes intrinsic and extrinsic motivation, talking and writing about what is read, sufficient time for extended reading, and highlighting of students' work and progress	Plans and implements instruction that includes highly effective intrinsic and/or extrinsic motivation, extensive talking and writing about what is read, sufficient time for extended reading, and enthusiastic highlighting of students' work and progress

READING SPECIALIST STANDARD --25. Support for Teachers: Literate Environment.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Support for Teachers: Literate Environment.   Supports teachers to use best practices and resources as they develop iterate environments for students.

Support for Encouraging Engagement in Literacy	Assistance to teachers/paraprofessionals to assess student interests and select materials that match the reading levels, interests, culture, and linguistic background of students is insufficient or inappropriate	Helps teachers/paraprofessionals to assess student interests and select materials that match the reading levels, interests, culture, and linguistic background of students	Provides exceptionally clear and effective assistance to teachers/paraprofessionals to assess student interests and select materials that match the reading levels, interests, culture, and linguistic background of students
Support for Using Resources for a Literate Environment	Assistance for teachers/ paraprofessionals to select books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds to create a literate environment is insufficient or inappropriate	Helps teachers/ paraprofessionals to select books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds to create a literate environment	Provides exceptional and highly effective assistance for teachers/ paraprofessionals to select books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds to create a literate environment
Modeling Best Practices	Modeling of these best practices for teachers/ paraprofessionals is limited and/or ability to help teachers model reading and writing as real, valued, life-long activities for students is inadequate or inappropriate.	Models these best practices for teachers/ paraprofessionals and assists them to model reading and writing as real, valued, life-long activities for students.	Modeling of these best practices for teachers/ paraprofessionals is enthusiastic and highly effective and ability to help teachers model reading and writing as real, valued, life-long activities for students is exceptional.
Support for Motivating Students to Read	Provides minimal assistance for teachers to plan and implement instruction that motivates readers intrinsically and extrinsically and/or explanation of the research base for best practices in motivating students to read and write is inadequate	Assists teachers to plan and implement instruction that motivates readers intrinsically and extrinsically and explains the research base for best practices in motivating students to read and write	Provides extensive and highly appropriate assistance for teachers to plan and implement instruction that motivates readers intrinsically and extrinsically and explanation of the research base for best practices in motivating students to read and write is extremely clear and effective

SOE STANDARD -26 TECHNOLOGY I
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Technology I. As appropriate for the discipline, enables students to learn about and to use technology.

	Does Not Meet	**Meets**	**Exceeds**
Commitment to using technology in education	Demonstrates little or no understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates appropriate understanding of professional responsibility in providing engaging technology-based learning opportunities for all students	Demonstrates extraordinary understanding of & commitment to providing engaging technology-based learning opportunities for all students
Knowledge of the IL Learning Standards as they relate to students learning to use/using technology in their school experiences	Demonstrates insufficient core knowledge of the IL technology-related Learning Standards & technology terminology appropriate to the certificate area	Demonstrates adequate core knowledge of the IL technology-related Learning Standards & technology terminology appropriate to the certificate area	Demonstrates extensive knowledge of the core IL technology-related Learning Standards & technology terminology appropriate to the certificate area
Incorporating appropriate hardware & software into learning experiences	Displays limited ability to plan technology-based activities that reflect accurate knowledge of hardware & software plus appropriate pedagogical approaches	Plans technology-based activities based on accurate knowledge of hardware & software plus appropriate pedagogical approaches	Technology-based activities reflect thorough, integrated knowledge of hardware & software plus appropriate pedagogical approaches
Matching appropriate technology to individual students' needs	Evidences limited or no ability to critique & use hardware & software based on students' learning needs	Adequately critiques & uses hardware & software based on students' learning needs	Highly individualizes hardware/ software content & students' use to meet individual needs & the learning situation; rationales for uses reflect keen ability to evaluate utility of the hardware &/or software for each context
Assessment of students' technology uses	Demonstrates inadequate ability to design & use assessment tools for monitoring students' growth in understanding & using technology	Designs appropriate assessment processes & procedures that monitor students' growth in understanding & using technology	Designs & integrates appropriate, multifaceted assessment tools & practices into students' engagements with technology, to monitor growth in understanding & skills

SOE STANDARD --27 TECHNOLOGY II
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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Technology II. Understands and uses technology to enhance his/her teaching

	Does Not Meet	**Meets**	**Exceeds**
Use of productivity tools for instruction or program management	Shows little or no evidence of ability to use productivity tools appropriately for instruction or program management	Appropriately uses basic productivity tools (e.g., word processing, spread sheet) for instruction or program management	Thoroughly & creatively integrates a variety of productivity tools into instruction &/or program management repertoire
Use of technology-based resources for personal professional development	Demonstrates limited skilled use of technology resources for personal professional development &/or professional communication	Appropriately uses technology resources (e.g., Internet, email, productivity tools) to research & to communicate with other professionals	Keenly chooses & skillfully uses technology-based resources for professional research & communication with the professional community
Ethical principles in exploring, using, and sharing technology resources	Demonstrates limited or superficial awareness of the ethical principles involved in using and sharing technology resources and/or does not adhere to these principles	Demonstrates appropriate awareness of and adherence to the ethical principles involved in using and sharing technology resources	Models excellence in adhering to and or expressing awareness of the ethical principles involved in using and sharing technology resources

READING SPECIALIST STANDARD -- 28. Support for Student Learning.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Dispositions for Student Learning. Displays dispositions related to supporting *all* children in literacy development and articulates theories related to the connections between teacher dispositions and student achievement.

	Does Not Meet	**Meets**	**Exceeds**
Ethical and Caring Attitude	Ethical and caring attitudes when working with students and/or believes that all students can learn are minimal or reluctant	Projects ethical and caring attitudes when working with students and believes that all students can learn	Projects strong ethical and caring attitudes when working with students and enthusiastically believes that all students can learn
Respect for All	Respect for students and their cultural and linguistic backgrounds is reluctant or inadequate	Respects students and their cultural and linguistic backgrounds	Displays deep respect, knowledge and understanding of students and their cultural and linguistic backgrounds
Support through Collaboration	Work with families, colleagues and communities to support students' learning is reluctant, minimal, or inappropriate	Works with families, colleagues and communities to support students' learning	Works sensitively and proactively with families, colleagues and communities to support students' learning
Student Success	Learning experiences, environment, and support to ensure the success of each student in reading and writing are inadequate or inappropriate	Develops learning experiences, environment, and support to ensure the success of each student in reading and writing	Develops learning experiences, environment, and support that are well-planned, thorough, and highly effective, to ensure the success of each student in reading and writing

SOE STANDARD -- 29. Reflection and Professional Development.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

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Reflection and Professional Development. Plans steps for on-going professional development, conducts study groups for school personnel, and assists teachers/paraprofessionals to implement professional development plans.

	Does Not Meet	**Meets**	**Exceeds**
Committed to Development of Knowledge for Professional Growth	Demonstrates minimal interest in reading and writing, and commitment to broadening one's knowledge by keeping current with literature and developments in the field is reluctant or minimal	Demonstrates curiosity and interest in reading and writing, and is committed to broadening one's knowledge by keeping current with literature and developments in the field	Demonstrates lively curiosity and enthusiastic interest in reading and writing, and is strongly and actively committed to broadening one's knowledge by keeping current with literature and developments in the field
Sources of Knowledge	Awareness of professional journals and other publications, professional organizations, conferences, and meetings is limited. Arrangements for membership and attendance are made reluctantly.	Is aware of professional journals and other publications, professional organizations, conferences, and meetings. Arranges membership and attendance as appropriate.	Is aware of numerous professional journals and other publications, professional organizations, conferences, and meetings and regularly refers to. Arrangements for membership and attendance demonstrate keen awareness of their value in professional development
Improving Teaching	Asks superficial or inappropriate questions related to knowledge, skills, and dispositions of teaching. Plans for finding answers and/or applications to instructional improvement are ineffective or inappropriate.	Asks appropriate questions related to knowledge, skills, and dispositions of teaching, plans strategies to find answers, and applies them to instructional improvement	Asks incisive and insightful questions related to knowledge, skills, and dispositions of teaching, plans highly efficient strategies to find answers, and effectively applies them to instructional improvement
Support for Other Professionals	Provides limited support for professional practice for self and colleagues by seeking answers to questions through study groups	Supports appropriate professional practice for self and colleagues by seeking answers to questions through study groups	Provides enthusiastic and highly effective support for appropriate professional practices for self and colleagues by seeking answers to questions through study groups
Professional Development Plans	Assistance for teachers/paraprofessionals to develop and implement personal professional development plans is inadequate or inappropriate	Assists teachers/paraprofessionals to develop and implement personal professional development plans	Assistance for teachers/paraprofessionals to develop and implement personal professional development plans is extensive, individualized and highly effective

SOE STANDARD 30.   Collaboration for Professional Growth.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Collaboration for Professional Growth.   Works with colleagues to observe, evaluate, and provide constructive feedback on each other's practice and assists teachers/ paraprofessionals as they strive to improve practice

	Does Not Meet	**Meets**	**Exceeds**
Open to Feedback	Accepts constructive peer evaluation and feedback reluctantly, and/or makes superficial or inappropriate adjustments.	Is open to constructive peer evaluation and feedback and makes adjustments as needed.	Proactively seeks constructive peer evaluation and feedback, reflects carefully on it, and makes effective adjustments as needed
Collaboration for Professional Development	Engage in minimal collaboration and dialogue with peers, mentors, and other professionals to obtain recommendations and advice on teaching practices and ideas	Engage in collaboration and dialogue with peers, mentors, and other professionals to obtain recommendations and advice on teaching practices and ideas	Proactively engage in collaboration and dialogue with peers, mentors, and other professional to obtain recommendations and advice on teaching practices and ideas
Self-Evaluation	Provides superficial or inaccurate evaluation of one's own or others' teaching practices	Provides an appropriate evaluation of one's own or others' teaching practices	Positively and constructively provides an evaluation of one's own or others' teaching practices

SOE STANDARD --31. Leadership in Professional Development Programs.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Leadership in Professional Development Programs. Exhibits leadership skills in professional development at the grade, school, or district level as they plan, implement and evaluate professional development efforts.

	Does Not Meet	Meets	Exceeds
Models of Staff Development	Displays minimal understanding of staff development models and/or ability to develop or present staff development programs	Displays basic understanding of staff development models and ability to develop and present programs and/or sessions	Is extremely knowledgeable about staff development models and very capable of designing programs, locating resources, aligning outcomes, and presenting sessions
Professional Development Activities	Provision of professional development activities for classroom or content area teachers are inadequate or inappropriate	Professional development activities are appropriate and support classroom and content area teachers	Provision of professional development activities classroom and content teachers are highly effective and reflect a significant investment of time
Models Reading Instruction	Modeling of reading instruction is inappropriate and/or is limited to identified at-risk students, usually in a pull-out format	Modeling of good reading instruction is provided primarily for special needs or at-risk students in classroom or pull-out format	Modeling of exemplary reading instruction provided to all students in a variety of settings in flexible format with support for all students and teachers
Resource to Administrators and Policymakers	Interaction with administrators or policymakers regarding reading instruction limited, inaccurate, or inappropriate	Interaction with administrators or policymakers regarding reading instruction is appropriate	Interaction with administrators and policymakers regarding reading instruction is proactive, extensive, and highly effective.
Paraprofessionals	Training or guiding paraprofessionals, tutors, or other volunteers is inadequate or inappropriate	Training or guiding of tutors, paraprofessionals or other volunteers at a basic level is appropriate	Training or guiding of tutors, paraprofessionals or volunteers is proactive, extensive, and highly effective
Professional Development Programs	Planning and/or implementation of professional development programs is inadequate or inappropriate	Planning and implementing professional development programs is appropriate	Initiation, planning, implementing, and evaluating professional development programs is proactive, extensive, and highly effective

READING SPECIALIST STANDARD --32.   Communication with Wider Audiences.
RUBRIC FOR ASSESSMENT OF ASSIGNMENTS AND PORTFOLIO ARTIFACTS

Advocacy for Literacy Education. Communicates and works with the community, administrators, and policy makers to promote effective literacy education

	Does Not Meet	**Meets**	**Exceeds**
Commitment and Advocacy	Appreciation for the value of school reading programs is minimal and/or plans/strategies for advocating for public support of school reading programs are inadequate or inappropriate	Demonstrates appreciation for the value of school reading programs by developing plans/strategies for advocating for public support	Demonstrates enthusiastic appreciation for the value of school reading programs by developing thorough and highly effective plans/strategies for advocating for public support
Community Development	Provides superficial or inappropriate community development activities related to reading curriculum to school board and/or community audiences	Provides community development activities related to reading curriculum to school board and/or community audiences	Provides creative and/or highly effective community development activities related to reading curriculum to school board and/or community audiences
Home-School Communication	Facilitation of home-school connections and parental participation in school reading programs is minimal, reluctant or superficial	Facilitates home-school connections and parental participation in school reading programs	Facilitation of home-school connections and parental participation in school reading programs is enthusiastic, highly effective, and may be creative as well
Community Communication and Public Support	Connections with community groups, agencies, and institutions to improve students' literacy are minimal or inappropriate and/or communication about reading and results of reading assessment to community members is ineffective	Makes connections with community groups, agencies, and institutions to improve students' literacy, including communicating about reading and results of reading assessment to community members	Connections with community groups, agencies, and institutions to improve students' literacy are strong and make exceptional use of community resources. Communication about reading and results of reading assessment to community members are highly effective