K-5 Instructional Materials Writing Rubric

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| **Variety** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Complexity of Tasks | * Curriculum offers a variety of tasks to meet varying levels of students
* Tasks align with requirements in CCSS
* A variety of task length with varying complexity
 | **1 2 3 4 5** |  |
| Range and Types of Tasks | * Tasks variation will follow the expectations and recommendations within the CCSS (narrative, informative/explanatory, argumentative/opinion)
* Includes a variety of writing genres
* Tasks include the writing process (plan, revise, edit, rewrite)
 | **1 2 3 4 5** |  |
| Quality of Tasks | * Content rich and well crafted
* Student tasks allow cross curricular connections
* Tasks systematically support student growth in writing development, organization, and style
 | **1 2 3 4 5** |  |
| Connection to Source | * When appropriate, questions and tasks require the use of textual evidence, including supporting valid inferences from a textual source.
 |  **1 2 3 4 5** |  |
| Scaffolding and Support | * Questions and tasks support students in writing; students engage with tasks at varying levels of rigor
* Materials offer assessments that genuinely measure progress
* Program promotes instructional strategies that reflect the GRR model
 |  **1 2 3 4 5** |  |

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| **Language** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Language | * Address grammar and language conventions of the grade-level standards
* Mirror real-world activities for practice with natural language (interviews, presentations, etc.)
* Ask students to identify erroneous patterns in usage and conventions by correcting them
* Develops understanding of figurative language, word relationships, and nuances of word meanings.
* Supports range of academic and domain-specific words and phrases
* Supports spelling instruction (grade level phonics patters, grade level appropriate morphological patterns, and regular/irregular spelling patterns).
 |  **1 2 3 4 5** |  |

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| **Teacher Resources** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Resources and Directions | * Appropriate review and practice materials
* Clear learning targets/objectives, directions, and explanations.
* Clear labeling for easy access (student and teacher texts)
* Teacher access to Tier I and II instructional materials
* Not workbook driven
 |  **1 2 3 4 5** |  |
| Layout | * Student and teacher editions are clearly laid out and user friendly
* Learning target/objective can be identified in each lesson/unit
* Materials are easy to find
 |  **1 2 3 4 5** |  |
| Organization | * Clear scope and sequence for the school year
* Materials provide useful tools for teacher way-finding
* Meaningful technology and/or home access for support materials
 |  **1 2 3 4 5** |  |

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| **Differentiation** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Differentiation | * Materials enable instruction and content to be differentiated to support all learners
* Task and texts provided are at a variety of levels
* Materials include instructional options for English language learners
* Materials include instructional options for students with disabilities
* Materials include instructional options for students exceeding grade level content and standards
 |  **1 2 3 4 5** |  |

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| **Instructional Practice** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| The big 5  | * Instructional content addresses (where appropriate):
	+ Phonemic awareness
	+ Phonics
	+ Vocabulary
	+ Fluency
	+ Comprehension
 |  **1 2 3 4 5** |  |
| Gradual Release of Responsibility and Comprehensive Literacy | * Learning targets delivered through:
	+ Write-aloud
	+ Shared writing
	+ Guided writing
	+ Independent practice
 |  **1 2 3 4 5** |  |
| Viability  | * Instructional materials and instructional strategies are compatible with K-5 literacy adoption
 |   **1 2 3 4 5** |  |
| Bias | * Materials are bias free with respect to gender, race, ethnicity, culture, religion, socio-economic status, intellectual and physical abilities.
 |  **1 2 3 4 5** |  |

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| **Assessment** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Assessment | * Materials include formative and summative assessment options designed to measure student learning
* Materials are “doable” and user-friendly
* Assessments are valid reliable measures for identified skills
 |  **1 2 3 4 5** |  |

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| **Foundational Skills** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Foundational Skills | * Materials require knowledge and acquisition of grade-level word analysis skills (encoding)
* Encourage students to use strategies to check spelling and syntax for correct usage
* Provide instruction and practice in word study (grade level morphology, decoding of multisyllabic words, and automaticity with grade-level regular and irregular spelling)
 | **1 2 3 4 5** |  |

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| **Professional Development** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Initial Training | * Publisher provides options for initial training on materials, organization, and ancillary resources related to their product
 |  **1 2 3 4 5** |  |
| Implementation Training | * Publisher provides options for follow up/ongoing training for implementation related to their product (options available in July, August, and throughout implementation year).
 | **1 2 3 4 5** |  |
| Ongoing Training | * Publisher provides options for training on instructional strategies and structures targeted to teachers’ writing instruction to promote student learning.
 | **1 2 3 4 5** |  |

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| **Speaking and Listening** |
| **Category** | **Descriptors** | **Rating** | **Comments** |
| Speaking and Listening | * Tasks demand that students engage in a range of conversation and collaboration about their written expression
	+ Students are able to develop active listening skills (note-taking, asking questions, and elaborating on remarks of others)
	+ Students must use evidence when orally presenting findings
	+ Frequent opportunities for discussion and use of academic language (given modeling and directions).
 |  **1 2 3 4 5** |  |