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** |  |