|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Analysis of Clinical Materials*** |
| **3.1** Understands and uses assessments according to their purposes, strengths, and limitations. | Effectively uses, interprets, and recommends relevant assessment tools and practices to diagnose and to comprehensively monitor student performance and learning outcomes. Provides substantial analysis of assessment data and work samples. Provides reflective evidence of reflective collaboration in coaching. | Uses, interprets, and recommends relevant assessment tools and practices to diagnose and to monitor student performance and learning outcomes. Provides analysis of assessment data and work samples. Provides consistent evidence of collaboration in coaching. | Uses and recommends relevant assessment tools and practices to diagnose and to monitor student performance and learning outcomes. Provides some analysis of assessment data and work samples. Provides evidence of some team collaboration in coaching. | Appropriate assessment tools and practices are not demonstrated. Analysis of assessment data and work samples is limited. Coaching collaboration is not evident. | **/04** |
| **3.2** Selects, administers, and interprets assessments for specific purposes. | Effectively selects, administers, and interprets assessments to examine strengths and limitations of struggling readers and writers. Systematically uses assessments to design and modify instruction and to monitor student progress. | Administers and interprets assessments to examine strengths and limitations of struggling readers and writers. Uses assessments to design instruction and to monitor student progress. | Determines strengths and limitations of instructional group. Some use of assessments to monitor student progress. | Proficiencies and limitations of students are not identified or used to monitor student progress. | **/04** |
| **3.3** Uses assessment information to plan, evaluate, and revise instruction. | Effectively analyzes multiple assessment data and utilizes results to meet individual needs. Consistently analyzes assessment data and makes judgments about specific intervention practices and response to instruction | Analyzes assessment data and utilizes results to meet group and individual needs. Effectively analyzes assessment data and makes judgments about specific intervention practices and response to intervention. | Utilizes some assessment data to meet group and individual needs. May examine assessment data and offer judgments about intervention practices and response to instruction. | Utilizes limited assessment data to meet individual needs. Does not demonstrate judgment about intervention practices and response to intervention.  | **/04** |

**EDRD 6217 Reading Practicum
Tutoring Rubric**

***IRA 2010 Standards***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Daily Log, Instructional Lessons and Materials***  |
| **2.2** Uses appropriate instructional approaches to meet the needs of diverse learners. | Effectively implements in depth instructional practices to meet the needs of diverse learners. Works effectively with colleague in peer coaching to design lessons. | Implements appropriate instructional practices to meet the needs of all learners.Provides consistent evidence of working effectively with colleague in peer coaching | Implements acceptable instructional practices to meet the needs of some learners. Provides evidence of some collaboration in peer coaching | Use of appropriate instructional practices to meet the needs of learners is not apparent. Peer coaching collaboration is not evident. | **/04** |
| **2.3** Uses a wide range of texts | Effectively implements a | Implements appropriate | Implements instructional materials | Use of instructional | **/04** |
| (narrative, expository, poetry, | range of appropriate | instructional materials to meet | to meet the needs of some learners. | materials to meet the |
| etc.), print, and online | instructional materials to | the needs of all learners. | Selects some materials that align | needs of a group of |
| resources. | meet the needs of all | Selects materials that align | with students’ reading levels, | learners is not |
| learners. Effectively selects | with individual student’s | interests, and/or diverse needs. | demonstrated. |
| materials that align with | reading levels, interests, and |  |  |
| individual student’s reading | diverse needs.  |  |  |
| levels, interests, and are |  |
| sensitive to diverse needs. |  |
|  |
|  |
| **4.2** Engages in instructional | Consistently and effectively | Effectively engages in | Demonstrates effort to implement | Practices for differentiating | **/04** |
| practices that positively impact |  engages in practices for | practices for differentiating | practices for differentiatingopportunities for differentiating | instruction and |
| students’ knowledge, beliefs, | differentiating instruction | instruction and developing | instruction and developing | developing independent |
| and engagement with features | and actively developing | independent learners.  | independent learners. Shows some | learners are not evident.  |
| of diversity. | students as independent | Appropriately uses knowledge | use of knowledge of student’s | May show minimal |
| learners. Effectively uses kknolwknowledgee | of student’s background,  | background, culture, and specific | Effort to use knowledge |
|  knowledge of student’s backgroun | culture, and specific interests | interests and learning needs. | Of student’s background,culture, interests, orlearning needs. |
| background, culture, and  | and learning needs. |
|  specific interests and |  |
|  learning needs. |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Analytic & Reflective Cycle*** |
| **1.3** Understands and demonstrates the role of professional judgment and practical knowledge for improving students’ reading development and achievement. | Effectively models fair- mindedness, empathy, and ethical behavior in teaching students and in working with other professionals. Constructively reflects through self -evaluation as an interventionist to support literacy learning and development for all learners. | Consistently displays fair- mindedness, empathy, and ethical behavior in teaching students and in working with other professionals.Reflects through self- evaluation as an interventionist to support literacy learning and development for all learners | Displays some fair-mindedness, empathy, and ethical behavior in teaching students and in working with other professionals.Reflects through some self- evaluation as an interventionist to support literacy learning and development of all learners. | Inconsistently displays fair-mindedness, empathy, and ethical behavior in teaching students and in working with other professionals. Presents limited feedback and self –evaluation as a literacy interventionist. | **/04** |
| **6.2** Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. | Effectively and consistently demonstrates and models positive dispositions toward teaching, reading/writing, and student progress. Enthusiastically and actively pursues further professional knowledge and personal goals. Consistently displays effective interpersonal communication and strong leadership skills. | Demonstrates effectively and positive dispositions toward teaching, reading/writing, and student progress. Actively pursues further professional knowledge and personal goals. Displays effective interpersonal communication and strong leadership skills.  | Shows evidence of positive dispositions toward teaching, reading/writing, and student progress. Actively pursues further professional knowledge and personal goals. Displays effective interpersonal communication and strong leadership skills | Does not yet show evidence of positive dispositions toward teaching, reading/writing, and student progress. Needs improvement of interpersonal communication and leadership skills | **/04** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***IRA Standard/Criteria*** | ***Exemplary (04)*** | ***Proficient (03)*** | ***Developing (02)*** | ***Not Met (01)*** | ***Score*** |
| ***Literate Environment***  |
| **5.1** Designs a physical | Effectively selects a range of | Selects a range of developmentally | Some books, materials, and | Books, materials, and | **/04** |
| environment to optimize | developmentally appropriate | appropriate books, materials, and | resources are available in | resources are not readily |
| students’ use of | books, materials, and resources in | resources in an inviting | the environment. Students | available. Students have |
| instructional materials and | a stimulating and inviting | environment. Materials are | have some accessibility to | limited accessibility to |
| resources. | environment. Materials are | accessible and reflect reading | materials. Some materials | materials. Materials and |
| thoughtfully and purposefully | abilities, student interests, and/or | and arrangements are | arrangements are not |
| organized to reflect reading | backgrounds. Materials and | modified to accommodate | modified to accommodate |
| abilities, student interests, and | arrangements are modified to | students’ needs. | students’ needs. |
| backgrounds. Materials and | accommodate students’ needs. |
| arrangements are effectively |
| modified to accommodate |
| students’ changing needs. |
| **5.2** Designs a socially | Effectively creates and maintains a | Creates and maintains a socially | Creates and maintains a | A socially engaging and | **/04** |
| engaging environment to | socially engaging learning | engaging learning environment | learning environment with | motivating learning |
| optimize students’ reading | environment with scaffolded | with appropriate support for all | some support for learners. | environment is not |
| and writing performance. | support for all learners, especially | learners, especially struggling | Acknowledges motivational | apparent. Team |
| struggling readers/writers and ELL | readers/writers and ELL learners. | impact of instruction. Some | collaboration is not |
| learners. Effectively reflects on | Reflects on motivational impact of | team collaboration is | evident. |  |
| motivational impact of instruction. | instruction. Consistent team | evident. |
| Reflective team collaboration is | collaboration is evident. |
| evident. |
|  |  |  |  |  |  |

 **TOTAL /**