

The purpose of this rubric is to provide a tool to be used to examine and evaluate reading intervention models in early primary for district implementation.

Intervention Rubric for Literacy in the Early Years



Wisconsin State Reading Association

WSRA Early Intervention Committee
www.wsra.org

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Characteristics of Selected Intervention Model	Target	Moving Toward Target	Unacceptable
<p>Certified teachers are trained Effective professional development is designed to increase teacher expertise by deepening theoretical understandings of how children learn to read and write.</p>	<ul style="list-style-type: none"> Initial training is two semesters On-going training with continued study of instructional practices more than four times a year On-site coaching by peers and mentors three or more times a year Teachers believe in their early intervention and in their students' ability to learn to read 	<ul style="list-style-type: none"> Initial training is one semester Continued study of instructional practices with other professionals four times a year On-site coaching by peers and mentors one time a year Teachers may believe in their early intervention and that some of their students will learn to read 	<ul style="list-style-type: none"> Initial training less than one week Continued study of instructional practices with other professionals once a year or less No on-site coaching by peers and mentors Teachers do not believe that their early intervention will work and accept the belief that not all children will learn to read
<p>Oral language A child's oral language is the foundation of learning to read and write.</p>	<ul style="list-style-type: none"> Authentic conversations (talking with) to enhance language development Many opportunities for student discussions and purposeful conversations 	<ul style="list-style-type: none"> Some conversations to enhance language development Some opportunities for student discussions and purposeful conversations 	<ul style="list-style-type: none"> Teacher-initiated questions No opportunities for student discussions and conversations
<p>Reading for meaning Strategies are used to understand, remember, and communicate with others about what has been read.</p>	<ul style="list-style-type: none"> Consistently supports instruction that teaches for strategic processing and comprehension Majority of lesson time spent reading stories or informational text with emphasis on understanding 	<ul style="list-style-type: none"> Sometimes supports instruction that teaches for strategic processing and comprehension Some of the lesson time spent reading stories or informational text with emphasis on understanding 	<ul style="list-style-type: none"> Rarely supports instruction that teaches for strategic processing and comprehension Little or no lesson time spent reading stories or informational text with emphasis on understanding
<p>Fluent reading Fluent readers read text accurately and with prosody.</p>	<ul style="list-style-type: none"> Consistently teaches for and expects phrased and fluent reading and rereading of whole texts 	<ul style="list-style-type: none"> Sometimes teaches for and expects phrased and fluent reading and rereading of whole texts 	<ul style="list-style-type: none"> Rarely teaches for and expects phrased and fluent reading and rereading of whole texts (focus is on rapid reading of text)
<p>Writing The reciprocal relationship between reading and writing is understood and used to support literacy learning.</p>	<ul style="list-style-type: none"> Consistently supports instruction that uses writing to help students learn to respond to reading or their own life experiences Writing instruction includes focus on ideas, organization, conventions, and self-evaluation 	<ul style="list-style-type: none"> Sometimes supports instruction that uses writing to help students learn to respond to reading or their own life experiences Writing instruction may include focus on ideas, organization, conventions, and/or self-evaluation 	<ul style="list-style-type: none"> Supports instruction that views writing as a copying task or as a response to teacher-generated questions Writing instruction limits focus to mainly conventions with little regard for ideas, organization or self-evaluation
<p>Working with words The child manipulates words to learn that there is a predictable relationship between phonemes and graphemes. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.</p>	<ul style="list-style-type: none"> Consistent selection of appropriate words based on student needs Engages student in applying phonological, phonemic, and phonetic strategies for learning words (sound analysis, visual analysis, pattern analysis, analogies, and meaning) while reading whole texts Consistently uses writing to teach and extend phonics and word learning 	<ul style="list-style-type: none"> Occasional selection of appropriate words based on student needs Engages student in applying phonological, phonemic, and phonetic strategies for learning words (sound analysis, visual analysis, pattern analysis, analogies, and meaning) while reading whole texts Sometimes uses writing to teach and extend phonics and word learning 	<ul style="list-style-type: none"> Uses a prescribed phonics program that is not based on individual student needs Rarely uses writing to teach and extend phonics and word learning Teaches sounds and words in isolation

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<p>Instructional framework Lessons are designed to capitalize on instructional practices that expand a child's experiences with authentic reading and writing.</p>	<ul style="list-style-type: none"> • Intervention supplements but does not supplant strong, effective classroom instruction • Lessons frequent, regular, and of sufficient duration to make a difference Example: 30 minutes, 5 times a week • Teacher-to-pupil ratio is kept small Example: 1:1 or 1:2 • Consistently teaches from the child's known strengths • Lessons designed to accelerate learning • Consistently uses multi-dimensional assessment to select students, guide daily instruction, and evaluate student progress • Considerable teacher decision making within a well-defined sequence of instructional activities • Texts consistently selected, introduced, and sequenced to ensure student success • Majority of lesson time spent with the student reading and writing whole texts at an appropriate instructional level • Consistently teaches for independent problem solving by supporting student-initiated strategic behavior 	<ul style="list-style-type: none"> • Intervention partially supplements and supplants classroom instruction • Lessons infrequent, irregular, and of insufficient duration to make a difference Example: 30 minutes, 3 times a week • Attempts to keep teacher-to-pupil ratio small Example: 1:3 or 1:4 • Sometimes teaches from the child's known strengths • Lessons designed to accelerate learning at times • Sometimes uses multi-dimensional assessment to select students, guide daily instruction, and evaluate student progress • Some teacher decision making within a sequence of instructional activities • Texts sometimes selected, introduced, and sequenced to ensure student success • Less than ¾ of the lesson time is spent with the student reading and writing texts which may or may not be at an appropriate instructional level • Sometimes teaches for independent problem solving by supporting student-initiated strategic behavior 	<ul style="list-style-type: none"> • Intervention supplants classroom instruction • Lessons infrequent, irregular, and of insufficient duration to make a difference Example: 15-20 minutes, 2-3 times a week • No attempt to keep teacher-to-pupil ratio small Example: greater than 1:4 • Rarely recognizes or teaches from the child's known strengths • Accelerated learning rarely occurs; focus on remediation • Rarely uses multi-dimensional assessment to select students, guide daily instruction, and evaluate student progress • Teachers follow scripted instructions in a rote manner without regard to individual student needs • Texts are randomly selected and rarely introduced or sequenced to ensure student success • Lesson time is spent on worksheets, games, art activities, and computer programs • Supports instruction that fosters dependency with no independent problem solving by the students
<p>Effectiveness of the intervention Focus of the intervention should be on acceleration, not remediation.</p>	<ul style="list-style-type: none"> • Supports consistent daily reflections by the teacher on student learning: Is the intervention working for THIS child? • Supports adjustments in instruction based on reflection to facilitate quick shifts in student learning 	<ul style="list-style-type: none"> • Supports occasional teacher reflections on student learning: Is the intervention working for THIS child? • Supports some adjustments in instruction with hope that learning shifts will occur 	<ul style="list-style-type: none"> • Does not support teacher reflection on student learning • Minimal adjustments to instruction are made

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<p>Assessment Assessment is an integral part of instruction providing evidence of student learning and informing teaching decisions.</p>	<ul style="list-style-type: none"> Consistently uses authentic assessments such as running records, teacher observation, journals, reading responses, and retellings to inform instruction Formative assessments primarily used Ongoing documentation of assessments to reflect student growth 	<ul style="list-style-type: none"> Some use of authentic assessments or benchmark kit Some use of formative and summative assessments Occasional or infrequent documentation of assessments 	<ul style="list-style-type: none"> Reliance on unit tests and standardized assessments Assessment data not used to inform instruction Limited or no documentation of assessments
<p>Collaboration with classroom teacher Collaboration increases opportunities for child's success in both classroom and intervention settings.</p>	<ul style="list-style-type: none"> Extensive communication and collaboration between classroom teacher and intervention teacher 	<ul style="list-style-type: none"> Sporadic communication and collaboration between classroom teacher and intervention teacher 	<ul style="list-style-type: none"> Little or no communication and collaboration between classroom teacher and intervention teacher
<p>Home/school connection Parents are an integral part of their child's success in school.</p>	<ul style="list-style-type: none"> Extensive communication and collaboration between parents and intervention teacher Parents encouraged to engage in literacy activities in the home setting: materials and activities are provided 	<ul style="list-style-type: none"> Sporadic communication and collaboration between parents and intervention teacher Parents encouraged to engage in literacy activities in the home setting: materials may or may not be provided 	<ul style="list-style-type: none"> Little or no communication and collaboration between parents and intervention teacher No parent participation expectations
<p>Research of the intervention: Use of rigorous, systematic, and empirical methods Evidence-based interventions are grounded in solid research and support best practice.</p>	<ul style="list-style-type: none"> Intervention has a solid theoretical or research foundation Research study is carefully designed to avoid biased findings and unwarranted claims of effectiveness Research clearly delineates how it was conducted and by whom Research makes clear which populations were studied and to whom the findings can be generalized Research provides a full description of the outcome measures Research presents documentation that the observed results were the results of the intervention Research sample is broad Similar data collected by multiple investigators in numerous locations over time Observed results hold up over time Research has been carefully reviewed by unbiased individuals who were not a part of the research study Research findings have been subjected to external scrutiny and verification 	<p>There is no middle ground when it comes to research</p> <p>Protocols have been established</p>	<ul style="list-style-type: none"> Intervention has little or no theoretical or research foundation Unwarranted claims of intervention success No evidence of how intervention was researched and by whom Researched population is not noted and/or over generalizations are made concerning who will benefit Outcome measures not noted or are inappropriate Little or no correlation between intervention and results Limited research sample Relies on one or limited studies No longitudinal studies No peer review In-house research only