

Section 4: Assignment 2 Rubric – Shared Reading as an Instructional Practice

Assignment Characteristic	Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)
Short Text Selection	The candidate has not identified a short text or the text is inappropriate to the grade level or for practicing the stated objectives.	The candidate has identified a short text appropriate to the grade level. The candidate has not explained why the text was chosen.	The candidate has identified a short text appropriate to the grade level. The candidate has briefly explained why the text was chosen.	The candidate has identified a short text appropriate to the grade level. The candidate has provided a detailed explanation of why the text was chosen.
Planned Teaching Points Across the Week Aligned to State Standards	The candidate has not included one objective per day aligned to state standards. The candidate has not used the selected short text to plan specific teaching points.	The candidate has included some objectives aligned to state standards, but not all 5 days of objectives. The candidate has used the selected short text to plan teaching points on only a few days.	The candidate has included objectives aligned to state standards on most days. The candidate has used the selected short text to plan teaching points each day for 5 days.	The candidate has included 5 objectives for each day of the week aligned to state standards. The candidate has used the selected short text to plan teaching points each day for 5 days. The candidate has been careful to select teaching points across the week that allow for practice of at least 3 dimensions of literacy (phonological awareness, phonics/spelling patterns, vocabulary, comprehension, fluency)
Spelling and Grammar	The work contains 5 or more spelling or grammatical errors, or the work is not written at a graduate level. The lack of proofreading or writing mastery significantly interferes with the clarity of the work.	The work contains 3-4 spelling or grammatical errors, or the writing is basic in sentence structure. The lack of proofreading or writing mastery detracts from the clarity of the work, but the writer's overall meaning is still clear.	The work contains 1-2 spelling or grammatical errors, but they do not interfere with the clarity of the work. The work is written at a graduate level.	The work contains no spelling or grammatical errors. The work is written at a graduate level or post-graduate level. The writing is well organized and clear.