

Section 6: Assignment 4 Rubric – Plan for Implementing Independent Reading

Assignment Characteristic	Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)
State Standards that Support Independent Reading	The candidate does not include state standards that support independent reading.	The candidate includes 1 state standard that supports independent reading.	The candidate includes 2 state standards that support independent reading.	The candidate includes 3 or more state standards that support independent reading.
Plan for Implementing Independent Reading	The candidate does not provide a plan for launching independent reading or the plan is too basic and many key factors for successful implementation of independent reading have not been considered.	The candidate has provided a plan for implementing independent reading, but some key factors for successful implementation have been overlooked.	The candidate has provided a detailed plan for implementing independent reading and has considered many key factors for successful implementation including the procedure lessons needed for their grade level and a plan for struggling students.	The candidate has provided a detailed plan for implementing independent reading and has considered most key factors for successful implementation including the procedure lessons needed for their grade level and a plan for struggling students. The candidate has set goals regarding how many weeks their plan will take and how many minutes of reading a day the candidate anticipates their students reading independently by the end of the implementation period.
Planning for One-on-one Conferences & Interviewing Teachers	The candidate has not provided any open-ended questions to use in reading conferences and has not interviewed another teacher.	The candidate as provided only a few questions or has provided questions for only one genre to use in reading conferences. The candidate has not interviewed another teacher.	The candidate has provided an appropriate list of open-ended questions that include questions for both fiction and non-fiction. The candidate has interviewed at least 1 teacher.	The candidate has provided an appropriate list of open-ended questions that include questions for both fiction and non-fiction. The candidate has interviewed at least 2 teachers.

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.
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