

RtI Rubric for Classroom Teachers

Name:

Date:

I. Knowledge of RtI	Getting Started	Progressing	Refining	Exemplary
I understand how RtI is intended to work for students in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand my responsibility as a classroom teacher in RtI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Reading Volume	Getting Started	Progressing	Refining	Exemplary
I consistently measure how much time struggling readers actually read in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My struggling readers have access to a variety of books that they can read daily in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consistently provide uninterrupted time for reading instruction in whole group, small group, and one-on-one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I arrange for my most struggling readers to read massive amounts of text with an emphasis on fluency and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Classroom Structures	Getting Started	Progressing	Refining	Exemplary
All of my students engage in independent reading daily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I insure that my most struggling readers read massive amounts of easy texts during independent reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide frequent mini-lessons and demonstrations to help students engage successfully in independent reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Reading is a daily structure in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every day during Shared Reading, I read several books, poems, and other texts with my students emphasizing fluency, phrasing, and comprehension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide demonstrations and mini-lessons to help my struggling readers learn how to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

engage successfully with print during Shared Reading.

I provide small group Guided Reading lessons for my struggling readers daily

I provide small group Guided Reading lessons for my average students at least 3 times a week.

V. Classroom Environment

Getting Started Progressing Refining Exemplary

I consistently provide a space for all my students to read independently.

I consistently change my classroom book collection to include a variety of genres, a range of levels, and books based on the interest and culture of my students.

I have enough books for all my students to read independently daily.

My students have easy access to new titles and covers and books are labeled according to author, genre, or topic.

Each child in my classroom has a box or basket of books (s)he can read independently.

My students expect a reading conference with me weekly during Independent reading.

I demonstrate procedures and routines for students to check out and return books daily or weekly.

VI. Outside of School

I provide reading materials for all my students to read outside of school: during evenings, summer vacation, and breaks in the school schedule.

I keep independent reading going by informing parents of valuable resources where they may find books for their children to read when school is not in session.

I keep independent reading going by making recommendations for parents in selecting appropriate home reading materials for children to read when school is not in session.