

HPLC Implementation Rubric:

Observable Characteristics of High Progress Literacy Classrooms

Level 1:

Managing Classrooms for Engaged Reading and Writing

1.1 Managing Time for Engaged Reading and Writing

Teachers rework their daily ELA schedule and have arranged use of time so that all of their kids can be highly engaged with text reading and writing at least 75% of the time they have set aside for reading and writing instruction. This includes careful planning for how they will spend their time as well as for how students are expected to spend theirs, whether in interaction with the teacher, with one another, or engaged in independent work.

1. Teachers have large blocks of time set aside for ELA instruction and practice.

| Time for ELA instruction | 4 At least 120 min. | 3 91-120 min. | 2 60-90 min. | 1 Less than 60 min. |
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2. Analysis of teacher's ELA schedules (scheduled time used within the ELA block) indicates that students have at least 75% of the block available for reading and writing text.

| Percentage of time on schedule | 4 At least 75% | 3 65-75% | 2 50-65% | 1 Less than 50% |
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3. How much time do teachers **plan** for students to engage in **sustained** reading, writing, and/or researching without having to change activities?

| Students have long periods of time in which to sustain work on reading, writing, and/or researching without having to change activities | 4 30+ minutes of sustained engagement | 3 21-30 minutes of sustained engagement | 2 16-20 minutes of sustained engagement | 1 15 or fewer minutes of sustained engagement |
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1.2 Grouping Practices

Teachers spend a minimal amount of time instructing the entire class as a whole group. Whole group instruction provides direction and sense of community, but does not prevent students from reading and writing at least 75% of the reading/writing block. Teachers spend a majority of time providing small group and individualized instruction; the teacher is actively engaged teaching, assessing, or coaching students almost all of the time.

4. Observations (COF's and other observations) show that teachers limit whole group instruction and provide most instruction to students in small groups or individual conferences.

| Percentage of time in whole group vs. small group and individualized instruction | 4 | 3 | 2 | 1 |
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| | WG: Less than 20% SG/Ind: At least 80% | WG: 20-30% SG/Ind: 70-80% | WG: 31-40% SG/Ind: 60-69% | WG: More than 40% SG/Ind: Less than 60% |
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1.3 Setting, Teaching, and Monitoring Expectations for Engaged Reading and Writing

5. Teachers establish and directly teach **routines, procedures, and expectations** so students *know what to do and they do it*. As a result, students spend most of their time reading and writing text. Transitions are smooth and rapid. Little instructional time is lost between activities. As the year progresses, there is evidence that routines, procedures, and expectations have been carefully addressed because students understand what is expected of them, know what to do, and know how to do it.

| Management for learning and independence | 4 | 3 | 2 | 1 |
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| | Students know what to do and they do it . As a result, time spent reading and writing is maximized and transitions are smooth . | Students know what to do and they usually do it . As a result, there is some room for improvement in terms of time spent on reading and writing. Transitions are fairly smooth . | Students often do not know what to do . As a result, there is much room for improvement in terms of time spent on reading and writing. Transitions often require reminders and explanations. | Students do not know what to do . As a result, time spent reading and writing is minimized and transitions are extended, usually requiring explanation and monitoring by the teacher. |
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6. Teachers eliminate activities that interfere with engaged text reading and writing (e.g., copying, extraneous or non-productive talk, coloring, Accelerated Reader tests, worksheets, completing or reviewing homework, DOL, extended read aloud, and/or extended whole group mini-lessons).

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| Teacher ensures that students spend their time reading and writing text | 4 The teacher <i>eliminates</i> activities that interfere with text reading and writing | 3 The teacher <i>severely limits</i> activities that interfere with text reading and writing | 2 The teacher <i>usually limits</i> activities that interfere with text reading and writing | 1 The teacher <i>routinely assigns or allows</i> activities that interfere with text reading and writing |
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7. Teachers routinely (e.g., at least twice a month) monitor student engagement in reading text using the SEI* and use these data to conference with students when needed to increase engagement.

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| The teacher monitors student engagement in reading text using the SEI* and uses these data to conference with students when needed to increase engagement | 4 The teacher <i>routinely</i> monitors student engagement in reading text using the SEI* <i>and</i> uses these data to conference with students when needed to increase engagement | 3 The teacher <i>sometimes</i> monitors student engagement in reading text using the SEI* <i>and</i> uses these data to conference with students when needed to increase engagement | 2 The teacher monitors student engagement in reading text using the SEI* <i>only when told, and</i> uses these data to conference with students when needed to increase engagement | 1 The teacher uses the SEI* to monitor engagement in reading text <i>only when told</i> , but does <i>not</i> use these data to conference with students when needed to increase engagement |
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*SEI: Serravallo Engagement Inventory

8. Teachers routinely (e.g., at least twice a month) monitor student engagement in writing text using the SEI* and use these data to conference with students when needed to increase engagement.

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| The teacher monitors student engagement in writing text using the SEI* and uses these data to conference with students when needed to increase engagement | 4 The teacher <i>routinely</i> monitors student engagement in writing text using the SEI* <i>and</i> uses these data to conference with students when needed to increase engagement | 3 The teacher <i>sometimes</i> monitors student engagement in writing text using the SEI* <i>and</i> uses these data to conference with students when needed to increase engagement | 2 The teacher monitors student engagement in writing text using the SEI* <i>only when told, and</i> uses these data to conference with students when needed to increase engagement | 1 The teacher uses the SEI* to monitor engagement in writing text <i>only when told</i> , but does not use these data to conference with students when needed to increase engagement |
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*SEI: Serravallo Engagement Inventory

9. Observations of students (COF's, SEI's, and other observations) show that all or almost all students **consistently sustain engagement** in reading, writing, and/or researching text during the time the teacher has made available for engaged reading, writing, and/or researching.

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| All or almost all students consistently sustain engagement in reading, writing, and/or researching text | 4 All students sustain engagement in reading, writing, and/or researching text during the time the teacher has made available for engaged reading, writing, and/or researching | 3 Almost all students sustain engagement in reading, writing, and/or researching text during the time the teacher has made available for engaged reading, writing, and/or researching | 2 At least half of students sustain engagement in reading, writing, and/or researching text during the time the teacher has made available for engaged reading, writing, and/or researching | 1 Fewer than half of students sustain engagement in reading, writing, and/or researching text during the time the teacher has made available for engaged reading, writing, and/or researching |
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10. Teachers **intentionally monitor and conference when needed** about the **volume** of engaged reading their students **accomplish** by routinely reviewing reading logs and/or conference notes about where students were at their last reading conference. They intervene as necessary to increase students' reading volume.

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| The teacher monitors the volume of engaged reading their students accomplish and uses these data to conference with students when needed to increase reading volume | 4 The teacher routinely monitors the volume of engaged reading their students accomplish and uses these data to conference with students when needed to increase reading volume | 3 The teacher sometimes monitors the volume of engaged reading their students accomplish and uses these data to conference with students when needed to increase reading volume | 2 The teacher sometimes monitors the volume of engaged reading their students accomplish but does not use these data to conference with students when needed to increase reading volume | 1 The teacher does not monitor the volume of engaged reading that students accomplish, and therefore, it is not a target for conferences |
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11. Teachers **intentionally monitor and conference when needed** about the **volume** of engaged writing their students **produce** by routinely reviewing students' writing and/or conference notes about where students were at their last writing conference. They intervene as necessary to increase students' writing volume.

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| The teacher monitors the volume of engaged writing their students produce and uses these data to conference with students when needed to increase writing volume | 4 The teacher routinely monitors the volume of engaged writing their students produce and uses these data to conference with students when needed to increase writing volume | 3 The teacher sometimes monitors the volume of engaged writing their students produce and uses these data to conference with students when needed to increase writing volume | 2 The teacher sometimes monitors the volume of engaged writing their students produce but does not use these data to conference with students when needed to increase writing volume | 1 The teacher does not monitor the volume of engaged writing that students produce, and therefore, it is not a target for conferences |
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12. Students have opportunities to make choices. They choose their own topics for reading, writing, and researching and/or choose materials for topics assigned by the teacher, and/or choose how to present their work.

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| Students always have some degree of choice concerning what they read, write, and research, the materials they use, and/or how they present their work | 4 Students are <i>always</i> provided choices concerning what they read, write, and research, the materials they use, and/or how they present their findings, <i>even within</i> assignments that are prescriptive | 3 Students are <i>usually</i> provided choices concerning what they read, write, and research, the materials they use, and/or how they present their findings, <i>although</i> some assignments are prescriptive | 2 Students are allowed to self-select books for independent reading <i>and</i> are sometimes allowed choice in selecting topics for research and writing | 1 Students are allowed to self-select books for independent reading <i>but</i> are not allowed choice in selecting topics for research and writing |
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1.4 Classroom Libraries: Access to Texts for Engaged Reading and Writing

The classroom features an abundance of texts organized for easy and independent access by students to facilitate student ownership and independence.

13. Teachers ensure that there are **ample** books and materials available in the classroom.

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| Books and materials in classroom | 4 Over 600 books in classroom library | 3 500-600 books in classroom library | 2 400-500 books in classroom library | 1 Fewer than 400 books in classroom library |
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14. Teachers organize circulation systems to ensure that students have an ample supply of books at arm's reach.

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| Appropriate books and materials for independent reading, research, and practice are at students' fingertips | 4 <i>All</i> students have appropriate materials at their seats | 3 <i>Almost all</i> students have appropriate materials at their seats | 2 <i>Most</i> students have appropriate materials at their seats | 1 <i>Half or fewer</i> than half of students have appropriate materials at their seats |
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15. Teachers **organize** materials so that students are able to independently access and find books and materials.

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| Organization and location of books allow independent student access to books and materials | 4 Students have independent access to <i>almost all</i> books and materials in the classroom | 3 Students have independent access to <i>most</i> of the books and materials in the classroom | 2 Students have independent access to <i>about half</i> of the books and materials in the classroom | 1 Students have independent access to <i>fewer than half</i> of the books and materials in the classroom |
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16. Teachers ensure that there is an abundance of **manageable and appropriately challenging** text in the hands of all readers, paying special attention to texts for struggling readers and readers above grade level.

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| Appropriately challenging text levels | 4 <i>All</i> students have texts in their hands that are manageable and appropriately challenging | 3 <i>Almost all</i> students have texts in their hands that are manageable and appropriately challenging | 2 <i>Most</i> students have texts in their hands that are manageable and appropriately challenging | 1 <i>Fewer than half</i> of students have texts in their hands that are manageable and appropriately challenging |
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17. Teachers ensure that students read a balance of informational and literary text.

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| Students read a mix of informational * and literary text during ELA | 4 Students read <i>more informational</i> text than literary text during ELA | 3 Students read <i>about 50% informational</i> text and 50% literary text during ELA | 2 Students read <i>more literary</i> text than informational text during ELA | 1 Students read <i>almost all literary</i> text during ELA |
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*Informational text includes biography and autobiography

1.5 Managing Instructional Events for Engaged Reading and Writing

18. Teachers provide quiet instruction of small groups and individuals that **does not distract or interfere** with the independent reading and writing of other students.

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| Teacher's instruction does not distract students from independently reading, writing, and researching | 4 The teacher's interaction with students involved in instruction <i>does not</i> distract other students. Individual questions are handled <i>quietly</i> | 3 The teacher's interaction with students involved in instruction <i>sometimes</i> distracts other students. Individual questions are <i>usually</i> handled quietly | 2 The teacher's interaction with students involved in instruction <i>often</i> distracts other students. Individual questions are <i>frequently</i> handled so that everyone can hear | 1 The teacher's interaction with individuals and small groups <i>usually</i> distracts other students. Individual questions are <i>usually</i> handled in a normal voice so that everyone can hear |
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19. During **instruction** (individualized instruction, conferences, and whole and small group) students read and/or write text at least 75% of the time. Each instructional event is short and focused enough to allow students to quickly move into practicing new behaviors and processes guided by the teacher.

| Instructional events are short and focused so that students practice new behaviors and processes by reading and writing text at least 75% of the time | 4 | 3 | 2 | 1 |
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| | Instructional events are always short and focused so that students practice new behaviors and processes by reading and writing text at least 75% of the time | Instructional events are usually short and focused so that students practice new behaviors and processes by reading and writing text at least 75% of the time | Instructional events are sometimes short and focused so that students practice new behaviors and processes by reading and writing text at least 75% of the time | Instructional events are rarely short and focused so that students practice new behaviors and processes by reading and writing text at least 75% of the time |
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20. When teachers use read aloud to teach strategies for problem-solving, meaning-making, writer's craft, and other standards, they limit these to excerpts or short pieces to ensure that students have time *within the lesson* to engage in trying out what the teacher demonstrated with these texts.

| The teacher uses short text to teach strategies, writer's craft, and other standards | 4 | 3 | 2 | 1 |
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| | The teacher consistently limits the use of read aloud for instructional purposes to short pieces and excerpts, allowing students time to engage in reading or writing as part of the lesson | Teacher usually limits the use of read aloud for instructional purposes to short pieces and excerpts, but sometimes uses texts that are too long or allows these demonstrations to take so long that students do not have time to engage in reading or writing as part of the lesson | Teacher sometimes limits the use of read aloud for instructional purposes to short pieces and excerpts, but often uses texts that are too long or allows these demonstrations to take so long that students do not have time to engage in reading or writing as part of the lesson | Teacher uses read aloud for instructional purposes but usually uses texts that are too long or allows these demonstrations to take so long that students do not have time to engage in reading or writing as part of the lesson |
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