

SRC Monitoring Tool Scoring Guide

Scale Used:

1: Not Yet Observed (no evidence seen)	2: In Progress (little/some evidence seen)	3: Meeting (most evidence seen)	4: Exceeding (full evidence seen)
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Environment Indicators

1	2	3	4
<ul style="list-style-type: none"> • Teacher does not use encouraging language • The classroom is bare and the environment does not promote reading and writing • Daily schedule is not posted or followed • Classroom has no anchor charts • Classroom has no library or one that is not accessible or age appropriate • Students do not have access to the school library • Classroom is not arranged for multiple learning styles 	<ul style="list-style-type: none"> • Teacher uses encouraging language some of the time • The classroom is mostly bare/contains few elements that promote reading and writing • Daily schedule is not posted or complete; or, daily schedule is posted but not followed • Classroom has few anchor charts, teacher-created charts, and anchor charts are not aligned to instruction • Classroom has a library but is it not accessible or only sometimes accessible, is not age-appropriate or few books are age-appropriate, etc. • Students rarely have access to school library • Classroom is poorly arranged for multiple learning styles, or cannot easily be configured to promote individual and group learning 	<ul style="list-style-type: none"> • Teacher uses encouraging language most of the time • The classroom is mostly print-rich, and addresses reading, writing, or both • Daily schedule is posted and mostly followed • Classroom has anchor charts, including co-created charts. Most charts are aligned to current instruction • Classroom has a library that is accessible at most times and mostly age-appropriate • Students have access to the school library throughout most of the summer • Classroom is mostly arranged to promote individual and group learning (i.e. may take a few instructional minutes to change the work station set-up) 	<ul style="list-style-type: none"> • Teacher uses encouraging, enticing, and friendly language • The classroom has a print-rich environment that addresses both reading and writing • Daily schedule is posted and followed • Anchor charts are co-created, with evidence of current strategies • Classroom has accessible and age appropriate classroom libraries (digital libraries, student created materials, environmental print) • Students have access to the school library stocked with age appropriate texts • Classroom is arranged to promote individual and group learning

Learning Objectives

1	2	3	4
<ul style="list-style-type: none"> • Objective is not given verbally or written, and students do not know purpose of lesson when prompted or during work time • Teacher does not check for understanding of the learning objective and provides no feedback • Fundamentals from the standards are not integrated into instruction 	<ul style="list-style-type: none"> • Objective is only given in one way or not conveyed at all, and few students know purpose of lesson when prompted or during work time • Teacher rarely checks for understanding of the learning objective; teacher only checks for understanding from some students; teacher provides little or no feedback • Fundamentals from the standards are minimally integrated into instruction 	<ul style="list-style-type: none"> • Objective is given one or both ways, and the majority of students know purpose of lesson when prompted or during work time • Teacher checks for understanding of the learning objective; teacher checks for understanding from most students; teacher provides feedback to most students • Fundamentals from the standards are mostly integrated into instruction 	<ul style="list-style-type: none"> • Objectives are given verbally and written • Teacher checks for understanding of the learning of all students and provides specific feedback • Fundamentals from the standards are integrated into instruction

Components of the workshop model

**For this section, you are only scoring the components you actually view in the classroom. Do not score components you are not present for.

1	2	3	4
<ul style="list-style-type: none"> • Read aloud does not occur • Shared reading does not occur • Small group instruction does not occur; teacher does not conduct record-keeping/documentation • There is no evidence of individual conferences with students • Instructional centers are not organized, do not connect back to the lesson, and work on skills in isolation that do not connect back to the lesson • Independent reading does not occur, or most or all of students are not focused on reading • Independent writing does not occur, or students are not focused writing; there is no evidence of writing stamina or routine 	<ul style="list-style-type: none"> • Read aloud occurs but is not connected to the lesson or objective, or is too lengthy and teacher-centered • Shared reading occurs but does not have an instructional focus that supports students in transferring instructional focus to guided and independent reading using a text slightly above the average reading level of the students • Small group instruction is occurring, but there are no specific guidelines; data record-keeping/documentation is incomplete • There is evidence of at least one individual conference per week • Instructional centers are not age-appropriate, have most students working on isolated skills that do not connect to the lesson, or have mostly unclear directions • During independent reading, few students are focused on reading and teachers confers with few or no students; few students are reading age appropriate books that they have selected; few students demonstrate evidence of reading stamina • During independent writing, few or no students are focused on writing and the teacher confers with few or no students; there is little evidence of writing stamina and routine 	<ul style="list-style-type: none"> • Read aloud is mostly purposeful and engaging for most students • Shared reading occurs using a text that is slightly above the average reading level of the students, the instructional focus has a mostly clear transfer to practice in guided reading and independent reading • Small group instruction occurs and groups are mostly based on student data; there is evidence of data record-keeping/documentation • There is evidence of at least 2-3 individual conferences per week • Instructional centers, when appropriate, are mostly differentiated and embedded in authentic reading and writing experiences • During independent reading, most students are focused on reading and teachers confers with students; most students are reading age appropriate books that they have selected; students demonstrate evidence of reading stamina • During independent writing, most students are focused on writing and teacher confers with students; there is evidence of writing stamina and routine for most students 	<ul style="list-style-type: none"> • Read aloud is purposeful and is engaging for all students • Shared reading occurs, has an instructional focus, provides students access text that is slightly or significantly above the average reading level of the students, and supports students in transferring the processes practiced in shared reading to their guided and independent reading • Small group instruction occurs and is based on student data/need; teacher conducts consistent record-keeping • There is evidence of more than 3 individual conferences per week • Instructional centers, when appropriate, are differentiated and embedded in authentic and purposeful reading and writing experiences • During independent reading, students are focused on reading and teachers confers with students; students are reading age appropriate books that they have selected; students demonstrate evidence of reading stamina • During independent writing, students are focused on writing and teacher confers with students; there is evidence of writing stamina and routine

Instructional Materials

1	2	3	4
<ul style="list-style-type: none"> • No reading materials are available for students, or a single type of reading material is available • Materials are not age-appropriate; they address only one learning modality; they address only one ability level • Texts are not easily accessible • No student work is visible • No students have reading material, bags, or baskets • No classroom library 	<ul style="list-style-type: none"> • Very few types of reading materials are available for students (ex. only chapter books and dictionaries) • Materials are not age-appropriate or only a few are age-appropriate; they address only one learning modality; they address few ability levels • Texts are not easily accessible, or are accessible for only one component of the lesson (i.e. only accessible during small group) • Very little student work is visible • Only some students have reading bags or baskets; bags/baskets do not or only somewhat match reading level and interests • Classroom library is somewhat organized and inviting 	<ul style="list-style-type: none"> • Most or a variety of reading materials are available for students • Materials are mostly age-appropriate; they address more than one learning modality; they address multiple ability levels • Texts are easily accessible for most students and for most components of the lesson • A variety of student work is visible • Students have reading bags/baskets, and most students have bags/baskets that match their reading levels and interests • Classroom library is mostly organized and inviting 	<ul style="list-style-type: none"> • A variety of reading materials are available for all students • Materials are age-appropriate; they address multiple learning modalities; they address multiple ability levels • Texts are easily accessible for all students and for all components of the lesson • A variety of authentic student work is visible • Students have reading bags/baskets, and students have bags/baskets that match their reading levels and interests • Classroom library is organized and inviting

Student/Teacher Engagement

1	2	3	4
<ul style="list-style-type: none"> • Students not given discussion time • Students do not use evidence in their responses • Students make no connections to prior knowledge, themselves, and others • Students use only one strategy to make meaning/problem-solve • Teacher gives no time for discussion and interactions (ie. is teaching “at” students); all teacher talk and no student talk • Teacher does not introduce new content meaningfully or correctly 	<ul style="list-style-type: none"> • Students are rarely given discussion time; discussion is limited or discussion prompt is simplistic • Students respond to discussion/questions with little or no evidence • Students make few or no connections to prior knowledge, themselves, and others • Students can use only one strategy to make meaning/problem-solve • Teacher gives little or no time for discussion and interactions (ie. is mostly teaching “at” students); majority teacher talk and little student talk • Teacher introduces few new ideas or vocabulary, and does not introduce them meaningfully 	<ul style="list-style-type: none"> • Students are given discussion time; most students engage in rich/authentic discussions • Most students support responses with evidence; or, students provide most of the necessary evidence in their responses • Most students make connections to prior knowledge, themselves, and others • Most students can use a variety of strategies to make meaning/problem-solve • Teacher allows for student/teacher interaction and student/student interaction with most students; ample student talk • Teacher stops multiple times to allow for discussion or making connections • Teacher introduces most new ideas and vocabulary in a meaningful way 	<ul style="list-style-type: none"> • Students are given discussion time; students engage in rich/authentic discussions • Students support responses with evidence; or, students provide the necessary evidence in their responses • Students make connections to prior knowledge, themselves, and others • Students can use a variety of strategies to make meaning/problem-solve • Teacher allows for student/teacher interaction and student/student interaction with all students; ample student talk • Teacher stops multiple times to allow for discussion or making connections • Teacher introduces and discusses new ideas and vocabulary in meaningful ways

Small/Whole Group Instruction

1	2	3	4
<ul style="list-style-type: none"> • The small group space is unorganized or does not exist; teacher can monitor few students from space • Groups are not configured based on student needs and are not flexible • Teacher allows no time for students to engage with each other or the teacher; no direction is offered to help students discuss and collaborate • Teacher skips more than one core learning component (i.e. models for students and then moves to independent without any checks for understanding or discussion) • Reading and writing journals/student work are all copied templates/texts with no authentic work 	<ul style="list-style-type: none"> • The small group space is unorganized or difficult to arrange; teacher can only monitor some students from space • Groups are not configured based on student needs or are not/are rarely flexible • Teacher allows little or no time for students to engage with each other or the teacher; little or no direction is offered to help students discuss and collaborate • Teacher skips a core learning component (i.e. models for students and then moves to independent learning without any checks for understanding or discussion) • Reading and writing journals/student work are mainly copied templates/texts with little to no authentic work 	<ul style="list-style-type: none"> • Small group space is mostly organized; teacher can easily monitor most students from the space • Groups are mostly based on student needs and data driven; plans are in place to change groups based on data and student needs • Space is mostly organized to promote conversations with each other and teacher; students are prompted to hold rich discussions • Teacher guides students through both teacher-led and student-led learning; students can articulate what they are learning and demonstrate it; teacher checks for understanding • Student work/journals contain mostly authentic work 	<ul style="list-style-type: none"> • Small group space is organized; teacher can easily monitor students from the space • Groups are based on student needs and data driven; plans are in place to change groups based on data and student needs • Space is organized to promote conversations with each other and teacher; students are prompted to hold rich discussions • Teacher guides students through both teacher-led and student-led learning; students can articulate what they are learning and demonstrate it; teacher checks for understanding • Student work/journals contain authentic work

Independent Practice

1	2	3	4
<ul style="list-style-type: none"> • Independent practice does not occur, or students do not know purpose and task • Practice includes no authentic reading and writing (ie. they are working on copied templates, multiple choice questions, worksheets, digital programs, etc.) • Students have no record or understanding of their reading and writing goals • Students receive no feedback during independent practice 	<ul style="list-style-type: none"> • Students can only apply strategies in one setting (ie. only allowed to work independently); independent practice lacks structure/students do not know purpose and task • Practice includes little to no authentic reading and writing (ie. they are working for most of their time on copied templates, multiple choice questions, worksheets, digital programs, etc.) • Students have little to no record or understanding of their reading and writing goals (goals are not easily accessible) • Students receive little to no feedback during independent practice 	<ul style="list-style-type: none"> • Students can apply strategies in multiple settings; while working independently most students know the purpose of their tasks and are on-topic • Practice includes mostly authentic reading and writing to support specific reading and writing goals • Most students understand and have a record of their reading and writing goals • Teacher gives most students feedback and support during independent practice 	<ul style="list-style-type: none"> • Students can apply strategies in multiple settings; while working independently all students know the purpose of their tasks and are on-topic • Practice includes authentic reading and writing to support specific reading and writing goals • Students understand and have a record of their reading and writing goals • Teacher gives students feedback and support during independent practice

Monitoring Student Progress

1	2	3	4
<ul style="list-style-type: none">• Student learning goals not aligned to any assessment• The teacher conducts no progress monitoring; a record of student work/progress is not available• No students are aware of their goals; students receive no feedback• LAPs/portfolios are incomplete or not available• No student successes are celebrated	<ul style="list-style-type: none">• Student learning goals are somewhat aligned to the formative assessment or are aligned to a different assessment• The teacher conducts little or incomplete progress monitoring; a record of student work/progress is not easily available or organized• Few students are aware of their goals; students receive little feedback; students receive some verbal feedback but no written feedback• LAPs/portfolios are incomplete or out-of-date• Few student successes are celebrated	<ul style="list-style-type: none">• Student learning goals are mostly aligned to the approved formative assessment• The teacher conducts progress monitoring that is available and mostly organized• Most students are aware of their goals; teacher gives regular feedback; students receive verbal and written feedback• LAPs/portfolios are mostly complete and have feedback on all students• Student successes are celebrated	<ul style="list-style-type: none">• Student learning goals are aligned to the approved formative assessment• The teacher conducts progress monitoring that is readily available and organized• Students are aware of their goals; teacher gives regular feedback; students receive verbal and written feedback• LAPs/portfolios are complete and have feedback on all students• Student successes are celebrated