

Differentiated Reading Instruction (DRI) Implementation Rubric

| | Beginning | Developing | Ideal |
|---|--|---|---|
| Student Learning Goals (2 Focus Areas) | <p>Student goals are partially stated or posted</p> <p>Students are unsure of learning goals</p> <p>Goals are tied to Colorado State Standards</p> | <p>Goals are clearly stated or posted for most students</p> <p>Some students articulate learning goals</p> <p>Goals are tied to Colorado State Standards/ Common Core</p> | <p>Teachers clearly state and define goals</p> <p>Students articulate learning goals</p> <p>Goals are tied to Colorado State Standards/ Common Core</p> |
| Student Grouping | <p>Groups are determined by initial Screening tools</p> <p>Students are not in the right group as determined by skill needs/goals using the Cognitive Reading Model</p> <p>Groups are not flexible</p> <p>Students below grade level intervention groups may be too large</p> <p>Intervention Groups do not address individual skill needs/goals</p> | <p>Groups are determined by Screening and some Diagnostic tools</p> <p>Groups are determined by skill needs/goals using the Cognitive Reading Model</p> <p>Groups are flexible but adjustments may not occur in a timely manner</p> <p>Below level intervention groups may have more than 5 students</p> <p>All intervention groups focus on individual skill needs/goals</p> | <p>Groups are determined by Screening, Diagnostic, and Progress Monitoring Tools</p> <p>Groups are determined by skill needs/goals using the Cognitive Reading Model</p> <p>Groups are flexible; adjustments are made as student needs change</p> <p>Below level intervention groups are 3-5 students to intensify instruction</p> <p>Intervention Groups focus on individual student skill needs/goals</p> |
| Targeted Instruction | <p>Uses few research based strategies</p> <p>Instruction may not address skill or match the learning goal</p> <p>Modeling is inconsistent or not evident in lessons</p> <p>Instructional pacing slow or rushed</p> <p>Few student engagement strategies are used</p> | <p>Uses some research based strategies</p> <p>Instruction addresses skill needs or learning goal</p> <p>Modeling is evident in most lessons with some clear examples</p> <p>Instructional pacing is inconsistent</p> <p>Some student engagement strategies are used throughout the lessons</p> | <p>Effectively uses Research Based strategies</p> <p>Rigorous, challenging instruction addresses skill needs or learning goals</p> <p>Explicit, consistent modeling evident throughout the lesson</p> <p>Instructional pacing is appropriate</p> <p>Multiple student engagement strategies are used throughout the lessons</p> |

| | | | |
|---|---|---|--|
| <p>Instructional Materials</p> | <p>Does not use a variety of text structures and genres</p> <p>Materials may not engage students</p> | <p>Sometimes uses a variety of text structures and genres</p> <p>Materials engage some students.</p> | <p>Uses a variety of text structures and genres</p> <p>Materials engage students</p> |
| <p>Independent & Collaborative Work Routines</p> | <p>Few students know their goal; learning goal does not drive independent and collaborative work.</p> <p>Students do not use rubrics/ checklists to self evaluate or reflect</p> <p>Students do not transition between tasks efficiently</p> <p>Students do not manage collaborative group work</p> <p>Students may not be focused on task.</p> <p>Follow-up activity sometimes reinforces targeted skill</p> <p>Follow-up activity requires only low level response (comprehension groups)</p> | <p>Most students know their goal; learning goal occasionally drives independent and collaborative work.</p> <p>Students use rubrics/ checklists to self evaluate or reflect inconsistently</p> <p>Students transition between tasks efficiently</p> <p>Students manage collaborative group work inconsistently</p> <p>Students spend most of their time focused on task</p> <p>Follow-up activity reinforces targeted skill</p> <p>Follow-up activity occasionally requires inferential and critical thinking through written response using text evidence (comprehension groups)</p> | <p>All students know their goal; learning goal consistently drives independent and collaborative work.</p> <p>Students use rubrics/checklists to self evaluate or reflect consistently</p> <p>Students transition between tasks efficiently</p> <p>Students manage collaborative group work efficiently</p> <p>Students spends all of their time focused on task</p> <p>Follow-up activity reinforces targeted skill in a meaningful way</p> <p>Follow-up activity consistently requires inferential and critical thinking through written response using text evidence (comprehension groups)</p> |

| | | | |
|---|--|---|--|
| <p>Coordination Between Classroom & Interventionists</p> | <p>Teachers and Interventionists do not use screening, diagnostic, and progress monitoring tools to drive the instructional plan for addressing student goals</p> <p>Targeted instruction is not focused on common goals for students</p> <p>Use of strategies and resources are not agreed upon by teachers and interventionists</p> <p>Structured plan meetings are scheduled inconsistently</p> | <p>Use of strategies and resources are sometimes agreed upon by teachers and interventionists</p> <p>Structured plan meetings are scheduled regularly</p> | <p>Teachers and Interventionists use screening, diagnostic, and progress monitoring tools to drive the instructional plan for addressing student goals</p> <p>Targeted instruction is focused on common goals for students</p> <p>Use of strategies and resources are consistently agreed upon by teachers and interventionists</p> <p>Structured plan meetings are scheduled weekly</p> |
|---|--|---|--|