



Ohio School Boards Association Capital Conference and Trade Show

November 13 – 16, 2011

Greater Columbus Convention Center
Columbus, Ohio

Using rubrics for school improvement

Instruction

Monday, November 14, 2011

2:00 p.m.

C 111

Amy Piacentino, director of curriculum and programming, Delaware City

Beth Cianelli, literacy coach, Delaware City

Melody Detterman, literacy coach, Delaware City

Barbara Keister, literacy coach, Delaware City

Lisa Maharry, literacy coach, Delaware City

Michelle Burkart, literacy coach, Delaware City

PublicSchoolWORKS

OSBA is working for you to provide a complete solution to maintain compliance.

OSBA has partnered with PublicSchoolWORKS to provide a district safety compliance solution provider for staff and students. Demands on administrators and staff and continually changing regulations can be difficult for schools to consistently report and respond to student issues.

Contact Tom Strasburger of PublicSchoolWORKS at (513) 631-6111 to learn more on safety compliance for your district.

Please complete an online conference evaluation either during or after the event at:

<http://links.ohioschoolboards.org/CC11Evaluation>

OSBA Mission

OSBA leads the way to educational excellence by serving Ohio's public school board members and the diverse districts they represent through superior service and creative solutions.

Ohio School Boards Association

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www.osba-ohio.org

Using Literacy Rubrics to Increase Student Achievement

**Ohio School Board Association
Capital Conference**

November 14, 2011

**Reading Workshop
Components and Structure
Grades Second - Fifth**

Teacher provides multiple opportunities for independent reading based on students' needs and interests.

	Emerging	Developing	Proficient	Highly Effective
Reading Minilesson	Teacher does not provide a minilesson or it is not focused around reading strategies or skills; <i>students begin to read independently with no focus from a minilesson.</i>	Teacher provides a minilesson, but the focus is unclear and timing is either too long or too short; <i>students are not engaged in the minilesson; students begin independent reading, but do not apply the focus of the minilesson to their reading.</i>	Teacher provides a focused minilesson with a clearly stated strategy or skill; teacher models comprehension strategies, questions students for understanding, and/or supports vocabulary, fluency, and word attack strategies; <i>students' participation in the minilesson is limited to teacher-directed prompts and questions; students begin independent reading with a clear understanding of a strategy or skill to apply to their reading.</i>	Teacher provides an engaging and focused minilesson that is clearly stated and focuses on a specific reading strategy or skill that students are expected to apply during independent reading; teacher routinely and explicitly models comprehension strategies, questions students for understanding, and/or supports vocabulary, fluency, and word attack strategies; teacher provides opportunities for accountable talk throughout the minilesson; <i>students actively participate in the minilesson and begin independent reading with a clear understanding of a strategy or skill and how it can be applied to their reading; students may record their learning in reader's notebooks, learning logs, and/or anchor charts.</i>

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**Writing Workshop
Components and Structure
Grades Sixth - Eighth**

Teacher provides multiple opportunities for writing based on students' needs and interests.

Writing Conferences	Emerging	Developing	Proficient	Highly Effective
	Teacher does not confer with individual students; <i>students do not participate in individual conferences with the teacher.</i>	Teacher circulates to occasionally interact and confer with students; teacher conferences may be unfocused; teacher may or may not record information about writers; teacher does not track trends noted during conferences to plan for future instruction; <i>students confer with the teacher about their current writing, but they are unclear on how to apply their learning to future writing.</i>	Teacher has a system for ensuring all students participate in writing conferences; teacher collects and records information about students' writing behaviors; teacher confers with students in purposeful and authentic ways; teacher notices and tracks trends during conferences to plan for future instruction; <i>students confer with the teacher, engaging in focused conversation about the writing process; students can describe how they will apply their learning to future writing.</i>	Teacher has a system for ensuring all students participate in writing conferences; teacher collects and records information about students' writing behaviors; teacher confers with students in purposeful and authentic ways; teacher notices and tracks trends during conferences to plan for future instruction; teacher works with students to write specific, short and long term writing goals to enhance students' writing; teacher monitors students' progress towards meeting their goals during subsequent conferences; teacher encourages students to self-reflect and develop awareness of their writing behaviors and interests; <i>students confer with the teacher, engaging in focused and reflective conversation about their writing behaviors, interests, and processes; students identify writing goals and commit to sharing their progress with the teacher and/or peers.</i>

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**Language Development
Interactive Read Aloud
Grades Sixth - Eighth**

Teacher engages students in sharing their thinking during read aloud.

	Emerging	Developing	Proficient	Highly Effective
Before Reading	Teacher does not read aloud or reads aloud without purpose; <i>students passively listen to the read aloud with no engagement.</i>	Teacher reads aloud and prepares students through some discussion about the text; <i>students listen and may engage in discussion.</i>	Teacher reads aloud and prepares students by engaging in meaningful discussion about the text; <i>students actively listen and participate in discussions that prepare them to understand the text.</i>	Teacher reads aloud from a variety of genres and mentor texts; teacher prepares students by engaging in meaningful discussion and questioning to deepen understanding and critical thinking; <i>students actively listen, participate and respond to questioning and discussion to deepen their thinking about the text.</i>
During Reading	Teacher does not read aloud or reads aloud with no student participation; <i>students listen with no opportunity to interact with the text and it is unknown if students understand the text.</i>	Teacher reads aloud; teacher stops for discussion during the reading of the text, but not at times that enrich comprehension or teacher does not allow for students to interact with the text; <i>students listen and occasionally engage in teacher-directed discussion of the text.</i>	Teacher reads aloud; teacher pauses at appropriate times during the reading for planned discussion to enrich comprehension; <i>students listen, engage in discussion and respond to the text in a manner that reflects a solid understanding.</i>	Teacher reads aloud and engages students in meaningful interaction with the text; teacher pauses at appropriate times during the reading for planned discussion to deepen comprehension; <i>students listen, engage in rich discussion and respond to the text in a manner that reflects a deep, insightful understanding.</i>
After Reading	Teacher does not engage students in purposeful discussion of the text; <i>students do not discuss the text in a way that demonstrates understanding.</i>	Teacher conducts limited, largely literal discussion that does not enhance student understanding of the text; <i>students' discussion is limited to teacher-directed questions and/or prompts and reflects a literal understanding of the text.</i>	Teacher engages students in meaningful discussion to deepen understanding of the text; <i>students' discussion reflects a deeper understanding of the text, but is still largely teacher-directed.</i>	Teacher engages students in focused discussion that deepens the meaning of the text and broadens student thinking in ways that can be applied to future texts; <i>students' discussion reflects a high level of understanding that goes beyond the text read and supports future reading.</i>

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**To obtain more information or to order copies of
Delaware City Schools'**

***Framework for Literacy: Rubrics to Support
Teaching and Learning in the Common Core***

Please contact:

**Delaware City Schools' Curriculum Department at 740-833-1107
or by email at hodgesde@delawarecityschools.net**

**or order directly through the ESC of Central Ohio, Sandy Denney,
2080 Citygate Drive, Columbus, OH 43219 (614-445-3750)**

Framework for Literacy: Rubrics to Support Teaching and Learning in the Common Core

Order Form

Please complete this registration form, click **Submit** button on PDF or return hard copy to:
Sandy Deemey, ESC of Central Ohio, 2080 Claygate Drive, Columbus, OH 43219

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Price \$29 per book _____

Shipping & Handling \$3 per book _____

Sales Tax (if applicable)* _____

Total _____

*Individuals making a purchase on their own
and not for a tax exempt organization must
pay sales tax.
Tax: \$1.86/book

Method of Payment [PO / Check / Credit Card / Cash] _____

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