Literacy Center Implementation Rubric   Teacher   Date

These rubrics are designed to support *formative* evaluations and conversations about high quality literacy centers. Ideally they are used initially by teachers to self-assess and then by teacher teams to engage in robust peer observation and conversation about the characteristics of planning for and implementing high quality instructional routines. When used as a coaching tool, teachers should have an opportunity prior to an observed lesson to identify on which aspect or component s/he would like feedback and support on to target growth.

	Does *not* meet standards	Developing	Proficient	Exemplary
Instructional Purpose	**Standards-based** Focus of centers is not linked to learning standards.	Focus of centers is based on units, topics, or seasons and not explicitly linked to learning standards.	Focus of centers is based on literacy curriculum standards.	Focus of centers is based on literacy curriculum standards and integrated across classroom literacy practices.
	Gradual Release of Responsibility Students work independently at new tasks that have not been modeled or practiced	Students are introduced to activities and tasks as part of transition to centers	Students work independently on tasks that have been modeled by the teacher and practiced by students prior to center activities.	Students are part of the process of identifying shared expectations of tasks that have been modeled by the teacher and practiced prior to center activities
	Planning There is no evidence of lesson planning related to center activities	Lesson plans document center activity which are not explicitly linked to learning standards	Lesson plans refer to how the center activities are aligned with the curriculum standards, instruction goals, learning needs	Center activities are based on instructional goals and student learning needs which are identified collaboratively as part of team
	Observations/Notes:			

Student Engagement	**Peer interactions** Center activities provide limited opportunities for students to interact with their peers and engage in language practice and problem solving	The center allows students of varying abilities to work together; students are responsible for completion of individual tasks	Center activities depends on peer interaction and collaboration	Students participated in collaborative decision making about content of center activities; center activities derive from student interest or inquiry-based learning
	Differentiation/Choice All students participate in the same literacy centers regardless of skill or need; little to no opportunities for choice	There is limited opportunity for differentiation for learner ability within a center	The center activities are sufficiently open-ended to allow for creativity while structured enough for students to know when they have met expectations	Content of centers derives from student interest as part of inquiry-based, or project-based investigation
	Management Literacy centers are completely different week to week or change rarely. Expectations for students are not clear.	Expectations for students are explicitly stated, but not necessarily modeled or taught.	Expectations for students are modeled and practiced so that students can work successfully and independently	Expectations are modeled and practiced so that students can work successfully and independently; students participate in establishing classroom norms
Academic Rigor	**Assessment** There is no effort to track learning from student activity during centers	Assessment measures completion of tasks rather than comprehension. Task completion may be a worksheet or craft	Analysis of formative data help teachers determine student needs and then design specific literacy center activities to target these needs.	Revisited routinely through observational and student performance data
	Engagement in complex thinking Students are not engaged because the center is either too challenging or simplistic.	Students participate in rote activities at centers, or tasks that do not engage critical thinking	Tasks at centers engage critical thinking and require collaborative problem-solving linked to learning outcomes	Tasks at centers engage critical thinking and require collaborative problem-solving linked to learning outcomes. Tasks at centers are part of larger classroom inquiry.
	Observations/Notes:			