

Reading Workshop Implementation Audit 11.30.10



4- Exemplary	3-Proficient	2-Progressing	1- Not Meeting Standards
<p>Rituals and Routines</p> <p>-Students follow rituals and routines, requires no teacher prompting</p> <p>-Students incorporate learning indicators into independent work daily</p> <p>-A level, well-organized, and tested collection of books exists and is ready for use. There is an area for direct small group instruction with easel, white board, paper, markers, and other materials. Students know how to use readers notebooks and reading logs. There is a well-organized, usable record keeping system.</p> <p>Small Group Instruction (guided reading or strategy instruction)</p> <p>-Level-based and needs/interest-based grouping is utilized. Groups are formed and reformed on the basis of observation and assessments. Daily meet with small groups of students during the</p>	<p>Rituals and Routines</p> <p>-Students know the rituals and routines and may need a little teacher prompting</p> <p>-Indicators are discussed but not evident in independent work</p> <p>-There is a leveled set of books and it is being used. There is an area for direct small group instruction with an easel, white board, paper, markers, etc. ready for use. The teacher is just beginning to use some form of response journaling and beginning to keep records.</p> <p>Small Group Instruction (guided reading or strategy instruction)</p> <p>-Meet with some needs/interest-based groups during reading block. Level-based groups and regular record keeping has been established. Meet with at least one group daily. Have not</p>	<p>Rituals and Routines</p> <p>-Students know the rituals and routines but need teacher prompting</p> <p>-Indicators are posted in the classroom</p> <p>-There is a leveled collection of books but it is minimal and not adequate for the needs of the class. There are other materials but they are not yet organized. The teacher knows about record keeping and response journals but is not yet using them.</p> <p>Small Group Instruction (guided reading or strategy instruction)</p> <p>-Know how to apply some assessment measures and have tentatively formed some level-based groups.</p>	<p>Rituals and Routines</p> <p>-Students do not know the rituals or routines of workshop</p> <p>-Indicators are not posted in the classroom</p> <p>-The books and other materials are at a beginning point in terms of acquisition and organization. The teacher is just learning about how to keep record of reading behavior and how to use response journals.</p> <p>Small Group Instruction (guided reading or strategy instruction)</p> <p>-Beginning to think about forming groups based on levels of texts. Usually teach the whole class or confer with individuals.</p>

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<p>reading block. Every student in the class is served in small group instruction.</p>	<p>adjusted groups by assessments.</p>		
<p style="text-align: center;">Mini-Lessons</p> <ul style="list-style-type: none"> -One teaching point is taught through demonstration during the minilesson -All students are engaged during the 10 minute mini-lesson -All students participate in the active engagement portion of the minilesson -Students use classroom rubrics and charts to guide them in independent work 	<p style="text-align: center;">Mini-Lessons</p> <ul style="list-style-type: none"> - One teaching point is taught through demonstration during the minilesson -All students are engaged in discussion during the 10 minute mini-lesson -Classroom rubrics and charts are posted and students use with teacher prompting 	<p style="text-align: center;">Mini-Lessons</p> <ul style="list-style-type: none"> -Mini lessons are utilized randomly to demonstrate a teaching point. -Students are engaged in mini-lesson but lacks focus -Classroom rubrics and charts are posted but there is limited student use of these 	<p style="text-align: center;">Mini-Lessons</p> <ul style="list-style-type: none"> -Mini lessons are not utilized to demonstrate a teaching point -A small group of students dominate the discussion during the mini-lesson -Little to no rubrics, charts or student work is utilized for independent work
<p style="text-align: center;">Conferencing</p> <ul style="list-style-type: none"> -Students lead conferences based on their own self-assessed needs (Grades 3-5) -Teacher confers with 4-5 students a day -Teacher facilitates student learning by offering individualized direct instruction or coaching and student 	<p style="text-align: center;">Conferencing</p> <ul style="list-style-type: none"> -Conferences are student led but students not based on their own self-assessed needs(Grades 3-5) -Teacher confers with 4-5 students a day -Teacher facilitates student learning by offering individualized direct instruction or coaching 	<p style="text-align: center;">Conferencing</p> <ul style="list-style-type: none"> -Teacher guides students to becoming the leader of the conference(Grades 3-5) -Teacher confers with 1-2 students a day -Teacher monopolizes the conversation 	<p style="text-align: center;">Conferencing</p> <ul style="list-style-type: none"> -Conferences are teacher led(Grades 3-5) -Individual conferences are not taking place -No evidence of student conferencing

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tries out the skill taught			
<p>Independent Reading</p> <p>-Classroom is well managed during the entire reading block. Students are engaged in silent independent reading and/or writing in reading notebooks. They work independently. Teacher meets with small groups and conducts student conferences.</p>	<p>Independent Reading</p> <p>-Independent reading is well established and teachers conferencing with individuals. Students are beginning to use reading notebooks, beginning to work with small groups on a regular basis.</p>	<p>Independent Reading</p> <p>-Have begun to teach students how to engage in silent independent reading but the routines are not yet established. Beginning to establish a schedule that will allow for independent work while teaching small groups and working with individuals.</p>	<p>Independent Reading</p> <p>-Not yet established a system for independent reading; students need a great deal of attention and cannot work productively in small groups</p>
<p>Assessment and Data Analysis</p> <p>-Teacher uses assessment information to plan for daily small groups and 1-to-1 conferences.</p> <p>-Teachers monitor student reading progress and students have taken ownership for their reading.</p> <p>-Teacher uses reading notebooks as an assessment tool and challenges students in higher-level thinking</p>	<p>Assessment and Data Analysis</p> <p>-Teacher uses assessment information to plan for daily small groups and 1-to-1 conferences</p> <p>-Teacher monitors student reading progress and shares that with the students and parents</p> <p>-Teacher uses reading notebooks as an assessment tool but does not challenge students in higher-level thinking</p>	<p>Assessment and Data Analysis</p> <p>-Teacher collects assessment data but does not use it to inform instruction</p> <p>-Teacher monitors student reading progress but does not share this with the students or parents</p> <p>-Teacher uses reading notebooks but not as an assessment tool</p>	<p>Assessment and Data Analysis</p> <p>-Little assessment data is collected</p> <p>-Limited reading progress is monitored</p> <p>-Reading notebooks are not used</p>