

New York Public Library - Literacy Leaders Guided Reading Rubric

Leader Name: _____

	Mastery 4	Competent 3	Developing 2	Has Not Acquired Skill 1
Knowledge and Use of Library Collections	<ul style="list-style-type: none"> • Teen expertly assists student in finding a just right book • Teen assesses just right level using the five finger rule • Teen confirms that this is a new book for the student • Teen has a conversation with the student and asks why the student chose that book and gauges response for interest, relevance, and text to self connections • Teen has an understanding of the collections and where to find specific topics and accesses them quickly and easily • Teen models for student how to handle library books and discusses book handling etiquette • Student is engaged and enjoys the book 	<ul style="list-style-type: none"> • Teen assists student in finding a just right book • Teen assesses just right level using the five finger rule • Teen does not make sure this is a new book • Teen asks a few questions to assess student understanding and gauge student interest • Teen has somewhat of an understanding of the collections but struggles to find books • Teen models for student how to handle library books • Student seems somewhat engaged by the book 	<ul style="list-style-type: none"> • Teen struggles to assist student in finding a just right book • Teen has trouble assessing just right level and does not use the five finger rule for finding a just right book • Teen does not make sure it is a new book. • Teen does not assess for student understanding, but does ask questions to gauge student interest • Teen takes a long time to find a book and seems unfamiliar with the collections and needs assistance to locate specific books • Teen does not model how to handle books • Student is disengaged from the book 	<ul style="list-style-type: none"> • Teen does not assist student in finding a just right book: Teen is distracted and does not actively work with the student • Teen does not stop to use the five finger rule. • Teen does not ask questions to assess student understanding or gauge interest • Teen does not know how to locate books in the collections and does not ask for help • Teen is distracted while student is reading • Student is disengaged from the book

	Mastery 4	Competent 3	Developing 2	Has Not Acquired Skill 1
Fluency	<ul style="list-style-type: none"> • Teen is able to effectively use fluency strategies • When a student comes to a word they do not know, the teen stops them and employs a variety of strategies to work with the student • Teen utilizes a variety of tools to support the student (e.g., using the whiteboard, a notebook, kinesthetic movements, etc.) • Teen employs a variety of strategies such as sounding out the word, chunking, re-reading the whole sentence from the beginning, using context clues, and/or looking at pictures to read the word correctly • Teen then has student reread the sentence or paragraph until s/he is fluent • Teen has student give a definition of the word in their own words to check for understanding • Teen writes down the word for the student and has the student write down the meaning of the word and use it in a sentence 	<ul style="list-style-type: none"> • Teen utilizes some fluency strategies to work with the student • When student comes to a word they do not know teen stops them and employs a few strategies for fluency • Teen verbally discusses the word with the student, but does not utilize any additional tools • Teens utilizes one or two decoding strategies to help the student • Teen does not have student reread until the word is fluent • Teen does not write the word down for student practice • Teen moves on after hearing the student pronounce the word once 	<ul style="list-style-type: none"> • Teen is unsure of how to employ the use of fluency strategies and shows a lack of confidence when employing fluency strategies • When student comes to a word they do not know, teen stops them and has them sound it out but isn't sure what to do if that strategy does not work. • Teen does not use any of the other strategies and continues to have the student sound it out even if it is not effective • Teen does not write the word down for student to practice • The teen moves on, even if the student is unable to pronounce the word correctly 	<ul style="list-style-type: none"> • Teen is not able to effectively use fluency strategies • When student comes to a word they do not know, teen immediately tells them what the word is without defining it and has the student continue reading • Teen does not write down the word for student to practice

	Mastery 4	Competent 3	Developing 2	Has Not Acquired Skill 1
Checking for Understanding	<ul style="list-style-type: none"> When student is reading, teen stops at appropriate times and asks a variety of questions and utilizes a variety of strategies to check for understanding All or most of the following strategies are used: text to self, prediction, inferring, recalling events and questions using "parts of story language" ie. who is the main character? What is the plot?, open ended questions for greater discussion, and self reflective questions to connect the story to the students life The student has a strong grasp of the story and is engaged 	<ul style="list-style-type: none"> When student is reading teen stops at appropriate times, but does not ask a variety of questions. Some of the following strategies are used: text to self, prediction, inferring, recalling events and questions using "parts of story language" ie. who is the main character? What is the plot?, open ended questions for greater discussion, and self reflective questions to connect the story to the students life The student understands the story and is somewhat engaged 	<ul style="list-style-type: none"> Teen only asks questions at the end of the book Teen does not ask a variety of questions and asks mostly "yes or no" questions that do not effectively assess student comprehension or help the student form personal connections with the text Teen does not fully understand the story The student doesn't completely understand the story and is not engaged 	<ul style="list-style-type: none"> Teen does not stop to ask questions while the student is reading but has the student read the whole book while the teen listens Teen does not understand the story The student does not understand the story and is disengaged

	Mastery 4	Competent 3	Developing 2	Has Not Acquired Skill 1
Vocabulary Acquisition	<ul style="list-style-type: none"> • Teen identifies key vocabulary while the student is reading and writes down the keywords • Teen utilizes strategies to help the student come to the meaning of the word, such as using context clues from the sentence and from pictures in the book • Teen asks why this word is important in the context of the story • Teen reviews the keywords and utilizes a variety of engaging strategies to strengthen and confirm vocabulary acquisition: Define in their own words, utilize in a sentence, role play the definition of the word, connect the word to their personal life, and visually represent the word through art 	<ul style="list-style-type: none"> • Teen identifies key vocabulary while the student is reading • Teen sometimes utilizes strategies to help the student come to the meaning of a word, but often supplies the meaning without allowing the student the time to try to infer the meaning first • Teen asks why this word is important in the context of the story • Teen reviews keywords, but does not utilize different, engaging strategies to strengthen and confirm vocabulary acquisition 	<ul style="list-style-type: none"> • Teen sometimes identifies key vocabulary, but often moves past key vocabulary • Teen does not utilize strategies to help the student infer the meaning of a word. Teen supplies meaning. • Teen does not ask why this word is important in the context of the story • Teen only reviews some keywords; it is unclear whether the student understands the meaning of the words 	<ul style="list-style-type: none"> • Teen does not identify vocabulary words while student is reading • Teen is unable to support the student and doesn't seem to know how to proceed with vocabulary acquisition • There is no follow up with the student and vocabulary acquisition is not worked on during the reading

	Mastery 4	Competent 3	Developing 2	Has Not Acquired Skill 1
Engagement	<ul style="list-style-type: none"> • Teen effectively works with the student to deeply engage the student in the reading • The teen is mentally present during the reading, asks relevant questions and sparks discussion by asking open ended questions throughout the reading • Teen actively participates with the student through a variety of strategies such as role-playing, utilizing voices, theatrical movements, to keep them engaged. • Teen provides regular support for synthesis through conversation and extension activities • Teen connects the book and characters to the students' personal life and the story resonates with the student 	<ul style="list-style-type: none"> • Teen works to engage the student in the reading • Teen asks if the student likes the story, but does not ask open ended questions • Teen does not utilize strategies such as roleplay, voices, or theatrical movements to engage the student • Teen provides some support for synthesis through conversation but no extension activity • Teen does not connect the book and characters to the students' personal life • The student is engaged, but more can be done to engage the student and immerse them in the story 	<ul style="list-style-type: none"> • Teen checks in once or twice with student while they are reading to gauge engagement. • Teen asks only yes/no questions to check for understanding, but does not ask if the student likes the story • Teen does not utilize strategies such as roleplay, voices, or theatrical movements to engage the student • Teen does not provide support for synthesis through conversation or extension activity • Teen does not connect the book and characters to the students' personal life • The student is only somewhat engaged in the story 	<ul style="list-style-type: none"> • Teen is not paying attention to student while they are reading and is distracted • Teen does not ask student questions during the story • Teen does not provide support for synthesis through conversation or extension activities • Teen does not connect the book to the student's personal life • The student and the teen are both disengaged from the story