RISE School Award School Visit Rubric

District:	Scho		Principal:		
Instructional Criteria	Advanced (4 points)	Proficient (3 points)	Basic (2 Points)	Below Basic (1 point)	Notes
Content • Bottom of the Rope Phonemic awareness and phonics instruction is systematic and explicit; high-frequency words are based on analysis not visual memory; decodable or other appropriate texts are used for reading practice; sound wall is in use; spelling instruction is connected to phonics; there is no use of 3 cueing; multi-sensory scaffolds are used appropriately	All of the content for the bottom of the rope is aligned to the Science of Reading. (4 points)	The majority of the content for the bottom of the rope is aligned to the Science of Reading. (3 points)	Minimum content for the bottom of the rope is aligned to the Science of Reading. (2 points)	Content for the bottom of the rope is not aligned to the Science of Reading and/or there is evidence of balanced literacy strategies. (1 point)	
• Top of the Rope Complex texts are used to build background knowledge; tier 2 vocabulary words are purposefully chosen and taught with strategies, including morphology, which are designed to promote understanding; texts from different genres are read aloud to foster deep comprehension conversations including inference, shades of meaning or complex sentence structure.	All of the content for the top of the is aligned to the Science of Reading (4 points)	The majority of the content for the top of the rope is aligned to the Science of Reading (3 points)	Minimum content for the top of the rope is aligned to the Science of Reading. (2 points)	Content for the top of the rope is not aligned to the Science of Reading. (1 point)	
 Explicit Instruction Instruction is: Clear and succinct (understandable by students, brief and to the point), 	All teachers use clear and succinct language during instruction. (4 points)	The majority of teachers use clear and succinct language during instruction.	Few teachers use clear and succinct language during instruction. (2 points)	Clear and succinct language is not evident during instruction. (1 point)	

		(3 points)			
 exact (specific, explains the "why" or the "how"), and 	All teachers use exact language during instruction. (4 points)	The majority of teachers use exact language during instruction. (3 points)	Few teachers use exact language during instruction. (2 points)	Exact language is not evident during instruction. (1 point)	
• accurate (correct).	All teachers use accurate language during instruction. (4 points)	The majority of teachers use accurate language during instruction. (3 points)	Few teachers use accurate language during instruction. (2 points)	Accurate language is not evident during instruction. (1 point)	
 Systematic Instruction Instruction follows a step-by-step, easy to more difficult progression; 	All instruction follows a step-by-step, easy to more difficult progression. (4 points)	The majority of instruction follows a step-by-step, easy to more difficult progression. (3 points)	Little teaching follows a step-by-step, easy to more difficult progression. (2 points)	Teaching does not follow a step-by-step, easy to more difficult progression. (1 point)	
 Appropriate rigor for questioning and application; 	All questioning and application is at the appropriate rigor. (4 points)	The majority of questioning and application is at the appropriate rigor. (3 points)	Some questions are at the appropriate level of rigor but the application pieces are at a low level of rigor OR questions are low level and application is at appropriate rigor. (2 points)	Questions and application are at a low level of rigor. (1 point)	

• The teacher models the task for the students; teachers and students do the task together; the student does the task on his/her own.	All teaching includes a gradual release of responsibility. (4 points)	The majority of teaching includes a gradual release of responsibility. (3 points)	Little teaching includes a gradual release of responsibility. (2 points)	Teaching does not include a gradual release of responsibility. (1 point)	
Student Engagement Students are active participants in learning; oral language opportunities for dialogic talk are provided that allow students to discuss their learning.	All students are engaged with the teaching and learning as shown by active participation in the lessons. (4 points)	The majority of students are engaged with the teaching and learning as shown by active participation in the lessons. (3 points)	Few students are engaged with the teaching and learning as shown by active participation in the lessons. (2 points)	Students are not engaged with the teaching and learning. (1 point)	

Total point possible: 36 RISE School Awards Minimum score: 27