Guided Reading Rubric

Time began: _____   **Time ended:** _____

Student teacher: _____

Text selection: The student teacher			
1 Selects a text that is not the appropriate level for the group.	2 Selects a text that is the appropriate level for the group but provides few opportunities for learners to learn.	3 Selects a text that is the appropriate level for the group and provides some opportunities for learners to learn.	4 Selects a text that is the appropriate level and is very well matched to the group and provides many opportunities to learn.

Text Introduction: The student teacher			
1 Provides for some introductory activities but does not attend to the central elements of an introduction (meaning of whole text, language, aspects of print)	2 Provides an introduction that includes some or even all elements (meaning of whole text, language, aspects of print) but is fragmented and not cohesive.	3 Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) but is somewhat uneven.	4 Provides an introduction that includes some or all elements (meaning of whole text, language, aspects of print) in a highly integrated, engaging and cohesive way.
Does not engage children with the text or in interaction with the teacher or other learners.	*May engage children in some conversation but talk is unfocused and does not help them engage with meaning of the text.*	*Engages children in conversation; some of the talk helps them engage with the meaning of the text.*	*Engages learners in a conversation that brings them into the text and supports thinking about the meaning of the text.*

During Reading: The student teacher			
1 Either does not sample oral reading or interrupts too much with interactions that take the reader "off track".	2 Samples oral reading; interactions give children "clues" for guessing or tells words but provides little help in engaging in effective reading behaviours.	3 Sample oral reading and provides some demonstrations and sometimes prompts for (as needed) for effective reading behaviours.	4 Samples oral reading and demonstrates, reinforces, and consistently prompts (as needed) for effective reading behaviours and problem solving actions.

After Reading: The student teacher			
1 Does not engage children in discussion of the meaning of the text.	2 Engages children in discussion after reading but talk is unfocused or sometimes off topic.	3 Engages in some discussion of the meaning of the text. Learners make comments that indicate they are thinking about the meaning of the text.	4 Engages children in a rich discussion of the meaning of the text that is evident in learners' comments about their thinking.

Makes no teaching points even though there were opportunities to do so.	*Makes teaching points but they do not help learners to engage in effective processing of text.*	*Makes teaching points but not all of the teaching points help learners engage in effective processing of text.*	*Makes superbly chosen, specific teaching points that help learners engage in effective processing of text.*

Word Work: The student teacher

1	2	3	4
Shows something about words but the work is either too easy or too difficult for learners and may interfere with learning. Word work may involve teaching words "from the book".	Shows something about words but the teaching is not specific and clear and there is no evidence that learners understand the task.	Shows children something about words. Learners participate and perform the task with some understanding.	Shows children something explicit and strategic about how words work. Learners are engaged and there is evidence that they are learning more about word solving.