

Collaborative Instructional Review
Classroom Visitation Rubric for Literacy
DRAFT 7-16-2011

Literacy Proficiency	Below Basic	Basic	Proficient	Exemplary
Reading Comprehension	Student comprehends text at an information retrieval level. Using simple text or teacher read-aloud materials, student can answer some questions.	Student comprehends text at the level of main idea, summary, and initial analysis or evaluation. Student can respond to basic questions for which answers are implicit or directly implied in less complex text.	Student uses complex texts to understand content and the world through evaluation, analysis, inference, questioning, and summary of text.	Student comprehends multiple and complex texts. Student understands point of view and engages in solution-based communication. Student easily analyzes texts, justifies positions, and addresses challenging issues in real-world contexts.
Digital Literacy and Communication	Student rarely uses digital sources. When student uses digital sources, teacher guidance is required and work often consists of copying directly from digital sources. Communication using digital tools is rare and most often involves lower levels of rigor and relevance.	Student use of digital sources is limited and situational etiquette is for the most part missing. Student demonstrates a limited ability to use the information gleaned from digital sources to communicate or devise solutions.	Student demonstrates an effective integration of single and multiple digital sources to understand, infer, and act upon knowledge; to facilitate communication; or to create solutions.	Student easily integrates authenticated and multiple digital sources in a variety of media contexts. Student skillfully uses this information to create solutions, offer justifiable points of view, and apply to relevant, real-life, and complex scenarios.
Speaking, Listening, and Collaborating	Student uses language skills only for lower-level collaboration tasks. Student demonstrates a basic comprehension level, only an initial gathering of information, or a lower level demonstration of skills or processes.	Student's language skills or the application of those skills may interfere with the ability to communicate effectively, frequently, and persuasively in various academic and/or social communication and collaboration opportunities.	Student collaboration and communication uses integrated information to adapt, create, solve, justify, and apply knowledge.	Student uses and understands language, culture, and verbal and non-verbal communication methods. Student collaborates in person and virtually to fully contribute to point-of-view conversations, debates, problem solving, and the integration of the ideas of others to achieve a common goal.

Document and Quantitative Literacy	Student has few or no strategies for comprehending information or the complex information contained in tables, charts, graphs, mathematical formats, digital resources, and other visual modes of presenting information.	Student struggles with comprehending information and the complex information contained in tables, charts, graphs, mathematical formats, digital resources, and other visual modes of presenting information.	Student comprehends and acts upon information contained in tables, charts, graphs, mathematical formats, digital resources, and other visual modes of presenting information, using inference, analysis, synthesis, and evaluation skills.	Students uses visually-based sources of information as well as numeracy-based sources to develop solutions; analyze the correctness and usefulness of data; determine how to use the information to complete complex, often real-world tasks; and evaluate the results of actions or predict outcomes.
Written Communication	Student struggles to initiate even limited writing tasks, apply basic editing and process skills, and develop the fluency of thinking needed for written communication.	Student's written language skills are not fully developed and interfere with the ability to communicate in writing for a variety of purposes and audiences.	Student communicates clearly and with proficient language skills through multiple forms of writing for a variety of purposes and audiences.	Student uses the skills and characteristics of good writing in multiple formats to communicate complex thinking for a variety of purposes and audiences. Student writing demonstrates clarity of analysis, acknowledgement and justification of point of view, and creative solutions or insights.