

# Johnson County School District Literacy Plan Rubric

REQUIRED COMPONENTS	EXPLANATION of REQUIRED COMPONENT	1 Unacceptable	2 Needs Improvement	3 Meets Expectations	4 Exceeds Expectations
<b>Standards Based Classroom</b>	Standards are readable and visible for each class period in all grades.	Standards are not readable and visible for each class period.	Standards are readable and visible for some class periods.	Standards are readable and visible for all class periods. • Benchmark Assessments	Standards are readable, visible, and discussed for all class periods.
<b>Focus on Writing and Vocabulary across all Curriculums</b>	Focus is on writing and vocabulary in all grades, across all curriculums.	There is no focus on writing and vocabulary in all grades, across all curriculums.	There is some focus on writing and vocabulary in all grades, across all curriculums.	There is focus on writing and vocabulary in all grades, across all curriculums. • Benchmark Assessments	There is evidence of focus on writing and vocabulary in all grades, across all curriculums through displayed student work.
<b>(Elementary and Middle ONLY)</b> <b>Read and Confer Time</b> <b>Literacy Focus Mornings</b>	The first 20 minutes of each day will consist of Read and Confer time, focused on literacy and individual reading conferences for elementary.  The first 20 minutes of each day will consist of Literacy Focus mornings, focused on literacy and individualized instruction for middle.	There was no Read and Confer Time focused on literacy and individual reading conferences for the first 20 minutes of the day for elementary.  There was no Literacy Focus mornings focused on literacy and individualized instruction for the first 20 minutes of the day for middle.	There was Read and Confer Time focused on literacy and individual reading conferences but not for 20 minutes and all components were not present.  There was Literacy Focus mornings focused on literacy and individualized instruction but not for 20 minutes and all components were not present.	There was Read and Confer time, focused on literacy and individual reading conferences for the first 20 minutes for elementary.  There was Literacy Focus mornings focused on literacy and individualized instruction for the first 20 minutes for middle. • Benchmark Assessments	There was a focus on literacy and individual reading conferences for more than 20 minutes for elementary.  There was a focus on literacy and individualized instruction for more than 20 minutes for middle.
<b>Standards Based Literacy Centered on Evidence Based Practices</b>	There is a set time scheduled for literacy instruction focusing on phonics, fluency, comprehension, vocabulary, grammar, and writing as follows:  Elementary- 1 hour Middle- 85 minutes (ELA Classroom) High- 50 minutes (ELA Classroom)	There is no set time scheduled for literacy instruction focusing on phonics, fluency, comprehension, vocabulary, grammar, and writing.	While there is time scheduled for literacy instruction focusing on phonics, fluency, comprehension, vocabulary, grammar, and writing it does not meet the time requirement.	There is a set time scheduled for literacy instruction focusing on phonics, fluency, comprehension, vocabulary, grammar, and writing as follows:  Elementary- 1 hour Middle- 85 minutes (ELA Classroom) High- 50 minutes (ELA Classroom) • Benchmark Assessments	There is a set time scheduled for literacy instruction focusing on phonics, fluency, comprehension, vocabulary, grammar, and writing that exceeds the following requirement.  Elementary- 1 hour Middle- 85 minutes (ELA Classroom) High- 50 minutes (ELA Classroom)
<b>MTSS</b>	Scheduled individualized literacy instruction focused on literacy intervention.	There is no scheduled individualized literacy instruction focused on literacy intervention.	There is some individualized literacy instruction focused on literacy intervention.	There is scheduled individualized literacy instruction focused on literacy intervention. • Benchmark Assessments	There is evidence of scheduled individualized literacy instruction focused on literacy intervention with displayed student work.