

RISE School Award Rubric

District: Bentonville

School: Evening Star

Principal: Ashley Williams

Instructional Criteria	Advanced (4 points)	Proficient (3 points)	Basic (2 Points)	Below Basic (1 point)	Notes
<p>Content</p> <ul style="list-style-type: none"> 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 	<p>All of the content for the bottom of the rope is aligned to the Science of Reading. (4 points)</p>	<p>The majority of the content for the bottom of the rope is aligned to the Science of Reading. (3 points)</p>	<p>Minimum content for the bottom of the rope is aligned to the Science of Reading. (2 points)</p>	<p>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)</p>	<p>We were able to see the bottom of the rope skills throughout this building. There was clear evidence of the use of Heggerty and Kilpatrick's one minute drills as systematic tools to support and build phonemic awareness. Explicit, systematic phonics instruction was evident by supporting speech to print. There was an auditory introduction before visual discovery. There were lots of connections to the sound wall and decodable texts were used to build the phonics skills being taught.</p>
<ul style="list-style-type: none"> 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. 	<p>All of the content for the top of the is aligned to the Science of Reading (4 points)</p>	<p>The majority of the content for the top of the rope is aligned to the Science of Reading (3 points)</p>	<p>Minimum content for the top of the rope is aligned to the Science of Reading. (2 points)</p>	<p>Content for the top of the rope is not aligned to the Science of Reading. (1 point)</p>	<p>We saw lots of evidence of the top of the rope strands. They have written into their curriculum an oral language component to support and enhance the building of background knowledge and purposefully chosen tier 2 words that are built around the read aloud for the day. They had students saying the words, acting out the words, and participating in a facilitated discussion of the words.</p>

					We saw the use of pictures, turn and talk methods, to build knowledge. They also connected meaning to words used in phonics instruction. Morphology was evident through the use of decks, hands-on work with morphemes, and the using the read from right to left method to get to the meaning. There was use of different text types. We saw articles, literature, graphics, and decodables.
<ul style="list-style-type: none"> ● Assessment <p>Assessment drives instruction; students are grouped based on skill deficits instead of levels; different kinds of assessments are evident and utilized by teachers.</p>	All three assessment indicators are aligned to the Science of Reading (4 points)	Two of the assessment indicators are aligned to the Science of Reading (3 points)	One of the assessment indicators is aligned to the Science of Reading (2 points)	Assessment indicators are not aligned to the Science of Reading (1 points)	A variety of assessments are being utilized in this building. These assessments include screeners, diagnostic pieces, and the use of progress monitoring. They are also utilizing CFAs. We observed a 2nd grade PLC data meeting. They were discussing their progress monitoring data. They were using this data to determine their next steps over the next 2 weeks. The groups are fluid and change as needed based on skill deficits.

<p>Explicit Instruction Instruction is:</p> <ul style="list-style-type: none"> • Clear and succinct (understandable by students, brief and to the point), • exact (specific), and • accurate (correct). 	<p>All teachers use clear and succinct language during instruction. (4 points)</p> <p>All teachers use exact language during instruction. (4 points)</p> <p>All teachers use accurate language during instruction. (4 points)</p>	<p>The majority of teachers use clear and succinct language during instruction. (3 points)</p> <p>The majority of teachers use exact language during instruction. (3 points)</p> <p>The majority of teachers use accurate language during instruction. (3 points)</p>	<p>Few teachers use clear and succinct language during instruction. (2 points)</p> <p>Few teachers use exact language during instruction. (2 points)</p> <p>Few teachers use accurate language during instruction. (2 points)</p>	<p>Clear and succinct language is not evident during instruction. (1 point)</p> <p>Exact language is not evident during instruction. (1 point)</p> <p>Accurate language is not evident during instruction. (1 point)</p>	<p>There was evidence of consistent explicit instruction being provided. The language of the teachers was very clear and succinct. They followed specific steps in their lessons which kept the lesson laser focused.</p> <p>The teachers used specific and precise academic language. They used specific phonics terms, syllable language, articulation terms, paths of movement for handwriting, steps for decoding, steps for encoding, how to read words, specific comprehension terms and lots of tier 2 vocabulary usage.</p> <p>The teachers used accurate and precise academic language. Their use of specific phonics terms, syllable language, articulation terms, paths of movement for handwriting, steps for decoding, steps for encoding, how to read words, specific comprehension terms and lots of tier 2 vocabulary usage was done with accuracy.</p>
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<p>Systematic Instruction</p> <ul style="list-style-type: none"> • Instruction follows a step-by-step, easy to more difficult progression; • Appropriate rigor for questioning and application; • The teacher models the task for the students; teachers and students do the task together; the student does the task on his/her own. 	<p>All instruction follows a step-by-step, easy to more difficult progression. (4 points)</p> <p>All questioning and application is at the appropriate rigor. (4 points)</p> <p>All teaching includes a gradual release of responsibility. (4 points)</p>	<p>The majority of instruction follows a step-by-step, easy to more difficult progression. (3 points)</p> <p>The majority of questioning and application is at the appropriate rigor. (3 points)</p> <p>The majority of teaching includes a gradual release of responsibility. (3 points)</p>	<p>Little teaching follows a step-by-step, easy to more difficult progression. (2 points)</p> <p>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)</p> <p>Little teaching includes a gradual release of responsibility. (2 points)</p>	<p>Teaching does not follow a step-by-step, easy to more difficult progression. (1 point)</p> <p>Questions and application are at a low level of rigor. (1 point)</p> <p>Teaching does not include a gradual release of responsibility. (1 point)</p>	<p>The instruction was very cohesive within the building. All teachers followed an exact progression while following specific steps in their instruction. These step by step procedures were observed in phonics, morphology, comprehension lessons and oral language.</p> <p>The lessons we observed contained purposeful questions that were at the appropriate rigor to allow the students to apply their knowledge.</p> <p>The gradual release model was evident in the observed lessons. We saw the teachers modeling with explicit language. We saw kids working in small groups to complete tasks and practice the taught skill, and then practice the skill on their own.</p>
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<p>Schoolwide Effort The evidence of consistent teaching aligned to the Science of Reading is seen across the entire building from instruction and resources to displays and activities regardless of grade level or content being taught. Building leadership and all teachers share responsibility for content and students.</p>	<p>Building leadership has a clear plan for implementing the Science of Reading that is communicated to all stakeholders. Classroom teachers across grade levels in general education, special education, and interventions show evidence that they have implemented practices aligned to the Science of Reading. (4 points)</p>	<p>Building leadership has a clear plan for implementing the Science of Reading. Most classroom teachers across grade levels in general education, special education, and interventions show evidence that they have implemented practices aligned to the Science of Reading. (3 points)</p>	<p>The building leadership plan for implementing the Science of Reading is vague or inconsistent. Few classroom teachers across grade levels in general education, special education, and interventions show evidence that they have implemented practices aligned to the Science of Reading. (2 points)</p>	<p>No building leadership plan for implementing the Science of Reading is evident; there is no evidence that practices aligned to the Science of Reading have been implemented across grade levels in general education, special education, and interventions. (1 point)</p>	<p>The leadership team in this building clearly has a plan and the plan is at work. There is strong evidence to show that the SOR is being implemented. It was evident that there is clear communication between the leadership team and the teachers. Everyone knows the expectations and his/her role. The teachers are comfortable with the observation process because the leadership presence is consistent to ensure implementation. It is apparent that SPED teachers are actively involved with the implementation of SOR. Easter Seals is involved with helping the SPED department during this implementation.</p>
<p>Student Engagement Students are active participants in learning; oral language opportunities for dialogic talk are provided that allow students to discuss their learning.</p>	<p>All students are engaged with the teaching and learning as shown by active participation in the lessons. (4 points)</p>	<p>The majority of students are engaged with the teaching and learning as shown by active participation in the lessons. (3 points)</p>	<p>Few students are engaged with the teaching and learning as shown by active participation in the lessons. (2 points)</p>	<p>Students are not engaged with the teaching and learning. (1 point)</p>	<p>Students were engaged with the learning by clearly defined routines, explicit teaching, multisensory methods, opportunities to talk, structured talk, intentional questioning routines. The material being covered was relevant to the students' learning. The school has intentionally written a specific piece into their curriculum to ensure the building of oral language around the units of study. This was a key piece in actively engaging the students in the learning.</p>

<p>Daily Schedules Whole group, small group, and intervention times are planned; sufficient instructional time is built in for each component of the Science of Reading.</p>	<p>All grade levels have a schedule that includes time for whole group, small group, and interventions, and time for each component of the Science of Reading. (4 points)</p>	<p>Most grade levels have a schedule that includes time for whole group, small group, and interventions, and time for each component of the Science of Reading. (3 points)</p>	<p>Few grade levels have a schedule that includes time for whole group, small group, and interventions, and time for each component of the Science of Reading. (2 points)</p>	<p>The daily schedule does not include time for whole group, small group, and interventions; it does not include time for each component of the Science of Reading. (1 point)</p>	<p>The daily schedule provides the time for whole group, small group, and interventions. There was evidence that the time needed for the bottom of the rope skills and the top of the rope skills was provided for every group setting. We were able to observe all these pieces. The PLC process aided to keep the small group and intervention times very focused.</p>
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Total points for Evening Star: 48

Total point possible: 48

RISE School Awards Minimum score: 36

Evening Star is an exemplary school! We enjoyed our visit immensely! What a welcoming atmosphere! The staff and administration are committed to ensuring that there is a guaranteed and viable curriculum accessible for ALL students throughout the entire building. The instruction was aligned to the Science of Reading and everyone knows his or her role within this school wide implementation. The schedule in this building allows for whole group, small group, targeted interventions, oral language, and the curriculum allows the teachers to address the top and bottom strands of the rope model. The lessons were explicit and systematic and the students were excited and engaged in the learning process. The lessons were designed to allow students the opportunities to discuss all areas of learning. This would be an excellent school for others to visit to see explicit systematic instruction with an emphasis on oral language building across all grade levels.