## Differentiated Reading Instruction (DRI) Implementation Rubric

<table>
<thead>
<tr>
<th>Student Learning Goals (2 Focus Areas)</th>
<th>Beginning</th>
<th>Developing</th>
<th>Ideal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student goals are partially stated or posted</td>
<td>Goals are clearly stated or posted for most students</td>
<td>Teachers clearly state and define goals</td>
<td></td>
</tr>
<tr>
<td>Students are unsure of learning goals</td>
<td>Some students articulate learning goals</td>
<td>Students articulate learning goals</td>
<td></td>
</tr>
<tr>
<td>Goals are tied to Colorado State Standards</td>
<td>Goals are tied to Colorado State Standards/ Common Core</td>
<td>Goals are tied to Colorado State Standards/ Common Core</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Grouping</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups are determined by initial Screening tools</td>
<td>Groups are determined by Screening and some Diagnostic tools</td>
<td>Groups are determined by Screening, Diagnostic, and Progress Monitoring Tools</td>
</tr>
<tr>
<td>Students are not in the right group as determined by skill needs/goals using the Cognitive Reading Model</td>
<td>Groups are determined by skill needs/goals using the Cognitive Reading Model</td>
<td>Groups are determined by skill needs/goals using the Cognitive Reading Model</td>
</tr>
<tr>
<td>Groups are not flexible</td>
<td>Groups are flexible but adjustments may not occur in a timely manner</td>
<td>Groups are flexible; adjustments are made as student needs change</td>
</tr>
<tr>
<td>Students below grade level intervention groups may be too large</td>
<td>Below level intervention groups may have more than 5 students</td>
<td>Below level intervention groups are 3-5 students to intensify instruction</td>
</tr>
<tr>
<td>Intervention Groups do not address individual skill needs/goals</td>
<td>All intervention groups focus on individual skill needs/goals</td>
<td>Intervention Groups focus on individual student skill needs/goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Instruction</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses few research based strategies</td>
<td>Uses some research based strategies</td>
<td>Effectively uses Research Based strategies</td>
</tr>
<tr>
<td>Instruction may not address skill or match the learning goal</td>
<td>Instruction addresses skill needs or learning goal</td>
<td>Rigorous, challenging instruction addresses skill needs or learning goals</td>
</tr>
<tr>
<td>Modeling is inconsistent or not evident in lessons</td>
<td>Modeling is evident in most lessons with some clear examples</td>
<td>Explicit, consistent modeling evident throughout the lesson</td>
</tr>
<tr>
<td>Instructional pacing slow or rushed</td>
<td>Instructional pacing is inconsistent</td>
<td>Instructional pacing is appropriate</td>
</tr>
<tr>
<td>Few student engagement strategies are used</td>
<td>Some student engagement strategies are used throughout the lessons</td>
<td>Multiple student engagement strategies are used throughout the lessons</td>
</tr>
</tbody>
</table>

Source: Tony Winger, via Edutopia
<table>
<thead>
<tr>
<th><strong>Instructional Materials</strong></th>
<th>Does not use a variety of text structures and genres</th>
<th>Sometimes uses a variety of text structures and genres</th>
<th>Uses a variety of text structures and genres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials may not engage students</td>
<td>Materials engage some students.</td>
<td>Materials engage students.</td>
<td></td>
</tr>
</tbody>
</table>

| **Independent & Collaborative Work Routines** | Few students know their goal; learning goal does not drive independent and collaborative work. Students do not use rubrics/checklists to self evaluate or reflect. Students do not transition between tasks efficiently. Students do not manage collaborative group work. Students may not be focused on task. Follow-up activity sometimes reinforces targeted skill. Follow-up activity requires only low level response (comprehension groups) | Most students know their goal; learning goal occasionally drives independent and collaborative work. Students use rubrics/checklists to self evaluate or reflect inconsistently. Students transition between tasks efficiently. Students manage collaborative group work inconsistently. Students spend most of their time focused on task. Follow-up activity reinforces targeted skill. Follow-up activity occasionally requires inferential and critical thinking through written response using text evidence (comprehension groups) | All students know their goal; learning goal consistently drives independent and collaborative work. Students use rubrics/checklists to self evaluate or reflect consistently. Students transition between tasks efficiently. Students manage collaborative group work efficiently. Students spend all of their time focused on task. Follow-up activity reinforces targeted skill in a meaningful way. Follow-up activity consistently requires inferential and critical thinking through written response using text evidence (comprehension groups) |

Source: Tony Winger, via Edutopia
| Coordination Between Classroom & Interventionists | Teachers and Interventionists do not use screening, diagnostic, and progress monitoring tools to drive the instructional plan for addressing student goals | Targeted instruction is not focused on common goals for students |
| Use of strategies and resources are not agreed upon by teachers and interventionists | Use of strategies and resources are sometimes agreed upon by teachers and interventionists |
| Structured plan meetings are scheduled inconsistently | Structured plan meetings are scheduled regularly |
| Teachers and Interventionists use screening, diagnostic, and progress monitoring tools to drive the instructional plan for addressing student goals | Targeted instruction is focused on common goals for students |
| Use of strategies and resources are consistently agreed upon by teachers and interventionists | Structured plan meetings are scheduled weekly |

Source: Tony Winger, via Edutopia