

# Literacy Rubric for Non-ELA Middle & Secondary, Career & Technical Education, and Pre-K–12 Program Proposals

## Question 1: Literacy Skills and Strategies

Provide at least two opportunities for candidates to attain and demonstrate a deep understanding of discipline-specific literacy skills and strategies essential to their endorsement area.

**Optional Attachments:** Course syllabi, program/course/module sequences

Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• Candidates are provided <b>two or more</b> substantial opportunities to attain knowledge of disciplinary literacy as it relates to the endorsement area.</li> <li>• Candidates are provided <b>multiple</b> opportunities to demonstrate knowledge of disciplinary literacy skills and/or strategies as it applies to the endorsement area.</li> <li>• The opportunities for candidates to attain and demonstrate knowledge of literacy skills and/or strategies focus <b>more</b> on how reading and writing are used in the discipline being studied,<sup>1</sup> rather than on the ability to use reading and writing to learn the subject matter in a discipline.<sup>2</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are provided at least <b>one</b> opportunity to attain knowledge of disciplinary literacy as it relates to the endorsement area.</li> <li>• Candidates are provided <b>limited</b> opportunities to demonstrate knowledge of disciplinary literacy skills and/or strategies as it applies to the endorsement area.</li> <li>• The opportunities for candidates to attain and demonstrate knowledge of literacy skills and/or strategies focus more on the ability to use reading and writing to learn the subject matter in a discipline, rather than on how reading and writing are used in the discipline being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are <b>not</b> provided opportunities to attain knowledge of disciplinary literacy as it relates to the endorsement area, <b>or</b> the opportunities provided are weak.</li> <li>• Candidates are provided <b>no</b> opportunities to demonstrate knowledge of disciplinary literacy skills and/or strategies as it applies to the endorsement area, <b>or</b> the opportunities provided are weak.</li> <li>• There is little or weak evidence to suggest that any opportunities are focused on how reading and writing are used in the discipline being studied.</li> </ul>

<sup>1</sup> Disciplinary literacy – see [LA \(2017\)](#) and [Shanahan \(2015\)](#)

<sup>2</sup> Content area literacy – see [LA \(2017\)](#) and [Shanahan \(2015\)](#)

### Question 2: Academic Vocabulary

Provide at least two examples of opportunities that are provided for candidates to acquire both academic and discipline-specific vocabulary AND communicate using this vocabulary accurately and effectively.

**Optional Attachments:** Course syllabi, program/course/module sequences, candidate assignments and/or assessments

Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> <li>• Candidates are provided <b>two or more</b> substantial opportunities to acquire both academic (high-frequency words found in academic texts across a variety of domains that are unlikely to occur in everyday speech) and discipline-specific vocabulary (low-frequency words specific to a particular field of study and often found in informational texts about that subject).</li> <li>• Candidates are provided <b>multiple</b> opportunities to communicate academic and discipline-specific vocabulary with candidate peers and within practice.</li> <li>• Opportunities for candidates to practice communication with academic and discipline-specific vocabulary are meaningfully contextualized.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are provided at least <b>one</b> substantial opportunity to acquire both academic (high-frequency words found in academic texts across a variety of domains that are unlikely to occur in everyday speech) and discipline-specific vocabulary (low-frequency words specific to a particular field of study and often found in informational texts about that subject).</li> <li>• Candidates are provided <b>limited</b> opportunities to communicate academic and discipline-specific vocabulary with candidate peers and within practice.</li> <li>• Opportunities for candidates to practice communication with academic and discipline-specific vocabulary are contextualized.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are <b>not</b> provided opportunities to acquire academic or discipline-specific vocabulary, <b>or</b> the opportunities provided are weak.</li> <li>• Candidates are provided <b>no</b> opportunities to communicate academic and discipline-specific vocabulary with candidate peers and/or within practice.</li> <li>• Opportunities for candidates to practice communication with academic and discipline-specific vocabulary may be devoid of context.</li> </ul>

**Question 3: Clinical Experiences<sup>3</sup>**

Describe how clinical experiences are structured to support candidates' ability to prepare K-12 students to acquire, comprehend, and communicate discipline-specific information through reading, viewing, listening, speaking, and writing.

**Optional Attachments:** Clinical experience descriptions or handbook, candidate assignments, and/or assessments

Meets Expectations	Approaching Expectations	Below Expectations
<p><b>A. Within an earlier</b> clinical experience, candidates are provided the opportunity to prepare K-12 students to:</p> <ul style="list-style-type: none"> <li>• Acquire discipline-specific information through an integration of reading, viewing, listening, speaking, and/or writing</li> <li>• Demonstrate comprehension of discipline-specific information through an integration of reading, viewing, listening, speaking, and/or writing</li> <li>• Communicate knowledge of discipline-specific information through an integration of reading, viewing, listening, speaking, and/or writing</li> </ul> <p><b>B. Within a later</b> clinical experience, candidates are provided with an opportunity to prepare K-12 students to:</p> <ul style="list-style-type: none"> <li>• Acquire discipline-specific information through an integration of reading, viewing, listening, speaking, and/or writing</li> <li>• Demonstrate comprehension of discipline-specific information through an integration of reading, viewing, listening, speaking, and/or writing</li> <li>• Communicate knowledge of discipline-specific information through a combination of reading, viewing, listening, speaking, and/or writing</li> </ul>	<p>Within <b>at least one</b> clinical experience, candidates are provided the opportunity to prepare K-12 students to:</p> <ul style="list-style-type: none"> <li>• Acquire discipline-specific information through a combination of reading, viewing, listening, speaking, and/or writing</li> <li>• Demonstrate comprehension of discipline-specific information through a combination of reading, viewing, listening, speaking, and/or writing</li> <li>• Communicate knowledge of discipline-specific information through a combination of reading, viewing, listening, speaking, and/or writing</li> </ul>	<p>Within a clinical experience, candidates are provided <b>at least one</b> of the following opportunities for candidates to prepare K-12 students to:</p> <ul style="list-style-type: none"> <li>• Acquire discipline-specific information through reading, viewing, listening, speaking, and/or writing</li> <li>• Demonstrate comprehension of discipline-specific information through reading, viewing, listening, speaking, and/or writing</li> <li>• Communicate knowledge of discipline-specific information reading, viewing, listening, speaking, and/or writing</li> </ul>

<sup>3</sup> Clinical experiences include any time candidates spend in the field (e.g., early field experiences, observation, student teaching).