

Literacy Rubric for Early, Elementary, and Special Education Program Proposals

Question 1: Program Sequence
Optional Evidence: Course syllabi, program/course/module sequences

Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> The program sequence is designed to become increasingly complex in order to support candidates' development of literacy knowledge and practice. Concepts related to the standards are introduced, reinforced, assessed, and integrated within practice as the program grows in complexity. Program objectives consider what candidates are able to do on their own without assistance and what proximal level they might attain through the guidance of the instructor. Candidates are provided ample opportunity to build deep literacy content knowledge <i>while</i> applying this knowledge in practice. 	<ul style="list-style-type: none"> The program sequence is designed to become somewhat complex in order to support candidates' development of literacy knowledge and practice. Concepts related to the standards are introduced, reinforced, and assessed. Program objectives somewhat consider what candidates are able to do on their own without assistance and what proximal level they might attain through the guidance of the instructor. Candidates are provided some opportunity to build deep literacy content knowledge <i>while</i> applying this knowledge in practice. 	<ul style="list-style-type: none"> The program sequence is not designed to become complex in order to support candidates' development of literacy knowledge and practice. Program objectives do not consider what candidates are able to do on their own without assistance nor what proximal level they might attain through the guidance of the instructor. Candidates are provided very little opportunity to build deep literacy content knowledge <i>while</i> applying this knowledge in practice, or the opportunities are isolated from one another.

If program sequence varies across cohorts, a rationale is provided for how candidates will be provided opportunities (with increasing complexity of assignments and clinical experiences) to deepen their understanding of literacy knowledge and application.

Question 2: Clinical Experiences¹

Optional Evidence: Clinical experience descriptions or handbooks, candidate assignments, and/or assessments

Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Clinical experiences are designed with a gradual release of responsibility, which may include, but are not limited to, opportunities for candidates to: • Observe classroom instruction and team collaboration meetings. • Engage in co-planning, co-teaching, and co-assessing for students with mentor teachers and candidate peers. • Analyze instructional materials, resources, and curriculum with consideration to students' needs and abilities. • Independently enact practices that are founded in evidence and/or strong instructional pedagogy with the whole class, small groups, and one-on-one. • Independently create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students. 	<ul style="list-style-type: none"> • Clinical experiences are somewhat designed with a gradual release of responsibility. • Opportunities for candidates to engage in the following experiences are somewhat unclear: <ul style="list-style-type: none"> ○ Observe classroom instruction and team planning meetings. ○ Engage in co-planning, co-teaching, and co-assessing for students with mentor teachers and candidate peers. ○ Analyze instructional materials, resources, and curriculum with consideration to students' needs and abilities. ○ Independently enact practices that are founded in evidence and/or strong instructional pedagogy with the whole class, small groups, and one-on-one. ○ Independently create and implement culturally relevant and responsive instruction and assessments to address the strengths and needs of all students. 	<ul style="list-style-type: none"> • Clinical experiences are not designed with a gradual release of responsibility and/or there is evidence missing that would indicate that clinical experiences build on each other in ways that support candidate developmental understanding of teaching literacy.

¹ Clinical experiences include any time candidates spend in the field (e.g., early field experiences, observation, student teaching).

Question 3: Candidate Assessments
for early and elementary programs

Required Evidence: Course/module and clinical experience assignments and assessments, assessment scoring mechanisms

Meets Expectations	Approaching Expectations	Below Expectations
<p>Excluding the edTPA² and Praxis assessments, candidate assessments³ and narrative responses clearly address each of the following:</p> <ul style="list-style-type: none"> • At least one of the submitted assessments requires candidates to engage in deep literacy content knowledge with appropriately complex texts. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> ○ Articulate how skills-based and knowledge-based competencies work together to make meaning from text. ○ Engage with multiple complex texts to understand the considerations for high-quality literature (e.g., thematically rich issues, engaging illustrations, rich language, complex plots) and content-rich informational text (e.g., builds background knowledge, contains new information, relevant to student needs/interests, authentic). ○ Assess the qualitative features of text 	<p>Candidate assessments and accompanying narrative responses address some, but not all, of the following criteria:</p> <ul style="list-style-type: none"> • Candidates’ ability to engage in deep literacy content knowledge with complex texts. • Candidates’ ability to select complex texts for instruction. • Candidates’ ability to use complex texts to support students’ vocabulary and knowledge acquisition. • Candidates’ ability to create daily and end-of- unit tasks. 	<p>Candidate assessments and accompanying narrative responses address few or none of the following criteria:</p> <ul style="list-style-type: none"> • Candidates’ ability to engage in deep literacy content knowledge with complex texts. • Candidates’ ability to select complex text for instruction. • Candidates’ ability to use complex texts to support students’ vocabulary and knowledge acquisition. • Candidates’ ability to create daily and end-of- unit tasks.

² This is in reference to the official edTPA portfolio submitted for scoring; assessments that support candidate preparation of edTPA can be used.

³ One candidate assessment can be used to show evidence of more than one of the criteria.

Meets Expectations	Approaching Expectations	Below Expectations
<p>complexity, such as structure, language conventionality/clarity, knowledge demands, and levels of meaning.</p> <ul style="list-style-type: none"> • At least one of the submitted assessments requires candidates to select complex texts for instruction. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> • Analyze multiple texts for quantitative, qualitative, reader, and task factors. • Provide rationales for selecting texts that consider text complexity factors and the content knowledge requirements articulated in the TN ELA Academic Standards. • Pair appropriately complex texts with a variety of high-quality instructional strategies, such as interactive read aloud, shared reading, shared/interactive writing, small group reading/writing, and/or independent reading/writing to build students' literacy knowledge. • Analyze and/or develop purposefully sequenced text sets that support students' conceptual understandings. • At least one of the submitted assessments requires candidates to use complex texts to support students' vocabulary and knowledge acquisition. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> ○ Identify general academic and disciplinary-specific words and phrases 		

Meets Expectations	Approaching Expectations	Below Expectations
<p>necessary for students' comprehension and communication about complex texts.</p> <ul style="list-style-type: none"> ○ Support students with interpreting words and phrases as they are used in a text and analyzing how specific word choices shape meaning or tone. ○ Use repeated interactive read-alouds to build students' knowledge of Tier II and Tier III vocabulary. ● Provide implicit, embedded, and explicit vocabulary instruction, rather than teaching vocabulary from isolated lists. Design or co-design lessons that include opportunities for students to build vocabulary through purposeful question sequences. ● At least one of the submitted assessments requires candidates to create daily and end-of-unit tasks. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> ○ Engage students in end-of-unit tasks that allow students opportunities to: <ul style="list-style-type: none"> • Synthesize what they have read, heard, and seen during instruction in an authentic and meaningful way. • Demonstrate critical thinking and textual analysis skills, and convey conceptual knowledge. ○ Engage students in daily tasks that allow students opportunities to: ● Incrementally show their knowledge and 		

Meets Expectations	Approaching Expectations	Below Expectations
skills until they are able to fully demonstrate their learning through more comprehensive end-of-unit tasks.		

Question 3: Candidate Assessments
for special education programs

Required Evidence: Course/module and clinical experience assignments and assessments, assessment scoring mechanisms

Meets Expectations	Approaching Expectations	Below Expectations
<p>Excluding the edTPA⁴ and Praxis assessments, candidate assessments⁵ and narrative responses clearly address each of the following:</p> <ul style="list-style-type: none"> • At least one of the submitted assessments requires candidates to engage in deep literacy content knowledge with appropriately complex texts. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> ○ Articulate how skills-based and knowledge-based competencies to make meaning from text and how adaptations and modifications using evidence-based intervention practices (EBP) support can support meaning-making. ○ Engage with appropriate complex texts to understand the considerations for high-quality literature (e.g., thematically rich issues, engaging illustrations, rich language, complex plots) and content- rich informational text (e.g., builds background knowledge, 	<p>Candidate assessments and accompanying narrative responses address some, but not all of the following criteria:</p> <ul style="list-style-type: none"> • Candidates’ ability to engage in deep literacy content knowledge with complex texts. • Candidates’ ability to select complex texts for instruction. • Candidates’ ability to use complex texts to support students’ vocabulary and knowledge acquisition. • Candidates’ ability to create daily and end-of- unit tasks. 	<p>Candidate assessments and accompanying narrative responses address few or none of the following criteria:</p> <ul style="list-style-type: none"> • Candidates’ ability to engage in deep literacy content knowledge with complex texts. • Candidates’ ability to select complex text for instruction. • Candidates’ ability to use complex texts to support students’ vocabulary and knowledge acquisition. • Candidates’ ability to create daily and end-of- unit tasks.

⁴ This is a reference to the official edTPA portfolio submitted for scoring; assessments that support candidate preparation of edTPA can be used.

⁵ One candidate assessment can be used to show evidence of more than one of the criteria.

Meets Expectations	Approaching Expectations	Below Expectations
<p>contains new information, relevant to student needs/interests, authentic).</p> <ul style="list-style-type: none"> ○ Assess the qualitative features of text complexity, such as structure, language conventionality/clarity, knowledge demands, and levels of meaning. Demonstrate proficiency in various modes of communication (i.e., expressive and receptive). ● At least one of the submitted assessments requires candidates to select complex texts for instruction. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> ○ Analyze multiple texts for quantitative, qualitative, reader, and task factors. ○ Consider the various ways students access texts and materials. ○ Consider students' communication strengths and deficits and provide rationales for why specific texts, materials, and equipment are appropriate for instruction. ○ Demonstrate multiple ways to design instruction for students with complex needs using both narrative and informational texts. ○ Develop and match literacy learning experiences and EBPs to individual learning characteristics 		

Meets Expectations	Approaching Expectations	Below Expectations
<p>of children.</p> <ul style="list-style-type: none"> • At least one of the submitted assessments requires candidates to use complex texts to support students' vocabulary and knowledge acquisition. Evidence from this assessment might include, but is not limited to, how candidates will: <ul style="list-style-type: none"> ○ Identify general academic and disciplinary-specific words and phrases necessary for students' comprehension and communication about complex texts. ○ Support students with interpreting words and phrases as they are used in a text by incorporating visuals and models throughout instruction. ○ Use repeated interactive read-alouds to provide implicit, embedded, and explicit vocabulary instruction. ○ Design or co-design lessons that include opportunities for students to build vocabulary through purposeful question sequences. • At least one of the submitted assessments requires candidates to create and/or adapt daily and end-of-unit tasks to accommodate students' needs. Evidence from this assessment might include but are not limited to, how candidates will: <ul style="list-style-type: none"> ○ Engage students in end-of-unit tasks that allow students opportunities to : <ul style="list-style-type: none"> • Synthesize what they have read, heard, and seen during instruction in an authentic and meaningful way. 		

Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • Demonstrate critical thinking and textual analysis skills, and convey conceptual knowledge. ○ Engage students in daily tasks that allow students opportunities to: <ul style="list-style-type: none"> • Incrementally show their knowledge skills until they are able to demonstrate their learning through more comprehensive end-of-unit tasks. ○ Collaborate with general education teachers to ensure tasks are aligned with students' Individualized Education Program (IEP) and/or Individual Family Service Plan (IFSP) goals. 		

Question 4: Student Difference

Optional Evidence: Course/module and/or clinical experience assignments and assessments

Meets Expectations	Approaching Expectations	Below Expectations
<ul style="list-style-type: none"> • The EPP provides evidence of at least two opportunities for candidates to adequately demonstrate and apply knowledge of student difference, including, but not limited to, cultural, linguistic, and ability as a sources of strength in society to be encouraged and not discouraged. • Responses must include evidence of providing opportunities for candidates to demonstrate that they can that: <ul style="list-style-type: none"> ○ Position students as knowledgeable and valuable contributors of information regardless of their speaking or writing proficiency. ○ Encourage differentiated literacy instruction to meet students' varied needs. • Strong responses also include evidence of providing opportunities for candidates to demonstrate that they can: <ul style="list-style-type: none"> ○ Challenge deficit thinking and/or socio-cultural biases related to student differences. ○ Support the development of cultural knowledge, self-awareness, and strategies for advocacy within a diverse community. ○ Promote student difference as an asset and use these contributions to enhance student learning. 	<ul style="list-style-type: none"> • The EPP provides evidence of at least one opportunity for candidates to adequately demonstrate and apply knowledge of student difference, including, but not limited to, cultural, linguistic, and ability as a sources of strength in society to be encouraged and not discouraged. • Responses do not clearly address how candidates will demonstrate that they can: <ul style="list-style-type: none"> ○ Position students as knowledgeable and valuable contributors of information regardless of their speaking or writing proficiency. ○ Encourage differentiated literacy instruction to meet students' varied needs. • There is little or no evidence of opportunities for candidates to demonstrate that they can: <ul style="list-style-type: none"> ○ Challenge deficit thinking and/or socio-cultural biases related to student differences. ○ Support a development of cultural knowledge, self-awareness, and strategies for advocacy within a diverse community. ○ Promote student difference as an asset and use these contributions to enhance student learning. 	<ul style="list-style-type: none"> • The EPP does not provide evidence of opportunities for candidates to adequately demonstrate and apply knowledge of student difference. • There is little or no evidence of opportunities for candidates to demonstrate that they can: <ul style="list-style-type: none"> ○ Position students as knowledgeable and valuable contributors of information regardless of their speaking or writing proficiency. ○ Encourage differentiated literacy instruction to meet students' varied needs.

Question 5: Professional Learning⁶

Optional Evidence: Course/module and/or clinical experience assignments and assessments

Meets Expectations	Approaching Expectations	Below Expectations
<p>The EPP provides at least two opportunities for candidates to engage in professional learning that is inclusive and collaborative around student literacy strengths and needs within the program. These opportunities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Collaboration with candidate peers, assessment team members, and reading and other specialists to select appropriate assessments and interpret data to inform differentiated instructional planning for all students, particularly those experiencing literacy difficulties (e.g., displaying characteristics of dyslexia and/or English learners). • Engagement within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices. • Communication of literacy assessment information to various audiences (e.g., other professionals, administrators, students, parents). 	<p>The EPP provides at least one opportunity for candidates to engage in professional learning that is inclusive and collaborative around student literacy strengths and needs within the program. These opportunities may include, but are not limited to:</p> <ul style="list-style-type: none"> • Collaboration with candidate peers, assessment team members, and reading and other specialists to select appropriate assessments and interpret data to inform differentiated instructional planning for all students, particularly those experiencing literacy difficulties (e.g., displaying characteristics of dyslexia and/or English learners). • Engagement within professional learning communities in evidence-based inquiry and decision making grounded in theories of literacy and literacy practices. • Communication of literacy assessment information to various audiences (e.g., other professionals, administrators, students, parents). 	<p>The EPP does not provide opportunities for candidates to engage in professional learning that is inclusive and collaborative around student literacy strengths and needs within the program.</p>

⁶ See description of professional learning in [Educator Preparation Policy 5.504](#); professional learning can occur within courses and/or during clinical experiences.