

Teacher Self-Assessment Tool for Content Area Literacy Support

Directions: Please complete each individual component of the rubric below by selecting the levels of frequency and proficiency that best describe your use of literacy best practices and instructional strategies to support student learning within your content area.

Frequency:

- 1 – I don't use this best practice.
- 2 – I occasionally use this best practice.
- 3 – I frequently use this best practice during a lesson or unit.
- 4 – I consistently use this best practice during a lesson or unit.

Proficiency:

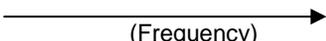
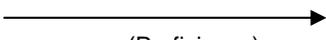
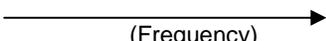
- 1 – I don't understand this literacy best practice or how to implement it in my classroom.
- 2 – I am hesitant about implementing this best practice and would benefit from seeing this practice in action in my content area.
- 3 – I am confident that the way I implement this best practice supports improved student learning in my classroom.
- 4 – I am extremely confident when implementing this best practice and believe my use of this practice could serve as a model for others.

Literacy Component	Self-Assessment	Provide examples of how you use the best practices/instructional strategies in the classroom for self-ratings at Level 3 or above
READING COMPREHENSION		
<i>Use of high impact before-reading strategies:</i> I teach and provide opportunities for students to use the following specific strategies to support their readiness for reading tasks: <ul style="list-style-type: none"> • Activating prior knowledge • Setting purpose for reading 	1 2 3 4 _____→ (Frequency)	
	1 2 3 4 _____→ (Proficiency)	
<i>Use of high impact during-reading strategies:</i> I teach and provide opportunities for students to use the following specific strategies to improve comprehension during reading: <ul style="list-style-type: none"> • Identifying main ideas and supporting details/evidence by annotating/markng the text • Analyzing information by identifying fact, opinion, point of view, bias, generalizations • Asking questions to interact with text • Making inferences and drawing conclusions • Visualizing events, actions, relationships and/or patterns 	1 2 3 4 _____→ (Frequency)	
	1 2 3 4 _____→ (Proficiency)	

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<p><i>Use of high impact after-reading strategies:</i> I teach and provide opportunities for students to use the following specific strategies to help them respond to text after reading:</p> <ul style="list-style-type: none"> • Reflecting about information and ideas in text • Using writing frequently in conjunction with reading • Summarizing information and concepts • Synthesizing ideas and information to enable transfer of concepts to new applications and situations 	<p>1 2 3 4</p> <p>—————→</p> <p>(Frequency)</p> <p>1 2 3 4</p> <p>—————→</p> <p>(Proficiency)</p>	
<p><i>Student-centered discussion:</i> I provide opportunities for students to discuss and share their understanding of content area texts through the use of strategies that encourage collaborative analysis, inquiry, and deep discussion.</p>	<p>1 2 3 4</p> <p>—————→</p> <p>(Frequency)</p> <p>1 2 3 4</p> <p>—————→</p> <p>(Proficiency)</p>	
<p><i>Wide reading:</i> I expect students to engage in reading a variety of types of content area texts, including electronic text/media, and I provide in-class opportunities and resources for them to read.</p>	<p>1 2 3</p> <p>—————→</p> <p>(Frequency)</p> <p>1 2 3 4</p> <p>—————→</p> <p>(Proficiency)</p>	
<p><i>Text structure and organization:</i> I preview the organization and patterns of text structure with students in order to support understanding of content and I do this whenever I assign a new type of text (e.g., article, short story, textbook, word problem, graph, chart, or electronic text/media).</p>	<p>1 2 3 4</p> <p>—————→</p> <p>(Frequency)</p> <p>1 2 3 4</p> <p>—————→</p> <p>(Proficiency)</p>	

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<p><i>Gradual release of responsibility:</i> I help students transfer reading comprehension skills and strategies for independent use through a process of gradual release. The gradual release model includes these steps:</p> <ul style="list-style-type: none"> • Explicit teacher instruction and modeling • Guided small group practice • Individual student practice with feedback • Independent application by each student 	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	
VOCABULARY DEVELOPMENT		
<p><i>Word rich environment:</i> I support students as they learn new vocabulary to better understand content concepts by using a variety of strategies to create a word rich environment.</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	
<p><i>Explicit instruction:</i> I teach students how to use strategies to:</p> <ul style="list-style-type: none"> • Connect new words to prior knowledge • Generate definitions from contextual cues and word analysis • Organize new words around core concepts 	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	
<p><i>Repeated opportunities to interact with words:</i> I provide students with multiple opportunities to connect with, use, and remember content vocabulary.</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	

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LISTENING/VIEWING		
<p><i>Discussion of content:</i> I use small group and whole group report outs to help students process and respond to what they hear or view.</p>	<p>1 2 3 4 _____→ (Frequency)</p> <p>1 2 3 4 _____→ (Proficiency)</p>	
WRITING		
<p><i>Informal writing assignments/tasks:</i> I support students as they complete writing assignments in my content area:</p> <ul style="list-style-type: none"> • <i>Before learning</i> to activate prior knowledge and assess beginning understanding • <i>During learning</i> to deepen comprehension and concept development • <i>After learning</i> to respond to and communicate learning 	<p>1 2 3 4 _____→ (Frequency)</p> <p>1 2 3 4 _____→ (Proficiency)</p>	
<p><i>Formal writing assignments:</i> I provide students with opportunities to research and to write longer pieces using the formats of written texts in my field (lab reports, journal articles, essays, handbooks, informational web page, math study guide, data analysis report, presentation board).</p>	<p>1 2 3 4 _____→ (Frequency)</p> <p>1 2 3 4 _____→ (Proficiency)</p>	
<p><i>Use of the writing process:</i> I support students by explicitly teaching and providing class time for:</p> <ul style="list-style-type: none"> • Planning • Organizing • Drafting • Peer conferencing • Review/revision editing • Publishing/sharing 	<p>1 2 3 4 _____→ (Frequency)</p> <p>1 2 3 4 _____→ (Proficiency)</p>	

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<p><i>Expectations</i> I use rubrics or provide written criteria and exemplars with writing assignments to guide students' understanding of how to complete the assignment.</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	
<p><i>Feedback:</i> I provide prompt and substantive written or verbal feedback on drafts of students' writing in order to support learning of how to revise and edit.</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	
<p><i>Student motivation:</i> I provide choices to students on writing topics and arrange for them to write to authentic audiences (i.e., student newspaper, literary journals, and editorials).</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	
DEEP DISCUSSION/PRESENTING		
<p><i>Discussions:</i> I provide students with opportunities to connect and think about the concept being studied through the use of protocols to support discussion, active listening, participation, and decision-making.</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	

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<p><i>Student presentations:</i> I require informal small group presentations early in the semester leading to more formal small group and individual presentations/speeches by the end of the semester.</p>	<p>1 2 3 4  (Frequency)</p> <p>1 2 3 4  (Proficiency)</p>	
<p><i>Student motivation:</i> I provide choices in topics and arrange for authentic audiences for student presentations (other classes, grades, teachers/administrators, visitors, community members, etc.).</p>	<p>1 2 3 4  (Frequency)</p> <p>1 2 3 4  (Proficiency)</p>	
THINKING/METACOGNITION		
<p><i>Reflective thinking:</i> I encourage reflective thinking by expecting students to:</p> <ul style="list-style-type: none"> • Analyze and make inferences • Interpret and evaluate • Synthesize and transfer application of content to new situations 	<p>1 2 3 4  (Frequency)</p> <p>1 2 3 4  (Proficiency)</p>	
<p><i>Stimulating inquiry:</i> I use specific strategies throughout the reading/learning process that help students:</p> <ul style="list-style-type: none"> • Predict • Ask questions • Make connections to their own experiences • Consider implications of the topic being studied 	<p>1 2 3 4  (Frequency)</p> <p>1 2 3 4  (Proficiency)</p>	

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<p><i>Self-monitoring and comprehension checks:</i> I teach students how to monitor their own understanding of content material and self-correct errors that interfere with meaning and understanding.</p>	<p style="text-align: center;">1 2 3 4  (Frequency)</p> <p style="text-align: center;">1 2 3 4  (Proficiency)</p>	

Note: Examples of effective literacy best practices and instructional strategies are found within the lesson plans and scenarios for each of the core content disciplines. Also refer to the Content Literacy Guide for more detailed examples of some of the best practices and instructional strategies.