# 2013 ACA Reading Specialist Rubric

show properties

by Liberty SOE Admin

## Assessment

### 2013 ACA Reading Specialist Rubric

| | MET: Distinguished (4 pts) | MET: Advanced (3 pts) | MET: Proficient (2 pts) | NOT MET: Unsatisfactory (1 pt) | NOT MET: No Evidence |
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| **Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.** (1, 4%) IRA-2010.1.1 VA-LU-LO.ADV.A1 | | | | | |
| **Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.** (1, 4%) IRA-2010.1.2 VA-LU-LO.ADV.B3 | | | | | |
| **Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.** (1, 4%) IRA-2010.1.3 VA-LU-LO.ADV.A1 VA-LU-LO.ADV.A2 | | | | | |
| **Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.** (1, 4%) IRA-2010.2.1 VA-LU-LO.ADV.B4 | | | | | |
| **Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading/writing connections.** (1, 4%) IRA-2010.2.2 VA-LU-LO.ADV.A2 | | | | | |
| **Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.** (1, 4%) IRA-2010.2.3 VA-LU-LO.ADV.B4 VA-LU-LO.ADV.B5 | | | | | |
| **Understand types of assessments and their purposes, strengths, and limitations.** (1, 4%) IRA-2010.3.1 | | | | | |
| **Select, develop, administer, and interpret** | | | | | |

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| **assessments, both traditional print and electronic, for specific purposes.** (1, 4%)<br>IRA-2010.3.2 VA-LU-LO.ADV.B8 | | | | | |
| **Use assessment information to plan and to evaluate instruction.** (1, 4%)<br>IRA-2010.3.3 VA-LU-LO.ADV.B7 | | | | | |
| **Communicate assessment results and implications to a variety of audiences.** (1, 4%)<br>IRA-2010.3.4 VA-LU-LO.ADV.B10 | | | | | |
| **Recognize, understand and value the forms of diversity that exist in society and their importance in learning to read and write.** (1, 4%)<br>IRA-2010.4.1 VA-LU-LO.ADV.C12 | | | | | |
| **Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs and engagement with the features of diversity.** (1, 4%)<br>IRA-2010.4.2 VA-LU-LO.ADV.C11 VA-LU-LO.ADV.C12 | | | | | |
| **Develop and implement strategies to advocate for equity.** (1, 4%)<br>IRA-2010.4.3 VA-LU-LO.ADV.C11 | | | | | |
| **Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.** (1, 4%)<br>IRA-2010.5.1 VA-LU-LO.ADV.B9 | | | | | |
| **Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.** (1, 4%)<br>IRA-2010.5.2 VA-LU-LO.ADV.B10 | | | | | |
| **Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).** (1, 4%)<br>IRA-2010.5.3 VA-LU-LO.ADV.A2 VA-LU-LO.ADV.B6 | | | | | |
| **Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.** (1, 4%)<br>IRA-2010.5.4 VA-LU-LO.ADV.B4 VA-LU-LO.ADV.B6 | | | | | |
| **Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.** (1, 4%)<br>IRA-2010.6.1 VA-LU-LO.ADV.A1 | | | | | |
| **Display positive dispositions related to** | | | | | |

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| **one's own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.** (1, 4%) IRA-2010.6.2 VA-LU-LO.ADV.B10 VA-LU-LO.ADV.C13 | | | | | |
| **Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.** (1, 4%) IRA-2010.6.3 VA-LU-LO.ADV.C14 | | | | | |
| **Understand and influence local, state, or national policy decisions.** (1, 4%) IRA-2010.6.4 VA-LU-LO.ADV.C13 | | | | | |

## Standards

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| **IRA-2010.1.1** | Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. |
| **IRA-2010.1.2** | Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. |
| **IRA-2010.1.3** | Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. |
| **IRA-2010.2.1** | Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. |
| **IRA-2010.2.2** | Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. |
| **IRA-2010.2.3** | Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. |
| **IRA-2010.3.1** | Candidates understand types of assessments and their purposes, strengths, and limitations. |
| **IRA-2010.3.2** | Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. |
| **IRA-2010.3.3** | Candidates use assessment information to plan and evaluate instruction. |
| **IRA-2010.3.4** | Candidates communicate assessment results and implications to a variety of audiences. |
| **IRA-2010.4.1** | Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. |
| **IRA-2010.4.2** | Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. |
| **IRA-2010.4.3** | Candidates develop and implement strategies to advocate for equity. |
| **IRA-2010.5.1** | Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction. |
| **IRA-2010.5.2** | Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning |

to read and write.

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| **IRA-2010.5.3** | Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback). |
| **IRA-2010.5.4** | Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. |
| **IRA-2010.6.1** | Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. |
| **IRA-2010.6.2** | Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. |
| **IRA-2010.6.3** | Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs. |
| **IRA-2010.6.4** | Candidates understand and influence local, state, or national policy decisions. |
| **VA-LU-LO.ADV.A1** | Demonstrates a broad base of professional and general knowledge. |
| **VA-LU-LO.ADV.A2** | Conceptualizes a broad spectrum of educational precepts, generalizations, practices, dispositions, points of view, and resources. |
| **VA-LU-LO.ADV.B3** | Integrates skills in speaking, writing, reading, and listening for effective classroom communication, peer leadership, and professional involvement. |
| **VA-LU-LO.ADV.B4** | Designs and selects a variety of instructional strategies based on the developmental levels and individual needs of the learner. |
| **VA-LU-LO.ADV.B5** | Applies knowledge of content areas and curriculum goals to design and supervise appropriate instruction. |
| **VA-LU-LO.ADV.B6** | Manages classroom climate and procedures to motivate students and maximize learning. |
| **VA-LU-LO.ADV.B7** | Integrates a variety of assessment strategies to improve student learning. |
| **VA-LU-LO.ADV.B8** | Integrates appropriate technology and resources to support instruction and to facilitate professional development opportunities. |
| **VA-LU-LO.ADV.B9** | Demonstrates competence as a consumer of research findings and other information technology resources. |
| **VA-LU-LO.ADV.B10** | Demonstrates skill in critical thinking, problem solving, decision making, and interpersonal skills. |
| **VA-LU-LO.ADV.C11** | Models personal integrity and sensitivity to human needs. |
| **VA-LU-LO.ADV.C12** | Enhances the success of all diverse learners, providing for special needs and diverse backgrounds. |
| **VA-LU-LO.ADV.C13** | Demonstrates behaviors of a reflective practitioner and seeks opportunities for collaboration and professional development. |
| **VA-LU-LO.ADV.C14** | Exerts confident leadership as well as accepts responsibility in the broad field of education. |

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