

Rubric Title: 3101 Disposition-Reading Inventory
 Mapped standards: PELSB - ELEM ED 3B.8 - Subpart 3B.8 - Subject matter Subparts, elementary education / PELSB - ELEM ED 3E.1F - Subpart 3E.1F - Subject matter Subparts, elementary education / PELSB - ELEM ED 3F.2 - Subpart 3F.2 - Subject matter Subparts, elementary education / PELSB - ELEM ED 3F.6 - Subpart 3F.6 - Subject matter Subparts, elementary education / PELSB - EPT 8E - Standard 8E - Planning Instruction
 Mapped outcomes: -

Enable the N/A option for assessment

Rubric Structure

Elements	Developing	Emerging	Proficient	Exemplary	N/A
	1 Point	2 Points	3 Points	4 Points	N/A
GIKENDAASOWIN - Knowing Knowledge: Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.	Designs a reading inventory but does not incorporate all components necessary to operate at multiple levels too meet the developmental needs of all students. The standard is not addressed.	Designs a reading inventory that incorporates some components necessary to operate at multiple levels too meet the developmental needs of some students. It is not clearly outlined how the reading inventory will help all students progress. The standard components are not adequately addressed with one or more components weakly addressed.	Designs a reading inventory that incorporates some components necessary to operate at multiple levels too meet the developmental needs of some students. Outlines how the reading inventory will help most students progress. The standard components are adequately addressed.	Designs a reading inventory that operates at multiple levels to meet the developmental and individual needs of students and to help all progress. All components of the standard are addressed in-depth.	
PELSB - EPT 8E - Standard 8E - Planning Instruction	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A

<p>GIKENDAASOWIN - Knowing Knowledge: Know how to use books and other printed sources to develop children's personal growth and lifelong learning.</p>	<p>Implements reading inventory but does not use the reading inventory data appropriately to know how to use books and other printed sources to develop children's personal growth and lifelong learning. The standard is not addressed.</p>	<p>Implements reading inventory and uses data from the reading inventory on occasion, but not sufficiently to demonstrate how books and other printed sources can be used to develop children's personal growth and lifelong learning. The standard components are not adequately addressed with one or more components weakly addressed.</p>	<p>Implements reading inventory and uses the reading inventory data, to provide limited insight into how students' use books and other printed sources to develop children's personal growth and lifelong learning. The standard components are adequately addressed</p>	<p>Implements reading inventory and can demonstrate how data from the reading inventory can be used to use books and other printed sources to develop children's personal growth and lifelong learning. All components of the standard are addressed in-depth.</p>	
<p>PELSB - ELEM ED 3B.8 - Subpart 3B.8 - Subject matter Subparts, elementary education</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p>GIKENDAASOWIN - Knowing Knowledge: Designs a reading inventory that operates at multiple levels to meet the developmental and individual needs of students and to help all progress. All components of the standard are addressed in-depth.</p>	<p>Designs a reading inventory but does not implement the reading inventory. Does not incorporate all components necessary to demonstrate knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write. The standard is not addressed.</p>	<p>Designs and implements a reading inventory that incorporates some components necessary to demonstrate knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write. The standard components are not adequately addressed with one or more components weakly addressed.</p>	<p>Designs and implements a reading inventory that incorporates s components necessary to demonstrate knowledge of how to use interests, reading abilities, and backgrounds as foundations for the reading program and provide authentic reasons to read and write. The standard components are adequately addressed.</p>	<p>Designs and implements a reading inventory that operates at multiple levels to meet the developmental and individual needs of students and to help all progress. All components of the standard are addressed in-depth. All components of the standard are addressed in-depth.</p>	

PELSB - ELEM ED 3E.1F - Subpart 3E.1F - Subject matter Subparts, elementary education	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A
GIKENDAASOWIN - Knowing Knowledge: The ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds.	Does not use or understand the data from the reading inventory to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds. The standard is not addressed.	Uses data from the reading inventory on occasion to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds. The standard components are not adequately addressed with one or more components weakly addressed.	Uses the reading inventory data, to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds. The standard components are adequately addressed.	Implements reading inventory and can demonstrate how data from the reading inventory can be used to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds. All components of the standard are addressed in-depth.	
PELSB - ELEM ED 3F.2 - Subpart 3F.2 - Subject matter Subparts, elementary education	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A

<p>GIKENDAASOWIN - Knowing Knowledge: The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read.</p>	<p>Does not use or understand the data from the reading inventory to support the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The standard is not addressed.</p>	<p>Uses data from the reading inventory on occasion to support the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The standard components are not adequately addressed with one or more components weakly addressed.</p>	<p>Uses the reading inventory data, to support the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. The standard components are adequately addressed.</p>	<p>Implements reading inventory and can demonstrate how data from the reading inventory can be used to support the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. All components of the standard are addressed in-depth.</p>	
<p>PELSB - ELEM ED 3F.6 - Subpart 3F.6 - Subject matter Subparts, elementary education</p>	<p>Not Met</p>	<p>Not Met</p>	<p>Met</p>	<p>Met</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p>GIKENDAASOWIN - Knowing Knowledge: Motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials.</p>	<p>Does not use or understand how to use the data from the reading inventory to motivate students to read independently by regularly reading aloud and providing access to a variety of reading materials. The standard is not addressed.</p>	<p>Uses data from the reading inventory on occasion to motivate students to read independently by regularly reading aloud and providing access to a variety of reading materials. The standard components are not adequately addressed with one or more components weakly addressed.</p>	<p>Uses data from the reading inventory to motivate students to read independently by regularly reading aloud and providing access to a variety of reading materials. The standard components are adequately addressed.</p>	<p>Uses data from the reading inventory to motivate students to read independently by regularly reading aloud and providing access to a variety of reading materials. All components of the standard are addressed in-depth.</p>	

PELSB - ELEM ED 3F.6 - Subpart 3F.6 - Subject matter Subparts, elementary education	Not Met	Not Met	Met	Met	
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Set Title: PELSB-ELEM 2017 - PELSB - Teachers of Elementary Education. Minnesota Rules (2017)
Standard Title: Subpart 3B.8 - Subject matter Subparts, elementary education
Standard Identifier: PELSB - ELEM ED 3B.8
Standard Description: know how to use books and other printed sources to develop children's personal growth and lifelong learning
Mapped to: GIKENDAASOWIN -Knowing Knowledge: Know how to use books and other printed sources to develop children's personal growth and lifelong learning.

Set Title: PELSB-ELEM 2017 - PELSB - Teachers of Elementary Education. Minnesota Rules (2017)
Standard Title: Subpart 3E.1F - Subject matter Subparts, elementary education
Standard Identifier: PELSB - ELEM ED 3E.1F
Standard Description: formal and informal tools to assess students' comprehension of narrative and expository texts and the use of comprehension strategies, including determining independent, instructional, and frustration reading levels
Mapped to: GIKENDAASOWIN -Knowing Knowledge: Designs a reading inventory that operates at multiple levels to meet the developmental and individual needs of students and to help all progress. All components of the standard are addressed in-depth.

Set Title: PELSB-ELEM 2017 - PELSB - Teachers of Elementary Education. Minnesota Rules (2017)
Standard Title: Subpart 3F.2 - Subject matter Subparts, elementary education
Standard Identifier: PELSB - ELEM ED 3F.2
Standard Description: the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds
Mapped to: GIKENDAASOWIN -Knowing Knowledge: The ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds.

Set Title: PELSB-ELEM 2017 - PELSB - Teachers of Elementary Education. Minnesota Rules (2017)
Standard Title: Subpart 3F.6 - Subject matter Subparts, elementary education
Standard Identifier: PELSB - ELEM ED 3F.6
Standard Description: the development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read; and motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials
Mapped to: GIKENDAASOWIN -Knowing Knowledge: The development of independent reading by encouraging and guiding students in selecting independent reading materials, promoting extensive independent reading by providing daily opportunities for self-selected reading and frequent opportunities for sharing what is read. / GIKENDAASOWIN -Knowing Knowledge: Motivating students to read independently by regularly reading aloud and providing access to a variety of reading materials.

Set Title: PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title: Standard 8E - Planning Instruction
Standard Identifier: PELSB - EPT 8E
Standard Description: The teacher must design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.
Mapped to: GIKENDAASOWIN -Knowing Knowledge: Design lessons and activities that operate at multiple levels to meet the developmental and individual needs of students and to help all progress.
