**Read Aloud Observation Rubric**

Group: \_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ Staff Leading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
|  | **1** | **2** | **3** |
| **Preparation** | You picked up the book and started reading without looking at it earlier. | You glanced at the book right before reading it. | You read the book ahead of time and thought about what you would discuss while reading. |
| **Camper Engagement** | Many campers are not engaged.  | Only some campers are engaged.  | All or most campers are engaged. |
| **Ask Questions** | You did not ask questions to engage the campers. | You asked basic yes/no questions to the group.  | You asked a few questions to help campers understand the story and engage in discussion.  |
| **Build Vocabulary**  | You did not introduce any vocabulary or point out any interesting use of language. | You introduced vocabulary or interesting use of language once. | You introduced new vocabulary or interesting use of language more than once.  |
| **Connect to Their World** | You did not make any connections to the campers. | You made a connection to the campers once.  | You made more than one meaningful connection to the campers. |

Total Score: \_\_\_\_\_\_\_\_\_\_ # of Students:\_\_\_\_\_

**12-15 Amazing! 9-11 Great Job 7-8 Getting There 5-6 Just Starting Out**

Strengths:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Growth Opportunities:

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**Independent/Choice Reading Observation Rubric**

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff Leading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1** | **2** | **3** |
| **Organization** | Books and book carts are not organized. | Books and book carts are somewhat organized.  | Books and book carts are organized and appealing to kids. |
| **Introduction** | Staff do not introduce the choice reading time.  | Staff introduce choice reading time but do not include what is expected of campers.  | Staff introduce the activity with clear expectations about how to select books and read independently.  |
| **Student Engagement**  | Many campers are not reading.  | Some campers are reading.  | All or most students are reading. |
| **Staff Engagement** | Staff do not sit with campers to read with them. | Staff move around and read with several campers.  | Staff read with most campers and engage in conversation with them about their books.  |
| **Clean Up** | Staff members clean up the books.  | Campers clean up but there does not seem to be a procedure in place.  | Campers follow an established routine or procedure to clean up the books. |

Total Score: \_\_\_\_\_\_\_\_\_\_ # of Students:\_\_\_\_\_

**12-15 Amazing! 9-11 Great Job 7-8 Getting There 5-6 Just Starting Out**

Strengths:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Growth Opportunities:

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**Word Game Observation Rubric**

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff Leading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|   | **1**  | **2**  | **3**  |
| **Organization**  | Game area is messy and unorganized. Games are not intact.   | Area is somewhat organized and some games are intact.   | Area is well organized and games are intact.  |
| **Preparation** | Staff have not reviewed the games and do not understand the rules or skills. | Staff have a basic understanding of some of the games.  | Staff understand the game rules and are effectively able to teach campers how to play.  |
| **Introduction**  | Staff do not introduce the game time.   | Staff introduce the activity but do not talk about expectations.  | Staff introduce the activity with clear expectations about how to play games with others.  |
| **Student Engagement** | Few or no campers are playing the games.  | Some campers are playing the games and/or campers are not playing according to the rules. | Most or all campers are playing the games according to the rules.  |
| **Staff Engagement** | Staff do not assist campers and support game play.  | Staff support just a few campers.  | Staff support all campers to successfully play the games.  |
| **Clean Up** | Staff members clean up the games.  | Campers clean up but there does not seem to be a procedure in place.   | Campers follow an established routine or procedure to clean up the books.  |

Total Score: \_\_\_\_\_\_\_\_\_\_ # of Students:\_\_\_\_\_

**14-18 Amazing! 10-13 Great Job 7-9 Getting There 5-6 Just Starting Out**

Strengths:

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Growth Opportunities:

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**Writing Observation Rubric**

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Staff Leading: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
|  | **1** | **2** | **3** |
| **Preparation** | Activity was not planned, staff are “winging it.” | Staff planned for activity but did not have materials ready or follow plan. | All materials are prepared and staff followed activity plan.  |
| **Introduction** | Staff do not provide clear instructions or a model for kids to follow.  | Staff give directions but do not provide a model. | Staff introduce the writing activity with clear expectations and providing a model.  |
| **Camper Engagement**  | Many campers are not engaged.  | Some campers are engaged.  | All or most campers are engaged. |
| **Staff Engagement** | You do not sit or kneel next to campers to help them with activity.  | You move around and work with just a few campers.  | You circulate and talk to most campers about their work.  |
| **Clean Up** | The staff clean up.  | Campers clean up but there does not seem to be a procedure in place.  | Campers follow an established routine or procedure to clean up materials.  |

Total Score: \_\_\_\_\_\_\_\_\_\_ # of Students:\_\_\_\_\_

**12-15 Amazing! 9-11 Great Job 7-8 Getting There 5-6 Just Starting Out**

Strengths:

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Growth Opportunities:

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