



Rubric for Assessment:


4	Completed activity. Participant successfully exceeds requirements of weekly assignment. Responds to others' postings numerous times throughout the week and provides helpful feedback.
3	Completed activity. Participant meets lesson objectives and requirements. The participant has met the necessary feedback required.
2	Incomplete assignment and/or failure to provide feedback when requested.
1	Assignment not submitted.

This rubric will be used as indicated on the following pages. A score for each assignment selected will be given and averaged at the end of the course.


Week One				
Essential Question:	Why teach literature circles?			Rubric for Assessment: 
Outcomes:	Understand the purpose of the literature circle	Assignments:	Participants will complete a KWL chart on their knowledge of literature circles. (30 min.)	4 3 2 1
	Thoroughly explore the five common roles that each member of the circle shares		Participants will listen to a podcast defining literature circles and the five common roles. (15 min.)	
			Participants will create and post their own definition and learning objectives for their students. (1 hr.)	4 3 2 1
Objective:	Participants will be able to formulate their own definition of a literature circle and develop learning objectives for their students.			

Week Two				
Essential Question:	Why teach literature circles?			Rubric for Assessment: 
Outcomes:	Consider and develop roles not included in the original five covered	Assignments:	Given several links and resources, participants will identify or develop non-traditional roles. (1 hr.)	4 3 2 1
	Modify or develop age-appropriate roles for their own class		Participants will post non-traditional roles and learning objectives. (30 min.)	4 3 2 1
	Develop strategies for differentiation in literature circles		Participants will create and post the final version of each role and learning objectives for their own classroom. (1 hr.)	4 3 2 1
			Participants will provide feedback to others. (15 min.)	4 3 2 1
Objectives:	Participants will be able to identify and/or develop non-traditional roles and learning objectives for the roles			


	Participants will be able to create and post the final versions of each role they will use in their own classrooms and the accompanying learning objectives for those roles		
NYS Learning Standards	Upon completion of the literature circle jobs from nonfiction text, the students will be meeting the following standards:	Key Ideas:	Performance Indicators:
ELA 1	Language for Information and Understanding	Key Idea #2: Speaking and Writing to acquire and transmit information	*present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters and charts*use details, examples, anecdotes, or personal experiences to explain or clarify information *observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms *include relevant information and exclude extraneous material
ELA 3	Language for Critical Analysis and Evaluation	Key Idea #2: Speaking and Writing for critical analysis and evaluation	*express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence *use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing
NYS Learning Standards	Upon completion of the literature circle jobs from fiction text, the students will be meeting the following standards:	Key Ideas:	Performance Indicators:

ELA 2	Language for Literary Response and Expression	Key Idea #2: Speaking and Writing for literary response	*present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure *explain the meaning of literary works with some attention to meanings beyond the literal level	
Week Three				
Essential Question:	Why teach literature circles?			
				Rubric for Assessment: 
Outcome:	Learn how to introduce literature circles to their students	Assignments:	Participants will conduct a literature circle in their own classroom. (2 hr.)	4 3 2 1
			Participants will evaluate the literature circle and explain the success/failures to other participants. (1 hr.)	4 3 2 1
Objective:	Participants will be able to evaluate the success of their first literature circle experience		Participants will provide feedback to others. (30 min.)	4 3 2 1


NYS Learning Standards	Upon completion of having students conduct a literature circle:	Key Ideas:	Performance Indicators:
ELA 1	Language for Information and Understanding	Key Idea #1 - Listening and Reading to acquire information	*ask specific questions to clarify and extend meaning
		Key Idea #2 - Speaking and Writing to acquire information	*present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters and charts *use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and differences *use details, examples, anecdotes, or personal experiences to explain or clarify information
ELA 2	Language for Literary Response and Expression	Key Idea #1 - Listening and Reading for literary response	*read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
		Key Idea #2 - Speaking and Writing for literary response	*present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure

ELA 3	Language for Critical Analysis and Evaluation	Key Idea #1 - Listening and Reading for critical analysis and evaluation	*make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement	
		Key Idea #2 - Speaking and Reading for critical analysis and evaluation	*express opinions about events, books, issues, and experiences, supporting their opinions with some evidence *monitor oral presentation to meet criteria for competent performance	
ELA 4	Language for Social Interaction	Key Idea #1 - Listening and Speaking for Social Interaction	*listen attentively and recognize when it is appropriate for them to speak *take turns speaking and responding to others' ideas *recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-to-one conversations	
Week Four				
Essential Question:	Why teach literature circles?			
				Rubric for Assessment: 
Outcome:	Tape record children participating in a literature circle	Assignments:	Participants will create a podcast of their students engaged in a literature circle. (1 hr. 15 min.)	4 3 2 1
			Participants will post the podcast. (30 min.)	4 3 2 1

Objective:	Participants will be able to create a podcast of their students actively engaged in a literature circle		Participants will listen to other podcasts and provide feedback. (1 hr.)	4 3 2 1
-------------------	---	--	--	----------------------

Week Five				
Essential Question:	Why teach literature circles?			Rubric for Assessment: 
Outcome:	Develop rubrics for assessment of the literature circle	Assignments:	Participants will create rubrics for assessment of future literature circles. (1 hr.)	4 3 2 1
			Participants will provide feedback to others. (30 min.)	4 3 2 1

Objective:	Participants will be able to evaluate their students in each of the literature circle roles			
-------------------	---	--	--	--

Week Six				
Essential Question:	Why teach literature circles?			Rubric for Assessment: 
Outcome:	Share and establish best practices when conducting literature circles	Assignments:	Participants will create a podcast reflecting on the successes and failures of the literature circle. (1 hr.)	4 3 2 1
			Participants will post their podcast. (30 min.)	4 3 2 1

Objective:	Participants will be able to reflect on their experiences and other participants' experiences to establish best practices when conducting literature circles		Participants will listen and provide feedback to other podcasts. (1 hr.)	4 3 2 1
-------------------	--	--	--	----------------------