

Instructional Contingency Rubric: Increasing Levels of Help

*Rubric starts with the least amount of help (prompting) and increases to the most (telling).

Level	Definition	Sample Teacher Moves
1. Prompting	Provides no information about anything helpful to use or do; calls on the student to solve the problem.	“What can you try?” “Try that again.” “What’s that word?” “Were you right?”
2. Prompting with information	Provides some general information; the student must still decide what to use or do.	“You read that word on the other page.” “You know this word.” “You wrote that word yesterday.”
3. Directing	Provides specific information about what the student can use or do to solve the problem; the student must solve the problem.	“Reread and think about what would make sense and look right.” “Does that make sense?” “Does that sound right?” “Does that look right?”
4. Demonstrating	Provides all of the information needed to solve the problem by taking the student role and modeling, but the student must still solve.	Teacher uses a card to show the syllables and articulates each part.
5. Telling	Provides all the information needed; no more problem solving is needed.	“That word is picnic.” “You’re right, picnic.”

Note. Adapted from “Examining the Nature of Scaffolding in an Early Literacy Intervention,” by E. Rodgers, J.V. D’Agostino, S.J. Harmey, R.H. Kelly, and K. Brownfield, 2016, *Reading Research Quarterly*, 51(3), p. 351. Copyright 2016 by the International Literacy Association. Adapted with permission.