

SPARK Family Event Rubric

SPARK Site _____

Date and time of family event _____

Event Theme _____

SPARK Family Event Objectives:

- Provide a space for families to feel welcome and comfortable
- Build on the partnership with families
- Collaborate with all staff to create monthly activities
- Incorporate content specific materials and objectives into each event
- Share information about the tutoring program with families
- Encourage families to build relationships among each other

1. Pre-event planning information				
1a. Planning form used to plan event?	<input type="checkbox"/> No <input type="checkbox"/> Yes			
1b. Planning form shared with staff?	<input type="checkbox"/> No <input type="checkbox"/> Yes			
1c. How was date and time of event determined? (describe what determination was based on, e.g., feedback from families, staff availability, etc.)				
1d. How were attendees invited/recruited to the event? Please specify for all methods of contact, including follow-ups.	Means of contact (written invitations, phone calls, emails, etc.)	Date first initiated and date(s) of any follow-ups	Person responsible	Number of contacts made, invitations sent, etc.
1e. What are the goals of the event?				

2. Structure and organization, set-up and documentation	1	2	3	4
2a. Event and activities planning	Event was unplanned	Event shows minimal planning; timing, materials and/or organization are not well prepared for	Event was planned, but some small details may have been overlooked. On a whole, the event is adequately prepared for.	Thoroughly planned, timing is accurate and appropriate, all necessary materials are available and accessible, organization is smooth and all aspects of the event are well prepared for.
2b. Location/space/room	Space for event is inadequate or otherwise inappropriate for event	Space is somewhat appropriate but is somewhat crowded, under-resourced or otherwise not optimal for event	Space is appropriate, well-resourced, and comfortable for the event	Space is very appropriate, well-resourced, comfortable, welcoming and helps further the goals of the event
2c. Set-up, materials	No advance set-up	Minimal set-up and/or materials	Set-up and materials are adequate and appropriate	Set-up is completed well in advance, all necessary materials are provided in convenient ways, contributing to a well-functioning event
2d. Signage directing families to event space in place	<input type="checkbox"/> No <input type="checkbox"/> Yes			
2e. Sign-in sheet available and being utilized	<input type="checkbox"/> No <input type="checkbox"/> Yes			
2f. Names tags and markers available and utilized	<input type="checkbox"/> No <input type="checkbox"/> Yes			
2g. Agenda available	No agenda exists	Written or oral agenda minimally communicated	Written or oral agenda communicated to most	Clear agenda, communicated to all attendees, in either written and/or oral format
2h. Event is documented with photos, notes and/or other means	<input type="checkbox"/> No <input type="checkbox"/> Yes			

3. Parent Partner, Staff involvement	1	2	3	4
3a. PP collaboration with PM	No collaboration between PP and PM.	PP and PM collaborate minimally, there is evidence of breakdown of responsibilities and/or event does not seem consistent, or run smoothly. Goals of event/program minimally addressed	PP and PM collaborate most of the time, event runs fairly smoothly. Goals of the event/program are addressed in most activities.	PP and PM collaborate fully on event to produce seamless, high quality event that advances the goals of the event/program.
3b. Staff preparedness for/awareness of activities, duties	Staff not present and/or unaware, unprepared for their duties, the activities of the event	Some staff present, minimally aware of or prepared for their duties, the activities of the event	Most staff present, aware of and prepared for their roles and duties, and mostly fulfill them to help event run smoothly	All staff are present, aware of and prepared for their roles and duties in the event, and participate fully to create a seamless, well-executed, consistent event
3c. PP familiarity with families, their names and situations	PP does not appear to know students' or their families' names or other pertinent information	PP appears to know most student names, but few family names or other pertinent information	PP appears to know all student names and most or all family names, but at times may seem unsure of other pertinent information	PP uses names of all students and family members, including family members not present, appears well aware of family situations, and shows evidence of familiarity and relationships with them.
3d. PP provides clarity /support for families	PP provides no clarity or support	PP provides minimal clarification of activities, and/or minimal support to families during event	PP provides clarification and support to families during most activities, or to majority of attendees	PP provides continuous clarification of activities and information and support to all attendees
3e. PP makes connections between info at event and use at home	PP makes no connections between info at event and use at home	PP makes minimal connections and/or some connections are incorrect or inappropriate, uses academic jargon and/or fails to interpret jargon for families	PP makes many connections between info and use at home, and connections are of a helpful, some academic jargon might be used, and/or is not interpreted for families	PP makes connections between all info and use at home, connections are creative, helpful and spark engagement among participants. Academic jargon absent, or when used (minimally) is clearly and engagingly interpreted/explained to make families feel comfortable with it.
3f. PP presenting / leading activities	PP presents no information and leads no activities or leads	PP presents minimal information and/or leads 1 or more activities, but with minimal preparation and/or	PP presents information and/or leads 1 or more activities, is prepared and has adequate knowledge of	PP presents information and/or leads 1 or more activities, is well prepared and has exemplary knowledge of content, procedures, demonstrates excellent

	activity(ies) without adequate preparation or knowledge	necessary knowledge, has weak presenting skills, activities tend not to engage families and/or are inconsistent with goals of event/program.	content, procedures, demonstrates good presenting skills and engages families in the activity and is consistent with the goals of event/program	and engaging presenting skills, engages families and advances the goals of the event/program
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4. Activities, literacy information, support of mission	1	2	3	4
4a. Parent Partner or other staff member near entrance greeting families at beginning of event	PP/staff absent, late, or otherwise and/or does not greet family members at the entrance when they arrive at the event	PP/staff greets only a few of the families, or greets unenthusiastically, and/or is otherwise inappropriately engaged or inattentive during most of the arrivals	PP/staff warmly or enthusiastically greets most family members near entrance at beginning of event, helps orient most of them to the event	PP/staff warmly and enthusiastically greets all attendees at entrance as they arrive at event, makes them feel welcome and helps orient them to the event
4b. Presentations/ Information support mission: literacy	Presentations and information do not support the mission of the SPARK program (literacy)	Some of the presentations and information support the mission of the program (literacy) but most does not. May connect to the theme of the event, but do so in a way that sacrifices the literacy focus.	Most of the presentations and information support the mission of the program, with minimal diversions away from it, mostly connected with any theme of the event	All of the presentations and information strongly support the mission of the program, and are simultaneously well connected to any theme of the event
4c. Information/activities are <i>meaningful</i> to families	Information/ activities do not appear to have any meaning to families, participants do not appear to understand information	Information/activities are minimally meaningful to families. Participants show only brief or intermittent understanding. Presenters make minimal/no attempts to adjust/clarify.	Information / activities are mostly meaningful to families. Participants show understanding most of the time. Presenters make attempts to adjust and clarify when they perceive lack of understanding.	Information / activities are very meaningful to families. Participants show understanding of all aspects and show evidence of learning /uptake of and enthusiasm for information
4d. Crafts or other “do” activities align with	Crafts or other “do” activities have no	Crafts or other “do” activities have minimal	Crafts or other “do” projects align well with mission of	Crafts or other “do” projects align well to and promote mission of program,

mission of program: literacy	alignment with mission of program (literacy)	alignment with mission of program. Connection to program seems gratuitous, and does not truly support literacy.	program.	engage families to further work toward SPARK goals
4e. Activities accommodate a diverse array of ages	Small children cannot participate or otherwise are not appropriately accommodated during activities; adult family members with small children are unable to focus on activities.	Small children can participate minimally in activities, or otherwise be accommodated, but mostly, adult family members are not able to focus on or participate much in the activity.	Small children can mostly participate in activities, or otherwise be accommodated, so that all can focus on the activity.	Small children can participate fully in activities, or otherwise be accommodated, so that all attendees can fully focus on and benefit from the activity.
4f. Content of event appropriate for point in year/program (builds in complexity as year progresses)	<input type="checkbox"/> No <input type="checkbox"/> Yes			
4g. Take-home books and other gifts (distributed, appropriate)	Nothing given as a take-home.	Some take-home books or other gifts/prizes distributed, but materials are not appropriate for mission of program, and/or supplies are not adequate for attendees, and/or are not given out fairly	Appropriate and engaging take-home books and other gifts/prizes distributed to all.	Appropriate and engaging take-home books and other gifts/prizes distributed to all, equitably, and noticeably add to participants' enthusiasm for program.
4h. Parent Partner or other staff member at door thanking families for attending, or other form of closure is present	No one is engaged in thanking families at door at end of program; and/or there is no closure to the event.	PP/staff thanks only a few of the families, is otherwise inappropriately engaged or inattentive during most of the departures, and/or there is minimal closure to the event.	PP/staff thanks most family members at the door at end of event, follows up with reminders or other helpful information for next steps and/or there is appropriate closure to the event.	PP/staff thanks all attendees at door at the end of the event, follows up with reminders and other information for next steps, encourages continued involvement, and/or there is meaningful closure to the event that stimulates on-going involvement.

5. Engagement, communication, sharing, relationship-building	1	2	3	4
5a. Families are welcomed	No welcome is expressed	Welcome is expressed to some, evidence of some people feeling excluded	Welcome is expressed to all, most appear to feel included.	Genuine welcome is expressed to all, all participants appear to feel included and comfortable, their presence appreciated.
5b. Sharing of information about tutoring program (extent of, as focus of events, activities)	No sharing is programmed, encouraged or evident as focus of event or in activities	Sharing is minimally encouraged or programmed in focus of the event, and/or in activities	Sharing is planned and encouraged throughout the event, both in its focus and in the activities	Sharing between program staff and families, as well as between families, is planned, encouraged and evident both in the focus of the event and its activities.
5c. Opportunities for family-to-family interactions and community building	No family-to-family interactions or community building appears to be planned or encouraged	Family-to-family interactions and community building are minimally planned and/or encouraged	Family-to-family interactions and community building are planned and encouraged repeatedly throughout the event	Family-to-family interactions and community building are planned, encouraged and evident throughout the entire event, and evidence of growing relationships are observed
5d. Engagement	Participants are not engaged in event, and attempts are not made to try to engage them	Participants are minimally engaged in event, and attempts to try to engage them are weak or inconsistent	Most participants are mostly engaged in the event, and further attempts to engage them are mostly successful	All participants are engaged in the event, no attempts at further engagement are needed, participants show enthusiasm for activities and the mission of the program
5e. Understanding of child's progress in the tutoring sphere	No information about the child's progress is provided	Minimal information about a child's progress is provided and/or information is not made understandable to families	Information about a child's progress is provided to families and efforts are made to ensure that families understand it	Thorough information about a child's progress is provided in clear, understandable ways to families, and any and all questions are answered
5f. Academic jargon and other barriers to understanding eliminated from information	Information delivered to participants is filled with academic jargon and/or other barriers to understanding	Information delivered to participants shows multiple instances of academic jargon and/or other barriers to understanding	Information delivered to participants shows little to no instances of academic jargon or other barriers to understanding	Information delivered to participants shows no instances of academic jargon or other barriers to understanding, EXCEPT in occasional cases where terms are carefully and consciously taught to families to build their useful, meaningful knowledge of literacy practices
5g. Communication regarding what families	No communication is made regarding what	Minimal communication is made regarding what	Most activities include communication regarding	All activities include communication regarding what families can be doing at

can be doing at home to support tutoring program	families can be doing at home to support tutoring	families can be doing at home to support tutoring, few examples or other supports given	what families can be doing at home to support tutoring, and many examples or other supports are included	home to support tutoring, many examples and other supports are included, and ideas are shared among participants.
5h. Family members encouraged to communicate, ask questions	No attempt is made to encourage family members to ask questions or otherwise communicate; event communication is overwhelmingly one-way (staff to families)	Minimal attempts are made to encourage family members to ask questions or otherwise communicate; event communication is mostly one-way (staff to families)	Continuous and attempts are made to encourage family members to ask questions or otherwise communicate; event communication is two-way.	Event is marked by continuous and successful two-way collaborative communication, family members feel free to ask questions or otherwise communicate with staff and with each other in productive ways.
5i. Family feedback gathered	No feedback is solicited or gathered	Feedback is solicited minimally, and/or little feedback is offered and gathered	Feedback is solicited and gathered at multiple points throughout the event, is acknowledged positively	Feedback is solicited and gathered at multiple points throughout the event, is acknowledged positively and acted upon as appropriate.