

### **ELA Curriculum Pilot Teacher Rubric**

This rubric was created by ELA Teacher Leaders in Spring 2015 as a standard against which to compare curricula. It represents our OUSD hopes for a high quality, Common Core aligned curriculum adoption that meets the needs of our diverse students and supports teachers in their long term and daily planning. We also acknowledge that no single curriculum will be able to meet all criteria, and that ongoing collaboration and teacher input will be necessary to our work.

| Category                                   | Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Notes/Rating (0=no, 1=partially, 2=yes) |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| <b>Common Core Aligned Rigorous Tasks</b>  | <ol style="list-style-type: none"><li>1. Aligned to Common Core standards and objectives</li><li>2. Built in opportunities for academic discussion and collaboration</li><li>3. Students synthesize multiple sources and read complex texts to support effective writing across text types and genres</li><li>4. Annotation and close reading are embedded practices</li></ol>                                                                           |                                         |
| <b>Differentiation</b>                     | <ol style="list-style-type: none"><li>1. Supports and scaffolds for differentiation (special ed, ELLs, etc.)</li><li>2. Variety of text types (including newspaper and magazine articles, blogs, op-eds, websites) and text complexity</li><li>3. Promotes small group and individualized/personal learning opportunities</li><li>4. Balances grade-level, complex texts with time for students to participate in leveled independent reading.</li></ol> |                                         |
| <b>Engagement/ Cultural Responsiveness</b> | <ol style="list-style-type: none"><li>1. Culturally and developmentally relevant texts and topics that reflect student identities and experiences.</li><li>2. Content includes multiple perspectives and provides exposure to larger world</li><li>3. Real world connections with civic engagement opportunities and a social justice lens</li><li>4. Opportunities for student choice and decision-making</li></ol>                                     |                                         |

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| <b>Language</b>                       | <ol style="list-style-type: none"> <li>1. Word Study, e.g., analysis of word families, affixes, roots, tone, diction, antonyms/synonyms</li> <li>2. Tier 2 and 3 academic and disciplinary vocabulary Instruction</li> <li>3. Grammar, usage, and mechanics is taught within context of authentic written and oral communication.</li> <li>4. Structured listening opportunities embedded in the content, for example, “listening to one minute of a podcast to identify the cause and effect language.”</li> <li>5. Oral Language Practice and opportunities for presentation and academic discussion</li> <li>6. Scaffolds to support “content language objectives.” For example: practicing cause and effect language with student friendly topics before applying to content.</li> </ol> |  |
| <b>Materials/<br/>Technology</b>      | <ol style="list-style-type: none"> <li>1. Allows for Blended Learning--small group or individualized computer-based learning and practice along with with teacher-directed instruction</li> <li>2. Media resources embedded in the lessons, e.g., videos and interactive websites</li> <li>3. Balance of fiction and nonfiction</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <b>Unit Design/<br/>Lesson Design</b> | <ol style="list-style-type: none"> <li>1. Interdisciplinary connections</li> <li>2. Vertical articulation and scope and sequence</li> <li>3. Daily activities designed to support students in successfully completing project-based and authentic tasks</li> <li>4. Formative assessment (checks for understanding along the way) and summative assessment (for mastery)</li> <li>5. Year-long overarching questions, essential questions for each unit, daily learning targets/objectives</li> <li>6. Student exemplars or models</li> </ol>                                                                                                                                                                                                                                                |  |