High-Quality Assignments for English Learners Rubric:

English Language Arts

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For all strands, **"Strong"** means the evidence is present most or all of the time, or that the evidence is strong; **"Moderate"** means the evidence is present at least half of the time, or that the evidence is moderately strong; **"Weak"** means the evidence is at least minimally present but is of poor quality; and **"None"** means that the evidence is absent.

1. Alignment with the grade-level content and practice standards

Evidence	3	2	1	0
1a. Tasks focus on **grade-level work** as specified in ELA content and practice standards. *Guidance: See CCSS and California ELD standards for grade-level expectations for literacy in each grade.*	_Strong	_Moderate	_Weak	_None
1b. Assessments are presented in ways that are accessible to learners. *Guidance: "Accessible" means assessment directions and grading criteria are presented clearly and explicitly. It is clear what students are being asked to do.*	_Strong	_Moderate	_Weak	_None

2. Rigor

Evidence	3	2	1	0
2a. Tasks require learners to access **complex texts**. *More details are in the Further Guidance section.*	_Strong	_Moderate	_Weak	_None

2b. Tasks require learners to **justify their thinking**, for example by citing text-based evidence or responding to text-dependent questions.	_Strong	_Moderate	_Weak	_None
2c. Tasks require learners to **produce purposeful text-based writing**. *Guidance: "Purposeful" text-based writing is designed to support increased writing skills. Students should have an opportunity to build writing skills and to use writing to build their understanding about the content.*	_Strong	_Moderate	_Weak	_None
2d. Tasks require learners to learn **grade-level OR discipline-specific vocabulary**.	_Strong	_Moderate	_Weak	_None

3. Cognitive Demand

Evidence	3	2	1	0
3a. The assignment requires high levels of cognitive demand, aligning with **Strategic Thinking (DOK 3) OR Research and Extended Thinking (DOK 4)** in Norman L. Webb's Depth of Knowledge Levels. *More details are in the Further Guidance section.*	_Strong	_Moderate	_Weak	_None

4. Intentional Scaffolds and Opportunities for ELD

Evidence	3	2	1	0
4a. Scaffolds support learners with the goal of accessing grade-level content **independently**. *Guidance: Scaffolds may be provided in English or the home language. Pay close attention to the language of the scaffolds and its appropriateness for the intended students. Example scaffolds are in the Further Guidance section.*	_Strong	_Moderate	_Weak	_None
4b. Assignment helps learners to **connect prior knowledge or home language skills** to build understanding of new concepts.	_Strong	_Moderate	_Weak	_None
4c. Scaffolds support learners to **pay close attention to language** encountered in texts or in their own writing or speaking.	_Strong	_Moderate	_Weak	_None
4d. Scaffolds include structures or procedures that engage learners in **metacognitive thinking, negotiating, or analyzing** in collaboration with peers.	_Strong	_Moderate	_Weak	_None
4e. Assignment contains **clear expectations for written language use**. *Guidance: Students are guided to be strategic and purposeful in their choice of words and use of written language in order to form and demonstrate meaning.*	_Strong	_Moderate	_Weak	_None
4f. Assignment contains **opportunities for speaking**.	_Strong	_Moderate	_Weak	_None

	3	2	1	0
4g. Assignment contains **opportunities for listening**.	_Strong	_Moderate	_Weak	_None
4h. *Assignment **specifies the language** students should use for communication (English, home language, or student's choice).*	_Strong	_Moderate	_Weak	_None

5. Learner Autonomy and Choice

Evidence	3	2	1	0
5a. Assignment provides learners with **ample choice in content**. Content can include text, optional mini-lessons, home language, and more.	_Strong	_Moderate	_Weak	_None
5b. Assignment provides learners with **ample choice in product**. *Product refers to how students present their final thinking.*	_Strong	_Moderate	_Weak	_None
5c. Assignment provides learners with **ample choice in process**. *Processes can include format of engagement or expression, or working with peers or alone.*	_Strong	_Moderate	_Weak	_None
5d. Assignment prompts learners' **metacognitive thinking** about 1) their engagement in the task, 2) what they learned, or 3) where they experienced difficulties.	_Strong	_Moderate	_Weak	_None
5e. Assignment prompts learners' **metalinguistic thinking** about how English language structures relate to their home language.	_Strong	_Moderate	_Weak	_None

English Language Arts Rubric Further Guidance

Scoring guidelines

For all items, raters should score the assignment holistically. In other words, we are looking for a rating of *quality* rather than *quantity*. Whether the assignment has multiple tasks or one main task, raters should evaluate the quality of the assignment as a whole.

Rigor

Guidance in assessing text complexity (2a): please use a **combination of**:

1. Lexile level[1], if the text is from a book, you can look it up online. Please use the following range in conjunction with the qualitative components. As a general rule of thumb, if an assignment is 150 Lexiles below the grade-level range, it should not be rated better than "weak."
    a. 5th-grade range: 740L – 1010L
    b. 6th- to 8th-grade range: 925L – 1185L
2. Qualitative components[2] that signal a text is complex, such as:
    a. Structure complexity: flashbacks, multiple points of view, etc.
    b. Language unconventionality: figurative language, ambiguous or archaic language, domain-specific language, or otherwise new and unfamiliar language
    c. Knowledge demands: the text assumes readers have some depth of content knowledge about the cultural, literary, content, and disciplinary themes
    d. Levels of meaning (literary texts): satire or other forms of nonliteral meaning
    e. Levels of purpose (informational texts): implicit, hidden, or obscure meaning rather than direct statements of facts

Cognitive Demand

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[1] "Look up a book's measure." 2020. Lexile Framework for Reading. https://lexile.com/parents-students/find-books-at-the-right-level/lookup-a-books-measure/

[2] "Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity." n.d. Council of Chief State School Officers and National Governors Association. http://files.eric.ed.gov/fulltext/ED576695.pdf

Cognitive demand (3a) is scored based on Norman A. Webb's Depth of Knowledge Levels.[3] Examples of each rating below are from Ed Trust's Literacy Assignment Analysis Guide.[4] Keep in mind that multiple choice is not always low in cognitive demand; be sure to look at what kind of thinking is being demanded of the student.

Level 1. Recall/reproduction

    a.   Recall a fact, term, principle, or concept, or perform a routine procedure

Level 2. Basic application of skills

    a.   Use of information

    b.   Conceptual knowledge

    c.   Select appropriate procedures for a task

    d.   Two or more steps with decision points along the way

    e.   Routine problems

    f.   Organize/display data

    g.   Interpret/use sample data

Level 3. Strategic thinking

    a.   Requires reasoning or developing a plan or sequence of steps to approach problem; requires some decision-making and justification

    b.   Abstract, complex, or nonroutine

    c.   Often more than one possible answer

Level 4. Research and extended thinking

    a.   An investigation or application to the real world

    b.   Requires time to research, problem solve, and process multiple conditions of the problem or task

    c.   Nonroutine manipulations across disciplines/content areas/multiple sources

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[3] Webb, Norman L., and others. "Web Alignment Tool." July 24, 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. https://www.webbalign.org/dok-primer

[4] "Literacy Assignment Analysis Guide." The Education Trust. September 26, 2016. https://edtrust.org/resource/literacy-assignment-analysis-guide/

Intentional Scaffolds and Opportunities for ELD

All scaffolds may be provided in English or in home language. Please pay close attention to the language of the scaffolds and its appropriateness for the intended student. Scaffolds may be provided in the text of the task and/or may be provided alongside the task.

Examples of scaffolds to look for:

1. Translation and translanguaging[5] opportunities (home language supports)
2. Modeling
3. Pre-teaching vocabulary (Note: This in isolation is not considered a Common Core–aligned strategy. Pre-teaching should only occur for words that cannot be defined through context clues.)
4. Opportunities to interact with peers and teacher
5. Developing metacognition: look for questions that guide learners to self introduce, assess performance, develop personal learning strategies, etc.
6. Graphic organizers
7. Sentence frames
8. Word banks

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[5] "Translanguaging Resources." CUNY-NYS Initiative on Emergent Bilinguals. https://www.cuny-nysieb.org/