



Rubric Addendum for Content-Based DLI Instructional Materials (Math, Science, Social Studies)

This rubric is intended to be used in conjunction with the current Board approved individual subject area rubrics for instructional materials.

Items	Extensive (3 points)	Adequate (2 points)	Inadequate (1 point)	None
Accessibility [Total Points: 6]				
Authentic Comprehensible Input	Provide frequent, authentic, engaging, and comprehensible input that is appropriately challenging and clearly connected to meaningful language use. Input consistently creates opportunities for students to produce language.	Provide authentic and generally comprehensible input that supports understanding and provides opportunities for meaningful language production.	Include some authentic input, but portions may be too complex, insufficiently contextualized, or disconnected from opportunities for language production.	Provide limited authentic or comprehensible input, or input is largely inaccessible without substantial teacher mediation. Opportunities for meaningful language production are limited.
Scaffolding & Language Supports	Provide multiple, purposeful, and differentiated scaffolds that anticipate	Provide appropriate scaffolds and a variety of language	Provide limited or inconsistent scaffolding. Some language supports are	Provide few or no intentional language supports or scaffolds.

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	learner needs. Supports include visuals, models, sentence frames, exemplars, vocabulary support, graphic organizers, and/or strategic use of language. Supports can be gradually removed as students gain independence.	supports that help students access content and participate in language production. Supports are available at key points in the learning sequence.	present but may not adequately address varied proficiency levels or may focus primarily on vocabulary rather than supporting language use.	Students are expected to access content and produce language without sufficient modeling, visual support, linguistic support, or other scaffolding.
Language Domains [Total Points: 6]				
Integration of Four Domains	Provide frequent, purposeful opportunities for Reading, Writing, Listening, and Speaking, with activities that connect and build across domains. Students regularly use one domain to support and extend another.	Include regular opportunities for Reading, Writing, Listening, and Speaking, with multiple activities integrating two or more domains.	Include activities addressing the four domains, but opportunities may be uneven, isolated, or primarily skill-based rather than interconnected. One or more domains may receive significantly less attention.	Focus primarily on one or two language domains, with limited opportunities to connect Reading, Writing, Listening, and Speaking. Activities are largely passive or skill-isolated.
Communicative Interaction	Provide varied, authentic opportunities for interaction across levels of formality and complexity.	Provide opportunities for interactive communication with varying purposes and levels of	Provide some opportunities for communication, but interactions may be repetitive, highly structured, or	Provide minimal opportunities for interactive communication. Language use is primarily teacher-directed,

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	Students communicate for multiple meaningful purposes, with peers and/or others, using language to exchange information, express ideas, interpret perspectives, and negotiate meaning.	formality and complexity. Students use language to communicate meaningfully with others in structured and less-structured contexts.	limited in purpose, formality, or complexity. Communication may focus primarily on demonstrating knowledge rather than authentic language use.	response-based, or focused on isolated vocabulary/ grammar rather than authentic communicative purposes.
Language Complexity and Proficiency [Total Points: 6]				
Increasing Proficiency	Provide systematic increases in linguistic complexity and communicative proficiency over time. Students are consistently challenged to move from supported language use toward more spontaneous, precise, elaborated, and sustained communication.	Provide regular opportunities for students to increase the complexity, accuracy, and elaboration of their communication. Tasks build from supported to increasingly independent language production.	Include opportunities for students to practice language, but progression in linguistic complexity or independence is inconsistent. Activities may remain at similar proficiency levels or rely heavily on teacher-provided language.	Provide minimal or no opportunities for students to develop increasingly proficient communication. Tasks primarily emphasize recall, repetition, isolated language forms, or highly supported responses.
Grade-Band, Age, and Academic/ Linguistic Challenge	Activities are highly appropriate for the grade band and age while providing	Activities are grade-band and age appropriate and provide appropriate academic and	Activities are generally appropriate for the grade band and age but may be too easy, too	Activities may be developmentally inappropriate or insufficiently challenging for the grade band

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	meaningful academic and linguistic challenges. Tasks require students to apply increasingly sophisticated language to complex content, ideas, and authentic contexts without creating unnecessary linguistic barriers.	linguistic challenges. Students are expected to use language beyond simple recall and demonstrate increasingly complex communication.	difficult, or inconsistently challenging academically or linguistically. Supports may not be appropriately balanced with expectations for student growth.	and age. Academic and linguistic demands are either significantly below expectations or create barriers that prevent meaningful student participation and growth.
Student Engagement [Total Points: 6]				
Authenticity, Cultural & Linguistic Responsiveness	Provide authentic, culturally, and linguistically responsive content that reflects students' experiences, communities, and the variety of the target-language cultures. Materials avoid stereotypes and invite students to explore multiple perspectives.	Include authentic, culturally, and linguistically responsive content representing relevant perspectives and experiences. Materials provide opportunities for students to make connections between language, culture, and their own experiences.	Include some authentic or culturally relevant content, but representation may be limited, superficial, or disconnected from students' experiences. Cultural content may focus more on information about culture than meaningful exploration of perspectives.	Rely primarily on inauthentic, decontextualized, or culturally unresponsive materials. Cultural and linguistic perspectives are limited, stereotypical, or absent.
Engagement, Meaning & Application	Activities are highly engaging, purposeful, and	Activities are meaningful and student-	Some activities are engaging and meaningful,	Activities are primarily teacher-directed,

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	student-centered, requiring students to make choices, collaborate, problem-solve, create, and communicate. Learning has clear connections to authentic contexts and practical, real-world applications.	centered, with opportunities for collaboration, communication, inquiry, and active participation. Students apply learning to relevant contexts and practical situations.	but many are teacher-directed, repetitive, or focused on completing tasks rather than authentic application. Opportunities for student choice, collaboration, and practical application are inconsistent.	passive, or worksheet-based, with limited opportunities for student interaction, choice, collaboration, or meaningful application. Connections to students' lives and real-world contexts are minimal.
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Rubric Addendum for Partner Language Literacy DLI Instructional Materials Foundational Reading Skills (Grades K-2 only)

Items	Extensive (3 points)	Adequate (2 points)	Inadequate (1 point)	None
Foundational Reading Skills [Total Points: 6]				
Systematic, Evidence-Based Instruction & Diagnostic Support	Materials provide a comprehensive, systematic, and evidence-based approach to foundational reading instruction with intentional progression and responsive support.	Materials provide a clear and systematic approach to developing foundational reading skills using appropriate evidence-based instruction and assessment supports.	Materials address foundational reading skills but lack consistency in systematic instruction, sequencing, or diagnostic support.	Materials provide limited or insufficient support for the systematic development of foundational reading skills.
Reading Materials, Activities & Opportunities for Practice	Materials provide a rich, varied, and intentionally sequenced collection of reading materials and activities that	Materials provide varied reading materials and activities that allow students to regularly and frequently practice	Materials provide some opportunities to practice foundational reading skills, but the frequency, variety, or	Materials provide few or repetitive reading materials and activities, resulting in insufficient opportunities for

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	provide frequent, meaningful, and sustained practice of all foundational reading skills.	foundational reading skills.	distribution of practice is inconsistent.	students to regularly practice foundational reading skills.
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