

CLSP Sequence of Lessons Rubric*

Item	Not Acceptable < 3 points	Developing 4 points	Proficient 5 points	Exemplary 6 points	Total:
CSP Aligned Topic/Theme & Lessons	Topic/theme is not clear or grade appropriate; the lessons are not aligned to CSP.	Topic/theme is somewhat clear and grade appropriate; the lessons are somewhat aligned to CSP.	Topic/theme is clear and grade appropriate; the lessons are aligned to CSP.	Topic/theme is clear, grade appropriate, and creates opportunity for introducing more advanced concepts; the lessons are clear and pertinent to the particular community of students, and thus to CLSP.	
Content/Language Objectives	Content objectives are not linked to CCSS; objectives are not written in measurable terms; Language objectives do not address the language demands of the mini-unit.	Content objectives are somewhat linked to CCSS; objectives are somewhat written in measurable terms; Language objectives somewhat address the language demands of the mini-unit.	Content objectives are adequately linked to CCSS; objectives are adequately written in measurable terms. Language objectives adequately address the language demands of the mini-unit.	Content objectives are strongly linked to CCSS; all objectives are strongly written in measurable terms. Language objectives strongly address the language demands of the mini-unit.	
Learning tasks & Instructional strategies	Learning tasks are not connected to unit objectives and standards; lessons do not include a variety of teaching strategies; plans do not make use of supplemental materials or technology.	Learning tasks are somewhat connected to unit objectives and standards; lessons somewhat identify teaching strategies; plans somewhat utilize activities and supplemental materials, including technology, to present new information.	Learning tasks are adequately connected to unit objectives and standards; lessons identify more than one teaching strategy, showing adequate understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; adequately utilizes activities and supplemental materials,	Learning tasks are strongly connected to unit objectives and CCCS standards; lessons identify a range of teaching strategies, showing significant or sophisticated understanding of how to encourage students' development of critical thinking, problem solving, and performance skills; utilizes activities and supplemental	

			including technology, to present and enhance new information, reinforce knowledge, and engage students.	materials, including technology, to present and enhance new information, reinforce knowledge, and engage students.	
Assessments	Assessments are not tied to unit objectives; assessments do not consider diverse types of learners.	Assessments are somewhat associated with unit objectives; assessments somewhat consider diverse types of learners.	Assessments are adequately tied to unit objectives; assessments consider diverse types of learners.	Assessments are strongly tied to unit objectives; assessments strongly consider diverse types of learners.	
UDL Considerations & Translanguaging	Lessons make little or no adjustments for individual student differences—No evidence of UDL principles; No evidence of TRLG spaces.	Lessons plans make some adjustments for individual student differences—some evidence of UDL principles; some evidence of TRLG spaces.	Lesson plans adapt to diverse learners by adequately accommodating individual student differences, including different developmental levels, EBL, SWD—adequate evidence of UDL principles; Good use of TRLG approaches throughout the lessons and assessments.	Lessons adapt to diverse learners by greatly accommodating most/all individual student differences (different dev. levels, EBL, SWD)—UDL principles are strongly present; Sts' home language(s) is/are used as a resource— TRLG is strongly incorporated and utilized throughout the assignments, activities and assessments.	
Comments					Grand Total: ____/30

*Adapted from E. Mayorga, 2007