

English Learner Roadmap Rubric

School and district teams can use this self-reflection rubric to engage in dialogue, to assess current status in enacting the Roadmap Principles and identify areas needing improvement.

Principle #1: ASSETS-ORIENTED AND NEEDS-RESPONSIVE SCHOOLS

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Element	1 Minimal or not at all	2 Somewhat Responsive	3 Responsive	4 Very Responsive
A. The languages and cultures ELs bring to their education are assets for their own learning, and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	Little to no mention or visibility of language diversity or cultural diversity. No programs or instructional support for developing bilingualism.	Some affirmation of language and cultural diversity as a general concept (e.g., mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/linguistically responsive instruction in place. Multilingual programs are available for some students only.	School is multi-lingual focused, and dedicated to culturally responsive pedagogy and climate for all students. School has programs, materials, celebrations engaging students in many opportunities to build proficiency in multiple languages.
B. Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum and instruction are responsive to different EL student characteristics and experiences.	Programs, curriculum, and instruction are the same for all students.	Programs, curriculum, and instruction are somewhat adaptive to suit the students.	Programs, curriculum, and instruction are fairly adaptive to the individual student.	Programs, curriculum, and instruction are tailored toward each individual student in order to promote the greatest amount of learning for each individual.
C. School climates and campuses are affirming, inclusive and safe	School climate is questionable, and/or unwelcoming towards certain minorities.	School climate feels fairly safe, and fairly affirming towards most students and their families.	School climate feels safe, and affirming towards most students and their families.	School climate feels safe and affirming. Policies support inclusivity. Students and their families are treated fairly.
D. Schools value and build strong family and school partnerships	Parents are rarely included or rarely present in school activities.	Parents are somewhat involved and engaged in their children's learning experience.	Parents are fairly involved and engaged in their children's learning experience.	Parents are very involved and engaged in their children's learning experience. School has proactive supports for two-way engagement with families.

Principle #2: INTELLECTUAL QUALITY OF INSTRUCTION AND MEANINGFUL ACCESS

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Element	1 Minimal to No Implementation	2 Fair Implementation	3 Appropriate Implementation	4 Excellent Implementation
A. Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).	Language development does not occur in and through content. Designated ELD is weak in implementation, and is not responsive to linguistic demands of content.	Language development occurs inconsistently in and through content and integrated across the curriculum. DELD is inconsistently connected to content.	Language development occurs in and through content. DELD is responsive to linguistic demands of content.	Language development occurs consistently in and through all content and integrated across the curriculum – in addition to strong content-based Designated ELD.
B. Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation and mastery.	Provides non standards-based, non-rigorous or non-intellectually rich curriculum with no instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and somewhat intellectually rich curriculum with unplanned instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and intellectually rich curriculum with instructional scaffolding for comprehension, participation, and mastery.	Provides standards-based, rigorous, and intellectually rich curriculum with strategic instructional scaffolding for comprehension, participation, and mastery.
C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking – with the same high expectations for ELs as for all.	Teaching and learning emphasize, disengagement, teacher-centered, non-inquiry, and passive thinking with low expectations for EL students.	Teaching and learning emphasize, engagement, interaction, discourse, inquiry and critical thinking with low expectations for EL students.	Teaching and learning emphasize, engagement, interaction, discourse, inquiry and critical thinking with high expectations for EL students.	Teaching and learning emphasize, engagement, interaction, discourse, inquiry and critical thinking with the same high expectations for EL students as for all.
D. ELs are provided access to the full curriculum along with the provision of EL supports and services.	EL students are provided access to the partial curriculum with no provision of EL supports and services.	EL students are provided access to some curriculum with inconsistent or weak provision of EL supports and services.	EL students are provided access to core curriculum along with provision of EL supports and services.	EL students are provided access to the full curriculum across content areas along with provision of EL supports and services.
E. Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for	Students' home language is viewed as irrelevant to or a	Students' home language is understood as a means to access	Students' home language is understood as a means to access	Students' home language is understood as a means to access

developing English, and is developed to high levels of literacy and proficiency along with English.	detriment to access curriculum content, and is neither addressed nor developed.	curriculum content, and as a foundation for developing English, but is not developed to high levels of literacy and proficiency along with English.	curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.	curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English and other languages.
F. Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support low levels of intellectual engagement and integrated language development and content learning, and provide no opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support low levels of intellectual engagement and integrated language development and content learning, and provide some opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.	Instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide many opportunities for bilingual/biliterate engagement appropriate to the program model.
G. English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	English Learners are provided no choices of research-based language support/development programs and are not enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	English Learners are provided few choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	English Learners are provided choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.	All English Learners are provided choices of research-based language support/development programs and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum in multiple languages.

Principle #3: SYSTEM CONDITIONS THAT SUPPORT EFFECTIVENESS

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

Element	1 Minimal Conditions	2 Fair Conditions	3 Good Conditions	4 Excellent Conditions
A. Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes unclear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and has no focus across the system on progress towards these goals and continuous improvement.	Leadership establishes goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and is establishing a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.	Leadership establishes clear goals and commitments to English Learners access, growth toward English proficiency, academic achievement and participation, and expands a focus across the system on progress towards these goals and continuous improvement.
B. The school system invests adequate resources to support the conditions required to address EL needs.	The school system invests no resources to support the conditions required to address EL needs.	The school system invests few resources to support the conditions required to address EL needs.	The school system invests adequate resources to support the conditions required to address EL needs.	The school system invests extra resources to support the conditions required to address EL needs.
C. A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.	A system of valid and reliable assessment in English support instruction, improvement, and accountability for attainment of English proficiency and academic achievement.	A system of culturally and linguistically valid and reliable assessment support instruction, improvement, and accountability for attainment of English proficiency, and academic achievement.	A system of culturally and linguistically valid and reliable assessment support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy and academic achievement.	A system of culturally and linguistically valid and reliable assessment support culturally relevant instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy and academic achievement.
D. Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of ELs,	Capacity building occurs at no levels of the system, particularly	Capacity building occurs at few levels of the system, particularly	Capacity building occurs at many levels of the system,	Capacity building occurs at all levels of the system, particularly

<p>professional development and collaboration time for teachers, and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>particularly with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>	<p>with leadership development to understand and address the needs of ELs, professional development and collaboration time for teachers, and efforts to address the teaching shortage and build a pipeline of educators skilled in addressing the needs of ELs, including bilingual teachers.</p>
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Principle #4: ALIGNMENT AND ARTICULATION WITHIN AND ACROSS SYSTEMS

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career- readiness and participation in a global, diverse multilingual 21st century world.

Element	1 Poor Alignment and Articulation	2 Fairly Alignment and Articulation	3 Good Alignment and Articulation	4 Excellent Alignment and Articulation
A. EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation and higher education.	No EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a foundation in early childhood and continuing through to reclassification, graduation and higher education.	Few EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a foundation in early childhood and continuing through to reclassification, graduation and higher education.	Many EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a solid foundation in early childhood and continuing through to reclassification, graduation and higher education.	Many EL approaches and programs are designed for continuity, alignment and articulation across grade and systems segments with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education.
B. Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools do not plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools somewhat plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools plan schedules and resources to provide time in school and build partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.	Schools implement schedules and resources to provide extra time in school and build continuous partnerships with afterschool and other entities to provide additional support for ELLs, to accommodate the extra challenge facing ELs of learning English and accessing/mastering all academic content.
C. EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are not designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are faultily designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.	EL approaches and programs are meticulously designed to be coherent across schools within districts, across initiatives, and across the state.

