# Rubric for Culturally Responsive Lessons/Assignments
*(Developed by Jean Aguilar-Valdez, 2015)*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Minimal</th>
<th>Emerging</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOICE</strong></td>
<td>No intentionally designed places for working together cooperatively or share these things – it is all teacher-centered.</td>
<td>One brief place for working together or sharing, not directly integrated with the topic of the lesson(s), otherwise teacher-centered.</td>
<td>Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.</td>
<td>Students work together cooperatively or share throughout, in ways deeply interwoven with the topic of the lesson(s) – fully student-centered.</td>
</tr>
<tr>
<td><strong>DIFFERENTIATION</strong></td>
<td>Only one way for all students to express their learning</td>
<td>Students may interact with material in more than one way, but final product(s) have only one way to be considered acceptable.</td>
<td>Several ways for students to express their learning.</td>
<td>Several ways for students to express their learning, which have been informed by student input and instructor knowledge of individual students’ strengths and needs.</td>
</tr>
<tr>
<td><strong>ACCESS</strong></td>
<td>Ideas communicated in only one way.</td>
<td>Ideas communicated in two similar ways.</td>
<td>Ideas communicated in three or more different ways</td>
<td>Ideas communicated in three of more different ways that are informed by student input and instructor knowledge of students’ differing learning styles.</td>
</tr>
<tr>
<td><strong>CONNECTION</strong></td>
<td>No or minimal real-life connections made or representations given</td>
<td>One real-life connection made or represented from the experiences of the dominant culture</td>
<td>More than one real-life connection made or represented but mostly from the experiences of the dominant culture</td>
<td>More than one real-life connection made or represented from a variety of cultures and life experiences.</td>
</tr>
</tbody>
</table>

*Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs with the instructor and each other.*

*Lesson/Assignment provides opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles.*

*Lesson/Activity communicates ideas in several different ways,* accounting for student input and instructor knowledge of students’ differing learning styles.

*Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences.*
<table>
<thead>
<tr>
<th>HIGHER ORDER THINKING</th>
<th>SOCIAL JUSTICE</th>
<th>EQUITY/DECOLONIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson/Assignment provides avenues for students to engage in higher cognitive processing, applying learning to <strong>big-picture analysis and creative applications</strong> for learning</td>
<td>Lesson/Assignment provides avenues for students to connect learning to <strong>social, political, or environmental concerns</strong> that affect them and their lives and enact change.</td>
<td>Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/micro-aggressions in instruction/language/expectations so students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds.</td>
</tr>
<tr>
<td>Rudimentary level recall and understanding is all that is asked for or expected</td>
<td>No or minimal avenues for connecting learning to social concerns that are relevant to the students.</td>
<td>The dominant discourse and perspective is the only one presented, and students who cannot access it will fail.</td>
</tr>
<tr>
<td>Mostly recall and basic understanding, with only one or two opportunities for higher order applications and creative thinking.</td>
<td>One predetermined avenue to connect learning to social concerns relevant to the students and enact change.</td>
<td>Some attention paid to making the discourse inclusive, but students are still expected to sink or swim.</td>
</tr>
<tr>
<td>Some higher order applications and creative thinking included, but only in one predetermined way.</td>
<td>Several predetermined avenues to connect learning to social concerns relevant to the students and enact change.</td>
<td>Discourse and perspectives are presented in a variety of ways that are inclusive of non-dominant backgrounds, students given some multiple points of access.</td>
</tr>
<tr>
<td>Many opportunities for higher order applications and creative thinking, in several ways as originated from the students.</td>
<td>Students given opportunity to explore many avenues of their choosing that connect learning to social concerns that are relevant to them and enact change meaningful to them.</td>
<td>Discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, and all students of non-dominant backgrounds can access and feel included in the material.</td>
</tr>
</tbody>
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