



LDC Curriculum Alignment Rubric

LDC TASK PITFALL CHECKLIST

After carefully reviewing the overview, task prompt, standards, and texts, determine whether or not one or more LDC Task Pitfalls are present. If a pitfall is present, provide an explanation and feedback to help the authors understand the pitfall and what revisions they might consider to address the pitfall.

Pitfall	Question/s	YES
1) Task Not Standards-Driven	Is the task missing a balanced cluster of 2–4 focus standards addressing reading, writing, and content? Or is the task prompt misaligned to the demands of the identified focus standards?	
2) Grand Thematic or Flawed Question	Does the task prompt include an optional question that is overly broad—like an "essential" question—that students will not directly answer in their final product? Does the optional question in any way contradict or confuse the purpose of the rest of the prompt?	
3) Template and Task Mismatch	Is there a misalignment between the author's apparent purpose and the selected task template's writing mode and/or cognitive demand that is likely to lead to problematic student responses?	
4) Problematic Text/s	Are the selected texts either too lengthy or too many in number, too short or too few in number, or otherwise not appropriate given the grade-level, discipline, and/or purpose of the task?	
5) Task Answerable without the Text/s	Are the selected texts or the way in which the task prompt is constructed likely to lead students to respond in way that makes little or no meaningful use of the texts?	
6) Task Does Not Require Higher Order Thinking	Do the texts "answer" the prompt and students need only summarize, paraphrase, or otherwise reproduce information from the texts without applying literacy skills at DOK levels 3 and 4 (such as those skills described in CCSS Reading Standards 2–9)?	
7) Built-In Bias	Is the task prompt constructed in such a way that will likely result in most or all students providing a rigid, predetermined response, leaving little or no room for a variety of rigorous, nuanced student responses? Do the prompt wording, content, and/or provided texts make it difficult or unlikely for students to successfully argue multiple sides of an argument?	
8) Lack of Centrality to the Discipline	Are the task prompt and/or the texts significantly misaligned to the core literacy and/or content demands of the selected discipline?	
9) Content Too Broad or Narrow for Instructional Time of 1–3 weeks	Is the specific topic or selected content of the task prompt framed either too broadly or narrowly for a meaningful and rigorous learning experience within 1–3 weeks of instructional time as indicated in pacing?	

Feedback:

LDC TASK SCORING GUIDE

LDC TASK SCORING GUIDE			
Content and Literacy Skills	GQ1: Does the task build students' content knowledge, enduring understandings, and complex, higher order thinking skills central to the discipline and grade level?		
	Work in Progress []	Good to Go []	Exemplary []
	Task does not identify focus standards (PF1) OR Task is not aligned to its identified focus standards AND/OR Task includes standards (literacy and content) that are irrelevant to the task	Task identifies a cluster of 2–4 focus standards that include literacy and content AND Task addresses the key skills and content knowledge identified in its focus standards	Task identifies a cluster of 2–4 focus standards (literacy and content) that amplify each other The demands [key skills and content knowledge] of the identified focus standards are explicitly called for in the task prompt
	Task addresses content and/or skills that are not central to the discipline and grade level (PF8)	Task addresses content and skills that are central to the discipline and to grade-level CCR ¹ standards, enabling students to develop important content knowledge	Task addresses high-leverage or broadly transferable key ideas and enduring understandings of the discipline
	Prompt is answerable without need for significant use of the text(s) (PF5)	Prompt is text dependent, requiring students to go beyond prior knowledge and base original response on information from the text/s	Prompt requires students to interact with texts using analytic literacy skills such as those described in CCSS standards R2–R9
	Task oversimplifies a key topic OR frames the topic in a way that doesn't require students to engage in disciplinary thinking skills (PF6)	Task frames the topic in a way that requires students to engage in disciplinary thinking skills	Task requires students to engage in complex, higher-order thinking skills specific to the discipline
Clarity and Coherence	GQ2: Does the LDC task prompt have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to aligned texts?		
	Work in Progress []	Good to Go []	Exemplary []
	Selected task template uses a reading mode, writing mode, or cognitive demand that does not match the intended purpose of the task (PF3)	Selected task template uses a reading mode, writing mode and cognitive demand that match the intended purpose of the task	

¹ Career-and college-readiness



Prompt is too broad or narrow for the intended purpose (PF9)	Prompt is focused	Prompt provides unambiguous directions and is worded with precision to give students in most contexts a clear and focused purpose for writing
Prompt wording is unclear	Prompt wording is clear	
Prompt wording significantly limits the range of possible student responses, or biases students toward a particular response (PF7)	Prompt wording provides opportunity for diverse responses and is unbiased	
Prompt wording, texts, content, and/or writing product are misaligned to task purpose	Prompt wording, texts, content, and/or writing product are aligned to task purpose	Prompt wording, texts, content, and writing product are precisely aligned to task purpose
Optional task question, if included, is contradictory or too broad to be answered in the student response (PF2)	Optional task question, if included, is not confusing or distracting from the purpose of the prompt	

LDC TASK SCORING GUIDE (CONTINUED)

LDC TASK SCORING GUIDE (CONTINUED)			
Text/s²	GQ3: Are the provided text(s) engaging, authentic to the discipline, accessible, tightly relevant to the prompt, and appropriately complex for the grade level, requiring students to apply college- and career-readiness reading skills?		
	Work in Progress []	Good to Go []	Exemplary []
	Text/s are loosely aligned or misaligned to the purpose of the task prompt (PF4)	Text/s are useful for providing content and evidence to be used in addressing the task prompt	Text/s are precisely aligned to the task prompt, and provide opportunities for students to do the work of the focus reading standard(s)
	Too many or too few texts are provided for the grade level and/or purpose of the task OR Too much student choice of text is allowed for the grade level and/or purpose of the task (PF4)	Text/s are appropriate in number and/or length for the grade level and purpose of the task	Text/s are engaging and represent key texts or text types in the discipline
	Text/s lead students toward a particular response or limit the range of student responses (PF6, PF7)	Text/s do not lead students toward a particular response or limit the range of student responses	
	Text/s are either too difficult or too easy for the grade level and/or task, limiting students' need or ability to apply grade level CCR reading skills (PF4)	Text/s are the within the appropriate range of rigor and complexity for the grade level and task, requiring students to apply grade-level CCR reading skills to comprehend and analyze content	Text/s are carefully selected, excerpted, or adapted to increase accessibility for a range of students
Writing Product	GQ4: Does the task engage students in applying college- and career-readiness writing skills to produce writing in a genre that is appropriately challenging for the grade level, central to the discipline, and appropriate for the task content?		
	Work in Progress []	Good to Go []	Exemplary []
	Product is not appropriate for the discipline, content, or purpose of the task	Product is appropriate for the discipline and is aligned to the purpose of the task, allowing students the opportunity to demonstrate the skills and understandings called for by the prompt and focus standards	Product authentically engages students in rhetorical modes and types of writing central to the discipline

² If texts are not specified and/or students are to find their own texts, text relevancy will be scored in the Instructional Ladder.



LDC TASK SCORING GUIDE (CONTINUED)

GQ 5: Is the LDC Task in its current form a clear, coherent, rigorous, and engaging assignment that requires students to write in response to a careful transaction with texts in a way that is central to the discipline, appropriate for the grade level, and will lead to the acquisition of essential content knowledge and literacy skills?

Work in Progress []	Good to Go []	Exemplary []
The LDC Task needs revision for reasons listed and/or described	The LDC Task can be used with students with confidence in the intended results. The task can be used as-is by most teachers in classrooms of the same grade-level and discipline	The LDC Task can be used with students with high confidence in the intended results, can be used or easily adapted by other educators, and is a model for emulation. The task serves as a model for creating other tasks that share a similar purpose

*** If the LDC Task is rated "Work in Progress," hold off on any Instructional Ladder review until task is revised to "Good to Go" or higher. ***

**Task
Holistic
Score**

Feedback:



LDC INSTRUCTIONAL LADDER PITFALL CHECKLIST

After carefully reviewing the Skills List and most of the Ladder's Mini-Tasks, determine whether or not one or more Instructional Ladder Pitfalls are present. If a pitfall is present, provide an explanation and feedback to help the authors understand the pitfall and what revisions they might consider to address the pitfall.

Pitfall	Question/s	YES
1) Missing Skill/s Relative to Task	Is the Skills List missing one or more skills students are required to develop to meet the demands of the task?	
2) Missing Mini-task/s Relative to Skills List or Task	Is the Instructional Ladder missing Mini-Tasks for any skills in the Skills List? Or, does the task require scaffolding in the form of Mini-Tasks that are not present?	
3) Instructional Ladder Not Customized to Address the Demands of the Focus Standards	Is the Skills List and/or the Mini-Tasks unmodified from an example or prototype, resulting in lack of specificity and alignment to the demands of the task prompt and focus standards?	
4) Instructional Ladder Not Customized to Address the Demands of the Writing Product	Is the Instructional Ladder missing skills or learning experiences devoted to supporting the specific demands of the task's writing product?	
5) Instructional Ladder Does Not Specify Opportunity for Students to Read Text Independently	Does the Instructional Ladder fail to specify when and how students will read the text(s) independently?	
Common Instructional Ladder Issues	Question/s	YES

These common technical issues are not typically "fatal flaws," but they address important elements of LDC design. If you notice any of these common issues, provide a brief explanation and feedback to help the authors revise. You may also refer to the [LDC Basic Basics](#) for a quick refresh on instructional ladder design.

1) Extraneous Skill/s	Does the Skills List include one or more skills that are not relevant to the demands of the task?	
2) Extraneous Mini-task/s	Does the Instructional Ladder include one or more Mini-Tasks that are not relevant to the Skills List or the demands of the task?	
3) Skills Have Incomplete or Incorrect Elements	Are the skill names or definitions incomplete or in an improper format? E.g. Skill definitions don't start with "Ability to..." or they are not written as an enduring skill beyond the steps of this particular task.	
4) Mini-Tasks Have Incomplete or Incorrect Elements	Are the Mini-Tasks incomplete or in an improper format? Are they missing a clear product, student-facing prompt, and scoring guide?	

Feedback:

LDC INSTRUCTIONAL LADDER SCORING GUIDE

LDC INSTRUCTIONAL LADDER SCORING GUIDE			
Skills List	GQ6: Does the Skills List address the specific demands of the LDC Task, include CCR reading and writing skills that are appropriate for the grade level and discipline, and support access to the texts and completion of the task?		
	Work in Progress []	Good to Go []	Exemplary []
	Skills List misses one or more significant demands of the LDC Task (its texts, cognitive demands, writing mode, writing product, and/or identified standards)* (PF1, 5) OR Skills List includes skills not relevant to the LDC Task	Skills List includes all of the significant demands of the Task (its texts, cognitive demands, writing mode, writing product, and identified standards)	Skills List is precisely and tightly aligned to the demands of the Task (its texts, cognitive demands, writing mode, writing product, and focus standards)
	Skills List is not clustered or sequenced to support the LDC Task	Skills List is clustered and sequenced logically to support the LDC Task	
	Skills are not specific to the expectations of the grade level and discipline	Skills are specific to the expectations of the grade level and discipline	Skills are customized to precisely reflect the expectations of the grade level and discipline
<i>*Do not penalize if a clear and appropriate rationale for absent skills is included in the Overview—e.g. “I have not included the skill of evaluating source credibility because students have been working on it all year and it is part of their standard process for research”</i>			
Mini-Tasks	GQ7: Do the Mini-Tasks, individually and as a complete sequence, provide students with support to develop grade level college- and career-readiness skills for the discipline and to access the provided texts in a way that enables them to write in response to reading and complete the LDC Task with independence and competence?		
	Work in Progress []	Good to Go []	Exemplary []
	PRODUCTS Few student products are well aligned to their skills and/or the expectations for the grade level or discipline	PRODUCTS Most student products are well aligned to their skills and the expectations for the grade level and discipline	PRODUCTS Student products are tightly aligned to their skills and the expectations for the grade level and discipline and are often or always made clear through the use of attached resources that may include graphic organizers and/or scored samples of student work
PROMPTS	PROMPTS	PROMPTS	



<p>Prompts include wording that may be unclear to students, unfocused, biased, or otherwise misaligned to the purpose of the Mini-Task</p>	<p>Most prompts are clearly worded for students and are generally focused, unbiased, and well aligned to the intended purpose</p>	<p>Prompts are worded with precision to give students in most contexts a clear and focused purpose and unambiguous directions</p>
<p>SCORING GUIDES Scoring guides are not included OR Scoring guides do not help set expectations for student success or for evaluating student product relative to skills or standards</p>	<p>SCORING GUIDES Scoring guides help set expectations for student success and for evaluating student product relative to skills and/or standards</p>	<p>SCORING GUIDES Scoring guides provide teachers opportunities to give students useful and actionable feedback to develop skills</p>
<p>INSTRUCTION Explicit instruction addressing skills is not described</p>	<p>INSTRUCTION Explicit instruction addressing skills is described</p>	<p>INSTRUCTION Explicit instruction addressing skills is clearly described in a way that is easily replicable for other teachers</p>
<p>FULL SEQUENCE OF MINI-TASKS Sequence of Mini-Tasks does not present adequate support for LDC Task OR it over-scaffolds the LDC Task in a way that removes challenge for students (PF2, 3, 4, 5)</p>	<p>FULL SEQUENCE OF MINI-TASKS Sequence of Mini-Tasks provides appropriate support for the LDC Task to help students write in response to reading</p>	<p>FULL SEQUENCE OF MINI-TASKS Sequence of Mini-Tasks is coherent, tightly aligned to the skills, and well designed to support student success on the teaching task Sequence of Mini-Tasks can be used for the LDC Task in most classrooms of same grade and discipline and/or as a model for creating instruction for similar Tasks</p>
<p>PACING Pacing of Mini-Tasks and/or overall allotted instructional time for the module are unclear or unrealistic</p>	<p>PACING Pacing of Mini-Tasks and overall allotted instructional time are realistic</p>	



LDC INSTRUCTIONAL LADDER SCORING GUIDE (CONTINUED)

Results	<i>GQ8: Has the module been taught, and does it include student work samples that have been scored and/or annotated?</i>		
	Work in Progress []	Good to Go []	Exemplary []
	No student work samples are included	Student work samples are included	Student work samples representing different score levels are included with scored rubrics
Ladder Holistic Score	<i>GQ9: Does the Instructional Ladder in its current form provide clear and coherent support for the task to help students write in response to a careful reading of texts in a way that is central to the discipline, appropriate for the grade level, and in a way that will lead to the acquisition of essential content knowledge and enduring literacy skills?</i>		
	Work in Progress []	Good to Go []	Exemplary []
	The LDC Instructional Ladder needs revision for reasons listed and/or described	The LDC Instructional Ladder can be used with students with confidence in the intended results	The LDC Instructional Ladder can be used with students with high confidence in the intended results, can be used or easily adapted by other educators, and is a model for emulation. Student work samples representing different score levels are included with scored rubrics
	Feedback:		