Program Supports Rubric:
Culturally and Linguistically Sustaining Practices in Adolescent Literacy Intervention Programs

This rubric was developed for use by Adolescent Literacy Intervention Selection Tool (A-LIST) review panels to evaluate the extent to which reviewed reading interventions support the enactment of culturally and linguistically sustaining practices. It has been developed to assess three main indicators:

- Teacher Guidance

- Cultural Competence and Sociopolitical Consciousness

- Supporting Multilingual and Bidialectal Learners

This tool builds on the *CLR Scorecard for ELA Curriculum Materials* developed by the New Mexico Public Education Department (NMPED, 2021). For information on the development of this rubric and processes used to collect and review materials for this review, access the *Adolescent Literacy Intervention Selection Tool (A-LIST) Process Guide* from the A-LIST home page.

Available Outcomes

Each item in this evaluation rubric is scored by the review panel, applying the rating criteria, descriptions, and guidance in this document to review and score the intervention materials collected and provided. The ratings available to the panel are:

Outcome (Score)	Finding Description
Fully Supports (2 points)	The panel found evidence within the provided materials that the program supports the enactment of culturally and linguistically sustaining practices.
Partially Supports (1 point)	The panel found evidence within the provided materials that the program partially supports the enactment of culturally and linguistically sustaining practices, but teachers would need to consult and/or supplement significantly with additional resources to fully enact those practices.
Does Not Support (0 points)	The panel found little to no evidence that the program supports the enactment of culturally and linguistically sustaining practices.

Note. Because there are so many ways an intervention could partially support, no descriptions are provided for the *Partially Supports* outcome (1 point).

To Learn More

- For information on culturally and linguistically sustaining practices, see pages 2–3 of this document.

- To access the entire *CLR Scorecard for ELA Curriculum Materials: An Equity Tool for New Mexico Educators*, visit the [Resources page of the New Mexico Public Education website](#).

Culturally and Linguistically Sustaining Practices (CLSP)[1]

Culturally Sustaining Pedagogy (Paris, 2017) and Linguistically Sustaining Practices (Lucas, 2010) build on prior culturally affirming, asset-based pedagogical theory and research, including Culturally Relevant Pedagogy (Ladson-Billings, 1995) and Culturally Responsive Teaching (Gay, 2000), that work to further educational justice for students from historically underserved groups and communities.[2]

What are culturally sustaining practices?

Culturally Sustaining Pedagogy:

1. Affirms and values students' cultures, prior experiences, and linguistic resources to make learning more relevant and effective, while building community and developing student agency.

2. Promotes teaching and learning principles of Culturally Relevant Pedagogy of academic achievement, cultural competence,[3] and sociopolitical awareness;[4] a framework that "not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate" (Ladson-Billings, 1995).

3. Values multilingualism as an asset and honors multilingual learners' languages to be leveraged, learned, and sustained through meaningful engagement in activities that are valued in their homes, schools, and communities.

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[1] Excerpt from [Supporting Culturally and Linguistically Sustaining Practices](#) (DESE, Center for Instructional Support).

[2] Paris, D. (2017). *Culturally sustaining pedagogies: Teaching and learning for justice in a changing world* (Language and Literacy Series). Teachers College Press; Lucas, T., Villegas, A. M. (2010). The missing piece in teacher education: The preparation of linguistically responsive teachers. *Teachers College Record, 112*(14), 297–318; Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review, 84*(1), 1–12.

[3] Cultural competence is when "educators understand culture's role in education, their students' cultures, and their own identity and biases to 1) affirm students' backgrounds and identities and 2) foster their ability to understand and honor others' cultures." — [Pathway to Equity in Early Literacy – Mass Literacy](#)

[4] Sociopolitical awareness is when "educators and students partner to identify, analyze, and work to solve systemic inequities in their communities and the world." — [Pathway to Equity in Early Literacy – Mass Literacy](#)

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What are linguistically sustaining practices?

Like Culturally Sustaining Practices, Linguistically Sustaining Practices (Lucas, 2010) promote multilingualism as an asset and honor the linguistic resources students bring to the classroom.

In order to build linguistically sustaining learning environments, educators must get to know their students by understanding their linguistic and cultural backgrounds. Linguistically sustaining practices (Lucas, 2010) rely on a research-based understanding of how students acquire language, including but not limited to an understanding of language acquisition as a socially mediated process, of distinguishing conversational proficiency from academic proficiency, of the impact of an affective filter on learning, and of the importance of utilizing language skills in one's native language when learning a second language.

Leveraging their understanding of their students and the process of language acquisition, educators unpack the language expectations embedded in classroom tasks and design scaffolds and explicit language instruction that provide all students access to rigorous content. Language is taught through content, and language is used and developed in many ways in a classroom: "to interpret and present different perspectives, build awareness of relationships, and affirm their identities" (WIDA Guiding Principles of Language development, citing Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2013; Nieto, 2010).

Multilingual and Bidialectal Learners

This rubric considers supports for both multilingual and bidialectal learners.

In alignment with [DESE's Educational Vision](#) and the [Mass Literacy Guide](#), all students should experience culturally and linguistically sustaining classroom and school practices in affirming environments where:

- Students and families have a sense of belonging: they are known, respected, and valued for who they are and what they bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.

- Students engage in learning that values and builds on their background knowledge, lived experiences, and cultural and linguistic assets.

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Research shows that multilingualism affords a variety of general and specific cognitive benefits to multilingual individuals.[5] Through intentional educational opportunities, students can share and leverage their funds of language and world knowledge. In Massachusetts' [Blueprint for English Learner Success](#), shared responsibility for English learners is identified as the first pillar of school culture. An asset-based view of multilingualism/multiculturalism and shared responsibility for English learners are central principles of school culture that become more critical for students who are simultaneously learning English and experiencing reading difficulty.

Most languages have various dialects or language varieties, which can range from very similar to the general variety to quite distinct. Dialects are variations of a language that naturally occur when a language is spoken by a large enough population. They are spoken by groups of people with a shared commonality, such as a geographic place, race, or ethnicity. Examples of dialects spoken in the United States include Southern American English and African American English. Many languages have a general, or standard, form of the language commonly used in government, media, and education. Some even have more than one general dialect (for example, General British English and General American English). Dialects have differences in pronunciation, grammar, and vocabulary. A bidialectal learner speaks two dialects of the same language.

It is important to value all these varieties equally and recognize that language practices vary among speakers. It is especially important when teaching children to read and write, as students need to be skilled in using language across different contexts: formal and informal, at home and in school, when speaking and writing. For children who are bidialectal, learning to read involves understanding the differences between their spoken dialect and written text representing the language's general dialect. Effective and culturally responsive instruction, along with adequate practice, can support children who speak more than one language variety when learning to read.

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[5] Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research, 80*(2), 207–245.

Criterion 1: Support teachers to plan and implement intervention lessons through culturally and linguistically sustaining practices.

Teacher Guidance	Rating Criteria 2 points: *Fully Supports* 1 point: *Partially Supports* 0 points: *Does Not Support*	Materials to Collect and Review Descriptions suggest materials to collect to support the evaluation of CLSP.	Document Review and Criterion Rating Descriptions support the review panel to use this rubric to assign scores based on evidence found in review of materials.
The curricular materials provide strong guidance to teachers on how to plan for instruction that is "culturally and linguistically sustaining" (DESE, Supporting Culturally and Linguistically Sustaining Practices).	2 points – The program provides detailed, meaningful guidance to support teachers to use the materials in a culturally and linguistically sustaining way. 0 points – Little to no meaningful guidance or supports for culturally and linguistically sustaining practices are provided.	To evaluate this indicator, the following artifacts should be considered: • Teacher manuals, videos, and other materials that build teacher knowledge of culturally and linguistically sustaining practices. • Lesson plans that provide text and guiding questions to support educators to value and leverage students' cultural and linguistic assets. • Teacher supports for getting to know their students, including native languages and literacy experiences, preferences and interests, literacy strengths and needs, etc.	Strong teacher guidance for planning instruction that is culturally and linguistically sustaining may include ways to: • Affirm and value student languages, literacies, and cultural ways of being. • Maintain high expectations and provide targeted supports for students. • Recognize their own pedagogical biases. • Develop critical consciousness by contextualizing historical frames and providing various cultural developments for similar concepts. • Approach, enhance, and customize lessons to be inclusive and responsive to the diverse identities of students. • Think about language (meta-linguistic prompts). • Reinforce cross-linguistic connections. "It seeks to ensure that teachers are adequately supported as they strive to validate and affirm students' cultural and linguistic diversity and help students create connections with other cultures and languages" (NMPED, 2021, p. 3).

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Criterion 2: Support students in reflecting critically on historical and current experiences from their own and others' perspectives.

Cultural Competence and Sociopolitical Consciousness	Rating Criteria 2 points: *Fully Supports* 1 point: *Partially Supports* 0 points: *Does Not Support*	Materials to Collect and Review Descriptions suggest materials to look for and collect to support the evaluation of CLSP.	Document Review and Criterion Rating Descriptions support the review panel to use this rubric to assign scores based on evidence found in review of materials.
"The curricular materials demand awareness of historical and present stereotypes and biases to allow students to reflect critically on our global society. It seeks to ensure that full narratives and multiple perspectives of events and thinking are included" (NMPED, 2021, p. 2). This criterion assesses the extent to which the curricular materials support students in developing sociopolitical consciousness.	2 points – The program provides authentic and relatable texts, questions, and tasks that allow students to think critically about their lived experiences and those of others. 0 points – Few to no meaningful opportunities to develop sociopolitical consciousness are provided.	To evaluate this indicator, the following artifacts should be considered: • Teacher manuals and lesson plans • Printed or audio texts or passages • Videos • Student protocols • Student workbooks, handouts, and rubrics	When examining texts, questions, and/or tasks within artifacts, consider the extent to which they: • Support students to examine their own and others' perspectives. • Engage students' diverse backgrounds. • Are authentic, likely to be relevant and interesting to adolescent learners, and provide entry points for making connections to life outside of school. • Help advance student thinking and actions about identity, equity, power, and oppression.

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Criterion 3: Support multilingual and bidialectal learners to leverage the linguistic resources they bring to the classroom to access rigorous content.

Supporting Multilingual and Bidialectal Learners	Rating Criteria 2 points: *Fully Supports* 1 point: *Partially Supports* 0 points: *Does Not Support*	Materials to Collect and Review Descriptions suggest materials to look for and collect to support the evaluation of CLSP.	Document Review and Criterion Rating Descriptions support the review panel to use this rubric to assign scores based on evidence found in review of materials.
This criterion assesses the degree to which materials support students and teachers in "utilizing—or deploying—all of the language resources available to them … in fluid and dynamic ways to interact with the world around them" and to affirm their language and culture while supporting access to grade-level content (WIDA Focus Bulletin September 2020, Translanguaging: Teaching at the Intersection of Language and Social Justice).	2 points – The program supports multilingual and bidialectal learners to apply their existing linguistic knowledge and experiences to access grade-level content. 0 points – Little to no support for students to leverage their existing linguistic knowledge and experience and to access grade-level content.	To evaluate this indicator, the following artifacts should be considered: • Teacher manuals and lesson plans • Printed or audio texts or passages • Videos • Student protocols • Student workbooks, rubrics, scaffolds, supports, and handouts	When examining lesson plans and student materials within artifacts, consider the extent to which they: • Support students to flexibly use their native language as well as English (i.e., translanguaging) during discussion and applied practice. • Support accessing grade-level complex text. • Build background knowledge. • Break down larger texts into smaller chunks. • Facilitate text-based discussion to process new ideas. • Offer translations in their native language (e.g., as a prereading activity). • Prompts student to think about language (meta-linguistic prompts). • Teach or reinforce cross-linguistic connections. • Provide opportunities to apply and practice complex language (e.g., inferencing, text structures, comprehension monitoring). • Preteach key terms. For more information about translanguaging, see Translanguaging: Teaching at the Intersection of Language and Social Justice and Translanguaging to Support Students' Bilingual and Multilingual Development.