



WASHINGTON QUALITY REVIEW RUBRIC FOR LESSONS & UNITS

Title: _____

Content Area: _____ Developer/Author: _____ Grade(s): _____

Instructions

This rubric is designed to be adapted for any content area to evaluate:

- **Lessons** that include activities and assessments that may extend over a few periods or days.
- **Units** that include integrated and focused lessons that extend over a longer period.

For some resources, certain criteria may not be applicable. Based on the nature of the resource, use your professional judgement to gauge when it is appropriate to add a not applicable score to the item.

For shorter lessons, focus on the non-negotiable criteria and any content specific priorities. The rubric is not designed to evaluate a single task or stand-alone activity.

For collaborative review of **core instructional materials**, please use the use the extended suite of rubrics found in the OSPI [Course Design and Instructional Materials Review Toolkit](#). This includes the [Screening for Biased Content in Instructional Materials](#) tool.

Meets Criteria	Partially Meets Criteria	Criteria Not Met	NA	RESOURCE CRITERIA
Content Specific Priorities/Best Practices				
Non-Negotiable Criteria				
				Washington Learning Standards: Explicitly addresses one or more grade level learning standards, development guidelines, or benchmarks.
				Offers clear instructional purpose and directions, including explicit learning objectives or goals.
				Delivers accurate and relevant content which is up to date for rapidly evolving topics.
				Provides developmentally and culturally appropriate content, free of bias or stereotyping.
				Engages students (e.g., real-world scenarios, compelling content, student choice in learning activities, contemporary issues relevant to their communities).
				Features an easily comprehensible design with clear technological specifications if applicable.

Meets Criteria	Partially Meets Criteria	Criteria Not Met	NA	RESOURCE CRITERIA
Teaching Strategies				
				Collaboration: Purposely includes activities in which students work together to co-create and communicate meaning.
				Literacy Skills: Teaches academic language skills (listening, speaking, reading, writing, grammar, and vocabulary) to help students develop language and literacy while learning content.
				Analysis: Supports evidence-based reasoning and encourages critical thinking and problem solving.
				Culturally responsive and sustaining practices: reflects the rich cultural diversity and varied life experiences of all students. If applicable, resources feature diverse groups in various roles, highlight a wide array of perspectives and contributions, and promote inclusion and belonging through imagery, language, and family depictions that resonate with students' diverse backgrounds.
Instructional Supports				
				Multiple Representations: Content, concepts, and skills are represented in more than one way. Images, graphic organizers, media, and/or text are purposefully included.
				Teacher Guidance: Provides strategies for teachers to elicit and instructionally respond to their students' prior knowledge, interests, and identities. Suggests potential differentiation strategies.
				Connections: Students are asked to make connections to other lessons/units, across content areas, to their community, and with their own experience, fostering student agency.
Assessment				
				Formative assessment: Provides methods to identify and monitor student progress toward meeting targeted learning standards.
				Peer and self-assessment: Provides opportunity for student reflection, ownership of learning, and monitoring of personal progress. May include peer feedback.
				Summative assessment (optional): Provides tools for students to demonstrate meeting or exceeding the targeted learning standards.
Other				
				Resource is designed to support learners across a broad range of accessibility needs - ADA compliance.
				The resource supports the inclusion of practices that build upon student strengths and support resilience, enhance social-emotional wellness, and support the whole child.
				If lesson has been designed using AI, prompts used in generating content are provided and human review for accuracy and relevance is confirmed.

