

**Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 4.2**

**Grade:**      **Literacy Lesson/Unit Title:**

**Overall Rating: E/I: Exemplar if Improved**

I. Alignment to the Rigors of the CCSS	I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	II. Key Areas of Focus in the CCSS
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Targets a set of grade-level ELA/Literacy CCSS for teaching and learning. **</li> <li><input type="checkbox"/> Includes a clear and explicit purpose for instruction.</li> <li><input checked="" type="checkbox"/> Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose. (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B) **</li> </ul> <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> <li><input type="checkbox"/> (Grades 3-5) Builds students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. [Disciplinary rubrics for grades 6-12 under development.]</li> </ul>	<p><u>Observations and Comments:</u></p> <p>The lesson receives a 3-rating because it meets all “must have” criteria and is clearly aligned instructionally to the six ELA CCSS listed as instructional targets on p.2. [Note: Parallel standards from Literacy in History could also be targeted, if the focus of the lesson were more clearly on historical content and context.] The lesson is <u>very strong</u> in making text the focus of instruction and in developing a clearly purposeful lesson progression. The text (which measures 1170L) is appropriately complex for the 8<sup>th</sup> grade. Reading, speaking, listening, and writing are well-integrated.</p> <p><u>Suggestions for Improvement:</u></p> <p>The instructional purpose of the lesson would be even more clear to a teacher who intended to use it if the overview were more explicit about <u>how</u> and <u>where</u> the targeted CCSS skills are focused on within the lesson. If the lesson intends also to teach argument [W.8.1], as suggested by its titling of the second assignment, then the prompt and scaffolding could be revised to extend beyond their current focus on interpretive summary.</p>	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Reading Text Closely:</b> Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. **</li> <li><input checked="" type="checkbox"/> <b>Text-Based Evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media). **</li> <li><input checked="" type="checkbox"/> <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). **</li> <li><input type="checkbox"/> <b>Academic Vocabulary:</b> Focuses on building students’ academic vocabulary in context throughout instruction.</li> </ul> <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Increasing Text Complexity:</b> Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.</li> <li><input type="checkbox"/> <b>Balance of Texts:</b> Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time (may be more applicable across a year).</li> <li><input type="checkbox"/> <b>Building Disciplinary Knowledge:</b> Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</li> <li><input type="checkbox"/> <b>Balance of Writing:</b> Includes a balance of on-demand and process writing (e.g. multiple drafts/revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</li> </ul>	<p><u>Observations and Comments:</u></p> <p>The lesson receives a 3-rating because this is a very strong exemplar of how to support students in reading closely, using text-based evidence, and writing from sources – three critical “must have” criteria in this Dimension. The lesson also includes teacher prompts on how to address vocabulary - the use of the Frayer model is especially strong – but could be more explicit about how to teach academic vocabulary in the context of the text and its historical relevance.</p> <p><u>Suggestions for Improvement:</u></p> <p>The “thought provoking” questions that lead up to the final writing assignment are centered on values. While this is appropriate for the text selection, there are other avenues that could be explored in getting students to do close reading of the piece, some of which might be more clearly connected to social studies content (history, geography, etc.) if the lesson is situated in that curricular context.</p>
<p align="center">Rating <b>3</b> 2 1 0</p>		<p align="center">Rating <b>3</b> 2 1 0</p>	

**Rating Scale for Each Dimension:**

- 3: Meets all “must have” criteria (\*\*) in dimensions I, II and most of the criteria in dimensions III, IV.
- 2: Meets many of the “must have” criteria in dimensions I, II and many of the criteria in dimensions III, IV.
- 1: Meets some of the criteria in the dimension.
- 0: Does not meet the criteria in the dimension.

**Overall Rating for the Lesson/Unit:**

- E: Exemplar Lesson/Unit - meets all the “must have” criteria (\*\*) and most of the other criteria in all four dimensions (mainly 3’s).
  - E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 3’s and 2’s).
  - R: Needs Revision - is a “work in progress” and requires significant revision in one or more dimensions (mainly 2’s and 1’s).
  - N: Not Recommended - does not meet the criteria in the dimensions (mainly 1’s and 0’s).
- N/R: Not ready to review – use rubric to revise and organize lesson/unit then resubmit for a quality review.

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**Grade:**      **Literacy Lesson/Unit Title:**

**Overall Rating: E/I: Exemplar if Improved**

III. Instructional Supports	III. Instructional Supports	IV. Assessment	IV. Assessment
<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.</li> <li><input checked="" type="checkbox"/> Addresses instructional expectations and is easy to understand and use.</li> <li><input checked="" type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</li> <li><input checked="" type="checkbox"/> Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> <li><input type="checkbox"/> Integrates appropriate supports for reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.</li> <li><input checked="" type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band.</li> </ul> <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Includes a progression of learning where concepts and skills advance and deepen over time.</li> <li><input checked="" type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities.</li> <li><input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.</li> <li><input checked="" type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5.</li> <li><input type="checkbox"/> Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading.</li> <li><input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p><u>Observations and Comments:</u></p> <p>The lesson models many excellent instructional approaches and cues, but receives a 2-rating mostly because it does not fully consider ways to engage students in the content being studied. Moreover, while it references the realities of a multi-level middle school classroom, it could be more explicit about how to support students reading well below the text selections’ Lexile level, especially students who are ELL or have disabilities. However, the lesson is exemplary in its commitment to having <i>all</i> students experience complex text directly, and targets more difficult or critical sections of text well. It also includes an optional writing extension for more advanced students.</p> <p><u>Suggestions for Improvement:</u></p> <p>Graphic organizers such as those in the Appendices could be used even more strategically within the instructional sequence to both assess and support students who may struggle with the reading. Conversely, the final writing exercise may be overly scaffolded – almost a recipe for an essay. As presented and scaffolded, this assignment is not currently set up to teach argument, though it is labeled as such.</p>	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).</li> <li><input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.</li> <li><input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> </ul> <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.</li> </ul>	<p><u>Observations and Comments:</u></p> <p>The developer of the lesson has intentionally <u>not</u> focused on assessment in setting up activities. However, there are many opportunities for collecting assessment evidence within the lesson sequence. Specifically, it could more explicitly assess reading skills, using the graphic organizers in Appendices B, C, and F, which potentially provide evidence of students’ reading that is not dependent on their writing skills. The two writing assignments could also be more specifically evaluated as evidence of students’ abilities to write from sources and use text-based evidence; however, students would then need to complete them more independently, and a standards-based rubric would be needed.</p> <p><u>Suggestions for Improvement:</u></p> <p>The graphic organizer activities could be reviewed between days of the lesson sequence to assess students’ reading of the selection – allowing for further support if needed. The writing assignments could be used as assessments of CCSS skills <u>if</u> they had rubrics/scoring guidelines directly connected to the targeted standards.</p>
<p><b>Rating: 3 2 1 0</b></p>		<p><b>Rating: 3 2 1 0</b></p>	
<p><b>Summary Comments:</b> In terms of its alignment to the spirit and the letter of the CCSS and its focus on key CCSS shifts, this is an exemplary lesson. It is particularly strong in making text the focus of instruction through a sequence of close reading and discussion activities. With some additional thinking about instructional supports and, particularly, assessment, it would represent an exemplary multi-day CCSS lesson.</p>			