

Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 2.0

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

Overall Rating:

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** <input type="checkbox"/> Makes reading text(s) closely a central focus of instruction and includes sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning.** <input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** <input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <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.] 	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** <input type="checkbox"/> Academic Vocabulary: Focuses on building students’ academic vocabulary in context throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Text Complexity: 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.** <input type="checkbox"/> Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time.** <input type="checkbox"/> Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. <input type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.** <input 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.** <input type="checkbox"/> Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. <input type="checkbox"/> Integrates appropriate supports for students who are ELL, have disabilities, or read well below the grade level text band. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes a progression of learning where concepts and skills advance and deepen over time.** <input type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities. <input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. <input 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. <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. <input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <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).** <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.** <input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance ** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.
<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>

Rating Scale for Each Dimension:

- 3: Meets all “must have” criteria (**) and most of the other criteria in the dimension.
- 2: Meets many of the “must have” criteria and many of the other criteria in the dimension.
- 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).

