

Reviewer Name or ID: Delaware DOE

Grade: 4 **Mathematics Lesson/Unit Title:** LAAA Submitted Unit

I. Alignment to the Depth of the CCSS
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <p>X Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.</p> <p><input type="checkbox"/> Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.</p> <p>X Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.</p>
Summary of Observations and Suggestions for Improvement:
<p>Summary of Observations:</p> <ul style="list-style-type: none"> • The supplied Units show evidence that the CCSS Mathematics Content Standards are being covered. • The assessment supplied with the unit shows evidence that procedural skill and fluency, conceptual understanding, and application are being assessed. <p>Suggestions for Improvement:</p> <ul style="list-style-type: none"> • The Standards for Mathematical Practice are not identified.
Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.
<p>Rating: 3 <b style="background-color: yellow;">2 1 0</p>
<p>Rating Scale for Dimensions I, II, III, IV:</p> <p>3: Meets most to all of the criteria in the dimension</p> <p>2: Meets many of the criteria in the dimension</p> <hr style="width: 40%; margin-left: 0;"/> <p>1: Meets some of the criteria in the dimension</p> <p>0: Does not meet the criteria in the dimension</p>



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II. Key Shifts in the CCSS

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:

- X Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.
- X Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.
- X Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:
 - **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.
 - **Conceptual Understanding:** Develops students’ conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding.
 - **Procedural Skill and Fluency:** Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- The lessons with the units target the major work of grade and provide in-depth treatment. This includes the Domains of Operations and Algebraic Thinking and Number Base-Ten.
- The assessment supplied with the unit shows evidence that procedural skill and fluency, conceptual understanding, and application are being assessed.
- There is evidence that students will get a sufficient opportunity to connect knowledge and skills across clusters and domains.

Suggestions for Improvement:

- There are an over-abundance of procedural skill and fluency problems as compared to conceptual understanding and application problems.
- Many of the problems/tasks are at a Depth of Knowledge (DoK) Level of 1. Consider using problems with increased DoK Levels.

Rating: 3 **2** 1 0

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
- 2:** Meets many of the criteria in the dimension
- 1:** Meets some of the criteria in the dimension
- 0:** Does not meet the criteria in the dimension

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III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

- Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.
- X Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline.
- Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.
- X Addresses instructional expectations and is easy to understand and use.
- X Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.
 - Supports diverse cultural and linguistic backgrounds, interests and styles.
 - Provides extra supports for students working below grade level.
 - Provides extensions for students with high interest or working above grade level.

A unit or longer lesson should:

- Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).
- Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.
- Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.
- X Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- Vocabulary is included for the unit.
- Accurate and Precise Mathematics is required.
- Addresses instructional expectations and format is easy to use and understand.
- Differentiation activities/supports are provided.
- There is an expectation that procedural skill and fluency expectations be performed accurately.

Suggestions for Improvement:

- Include more technology and/or resources. Examples- Khan Academy, Illustrative Mathematics, Illuminations
- Increase DoK Levels of tasks to engage students in productive struggle and elicit mathematical thinking.

Rating: 3 **2** 1 0

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
- 2:** Meets many of the criteria in the dimension



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1: Meets some of the criteria in the dimension
0: Does not meet the criteria in the dimension

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

X Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.

X Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.

Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.

A unit or longer lesson should:

X Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- There are a variety of assessments included in the unit- formative and summative.
- Assessments measure student mastery of the CCSS addressed in the unit.
- There is a balance of procedural skill and fluency, conceptual understanding, and application problems contained in the assessments.

Suggestions for Improvement:

- Rubrics/scoring guides need to be included.
- DoK levels of tasks need to be increased. Consider using a performance task with a DoK level 3 or 4 both in instruction and assessment.

Rating: 3 **2** 1 0

Rating Scale for Dimensions I, II, III, IV:
3: Meets most to all of the criteria in the dimension
2: Meets many of the criteria in the dimension

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1: Meets some of the criteria in the dimension
0: Does not meet the criteria in the dimension

Overall Rating: 8

Summary Comments

- The supplied Units show evidence that the CCSS Mathematics Content Standards are being covered.
- The assessment supplied with the unit shows evidence that procedural skill and fluency, conceptual understanding, and application are being assessed.
- The lessons with the units target the major work of grade and provide in-depth treatment. This includes the Domains of Operations and Algebraic Thinking and Number Base-Ten.
- There are a variety of assessments included in the unit- formative and summative.

- The Standards for Mathematical Practice are not identified.
- There are an over-abundance of procedural skill and fluency problems as compared to conceptual understanding and application problems.
- Many of the problems/tasks are at a Depth of Knowledge (DoK) Level of 1. Consider using problems with increased DoK Levels.

Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scales

Rating Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all of the criteria in the dimension
2: Meets many of the 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 – Aligned and meets most to all of the criteria in dimensions II, III, IV (**total 11 – 12**)
E/I: Exemplar *if* Improved – Aligned and needs some improvement in one or more dimensions (**total 8 – 10**)
R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (**total 3 – 7**)
N: Not Ready to Review – Not aligned and does not meet criteria (**total 0 – 2**)

Rating Descriptors

Descriptors for Dimensions I, II, III, IV:

- 3: Exemplifies CCSS Quality** - meets the standard described by criteria in the dimension, as explained in criterion-based observations.
2: Approaching CCSS Quality - meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.
1: Developing toward CCSS Quality - needs significant revision, as suggested in criterion-based observations.
0: Not representing CCSS Quality - does not address the criteria in the dimension.

Descriptor for Overall Ratings:

- E: Exemplifies CCSS Quality** – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II,

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III, IV of the rubric.

E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.

