

EQuIP Quality Review Process
EQuIP Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Reviewer Name or ID: DDOE

Grade: 4

ELA/Literacy Lesson/Unit Title: Unit 1: A Fourth Grade Learning Focused Unit

I. Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

- Targets a set of grade-level CCSS ELA/Literacy standards.
- Includes a clear and explicit purpose for instruction.
- 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., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).

A unit or longer lesson should:

- Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (Grades 3-5) Build 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.

Summary of Observations and Suggestions for Improvement:

Observations:

- The unit addresses reading, writing, listening and speaking standards.

Suggestion:

- Stronger emphasis on building students' knowledge and understanding in other content areas
- Provide evidence of grade-level text complexity and efforts to increase text complexity throughout the unit

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: 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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II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:

- Reading Text Closely:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.
- **Text-Based Evidence:** 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, questions about illustrations, charts, diagrams, audio/video, and media).
- **Writing from Sources:** 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).
- **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction.

A unit or longer lesson should:

- Increasing Text Complexity:** Focus students on reading a progression of complex texts drawn from the grade band. Provide text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.
- Building Disciplinary Knowledge:** Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.
- **Balance of Texts:** Within a collection of grade level units, a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).
- 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.

Summary of Observations and Suggestions for Improvement:

Observations:

- Rubrics are presented to students for the poster, written report, and presentation
- Students need to use text-based evidence in their work and write from a variety of sources
- There is a balance of informational and literary texts

Suggestions:

- Lexile levels for texts are needed as evidence of increased text complexity
- There is not a balance of on-demand and process writing
- There are few opportunities for students to build specific disciplinary knowledge from this work

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

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0: Does not meet the criteria in the dimension

III. Instructional Supports

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

- Cultivates student interest and engagement in reading, writing, and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- Provides *all* 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.
- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.
- Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.
- Provides extensions and/or more advanced text for students who read well above the grade level text band.

A unit or longer lesson should:

- Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).
- Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.
- Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5.
- Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).
- Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

Summary of Observations and Suggestions for Improvement:

Observations:

- The lesson format is easy to follow, and includes instructional expectations as well as resources needed
- Technology is integrated in the lesson
- Differentiation is planned for each lesson (modified vocabulary graphic organizers, modified assignments, differentiated homework, differentiated level practice book, modified weekly assessments)
- Summarizing Strategies and Extended Thinking Strategies are included in each lesson

Suggestions:

- Plans for differentiation are very generic: *How will the graphic organizers, assignments, homework and weekly assessments be modified? (Scaled up? Scaled down? ELL? Special education?)*

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- Plan for student choice and indicate how students are accountable for independent reading
- Include explicit close reading lessons

Rating: 3 2 **1** 0

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IV. Assessment

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

- 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).
- Assesses student proficiency using methods that are unbiased and accessible to all students.
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

A unit or longer lesson should:

- Use varied modes of assessment, including a range of pre, formative, summative and self-assessment measures.

Summary of Observations and Suggestions for Improvement:

Observations:

- Exit tickets are routinely used for formative assessment
- Rubrics are included for the poster, written report, and presentation
- Summarizing Strategies and Extended Thinking Strategies are taught and incorporated into formative assessments

Rating: **3** 2 1 0

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

- 3:** Meets most to all of the criteria in the dimension
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Overall Rating: E/I

Summary Comments

This unit has the potential to be an Exemplar *if* improved. It is basically aligned to Common Core State Standards for ELA and Literacy, but needs some improvement in Instructional Supports (Dimension III).

- Plans for differentiation are very generic: *How* will the graphic organizers, assignments, homework and weekly assessments be modified? (Scaled up? Scaled down? ELL? Special education?)
- Plan for student choice and indicate how students are accountable for independent reading
- Include explicit close reading lessons

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

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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.

Descriptors for Overall Rating:

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

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EQulP Quality Review Process

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revision in others.

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

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