

Reviewer Name or ID: Delaware DOE

Grade: 5 Mathematics Lesson/Unit Title: Family Foundations 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 Unit shows evidence that the CCSS Mathematics Content Standards are being covered. (Instruction but not enough evidence for Assessment) • There is a balance of procedural skill and fluency and conceptual understanding standards present in the unit. <p>Suggestions for Improvement:</p> <ul style="list-style-type: none"> • The Standards for Mathematical Practice are not identified.
<i>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.</i>
<p>Rating: 3 <b style="background-color: yellow;">2 1 0</p>
<p><u>Rating Scale for Dimensions I, II, III, IV:</u></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.
- 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 unit target the major work of grade (Number Base Ten) and provide in-depth treatment. There is no material from earlier or later grades.
- It is evident that the students will be engaged in procedural skill and fluency, conceptual understanding, and application problems throughout the unit.

Suggestions for Improvement:

- There is no evidence that students will get a sufficient opportunity to connect knowledge and skills across domains/clusters. The unit only addresses a specific domain (Number Base Ten).

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.
- Addresses instructional expectations and is easy to understand and use.
- 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.
- 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:

- Every lesson has an essential question that is representative of the CCSS Math Content Standards.
- There is mathematics vocabulary supplied on the student learning map.

Suggestions for Improvement:

- Need much more clarity and detail on how differentiation will take place along with scaffolding and interventions.
- In general, most sections within the lessons need much more detail.

Rating: 3 2 **1** 0

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

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IV. Assessment

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

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

- 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/Suggestions for Improvement

- There is limited information provided within the submitted materials to provide feedback on this section. Each lesson has within it a section for assessment/assignment but only pages numbers are listed without supporting documentation.
- There is an assessment included in the Unit- “Decision 2: Culminating Activity Summative Assessment”- more details need to be provided. The scoring rubric included is incomplete.

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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Overall Rating:

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Overall Rating: 5

Summary Comments

- The supplied Unit shows evidence that the CCSS Mathematics Content Standards are being covered. (Instruction but not enough evidence for Assessment)
- The Standards for Mathematical Practice need to be included in the unit.
- There is no evidence that students will get a sufficient opportunity to connect knowledge and skills across domains/clusters. The unit only addresses a specific domain (Number Base Ten).
- The assessment sections within the unit need more detail. Is there a balance of procedural skill and fluency, conceptual understanding, and application problems? Is there a variety of Depth of Knowledge 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, 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.

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