

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: 3 ELA/Literacy Lesson/Unit Title: How do Writers and Artists Express Themselves?

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:

- There is no unit overview or clear expectations that would help to give this a clear purpose for instruction
- This appears to come from an anthology, but the anchor text is not named.
- Text complexity is unclear
- Reading, writing, speaking, and listening do not appear to be integrated

Suggestions:

- Identify Lexile Levels on selected texts, to show that they are within the grade-level text complexity band
- Select texts that build students' content knowledge

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:

- Different learning modalities are addressed in the unit
- There is evidence of planning for differentiation
- There is evidence of planned technology use
- There is limited evidence of students writing from sources
- It is difficult to tell if there is a balance of literary and informational texts, since the texts are not identified

Suggestions:

- Include explicit lessons on close reading of text and opportunities for students to practice doing so
- Plan for deeper instruction on using text-based evidence including, when applicable, questions about illustrations, charts, diagrams, and various media)

Rating: 3 2 **1** 0

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

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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:

- Different learning modalities are addressed in the unit
- There is evidence of planning for differentiation
- There is evidence of planned technology use

Suggestions:

- Include rubrics for the projects
- Identify what skills will be reinforced at the computer center

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Reviewer Name or ID: DDOE

Grade: 3

ELA/Literacy Lesson/Unit Title: How do Writers and Artists Express Themselves?

Rating: 3 **2** 1 0

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

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- 2:** Meets many of the criteria in the dimension

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- 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:

- 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:



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Observations:

- Assessment Plans are unclear
- There is nothing beyond the guided questions and direct responses provided.
- Assessments were not provided, so it is difficult to give feedback.

Suggestions:

- Include rubrics for the projects

Rating: 3 2 **1** 0

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

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Grade: 3 **ELA/Literacy Lesson/Unit Title:** How do Writers and Artists Express Themselves?

Overall Rating: Revision Needed

Summary Comments

Revision Needed – Aligned partially and needs significant revision in one or more dimensions

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
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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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revision in others.

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

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