Quality Review Rubric for Mathematics Lessons & Units

Grade: **Mathematics Lesson/Unit Title:** **Overall Rating:**

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: o Focuses teaching and learning on a targeted set of grade level content mathematics standard(s) at the level of rigor in the CCSS. ** o Identifies, addresses, and integrates into the lesson/unit the relevant Standards for Mathematical Practice. ** o Addresses both the particulars (e.g., mathematical procedures) and the deeper structures (e.g., mathematical understandings) inherent in the CCSS.	*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:* o **Focus:** Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. ** o **Coherence:** Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. **Rigor:** Requires students to engage with challenging mathematics and to demonstrate: o **Fluency:** Expects, encourages, and provides guidelines for core calculations and mathematical procedures to be performed quickly and accurately. o **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations, choosing and applying an appropriate model or strategy to new situations. o **Deep Understanding:** Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding.	*The lesson/unit is responsive to varied student learning needs:* o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ** o Uses and encourages precise and accurate mathematics, academic language, terminology, and representations for the discipline. ** o Engages students through relevant, thought-provoking questions that stimulate interest and elicit mathematical thinking. Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. o Supports diverse cultural and linguistic backgrounds, interests, and styles. o Provides extra supports for students working below grade level. o Provides extensions for students with high interest or working above grade level. *A unit or longer lesson should:* o Recommend and facilitate a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, etc. o Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. o Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* o Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.** o Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. ** o Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.** *A unit or longer lesson should:* o Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

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).

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Reviewer's Observations, Comments, and Recommendations:

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
Observations and Comments:	Observations and Comments:	Observations and Comments:	Observations and Comments:
Recommendations for Improvement:	Recommendations for Improvement:	Recommendations for Improvement:	Recommendations for Improvement:
SUMMARY COMMENTS:			