

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

Grade: **Literacy Lesson/Unit Title:**

Overall Rating:

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> o Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.** o Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.** o Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.** o Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B]) <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> o Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. o (Grades 3-5) Builds students’ content knowledge and their understanding of the reading and writing norms in history/social studies, the arts, science or technical subjects. (Note: Grades 6-12 rubric for literacy in history/social studies and science is under development.) 	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> o Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).** o Writing from Sources: Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).** o Academic Vocabulary: Focuses on building students’ academic vocabulary throughout instruction.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> o Increasing Text Complexity: Focuses students on the close reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.** o Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time.** o Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts. o 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. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> o Cultivates student interest and engagement in reading, writing, and speaking about texts.** o Provides <i>all</i> 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.** o Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking. o Integrates appropriate supports for students who are ELL, students with disabilities, and students reading well below the grade level text band. o Provides extensions and/or more advanced text for students reading well above the grade level text band. <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> o Includes a progression of learning where concepts and/or skills advance and deepen over time.** o Gradually removes supports, requiring students to demonstrate their independent capacities. o Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. o Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5. o Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation. o Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content:</i></p> <ul style="list-style-type: none"> o 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).** o Assesses student proficiency using methods that are unbiased and accessible to all students.** o Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.** <p><i>In addition, for units:</i></p> <ul style="list-style-type: none"> o Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.
<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>

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Overall Rating:

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).

Reviewer’s Observations, Comments, and Suggestions:

I. Alignment to the Rigors 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:

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SUMMARY COMMENTS:

