Tri-State Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12) – Version 4.2

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

I. Alignment to the Rigors of the CCSS	I. Alignment to the Rigors of the CCSS	**II. Key Areas of Focus in the CCSS**	II. Key Areas of Focus in the CCSS
The lesson/unit aligns with the letter and spirit of the CCSS: ❑ Targets a set of grade-level ELA/Literacy CCSS for teaching and learning. ** ❑ 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., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B) ** *In addition, for units:* ❑ Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ❑ (Grades 3-5) Builds 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. [Disciplinary rubrics for grades 6-12 under development.]	Observations and Comments: Suggestions for Improvement:	*The lesson/unit addresses key areas of focus 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, 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. *In addition, for units:* ❑ **Increasing Text Complexity:** Focuses students on reading 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. ❑ **Balance of Texts:** Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time (may be more applicable across a year). ❑ **Building Disciplinary Knowledge:** Provides 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 Writing:** Includes a balance of on-demand and process writing (e.g. multiple drafts/revisions over time) and short, focused research projects, incorporating digital texts where appropriate.	Observations and Comments: Suggestions for Improvement:
Rating: 3 2 1 0		**Rating: 3 2 1 0**	

Rating Scale for Each Dimension:

3: Meets all "must have" criteria (**) in dimensions I, II and most of the criteria in dimensions III, IV.
2: Meets many of the "must have" criteria in dimensions I, II and many of the criteria in dimensions III, IV.
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).
N/R: Not ready to review – use rubric to revise and organize lesson/unit then resubmit for a quality review.

Quality Rubric created by the Tri-State Collaborative (Massachusetts, New York, Rhode Island) – facilitated by Achieve 5/18/2012. No changes to this rubric will be considered by the Tri-State Collaborative until after September 3, 2012. A state may use this rubric as is. A state must attribute this work to the Tri-State Collaborative if it chooses to modify.

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III. Instructional Supports	III. Instructional Supports	**IV. Assessment**	IV. Assessment
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 for 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. *In addition, for units:* ❑ Includes a progression of learning where concepts and skills advance and deepen over time. ❑ Gradually removes supports, requiring students to demonstrate their independent capacities. ❑ Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. ❑ Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. ❑ Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. ❑ Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.	Observations and Comments: Suggestions for Improvement:	*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. *In addition, for units:* ❑ Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures.	Observations and Comments: Suggestions for Improvement:
Rating: 3 2 1 0		**Rating: 3 2 1 0**	

Summary Comments:

Rating Scale for Each Dimension:

3: Meets all "must have" criteria (**) in dimensions I, II and most of the criteria in dimensions III, IV.
2: Meets many of the "must have" criteria in dimensions I, II and many of the criteria in the dimensions III, IV.
1: Meets some of the criteria in the dimension.
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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).
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