Tri-State Quality Review Rubric & Process
ELA/Literacy Lessons/Units
EQuIP Collaborative
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Tri-State Quality Review Rubric

The Tri-State Collaborative (comprised of educational leaders from Massachusetts, New York, and Rhode Island) has developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for ELA/Literacy and Mathematics.

The following presentation is designed to introduce the Quality Review Rubric for ELA/Literacy.

Tri-State Quality Review Rubric
Purposes

1) Provide clear, descriptive criteria for CCSS lessons/units

2) Provide meaningful, constructive feedback to developers of lessons/units

3) Identify lessons/units that can serve as models

4) Guide collegial review and jurying processes

Tri-State Quality Review Rubric Intended Use

The Tri-State Quality Review Rubric is designed to evaluate:

- <u>Lessons</u> that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days.

- <u>Units</u> that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.

Note: The Rubric is <u>NOT</u> designed to evaluate a single task.

Initial Review Process

The purpose of a Quality Review is to provide specific input for the improvement of instructional materials so that teaching and learning are aligned with the CCSS.

1. Initially, the Quality Review sessions should focus on identifying the criteria that are met and providing input on improvements needed to meet criteria.

2. When the group has reviewed several lessons/units and reviewers are interpreting the criteria consistently - then ratings may be assigned for each dimension and judgments calibrated.

Tri-State Quality Review Rubric: Two Formats

- The <u>one page format</u> contains the entire rubric including dimensions, criteria and ratings.

- The <u>two page format</u> is used during the review process and includes a column following each dimension for recording observations, comments and suggestions for improvement.

The Rubric Organizes Criteria That Describe Quality Lessons/Units

Criteria that define the rubric are organized to describe quality in **four dimensions**.

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: ▪ 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.]	*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.	*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.	*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.

The most critical criteria are considered to be **"must have's" for a quality CCSS lesson/unit.

Two-Page Format Is Used to Check Criteria, Rate, and Provide Feedback:
Page 1 - Dimensions I, II, and Rating Descriptors

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.

Two-Page Format Is Used to Check Criteria, Rate, and Provide Feedback:
Page 2 - Dimensions III, IV, and Summary Comments

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.
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.

The Criteria Describe an Exemplary CCSS Lesson/Unit

- The descriptive criteria listed in each Dimension represent a high standard of quality – describing characteristics one would find in an exemplary CCSS lesson/unit.

- Critical criteria have been designated with a double asterisk (**).

- A criterion is checked when a reviewer believes that the lesson/unit contains clear, substantial evidence of the criterion's descriptor.

- Many "in progress" lessons/units, while representing good instruction, may not be deemed to currently meet the standard.

- The pattern of checks in a column should thus indicate both the strengths of the lesson/unit and areas for possible improvement.

Dimension I: Alignment to the Rigor of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS: ** "Must have" criteria

☐ Targets a set of grade-level ELA/Literacy CCSS for teaching and learning. **

☐ Includes a clear and explicit purpose for instruction.

☐ Selects texts that measure within the grade-level text complexity band and 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. [NOTE: Disciplinary rubrics for grades 6-12 are under development.]

Dimension II: Key Areas of Focus in the CCSS

The lesson/unit addresses key areas of focus in the CCSS: ** "Must have" criteria

❏ **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.

Dimension II: Key Areas of Focus in the CCSS *Part 2 – Additional Criteria for Units*

In addition, for units:

☐ **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.

☐ **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 and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.

Dimension 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 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.

Part 2 – Additional Criteria for Units

In addition, for units:

☐ Includes a progression of learning where concepts and/or 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 regular 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.

Dimension IV: Assessment

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

❑ 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.

Use the Quality Rubric & Criteria to <u>Review</u> a Lesson/Unit

1. **<u>Record</u>** the grade and title of the lesson/unit at the top of Rubric.

2. **<u>Scan</u>** the lesson/unit packet to see what it contains and how it is organized. **<u>Skim</u>** key materials in the packet, particularly those related to the Dimensions

3. **<u>Identify the grade-level standards</u>** that the lesson/unit targets and compare its focus and expectations to those of the targeted CCSS

4. **<u>Study and measure the text(s)</u>** that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

5. **<u>Analyze</u>** the lesson/unit for evidence of Dimension I: *Alignment to the Rigor of the CCSS*.

6. **<u>Check</u>** the criteria in Column I for which there is clear and substantial evidence of meeting the descriptors.
   - Closely examine the evidence presented within a lesson/unit packet through the "lens" of each criterion.
   - If clear and substantial evidence is found, check the criterion on the rubric; if not, use the comment column to provide input on specific improvements that can be made to meet the criterion.

7. **<u>Reference the criteria to make observations and recommendations</u>** about this lesson/unit and record in the column next to the Dimension.

Use the Quality Rubric & Criteria to Evaluate a Lesson/Unit

If it is helpful to provide a criterion-based rating, in addition to feedback:

1. **Examine the pattern of checks** in the Dimension's column. Determine which of the descriptors on the 3-2-1-0 rating scale (found below the rubric, on the left) best characterizes the lesson/unit.

   - If all applicable "must have" criteria have been met, as well as other criteria deemed important, the lesson/unit is considered "exemplary" and receives a "3" rating.

   - If all "must have" criteria are not met, determine where the lesson/unit currently sits along the rating scale for the dimension.

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

      2: Meets many of the "must have" criteria in dimensions I, II and many of the criteria in III, IV.

      1: Meets some of the criteria in the dimension.

      0: Does not meet the criteria in the dimension.

2. **Circle the rating** at the bottom of the Dimension's column.

3. **Make constructive comments/recommendations** that explain the rating and indicate how to improve the lesson/unit.

Source:

Repeat the Process for the Other Dimensions

II. Key Areas of Focus in the CSSS

◆ Examine the lesson/unit through the "lens" of the criteria

◆ Check the criteria that are met

◆ Provide input on improvements needed to meet criteria not yet met

◆ If evaluating, use the criteria to determine a 3-2-1-0 rating

III. Instructional Supports

◆ Examine the lesson/unit through the "lens" of the criteria

◆ Check the criteria that are met

◆ Provide input on improvements needed to meet criteria not yet met

◆ If evaluating, use the criteria to determine a 3-2-1-0 rating

IV. Assessment

◆ Examine the lesson/unit through the "lens" of the criteria

◆ Check the criteria that are met

◆ Provide input on improvements needed to meet criteria not yet met

◆ If evaluating, use the criteria to determine a 3-2-1-0 rating

Use the Dimensional Ratings to Determine an Overall Rating

1. Review the patterns of the checked criteria and the ratings for each of the four dimensions.

2. Make a summary judgment about the overall quality of the lesson/unit, using the Overall Rating Scale:

    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.

3. Record the Overall Rating on the top right of the Rubric.

The Quality Rubric and Review Process Provide Criterion-based Feedback

☑ The **pattern of checked criteria** reveal the perceived strengths of the lesson/unit and areas for improvement.

"Strong text-based questions" The **comments and recommendations** explain the pattern of checks and suggest ways to strengthen the lesson/unit.

③ The **four dimensional ratings** reveal its current status as a model of CCSS instruction.

> For example, a rating pattern of 3-3-2-1 suggests that the lesson/unit is well-aligned with the CCSS, but could use some additional thinking about Instructional Supports and, particularly, Assessment.

E/I The **overall rating** indicates whether the lesson/unit has been deemed a CCSS model, or where it is in the process of becoming a model example.

Principles & Agreements

1. Before beginning a review, **all members of a review team are very familiar with the CCSS.**

2. **Lessons/units to be reviewed are seen as "works in progress,"** with criterion-based comments intended to inform and improve rather than endorse or reject the lesson/unit.

3. **All discussions, commentary, and recommendations are criterion- and evidence-based.**

4. **Each member of a review team records his/her checked criteria and comments prior to discussion.** Discussions should focus on comparing and understanding review team members' observations.

5. **The goal of the process is *not* consensus, but rather common understanding of the criteria and their meaning.**

Slides developed by and used with permission from the Tri-State Quality Rubric Project:

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