

EQuIP Review Feedback



Lesson/Unit Name: Jumping Frog of Calaveras County

Content Area: English language arts

Grade Level: 8

Overall Rating:

E

Exemplar

Dimension I – Alignment to the Depth of the CCSS

<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> 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 (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <input type="checkbox"/> (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. 	<p>The task addresses a set of grade level standards. A strength of the task is that it has both focus and secondary standards addressed. However, standard RL.8.3 is identified as a focus standard, but is not explicitly taught. Consider making RL.8.2 a focus standard instead. RL.8.2 seems to be addressed in the notes and text outline tasks. RL.4 can also be added as a focus standard due to the explicit instruction in the note taking mini-task. The writing standards are addressed, however could be added as focus standards, since there is a lot of time spent on the writing process.</p> <p>The purpose is clearly stated and prominently displayed at the beginning of the lesson.</p> <p>The text is appropriate for 8th grade students and works well for the usage of analysis of satire.</p> <p>Students are given opportunity to integrate reading, writing, speaking and listening skills throughout the unit. Providing opportunities for the student to read and grapple with the text, as well as listen to the text for dialect. These opportunities will allow students to advance literacy skills</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension II – Key Shifts the CCSS

<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> ✓ 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 	<p>Students were closely reading and analyzing the text. A guide for using text dependent questions was provided in the mini lesson for analyzing the text. The text provided is grade appropriate, yet a difficult piece. The unit provides the students a multitude of opportunities to examine and discern deeper meaning of the text. The unit provides text dependent questions that guide students to discern a deeper understanding of the text.</p> <p>The unit provides many opportunities to draw evidence from the text, whether through discussion or writing opportunities. The final writing task expects students to draw evidence from text to produce and defend an argument. There is ample opportunities to guide students to this finished product.</p>
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<p>clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level 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. <input type="checkbox"/> 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: Include 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. 	<p>While vocabulary is addressed, "language used to talk about satire and humor," in the task, it is mostly Tier 3 vocabulary. A strength of the vocabulary is that the students will need to use this vocabulary throughout the mini-lessons to gain a deeper understanding of satire and in their writing for the final task to explain satire. Consider more explicit Tier 2 vocabulary instruction through text-dependent questions or the note template. The note template seems to apply more to standard RL.4 than to a language standard for vocabulary.</p> <p>While there is a great deal of support to help the students understand the text, there is no present focus in regards to reading progression. There is not a great deal of scaffolding in regards to reading the difficult text. This lesson would also benefit from a balance of texts. Providing varied text, such as an informational text, would provide a more balanced collection for the students.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Dimension III – Instructional Supports

<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> ✓ Cultivates student interest and engagement in reading, writing and speaking about texts. ✓ Addresses instructional expectations and is easy to understand and use. ✓ 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. ✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. <input type="checkbox"/> 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. <p><i>A unit or longer lesson should:</i></p>	<p>The framework of the unit cultivates student interest with difficult text. Continued opportunities to tie students' background knowledge and personal experience will enhance the interest of the students with the text.</p> <p>A strength of the material is how everything is available to the teacher. Resources and samples are provided in most places. Consider adding samples to the writing tasks. As mentioned in Dimension I, the focus standards could be re-assigned for the mini-tasks to meet instructional expectations. Also, having to click on the mini-task then again on the red mini-task button to get to the task and all resources could be streamlined. One click is easier for busy teachers.</p> <p>The purpose of this unit is clear, to read the selection and write an essay of discussing satire and humor, and whether this writing is satire and humor.</p> <p>The challenging sections of the texts were addressed through the mini-lessons. A template was used for note taking to focus on those sections of complexity.</p> <p>An extension was provided that could be used for the entire class or for a small group of students. Read and/or view other satirical and humorous works and hold a forum for students and community members to discuss whether there is a distinction between what is acceptable and those that "go too far." While scaffolding is provided in various places throughout the</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). <input type="checkbox"/> Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). ✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. <input type="checkbox"/> Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). <input type="checkbox"/> Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>unit, the scaffolding is not targeted to identify ELL or struggling students. Attention to appropriate scaffolding for this audience would benefit the lesson.</p> <p>The completed performance task is expected to be error free, yet there is no targeted instruction to lead the students to this point. Integrating additional mini-lessons to address writing skills will help students reach this goal.</p> <p>This unit also does not reference how the students will be accountable for independent reading based on student choice. This is a great opportunity to bring in additional text and differentiation for struggling or the advanced learner. Technology and media use would enhance the unit as well and help students reach a better understanding of the focus and purpose of the lesson.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Dimension IV – Assessment

<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> ✓ 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. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Task allow for observable evidence to be gained for the teacher and student about reaching most of the focused CCS.</p> <p>The rubric is detailed for the final task. It is recommended that there be a tab that allows for all tabs to be seen on the rubric at once. Differentiation is needed to strengthen this element in order to give unbiased access to all students.</p> <p>This unit would benefit from student samples to guide students to finished product.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

Overall, this task is an exemplar. While some adjustments can be made in the areas of standard alignment and differentiation, there is enough structure to go on for teachers to duplicate this task with confidence. This task serves as a strategic model for teachers to use for other performance tasks as well.

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

0: Does not meet the criteria in the dimension

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.

Descriptor for Overall Ratings:

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 revision in others.

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