

EQuIP Review Feedback



Lesson/Unit Name: Let's Reflect on This

Content Area: Mathematics

Grade Level: 9-12

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">✓ Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.❑ Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.✓ Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.	<p>The targeted standard is: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. This lesson addresses the standard to the full intent.</p> <p>The SMPs, while identified at the end of the lesson, are not well-connected to the content - please point out the SMPs for each activity. It would help to include how a teacher will observe if the practice is being implemented by students within the lesson. Use appropriate tools strategically is not truly addressed when the tools students use are identified by the teacher. There are various ways in which the content is represented within the activities.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Dimension II – Key Shifts the CCSS

<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none">✓ Focus: Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.✓ Coherence: The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.✓ Rigor: Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:<ul style="list-style-type: none">– Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an	<p>This is aligned to the major work of the course.</p> <p>The lesson incorporates prior knowledge - i.e. graphing lines at the start of the lesson. This could be strengthened by connecting this to other domains and future learning.</p> <p>This does a good job of exploration using GeoGebra, creating posters, and working together.</p>
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<p>appropriate model or strategy to new situations.</p> <ul style="list-style-type: none"> - Conceptual Understanding: Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding. - Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. 	
<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"> ✓ Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ✓ Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline. ✓ Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. ✓ Addresses instructional expectations and is easy to understand and use. ❑ Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. <ul style="list-style-type: none"> - Supports diverse cultural and linguistic backgrounds, interests and styles. - Provides extra supports for students working below grade level. - Provides extensions for students with high interest or working above grade level. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> ❑ Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share). ❑ Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. 	<p>While the instructional supports are all in place, including scaffolding, it could be strengthened by including more remediation and enrichment to differentiate for students.</p>
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<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. <input type="checkbox"/> Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. 	
<p>Rating: 3 – Meets most to all 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"> ✓ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. ✓ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts. ✓ Includes aligned rubrics, answer keys and scoring 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"> <input type="checkbox"/> Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures. 	<p>A scoring guideline to aid in discerning student responses would be helpful. There should be a rubric for the poster they create.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

This would be improved if there were more connections to other lessons to show where it is within other concepts and clearly identify the MPs throughout the activities.

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.