

EQulP Review Feedback



Lesson/Unit Name: Nutrition and Human Rights

Content Area: English language arts

Grade Level: 9-12

Overall Rating:

E

Exemplar

Dimension I – Alignment to the Depth of the CCSS

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| <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 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><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ☐ (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 unit is written to target CCSS Literacy standards: RST.9-10.1, RST.9-10.2, RST.9-10.7, WHST.9-10.1, WHST.9-10.7, RI.11-12.1 as written in the introduction. Perhaps the unit could state the same standards in the introduction and throughout the unit instead of providing anchor standards in the unit and grade-level standards in the introduction. Although no speaking and listening standards are listed on either location, including a speaking and listening standard could make the unit more integrated across all standard bands. The unit also includes a state science standard. The lesson includes speaking and listening in lesson #1 page 24 to share claims, lesson #2 page 30 to give peer feedback, and then again in lesson #3 page 3 to discuss and explain.</p> <p>The purpose of the unit is to create a scientific proposal by exploring the ways that humans eat and how it relates to our basic human rights. Students analyze primary sources and charts, evaluate the efficacy of the structure of texts, and integrate knowledge and ideas collected through research to write a proposal individually or collaboratively. The purpose is laid out in the introduction and the process of going about it is reiterated in each lesson.</p> <p>The texts seem to be appropriate for grades 9-12, but because they are at the high end of the range, the supports and scaffolds are well thought-out. Texts and writing activities are made accessible through teacher modeling, and are sequenced so that the unit advances literacy skills.</p> <p>The lesson integrates learning from science, social studies, ELA and math as stated on page 15, and evidenced throughout the unit.</p> |
| <p>Rating: 3 – Meets most to all of the criteria in the dimension</p> | |

Dimension II – Key Shifts the CCSS

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| <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 | <p>-Close Reading: As indicated on page 12, "Makes reading texts closely, examining textual evidence, and discerning deep meaning a central focus of instruction." Close reading opportunities begin in Lesson 4 page 37- 39 to analyze the primary document "The Universal Declaration of Human Rights UDHR)." Students read through the central text at least 3 separate times.</p> <p>-Text-Based Evidence: Students learn to read the UDHR and answer text dependent questions from the document as evidenced on pages 39 and 40. -Students routinely write from sources to create and support claims in lessons 1-3, and to write a short written response to the text all building toward writing a proposal (page 48) in preparation of the summative task.</p> <p>-Academic Vocabulary: The lesson explicitly teaches Tier 2 and Tier 3 words in context and throughout the unit and suggests that students be "provided</p> |
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| <p>students draw evidence from texts to produce 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> <p>✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></p> <p>✓ 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.</p> <p>✓ 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.</p> <p>☐ 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).</p> <p>☐ 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> | <p>with a list of vocabulary terms, or determine the key terms through close reading." (p 13). An example of this can be found on page 27-28 lesson 2 "learn words and phrases in context." Students routinely add to their list of words and have opportunities to exercise their vocabulary in short written phrases, creating a list, and then organizing their terms into categories as seen in lesson 5. The unit suggests that teachers make a list of vocabulary terms that may not be learned through context in lesson 3.</p> <p>-Balance of Texts: Pages 6-10 provide notes about the texts and how they progress as well as why they are chosen, however, the unit does not address which science texts may be used to support learning science. Providing these could help the using teacher to make better choices and ensure that proper text complexity is still accessible. Providing these might ensure the unit's texts all align and measure within the proper grade-level bands.</p> <p>Balance of Writing: The unit emphasizes on-demand writing, but might be strengthened by including a polished piece of writing that is developed over time and which meets criteria for a good claim.</p> |
| <p>Rating: 3 – Meets most to all of the criteria in the dimension</p> | |

Dimension III – Instructional Supports

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| <p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <p>☐ Cultivates student interest and engagement in reading, writing and speaking about texts.</p> <p>☐ Addresses instructional expectations and is easy to understand and use.</p> <p>✓ 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.</p> <p>✓ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</p> <p>✓ 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.</p> <p>✓ Provides extensions and/or more advanced text for students who read well above the grade level text band.</p> | <p>-Student Interest: The unit's big ideas and enduring understandings provide goals and statements which could cultivate student interest. The student choice, student-created rubric, and the synthesis and analysis of information and texts as well as the relevant topic promote further student engagement.</p> <p>-Addresses instructional expectations: The unit summary and learning goals are stated on pages 1-4. Although the unit does not address pacing or time, the unit provides for teacher choice in order to reach the goals particular to their own students' needs. It offers the teacher much choice in how to lead "direct instruction" as necessary. Providing more instructional notes about pacing and the material to use for "direct instruction" could make this unit easier for a using teacher.</p> <p>- Focus on Challenging Sections of Text: The unit describes the challenges of the Universal Declaration of Human Rights (UDHR). Lesson 2 introduces close reading of an abstract of an article to introduce students to the skill and to "...help students build their literacy and ability to deeply analyze the text." (p 28). Lesson 3 gives students a chance to read the document for the first time, and all of lesson 4, pages 39 and 40, takes students through two separate close readings of the UDHR to answer questions and then to gather evidence to support claims.</p> <p>-Integrates supports for all students: Supporting and scaffolding instruction</p> |
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| <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ❑ 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>). ✓ 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. ❑ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. ❑ 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>). ✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. | <p>is a particular strength of the unit. Pages 18-19 list general supports, "The unit emphasizes modeling as a primary scaffold so that at each lesson, the student move from modeling, guided practice, to independent practice" (p 18). Additionally, on page 19, the unit addresses support for ELL and students with disabilities. Each lesson provides teachers with suggestions and options. The unit also provides for alternate texts where possible.</p> <p>-Extensions: The unit provides extensions by providing for "...many opportunities for differentiation and advanced work. (p 19).</p> <p>-Progression of learning: The unit layers and scaffolds knowledge about writing claims and the UDHR in a steady and seamless progression, and provides for practice for writing claims and relating the UDHR to modern science throughout the unit. No science texts are provided or suggested. Although the concept is identified, a using teacher may find it difficult to locate proper materials or feel unqualified to choose what materials to use in teaching these concepts which need to deepen over time. Identifying and providing some sample materials might make this easier for a using teacher and ensure that concepts about the science also deepen over time.</p> <p>-Developing literacy: This is another particular strength treated on page 11 in the rationale.</p> <p>-Independent Reading: Independent reading is based on the model of the lesson as stated on page 18 moving from modeling to independent practice. Lesson 5 of the unit asks that students find their own Online text on a related topic and are held accountable to cite details and to categorize and define problems.</p> <p>-Independent Reading: The unit does not indicate how students might be accountable for independent reading.</p> <p>-Uses Technology: The unit incorporates multimedia, models web use and access primary source documents, websites, and databases. Lesson 1, page 28, video; lesson 3, page 28, Wikipedia diagram; lesson 4 page 40, video; lesson 5, page 43, web-based searches. Students may choose to write or record their learning using technology in lesson 6, page 48.</p> |
| <p>Rating: 2 – Meets many of the criteria in the dimension</p> | |

Dimension IV – Assessment

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| <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>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self- | <p>-Direct Evidence that Students can Independently Demonstrate Standards with Complex Text. Students interact and respond to text in small groups, with independent writing questions and as a whole group. These activities could provide observable evidence of each student’s development and skill in using the texts.</p> <p>-Unbiased and Accessible: The questions from the unit and the work are accessible in the unit, but perhaps the unit could provide more guidance about what must be included in student writing so that all students are clear about the targets.</p> <p>-Aligned Rubrics: The unit does not provide but it does mention that students will help create a rubric as a class (p 29). Perhaps the unit could include suggestions for items to include in the rubric so that assessment covers essential elements appropriate to the unit's focus.</p> |
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| assessment measures. | -Varied Assessment: The unit includes many opportunities for formative and summative assessments. The student generated rubric would also allow for students to measure their own progress and work while norming and naming standards to be met and building collegiality. |
| Rating: 2 – Meets many of the criteria in the dimension | |

Summary Comments

Summary Score: 10

-The unit is very strong and of particular notability is how the unit crosses content areas and remains cohesive and builds literacy skills essential to ethical scientific work. The unit addresses ELA/literacy, Social Studies, Science, and Math and does so by providing a relevant and engaging topic central in current scientific debate.

-Perhaps the unit might include a summary of grade-level standards on the cover page instead of the CCR or Anchor Standards in order to provide more guidance about the targets of the unit.

-The unit could be further improved by adding suggested time frames or guidance on how many days or weeks it might take to fully teach the concepts.

-Providing guidance or suggestions about building a rubric that aligns with the standards by could help ensure that the rubric aligns with the assessment targets. The student created rubric and is certainly is more engaging and instructive, but will require some guidance.

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.