

EQuIP Review Feedback



Lesson/Unit Name: Objective Summary

Content Area: English language arts

Grade Level: 8

Overall Rating:

E/I

Exemplar if Improved

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 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"> <input type="checkbox"/> 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>This lesson targets a set of grade level standards. The second standard is labeled RI.1; the correct label is RI.2. This standard is correctly identified on the America Achieve website, (http://commoncore.americaachieves.org) but needs to be identified in the printed version as well.</p> <p>Writing an objective summary is the clear and intended purpose for this lesson.</p> <p>The text measures within the grade level complexity. It would be beneficial to list the actual lexile, or quantitative measure, for teacher reference.</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>While in the printed version, close reading is done to examine textual evidence to write an objective summary, discerning deep meaning is addressed through inferencing, but not as a central focus of the lesson. In the video lesson, this does not seem to be a concern. With this lesson, it is suggested that the printed version be enhanced to match the tone of the video lesson.</p> <p>This lesson is rich in text based evidence. There are opportunities for students to write from sources provided through the text dependent questions as well as engage in pair and small group discussions.</p> <p>There is no evidence of instruction of academic vocabulary. The worksheet provided includes bolded words for students to determine the author's</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> <p><input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></p> <p><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.</p> <p><input type="checkbox"/> 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><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).</p> <p><input type="checkbox"/> 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>attitude which refers to standard RI.8.4, but there is no evidence that explicit instruction is occurring around this vocabulary.</p> <p>The video showed the teacher reminding students to look at how author's used certain words, but no instruction with the academic vocabulary was evidenced.</p> <p>It is important that the printed and video version give equal level of support. If an instructor does not watch the video, key objectives may be missed.</p>
<p>Rating: 2 – Meets many 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> <p><input type="checkbox"/> 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><input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band.</p> <p><i>A unit or longer lesson should:</i></p>	<p>Upon reviewing the printed lesson, student engagement seems to be missing. After review of the video, it is clear to see that the instruction provided lends to student engagement. Addressing student engagement in the printed version would enhance this lesson as it should not solely rely on the video for evidence of that trait.</p> <p>While the lesson is easy to use and the script provides specific instructions for teachers, providing the actual charts, pictures and actual instructions as when and how to use the worksheets would enhance this lesson so a teacher could easily duplicate the lesson and resources.</p> <p>The main idea and detailed worksheets provide scaffolds to engage and give access to the text for all students.</p> <p>There are plenty of opportunities provided to support ELL and struggling learners. The worksheet allows for students to draw pictures of the main idea. Charts are provided to help scaffold for struggling learners. It may be beneficial for the instructor to note that this is occurring. While the lesson provides these supports, it does not clearly identify the intent.</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>). <input type="checkbox"/> 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>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"> ✓ 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. <input type="checkbox"/> 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"> <input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>There are multiple opportunities for formative assessment throughout the lesson. Students are writing and discussing during each activity. Teachers are able to observe how well students are understanding each step and each standard through the worksheets and through classroom discussion.</p> <p>Assesses student proficiency using methods that are unbiased and accessible to all students due to the scaffolds that are provided throughout the lesson.</p> <p>This lesson does not include aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. Doing so would guide students to the intended outcome.</p>
<p>Rating: 2 – Meets many of the criteria in the dimension</p>	

Summary Comments

<p>The strengths of this lesson were evidenced by strong scaffolds throughout the lesson, anchor charts activating prior knowledge, supports for struggling readers.</p> <p>While the video is a great resource, relying on a video for instruction is difficult for practical use of this lesson. All components of the lesson should be addressed in a written lesson plan format with all resources available for duplication.</p>

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
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- 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)**
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- 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.
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- 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.
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- 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.