

EQulP Review Feedback



Lesson/Unit Name: World Geography- China

Content Area: English language arts

Grade Level: 7

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"> ✓ 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 addresses a set of grade level standards in both the CCSS for Literacy and social studies content standards.</p> <p>The unit states a purpose for instruction in both the rationale and measurable objectives sections. The purpose is for students to understand forms of government and how they impact human rights. While the purpose is stated, consider clarifying the purpose further. Revisit the content standards to make sure that there is alignment between the standards, objectives, and essential questions. Think about purpose in terms of skills or learning students will gain through the lesson as opposed to purpose for choosing a piece of text, being specific can give a clearer focus for a teacher reading lesson.</p> <p>While the anchor text is below grade level, the developer addresses this concern. The developer states that the content is appropriate for students to gain understanding. The informational texts are at the appropriate grade band for 7th grade students. Consider adding additional higher-level texts to differentiate for advanced students who are ready for such complexity.</p> <p>The unit and standards address three of the four ELA CCSS strands: reading, writing, and speaking & listening. The research allows for student to apply and synthesize these literacy skills.</p>
<p>Rating: 2 – Meets many 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>The unit has several opportunities for close reading. The students are able to discern a deeper meaning from the texts by analyzing symbolism and using textual evidence to answer the essential questions.</p> <p>Students will be exposed to multiple text throughout the lesson. There is a larger theme carried through the lesson, there may be some missed opportunities that are not described but inferred between the different activities. The author may consider describing these explicitly or link to the project question.</p> <p>The students will write from multiple sources when completing their final project. Prior to the final project students will answer questions in short responses and answer in short pre-writes. The pre-writes don't require using multiple sources. The comparison between the Goddess of</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><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> ✓ 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). <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>Democracy and Statue of Liberty includes resources that require students to commit to the writing process. This should be repeated for the final project.</p> <p>Although students are encouraged to circle the unknown words and to use context clues, the academic vocabulary in these selections could be strengthened. There was one example of a text dependent question using vocabulary, but adding more of these for each activity would be encouraged.</p> <p>The texts did show an increase in both quantitative and qualitative complexity but there was no evidence of students moving toward independence.</p> <p>Disciplinary knowledge was built through the various articles, images, video and biography, but the cohesion of texts was not seen.</p> <p>The writing included moving from a graphic organizer to a formal essay as well as a short research project that required students to complete a graphic organizer and then make a presentation. Consider adding the same process of moving to the essay first prior to moving to the multimedia presentation to increase the instruction for writing.</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> <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. <input type="checkbox"/> 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 in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. <input type="checkbox"/> Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p>	<p>Students will be able to connect with articles, the use of multimedia will benefit the students' understanding.</p> <p>Instructional Expectations are clear with rubrics created for the students that are easy to follow. Some directions could use more elaborate description to avoid confusion. The author may consider moving text dependent questions into that daily activity for each component so a potential teacher could quickly review the lesson.</p> <p>Multiple opportunities are provided for students to engage with the excerpt, images, and video. Students are to reread and provide evidence. Students are grouped homogenously for some activities and heterogeneously for others.</p> <p>There is evidence of challenging sections being highlighted for discussion. The guidelines for the teacher are not clear how the supports build toward independence or students are guided through the productive struggle. For example the teacher could increase the amount of modeling throughout the lesson. Some essential questions such as "How do Rumors influence people's decisions?" are not explicitly described in the lesson. Specific discussion questions are not clear enough to know for sure if students will be engaged in a productive challenge. A specific essential question which is arguable may guarantee that teachers using the lesson provide opportunities for students to think critically.</p>
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<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>Scaffolds are provided for annotating the text, using different colors to locate different purposes. Graphic organizers were used for comparing the text being read but support for the writing instruction was not scaffolded. Different lexile leveled text are provided for some tasks as well.</p> <p>Specific Extensions are not provided for more advanced students excluding the variety of text based on lexile for task 2.</p> <p>There is evidence of a progression of learning throughout the school year.</p> <p>There is evidence of authentic learning however there needs to be greater clarity. Student summative tasks on p.8 and then on p25 are different. Directions on p25 should direct students more to the comparison listed on p8 to allow for deeper analysis that aligns with the unit.</p> <p>Targeted writing standards are listed but there is no evidence of specific instruction on standards.</p> <p>Technology and media is integrated into the lesson throughout.</p>
<p>Rating: 1 – Meets some 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>Standards are appropriate for the grade level of the students. The tasks assess those standards.</p> <p>There is student choice in choosing topic as well as the presentation format for the summative task. Having these choices allows different learners to succeed.</p> <p>Rubrics are provided through out the lesson that demonstrate expectations for students.</p> <p>Opportunities for both formative and summative assessment were included in the lessons. Students were provided opportunities for quick writes, group discussion, pair discussions and a final short research project comparing two people who have made a difference in the country. The final assignment included a multimedia presentation.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

Lessons in the unit have topics that would interest students using multiple text. The first three days of lessons are well linked to each other and build upon each other. Some explicitly described discussion questions that help a teacher utilizing the plan would increase the chance of the links occurring for students. Due to some misalignment between the content standards, objectives, and essential questions, attention needs to be given to ensure that all activities support the stated objectives of the unit. The final task may need more support as well to guarantee success within classrooms and clearer directions. There is a strong base for an effective unit of study with these additional supports provided.

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.