

EQuIP Review Feedback



Lesson/Unit Name: To Be or Not to Be: The Evolution of Hamlet's Personality

Content Area: English language arts

Grade Level: 11-12

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>The lesson aligns with a series of anchor standards for a set of CCSS ELA standards in reading (R1-4,10), writing (2,4,5,9,10), and speaking/listening (1,2,4,6) through a lesson with a clear and explicit purpose.</p> <p>According to the overview, the purpose of the lesson is to read Shakespeare's play "Hamlet" in its entirety, with a focus on short, profound excerpts: Hamlet's soliloquy in ACT III, scene 1, compared with his soliloquy in Act IV, Scene 4. The culminating writing prompt: How does Hamlet's personality evolve during the course of the play? After reading, write an essay in which you compare his state of mind early in the play to his state of mind later in the play. Support your discussion with evidence from the text(s).</p> <p>Additionally, the text is clearly appropriate in quality and scope for the intended grade-levels.</p> <p>Recommendations: Include the specific 11-12 grade standards, rather than the general anchor standards, in order to explicitly align with the targeted learning goals for the intended grade levels.</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"> <input type="checkbox"/> 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 core activities do serve to focus students' attention on reading the text closely (examining text structural features, defining text vocabulary, annotating the text, the seminar discussions) and drawing conclusions (the seminar) based on textual evidence. Likewise, the lesson provides an opportunity for informational writing that allows students to draw evidence from the text as well as a focus on building academic vocabulary while processing the text.</p> <p>Recommendations: It is not clear whether students have sufficient opportunities to discern deep meaning in the text prior to discussion through the initial reading activities. For example, in terms of vocabulary instruction, identifying terms and definitions does not ensure mastery of the terms. In alignment</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>✓ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p> <p><i>A unit or longer lesson should:</i></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. ❑ 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>with the standards, students should be encouraged to explain the impact of specific word choices on the text.</p> <p>Similarly, the analytical reading task occurs after the vocabulary task. Within the suggested strategies of the vocabulary task, the teacher provides a line-by-line explication of the text, thus reducing the rigor of the analytical task, which asks students to paraphrase the text line-by-line. The developers may consider removing this instruction from the vocabulary task or switch the order of the two tasks.</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. ✓ 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. ❑ 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 lesson cultivates student interest as there are a variety of activities, including small groups, whole class discussions, partner and solo work, video viewing, reading and writing. The lesson plan is also easy to use, including sufficient direction but not so much that it becomes a script. Also, developers have included suggestions for multiple approaches to teaching the lesson. Within the Teacher Reflection, strategies and suggestions are offered for inspectional reading, vocabulary, analytical reading, viewing and writing.</p> <p>The lesson also provides students opportunities to engage in the text and integrates general supports for ELL/EC. In the mini lesson, students are asked to pull apart the prompt in order to clarify the expectations of the final writing task. Guided questions are provided to facilitate a Paideia Seminar. The questions focus students on the text require justification of answers using evidence from the text. Students are also supported through multiple prewriting tasks that allow for independent completion of the culminating assessment.</p> <p>Recommendations: Specific supports for ELL and below grade-level readers are not explicit and could strengthen the lesson.</p> <p>In terms of the extension activity, the assignment suggests for students to compile an anthology of final drafts of their papers. The developers may</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>want to consider incorporating an additional text and task requiring higher-order thinking. Perhaps advanced students could include in their analyses a third soliloquy, e.g, "Oh that this too too solid flesh . . ." As is, the activity lacks the rigor to suffice as an extension for advanced students.</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"> <input type="checkbox"/> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>The lesson clearly presents multiple opportunities for a wide-range of assessments (annotations, pre-writing, the writing itself, the discussions) that are accessible and unbiased, and rubrics for the writing and speaking/listening activities describe the various performance levels sufficiently.</p> <p>Specifically, the lesson provides opportunities for formative assessment through the Socratic seminar, close reading questions and class discussions. The summative assessment is a writing task completed independently: "How does Hamlet's personality evolve during the course of the play? After reading, write an essay in which you compare his state of mind early in the play to his state of mind late in the play. Support your discussion with evidence from the text. "</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

<p>Two suggestions seem to be essential: (1) provide support for ELL and EC students and (2) revise the questions in the seminar. Otherwise, if possible, provide an extension for gifted students and consider if vocabulary application is sufficient. Otherwise, the unit is thoughtful and well-organized, and the rubrics are thorough and easy to use.</p>
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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.