# EQuIP Review Feedback

**Lesson/Unit Name:** Be the Change
**Content Area:** English language arts
**Grade Level:** 11

| Overall Rating: |
| :---: |
| **E** |
| Exemplar |

## Dimension I – Alignment to the Depth of the CCSS

| | |
| --- | --- |
| *The lesson/unit aligns with the letter and spirit of the CCSS:*<br>✓ Targets a set of grade-level CCSS ELA/Literacy standards.<br>✓ Includes a clear and explicit purpose for instruction.<br>☐ 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).<br>*A unit or longer lesson should:*<br>✓ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.<br>✓ (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. | This unit targets a set of grade level CCSS/Literacy standards. The earlier lessons appear to introduce or touch on the standards listed, but upon completing the unit, students have been scaffolded in a way that targeted each standard.<br><br>The purpose is clearly defined in the unit description and purpose section. Students in CTE Legal Studies courses will investigate the concept of justice and apply that to real world proposal writing. Also, at the start of each lesson, the developers include how the day's activities support the main purpose/vision of the unit.<br><br>The text topics that were chosen are appropriate for the content. However, the text complexity level goes from 770 to 1600 and 1660; much below and beyond the grade-band. Consider creating a scaffolded sequence of text to lead to these higher level pieces.<br><br>This unit does an excellent job of integrating reading, writing, speaking and listening skills. Students are given opportunities to write about the information covered in class through their learning logs, exit tickets and various graphic organizers. Students are provided time to discuss through socratic seminar, jigsaws, 4 corner debate and structured group work. All of these activities support students in the increasing complexity of the unit's expectations: writing a technical proposal.<br><br>This unit builds disciplinary knowledge of legal studies and social justice issues. |
| Rating: **3 – Meets most to all of the criteria in the dimension** | |

## Dimension II – Key Shifts the CCSS

| | |
| --- | --- |
| *The lesson/unit addresses key shifts in the CCSS:*<br>✓ **Reading Text Closely:** Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.<br>✓ **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). | Reading texts closely and examining textual evidence are critical components of this units. Students are provided a universal annotation guide, and opportunities to discuss the implications of their self-selected current event articles. Students then use the collection of articles gathered by the class to guide further investigation into a topic they would like to write about.<br><br>The unit has multiple opportunities for students to use text-based evidence. Students answer the essential question multiple times, "What is wrong with our world?" This question is answered using the various texts (video and written). Students are also asked to answer questions about data, as well as identify appeals to ethos, logos, and pathos within the articles they read. |

| | |
|---|---|
| ✓ **Writing from Sources:** Routinely expects that 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).<br>✓ **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction.<br>*A unit or longer lesson should:*<br>❒ **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.<br>✓ **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.<br>❒ **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).<br>✓ **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. | Students are expected to routinely draw evidence from texts to produce clear and coherent writing to inform, explain, and ultimately make an argument/proposal in their technical report. Students write in their learning log on a daily basis, complete annotations and analysis guides that will support them in their culminating proposals, participate in interest development centers, review sample proposals, and write higher level questions.<br><br>The unit focuses on academic vocabulary in context throughout the texts. Both Tier 2 and 3 words are addressed. Students are engaged in a hashtag activity, #defineit. Students revisit these terms again for use at the beginning of their proposals. Consider asking students to use these terms when doing the shorter writing and speaking assignments throughout in order to strengthen this criterion.<br><br>The text complexity increases from 770 to 1660. There are suggestions for teachers to do read alouds to scaffold for students. Graphic organizers are available for student support, such as the current events analysis sheet. However, as stated earlier, consider having texts between these two Lexiles to build toward independence.<br><br>This unit goes beyond disciplinary knowledge, and builds students' knowledge of contemporary issues in society. Through their collective work on contemporary issues, students are developing the disciplinary knowledge in regard to legal studies and the concepts of justice.<br><br>This criterion does not apply to this unit. The goal is technical writing, and therefore students need to read informational texts.<br><br>There is a balance of writing throughout the unit. Students keep a learning log, complete graphic organizers, create concept maps, and write, edit, and revise proposals. |
| Rating: **3 – Meets most to all of the criteria in the dimension** | |

**Dimension III – Instructional Supports**

| | |
|---|---|
| *The lesson/unit is responsive to varied student learning needs:*<br>✓ Cultivates student interest and engagement in reading, writing and speaking about texts.<br>✓ Addresses instructional expectations and is easy to understand and use.<br>❒ Provides *all* 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.<br>❒ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.<br>✓ 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. | This unit is highly engaging for students to read, write, and speak about texts. The topic is directly engaging for students: social justice. The class is legal studies, so the real world writing and presentation opportunity also lead to engagement. There is a guest speaker from the field. Also, the teacher uses procedural routines for instruction, while at the same time mixing them up to keep students interested in using them. For example, the 3-2-1 strategy is used multiple times in the same manner for reflecting. The teacher later mixes it up and asks them to complete a 3-2-1 directly related to the problems and solutions for justice issues.<br><br>Instructional expectations are addressed. The format is easy to understand and use. The lessons are designed in a way that is linear and allows for immediate implementation. A nice touch that creates cohesion and ease of use is the "How this fits into the overall unit" section located in each lesson. The Malala Text already being chunked also aids in the immediate use for teachers. Teachers are able to clearly see the sequence. Consider providing more direction for feedback given to students. There is a lot of formative assessment and the larger summative at the end, however more instruction for feedback would strengthen this criterion further. The |

| | |
|---|---|
| ❏ Provides extensions and/or more advanced text for students who read well above the grade level text band.<br><br>*A unit or longer lesson should:*<br>✓ Include a progression of learning where concepts and skills advance and deepen over time (*may be more applicable across the year or several units*).<br>✓ Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).<br>✓ Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.<br>✓ Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.<br>✓ Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).<br>✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. | options for the deconstructing the rubrics lesson are also a great way to provide for teacher autonomy.<br><br>While the unit is rich with graphic organizers and structures to guide students in identifying the main conflict of the articles as well as the differing sides of issues presented in what students are reading and watching, there does seem to be a deficiency in rich text dependent questions that would guide students in making meaning of complex portions of text. The analysis guides and graphic organizers have students identifying the conflict and the appeals to ethos, pathos, and logos, along with explaining how the conflict relates to justice. Rich text dependent questions may be a challenge to develop since a central component to the unit is based on student choice. Without knowing which articles students will bring in, developing text dependent questions is difficult. What the developers do provide is a universal annotation guide that allows for students to identify parts of texts that confuse them, as well as space for conversation. This may be sufficient in providing all students with multiple opportunities to engage with a text of appropriate complexity for the grade band.<br><br>The QHT Chart is suggested for ELL students to self-evaluate. This is a strong tool, along with the graphic organizers, however the other accommodations listed can be strengthened to provide more support for students with disabilities.<br><br>The extensions suggested could be strengthened throughout. Consider adding more extension activities such as the SOAPSTone strategy for advanced learners.<br><br>The unit provides for authentic learning due to the social justice topic. Students are able to explore and inquire about topics that are of interest to them as well as important concerns for society. By deconstructing the rubrics and writing Socratic seminar questions, students are able to self-reflect throughout the unit.<br><br>Discussion rules are given for students to use for their final culminating projects. The teacher carefully scaffolds the written proposal instruction by modeling, having students write, giving feedback, modeling, having students write, etc. Grammar is not a focus due to the nature of the subject area.<br><br>Students are expected to research and read current event articles of their choice. Students are assigned this task for homework, but then asked to complete a summary sheet in class later.<br><br>Students are asked to use a multimedia presentation tool of their choice to create their culminating product. |
| Rating: **2 – Meets many of the criteria in the dimension** | |

**Dimension IV – Assessment**

| | |
|---|---|
| *The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*<br>✓ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level | The sequence of the lessons/activities allow for proper scaffolding. The learning logs allow for teachers to continuously monitor student progress along with other formative assessment measures. |

| CCSS standards with appropriately complex text(s). | All students are given the opportunity to deconstruct the rubrics, allowing for unbiased methods of assessment. Students are able to self-reflect and teachers are able to progress monitor students throughout. |
|---|---|
| ✓ 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. | Rubrics are aligned to the targeted standards. |
| *A unit or longer lesson should:* | Learning logs, peer evaluations (poster Days 10-13), Socratic method evaluation template, Revised draft of the recommendation report Learning Logs, Exit tickets, graphic organizers, rubrics, checklists (teacher and student created), and peer reflection sheets are all incorporated into the materials. |
| ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. | |

Rating: **3 – Meets most to all of the criteria in the dimension**

## Summary Comments

The developers have designed an exemplar unit that fulfills the criteria of the EQuIP rubric as well as the Call to Action for gaining career and workplace knowledge and improving reading through technical texts. A strength of this unit is the consistent and varied models of technical proposals. Because the developers designed the unit to showcase presenters, Ted talks, and written articles, the students are primed to dig deeply into their own interest areas. Student motivation will increase even more with the articles and data the developers include through the strategically sequenced and scaffolded lessons. The unit design will ultimately develop student investment as they write their independent technical proposals, as well as participate in their group's multi-media presentation.

*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.