

EQuIP Review Feedback



Lesson/Unit Name: Concussion
Content Area: English language arts
Grade Level: 11

<p>Overall Rating:</p> <p style="font-size: 2em;">E</p> <p>Exemplar</p>

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. <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 standards listed meet the Call to Action and the ELL focus.</p> <p>All of the standards listed are targeted for a specific grade level and the corresponding instruction is aligned explicitly to the standards.</p> <p>The unit includes a clear and explicit purpose for instruction related to developing reading, writing, speaking, and listening skills around the topic of sports concussions. The topic is timely given popular news articles and films currently being written and released.</p> <p>The texts selected are of sufficient quality and scope for determining purpose and are within the 11-12 grade band by the end of the unit (text complexity continues to build throughout).</p> <p>Qualitative, Quantitative, and reader-task text complexity are identified for each text.</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>The examination of textual evidence is a strength in this unit as specifically described in lesson three with multiple reads of a text and each read focused on a different aspect of the text (Structure, meaning, purpose, etc.)</p> <p>Multiple opportunities exist in the unit for students to write from sources and require students to draw evidence from the text to explain and make arguments about concussions and sports.</p> <p>Academic vocabulary is a focus in the unit beginning with the very first lesson. Specific strategies are suggested to help learners understand the meaning of words in context throughout instruction.</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"> ✓ 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. ✓ 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>Another strength of this unit is the focus on increasing text complexity. Students focus on a reading progression drawn from before their grade-band and beyond. Scaffolding and supports are explicitly suggested for English Language Learners, students who struggle as well as students who are more advanced.</p> <p>The unit includes a balance and collection of texts both informational and literary texts. Though the majority of texts are informational (both print and non-print), the unit also includes poetry for a touch of literary text.</p> <p>A balance of writing exists in the unit with students writing short quick writes, writing notes as well as writing to research topics and drafting all the way through multiple revisions and publication of a cumulative essay they work on throughout the unit.</p> <p>Though the unit acknowledges science in the title, there seems to be a lack of science specific texts. All texts read are more suitable for English or health class and are more current event articles than scientific or technical articles. Key scientific and technical content is lacking even though the science literacy standard is listed. For example in lesson one, one of the identified key standards is RST.11-12.4, determining the meaning of domain specific words and phrases as used in a specific scientific or technical context, yet the three readings for lesson one are infographics and are not particularly scientific or technical.</p>
<p>Rating: 3 – Meets most to all 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><u>A unit or longer lesson should:</u></p>	<p>The unit builds interest and engagement in reading and writing by selecting a current event issue to explore while increasing students' literacy skills. The unit addresses instructional expectations that are easy to understand and use as noticed in the teacher moves and the student moves.</p> <p>Throughout the unit students are provided multiple opportunities to engage with appropriate complex texts and are offered scaffolds as needed. The focus on challenging texts appears in the close-reading of text with a focus on different structures or topics upon each second or third reading.</p> <p>The unit integrates supports in reading, writing, speaking, and listening with specific scaffolds and supports for ELL students and students with disabilities.</p> <p>While there is adequate focus on grade level or lower text, more specific opportunities for students who read well above grade level could be provided. For example, scientific and technical texts might be utilized to increase the disciplinary specific focus and increase the complexity of reading.</p> <p>The unit includes a progression of learning where concepts and skills advance and deepen over time. Supports are removed in a final lesson to</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>see if students can put all skills together independently, which might be an abrupt removal of supports for some students.</p> <p>With lessons focused on sentence variety, the unit does include a focus on grammar and conventions. Discussion rules and writing strategies are included throughout the unit.</p> <p>The unit does not have an explicit focus on independent reading. However, adding a place for students to choose a sport (rather than requiring them to research football) to investigate and explore this would be a natural place to include independent reading based on student interest.</p> <p>Throughout the unit the teacher does use some technology (Padlet and video clips). However, the unit lacks the opportunity for students to use technology to deepen learning.</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"> ✓ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>The unit includes varied modes of assessment including summative and self-assessment measures. The unit assesses student proficiency and is accessible to all students. Rubrics and assessment guidelines are included throughout. Assessment strategies for each lesson are explicit to allow the teacher to utilize the formative assessment process to inform instruction for each following day.</p>
<p>Rating: 3 – Meets most to all of the criteria in the dimension</p>	

Summary Comments

<p>Overall, this unit is well organized, researched, and easy to use. The appendix that includes all the resources in one place makes it easy to see and utilize the scaffolds provided in each lesson.</p> <p>While this unit targets the intersection of science and English in the literacy standards, it might be more suitable for an English language arts class or sports medicine/health class because of the lack of specific targeted science and technical text and content. For example, medical journals, brain diagrams, case studies might have been used to make it more science content specific.</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.