

EQuIP Review Feedback



Lesson/Unit Name: Words Matter
Content Area: English language arts
Grade Level: 9

<p>Overall Rating:</p> <p>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.❑ (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>Targets a set of grade-level CCSA ELA/Literacy standards:</p> <p>The unit guide includes CCSS ELA/Literacy standards L.9-10.5, L.9-10.5B, RL.9-10.4, RL.9-10.1, W.9-10.2, and W.9-10.9.</p> <p>Includes a clear and explicit purpose:</p> <p>The unit guide begins with the learning objective "Students will be able to independently use their learning to identify and explain the intentional word choices authors make to craft a message" which is followed by Understandings/Big Ideas, Essential Questions, Know (Content), and Do (Skills) which all cover expectations for student reading and writing. These categories are aligned and keep the focus on students' ability to analyze author's word choice. For example, Big Idea "Authors purposefully choose words to convey deeper meanings" connects to Essential Question "How can a single word choice impact meaning? How can a pattern of word choices shape the meaning or tone of a text?" connects to Know (Content) "Students will know how an author uses diction purposefully" connects to Reading "Interpreting how word choice shapes tone, mood, and/or meaning".</p> <p>Selects text(s) that measure within the grade-level text complexity band:</p> <p>The anchor text for the culminating assessment "Shooting an Elephant" has a 1070 Lexile level which places it in the stretch band for grades 9-10. The supplemental texts used to prepare students for the "Shooting an Elephant" assignment vary in Lexile level: "Eleven" (1090 - stretch band for 9-10), "Those Winter Sundays (unknown but included in AP literature lists), "Same Song" (unknown). Taken together, the texts do offer the quality and scope needed to meet the stated learning objectives.</p> <p>Integrate reading, writing, speaking, and listening:</p> <p>The instructional sequence is designed to build students' capacity for independently analyzing author's word choice and articulating its impact on a text. Students engage in close reading of various texts, small group discussion, and various writing activities. Each activity is designed to build student understanding of word choice. For example, the "Connotation and Denotation Activities 1 and 2" worksheet directs students to classify the connotation of words as positive, negative, or neutral independently, they then re-write a paragraph replacing predetermined words to alter the mood of the text, and then they engage in a rubric-supported peer review to receive feedback about the effectiveness of their revision.</p> <p>Suggestions for improvement:</p>
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None at this time.

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:

- ✓ **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 clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).
- ✓ **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction.

A unit or longer lesson should:

- ✓ **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.

Reading text closely:

The driving focus of each reading assignment is teaching students the concept of diction. Students engage in multiple readings of most texts, annotate for examples of diction, and reflect on the impact of word choice through discussion and written responses. As an example, as students study "Eleven" they are asked to identify words they feel have importance in the text, record their understanding of the words, determine the effect the words have on the text, and evaluate their findings to determine the single word that has the biggest impact on the overall mood of the text. Students take their analysis and conclusions with them into a seminar discussion of "Eleven".

Text-based evidence:

Lesson plans for the central and supporting texts (as well as for Chunk 3 of the unit) usually ask students to determine the meaning of the text and routinely ask them to identify the impact of word choice. Regardless of the activity, students are frequently directed to reference the text to support their answers and conclusions. In "Protocol for Bridging Transition to Writing" document, students work in small groups to focus on an aspect of the text. Working together they re-read the text to annotate "key pieces of evidence (diction/words and phrases that lead to a particular tone) connected to that focus and the narrator's attitude" in order to determine the author's attitude about that particular aspect of the text. None of the lesson plans provides specific text-dependent questions for students to answer as they read. There are references to reading and discussing the meaning of various texts and teacher use of questioning, but no examples are provided. (The protocol for Chunk 3 group work includes "Teacher may choose to provide text-specific guiding questions for comprehension.") Small group debates, a Paideia seminar, whole class discussions, and peer interactions focusing on the structure and form of texts will facilitate rich and rigorous evidence-based discussions.

Writing from sources:

Students are provided with multiple opportunities to record their thinking in written form. The graphic organizer provided by the "Weigh the Words" worksheet guides students to record textual evidence and construct a short response indicating which word they feel has the strongest impact on the mood of "Eleven." The dialectical journal students complete as they read "Shooting an Elephant" allows students to select examples of diction, to identify the connotative and denotative meanings of the words, and to explain how the word choice contributes to the tone. In small groups for the Chunk 3 lesson plan, students collaboratively construct an essay by developing a thesis statement, topic sentences, and a conclusion with a focus on determining how an author uses diction to convey tone. The culminating activity is an explanatory essay with the prompt: "How does Orwell use diction to convey tone? After reading 'Shooting an Elephant,' write an essay in which you explain how Orwell's diction conveys the

narrator's complex attitudes toward his surroundings and predicaments, such as the natives, the British, authority figures, or the very act of shooting the elephant. What conclusions or implications regarding the narrator's attitude can you draw? Support your discussion with evidence from the text(s)."

Academic vocabulary:

The combined lesson plans focus on developing students' understanding of diction, mood, and tone. The unit introduction activities utilize a discovery approach to help students engage with the idea of word choice. Students are able to watch a video, create a book dust jacket, and consider pictures of women as they are introduced to the idea of how powerful words can be. Subsequent lessons direct students to identify important words, to determine their connotative and denotative meanings, and to explain their impact on the text. It is clear that academic vocabulary centers on diction, mood, and tone. There is no emphasis on other examples of academic vocabulary based on the purpose of this unit. The focus on academic vocabulary through direct instruction provides a strong foundation to the lesson, and the use of word lists serves to not only underscore an understanding of how language expresses tone and mood but also to expose students to a wider range of language and shades of meaning, as is the case in the flavors of a word example.

Increasing text complexity:

The sequence of texts and lessons is intentionally planned to support students with increasingly complex texts. Students move from whole group to small group to independent learning. According to the unit plan, the three supporting texts are intended to be taught in a specific order "as they build in complexity and lead directly into the mid-unit formative assessment in Section 2B." "Shooting an Elephant" is a text that would be challenging for most ninth grade students. The sequence of texts in the unit along with the instructional activities adequately prepares students to meet the challenge.

Building disciplinary knowledge:

The focus of the unit is student understanding of diction and how it contributes to tone and mood. This is disciplinary knowledge within English/Language Arts that is necessary for successful comprehension and analysis of fiction and non-fiction texts. Student activities and class discussions are centered on developing student mastery of diction. The seminar used for "Eleven" has the focus question "What word or phrase in the text is most important? Why?" To support students with answering the questions, students complete the "Weigh the Words" worksheet to have evidence of important words and their impact on the text. During the seminar, additional support questions include questions such as: 1. Look at the descriptive words (including synonyms) that are used for the sweater. Why do you think Cisneros chose to use those words? 2. What tone is conveyed through the repetition of the phrase "not mine"? 3. How do some words convey a childish tone? Students are repeatedly provided practice with identifying significant words and analyzing their impact.

Balance of texts:

The central text, supporting texts, and Chunk 3 texts provide students with a variety of fiction and non-fiction texts. As a support for the teacher using

	<p>this unit, an annotated text list is provided for the Chunk 3 lesson that gives the topic of the text and either its Lexile level or a difficulty level. Each has been selected to support student exploration of diction.</p> <p>Balance of writing:</p> <p>Students are provided multiple opportunities to write a variety of responses during the unit. Most assignments are designed to be formative, one-draft writing opportunities. Each is used to determine student understanding, and they are shared among peers for feedback and discussion. The lesson designer borrows from the LDC Module in Core Tools for mini-lessons to support students with writing the explanatory essay. The "Whole Class Write" lesson plan prepares students to write the essay by walking students through the planning process with one of the supporting texts.</p> <p>Suggestions for improvement:</p> <p>The one area for consideration is the use of text-dependent questions. Students are routinely asked to select words from the text to analyze for their impact. They are asked on a few occasions to explain the meaning of a text to demonstrate comprehension. However, there is no inclusion of specific, teacher-made text-dependent questions for students to use as they read and re-read texts in the unit. The use of this type of question could support comprehension which is an important skill set when exploring diction. Students need to comprehend the content of the text to understand tone and mood.</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. <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. ✓ Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> ✓ Include a progression of learning where concepts and skills advance and deepen over 	<p>Cultivates student interest and engagement:</p> <p>Students are offered numerous opportunities to interact with a variety of texts. They engage in conversation, read, reflect through writing, complete graphic organizers, and support each other through peer review. The unit introduction activities have the potential to foster interest in the topic for students. The YouTube video "To This Day Project" would appeal to visual and auditory learners and generate curiosity. The denotation vs. connotation PowerPoint that uses photos of cars to explore emotional response would connect with student's personal experiences and prior knowledge. Overall, the greatest strength of this series of lessons lies in the various instructional supports responding to varied student learning needs.</p> <p>Addresses instructional expectations:</p> <p>The format of the unit plan makes it extremely user-friendly. The opening pages clearly articulate the learning objectives so the teacher knows the standards, guiding questions, and skills and contents students will acquire. The integration of the hyperlinks for each student and teacher resource within the unit plan facilitates teacher use of each lesson plan. Each activity is linked to the unit's guiding objective and supports students' ability to be successful with the culminating essay assignment. The format prevents any questions about the instructional sequence or teacher and student activities.</p> <p>Provides all students multiple opportunities:</p>
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time (*may be more applicable across the year or several units*).

- ✓ Gradually remove supports, requiring students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- ✓ 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 (*may be more applicable across the year or several units*).
- ✓ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

All students have a common set of texts to read as well as a self-selected text during the Chunk 3 lesson plan. Within most of the lesson plans the developer has included ideas and resources to provide scaffolding for students. The close reading guide for "Those Winter Sundays" includes a link to an annotated version of the poem that provides analysis for pre-selected sections of the poem. This supports students who struggle with reading the poem as well as providing an example for student analysis. In the lesson plan for the dialectical journal, the teacher is directed to model the first few rows for students with a different text - this creates a guide for the students without swaying their own interpretation of "Shooting an Elephant".

Focuses on challenging sections of text(s):

Each text-based lesson focuses on an entire text; however, students do engage in a productive struggle as they learn what diction is and how it functions. The progression of lessons begins with a simple introduction to the impact of words before students first see and hear diction, tone, and mood. Students steadily develop their skill set as they work with a sample paragraph from "Of Mice and Men" and then begin the three supporting texts. For "Same Song" they learn how to identify an important word and its value in the text. In "Those Winter Sundays" they look for patterns among important words and discuss the meaning of the poem. In "Eleven" they complete the "Weigh the Words" activity which supports their participation in a seminar. They utilize these skills for the Chunk 3 lesson as they work in small groups to determine the impact of words and begin the essay writing process. This sequence ensures students are prepared for the explanatory essay assignment.

Integrates appropriate supports . . . for students who are ELL, have disabilities, or read well below:

The unit plan directs teachers to provide multiple modeling opportunities for writing about diction. In the dialectical journal assignment, the teacher models the first few rows to support student written response and reflection. In the "Bridging the Conversation" activity the teacher models his/her own thinking about an aspect of the story. In the lesson plan for Chunk 3 students are provided with sentence starters to support their analysis (ie. One pattern I see is _____ with words like _____). Many of the lesson plans include differentiation suggestions. For the dialectical journal assignment the teacher can re-shape the columns to allow for more space, create distinct spaces for the connotative and denotative meanings, simplify the question in column 4, and/or let students complete column 4 in small groups. For the Chunk 3 lesson, students can select the text they would like to analyze.

Provides extensions . . . for students who read well above:

The unit plan provides differentiation suggestions to increase the complexity of the learning tasks. In the lesson plan for "Same Song" one variation includes "After steps 1-4, give students a chance to discuss/explain their choices. Then, rather than narrowing the list and voting on a 'winner' for most important word, open up the discussion to patterns of diction, connotation, and meaning in the poem. Prompt students to discuss the meaning of the poem and HOW Pat Mora develops that meaning with her language." In the Chunk 3 lesson plan students can select a more challenging text. This lesson also provides the extension of

"Following small group discussions, student groups take turns presenting their analysis outlines to the rest of the class (document camera, interactive white board, poster, etc.). This activity will give the group an opportunity to receive feedback from their peers and to share out."

Include a progression of learning:

By the time students reach the culminating explanatory essay assignment, they have had multiple opportunities to hone their skill in identifying and explaining diction. They have engaged in textual analysis, small and whole group discussion, and written analysis and reflection.

Gradually remove supports:

The instructional sequence has been designed intentionally to support students in gaining independence with identifying and analyzing diction. The introductory activities provide a stress-free way to share the concept of word choice and impact with students before using the terminology of diction, tone, and mood. The teacher using the unit is encouraged to use the supporting texts in the stated order - "Same Song", "Those Winter Sundays", and "Eleven" - as the texts build in complexity. In the Chunk 3 lesson plan "In this portion of the unit, students will work in small groups to analyze a text for diction and tone, as a transition from the whole class activities in Chunks 1 and 2 to the individual work of the LDC Module in Chunk 4." In the Words Matter Pre-Module Formative Assessment and the Chunk 3 lesson plan, student practice the writing skills needed to complete the explanatory essay.

Provide for authentic learning:

Students are presented with several discovery learning opportunities throughout the unit. The introductory activities ask them to consider the emotional response created by words and images. This leads students to consider "why the words they chose are powerful or influential." In the introduction to tone and mood students are able to view a video to support their understanding of the concept. Throughout the lesson plans for the supporting texts, Chunk 3 texts, and central text, students are routinely identifying important words, locating textual support for their selections, and defending their opinions through dialogue and writing. The culminating explanatory essay provides the students an authentic opportunity to demonstrate their understanding of diction, tone, and mood as they access their learning and provide their original thinking. Each student's essay would display variations even with a common prompt based on the depth of understanding each student reaches.

Indicate how students are accountable for independent reading:

Students engage with all texts either as a whole group or with a small group. The unit plan does not indicate opportunities for independent reading. Students are able to select a text during the Chunk 3 lesson plan which supports student choice. However, there is still no explicit indication of when and how students engage with a text independently.

Use technology and media to deepen learning:

The unit plan provides a good combination of using technology to deliver a lesson and using technology for students to record their thinking. The introductory activities utilize PowerPoint slides and YouTube videos, which

	<p>would support visual and auditory learners. The lesson plan for "Those Winter Sundays" includes a link to the Teaching Channel for a model of the lesson as well as a link to an annotated version of the poem which would support struggling readers. During the peer revision process, self-reflective comments "can be done using Microsoft Word comments, Google Drive comments, or physical Post-IT notes, depending on the available technology". The extension activity for the Chunk 3 lesson encourages the teacher to use a document camera or interactive white board to capture student writing.</p> <p>Suggestions for improvement:</p> <p>Two recommendations would be suggested to support the unit's overall impact. It would be helpful to have a time line for the unit. A couple of the lesson plans indicate a suggested time for completing an activity [For example, in the Whole Class Writing lesson plan we are told "This 'Whole Class Write' is meant to be done over the course of 2 periods (90-120 minutes total)]." However, there is no explicit guideline for how many days the entire unit needs for successful completion. Having an idea of the pacing would be especially helpful for a new teacher. Also, there are two text examples included that could be sensitive in nature for young readers. The introductory PowerPoint includes a picture of Patrick Swayze dressed as a woman, and the accompanying teacher's guide includes the important note "If you use the Patrick Swayze drag queen image on slide 8, please be prepared to handle any potentially sensitive conversations that arise about gender expression, sexual orientation, etc. Be alert to student 'jokes' that could offend other students in the room." Additionally, the PowerPoint that introduces tone and mood includes an excerpt from "Of Mice and Men" that has a heavy use of profanity. There are many powerful examples of diction in this novel that do not include profanity. With the picture and paragraph, it would be best to find alternative examples that would not be upsetting and distracting for young readers.</p>
<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. ✓ 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>Elicits direct, observable evidence:</p> <p>Students are provided small group and independent opportunities to demonstrate their understanding of diction, tone, and mood. These range from in-class worksheet activities to informal constructed responses to the explanatory essay. A particularly effective assessment tool included in the unit is the seminar for "Eleven". Students are prepped for the seminar with the Weigh the Words activity, and, as they prepare, they are told "Our main purpose for discussing this text is to better understand the power of words and the impact words can have on one person's life. During the discussion, I want you to focus on the details in this text." During the seminar students are encouraged to agree and disagree with their peers by providing support from the text.</p> <p>Assesses student proficiency:</p> <p>Students have a variety of tasks that allow them to demonstrate their understanding and level of mastery. Several of the tasks include suggestions for differentiation so struggling readers can also be successful. Whether through note-taking and annotating, written reflection, or conversation, all students have some type of option that will meet their</p>
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learning style needs. For example, in the lesson plan for "Same Song", a variation in the lesson sequence is a small group debate (to support struggling students) that has the teacher divide students "into small groups based on their choice to brainstorm reasons why their word is the most important and why the other two choices aren't." This allows all students the chance to share their ideas in a less threatening environment while learning from their peers.

Includes aligned rubrics or assessment guidelines:

Many of the lesson plans include opportunities for self and peer-assessment using guiding questions or a rubric. When students write a paragraph for the Connotation and Denotation Activities worksheet, they are provided a 4 point rubric to guide their writing. At the end of the "Eleven" seminar, students engage in an assessment of their individual participation as well as an assessment of the class's participation using a set of guiding questions (i.e. Ask students to reflect on their success in meeting their personal goals and briefly describe in writing to students to also note why they performed as they did.). When students complete the pre-module formative assessment, they are provided with a 4 point holistic writing rubric. The explanatory essay is rated using the LDC explanatory essay rubric. A link to the rubric is provided in the unit plan. The inclusion of clearly articulated rubrics aligned to the intended learning targets provides excellent guidelines for evaluating student progress in meeting the standards.

Use varied modes of assessment:

The unit plan begins with a pre-assessment multiple choice quiz for diction. Students practice for the explanatory essay by responding to a version of the final prompt that includes one of the supporting texts. The teacher's guide explains "Although this assignment is meant to generate a single draft that will not be revised, it should not merely be collected, scored, and entered as a data point. Teachers should analyze student work and look for patterns of strengths and weaknesses that will help inform how you teach the LDC module." Students write a paragraph to explain their thinking for the Weigh the Word activity. When students work together in small groups, they are expected to share their work with the whole class for feedback. For example, in the Bridging the Conversation lesson plan "Each group is then responsible for reporting out their findings and implications drawn to the whole class." Also, in the Chunk 3 lesson plan, "Following small group discussions, student groups take turns presenting their analysis outlines to the rest of the class (document camera, interactive white board, poster, etc.). This activity will give the group an opportunity to receive feedback from their peers and to share out." The unit concludes with an explanatory essay designed to determine student mastery with the concept of diction: "How does Orwell use diction to convey tone? After reading 'Shooting an Elephant,' write an essay in which you explain how Orwell's diction conveys the narrator's complex attitude toward his surroundings and predicaments, such as the natives, the British, authority figures, or the very act of shooting the elephant. What conclusions or implications can you draw? Support your explanation with evidence from the text. "

Suggestions for improvement:

The unit begins with a pre-assessment diction quiz, but there is no explicit instruction for how and when to use the results of this quiz. Will students

	receive the results of the quiz? If so, how does this integrate with the introduction activities that approach diction without naming it?
Rating: 3 – Meets most to all of the criteria in the dimension	

Summary Comments

The unit plan is truly a model for developing a solid instructional sequence to support student learning. Used as an introductory unit, students would be equipped with the necessary skill set to encounter a variety of texts throughout the course. The lesson plans follow a logical order that builds in complexity and provides scaffolding for students of all ability levels. The use of small group work is a key success as students are able to engage with a new concept in a non-threatening collaborative environment. They are able to encounter diction and learn from each other. Students reading above and below grade level have numerous opportunities for differentiation to meet their needs. The unit provides a wide variety of assessment opportunities to assess student learning and adjust instruction. The format of the unit plan contributes to its effectiveness as any teacher from novice to veteran would be able to easily access the lesson plans and resources. The unit as a whole works well to support student capacity to become independent learners.

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.