

Unit Title:		Grade				Evidence
I. Aligns with the letter and spirit of the CCRS		3	2	1	0	
1	Targets a set of grade-level ELA/Literacy CCRS for teaching and learning.					
2	Includes a clear and explicit purpose for instruction.					
3	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 CCRS grade-level exemplars in Appendices A & B).					
4	Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.					
5	Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.					
6	(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.					
Score and Rationale for Element I:						

II. Key Shifts in the CCR Standards		3	2	1	0	Evidence
7	Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction					
8	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).					
9	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). instruction					
10	Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.					
11	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.					
12	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.					
13	Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCRS (p. 5).					

14	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					
Score and Rationale for Element II:						

III. Instructional Supports		3	2	1	0	Evidence
15	Cultivates student interest and engagement in reading, writing and speaking about texts.					
16	Addresses instructional expectations and is easy to understand and use					
17	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.					
18	Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.					
19	Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.					
20	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.					
21	Provides extensions and/or more advanced text for students who read well above the grade level text band.					

22	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>).					
23	Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).					
24	Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.					
25	Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.					
26	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>).					
27	Use technology and media to deepen learning and draw attention to evidence and texts as appropriate					

Score and Rationale for Element III:

IV. Assessment		3	2	1	0	Evidence
28	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills</i></p> <p>. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCRS standards with appropriately complex text(s).</p>					
29	Assesses student proficiency using methods that are unbiased and accessible to all students.					
30	Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.					
31	Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures					
Score and Rationale for Element IV:						

Element I	Element II	Element III	Element IV	Final Score

Key to Scoring:**Element I:**

3 = Meets most to all of the criteria in the element.

2 = Meets many of the criteria in the element.

1 = Meets some of the criteria in the element.

0 = Does not meet the criteria in the element.

Element II, III, IV:

3 = Exemplifies MS CCRS Quality – Meets the standard described by criteria in the element, as explained in criterion based observations.

2 = Approaching MS CCRS Quality – Meets many criteria but will benefit from revision in others, as suggested.

1 = Developing MS CCRS Quality – Needs significant revision, as suggested in criterion based observations.

0 = Not representing MS CCRS Quality – Does not address the criteria in the element.

Overall Rating for the Lesson/Unit:

E = Exemplar - Aligned and meets most or all of the criteria in the element I, II, III, and IV (Points = 11 or 12).

E/I = Exemplar if Improved – Aligned and needs some improvement in one or more elements (Points = 8 – 10).

R = Revision Needed - Aligned partially and approaches the quality standard in some elements and needs significant revision in others (Points = 4-7).

N = Not Representing CCRS Quality – Not aligned and does not address criteria (Points = <4).