

Unit Title		Grade:				
I. Alignment to the Depth of the MS CCRS		3	2	1	0	Evidence
1	Targets a set of K-2 ELA/Literacy CCRS for teaching and learning.					
2	Includes a clear and explicit purpose for instruction.					
3	Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCRS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.					
4	Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.					
5	Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).					
6	Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader).					
7	Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.					
8	Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.					
Score and Rationale for Element I:						

II. Key Shifts in the CCR Standards		3	2	1	0	Evidence
⁹	Reading Text Closely: Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.					
¹⁰	Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).					
¹¹	Academic Vocabulary: Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction					
¹²	Grade-Level Reading: Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.					
¹³	Balance of Texts: Focus instruction equally on literary and informational texts as stipulated in the CCRS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>). Balance of Writing: Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration					
Score and Rationale for Element II:						

III. Instructional Supports		3	2	1	0	Evidence
14	Cultivates student interest and engagement in reading, writing and speaking about texts.					
15	Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.					
16	Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition					
17	Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text.					
18	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.					
19	Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.					
20	Provides extensions and/or more advanced text for students who read or write above grade level					

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21	Include a progression of learning where concepts, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>).					
22	Gradually remove supports, allowing students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).					
23	Provide for authentic learning, application of literacy skills and/or student-directed inquiry.					
24	Indicate how students are accountable for independent engaged 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>).					
25	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
26	Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCRS (e.g., reading, writing, speaking and listening and/or language).					
27	Assesses student proficiency using methods that are unbiased and accessible to all students.					
28	Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards.					
29	<i>A unit or longer lesson should:</i> 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 dimension.

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 (Total = 11-12 Points).

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

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

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