

Tri-State Quality Review Rubric for Mathematics Lessons & Units – Version 2.0

Grade: **Mathematics Lesson/Unit Title:**

Overall Rating:

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focuses teaching and learning on a targeted set of grade level content mathematics standard(s) at the level of rigor in the CCSS. ** <input type="checkbox"/> Identifies, addresses, and integrates into the lesson/unit the relevant Standards for Mathematical Practice. ** <input type="checkbox"/> Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. 	<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus: Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. ** <input type="checkbox"/> Coherence: Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. <input type="checkbox"/> Rigor: Requires students to engage with and demonstrate challenging mathematics. <input type="checkbox"/> Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. <input type="checkbox"/> Deep Understanding: Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ** <input type="checkbox"/> Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline. ** <input type="checkbox"/> Engages students through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking. <p>Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports diverse cultural and linguistic backgrounds, interests, and styles. <input type="checkbox"/> Provides extra supports for students working below grade level. <input type="checkbox"/> Provides extensions for students with high interest or working above grade level. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Recommend and facilitate a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, etc. <input type="checkbox"/> Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. <input type="checkbox"/> Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. <input type="checkbox"/> Expect, support, and provide guidelines for fluency with core calculations and mathematical procedures to be performed quickly and accurately. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.** <input type="checkbox"/> Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.** <input type="checkbox"/> Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. ** <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.
<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>	<p align="center">Rating: 3 2 1 0</p>

Rating Scale for Each Dimension:

- 3: Meets all “must have” criteria (**) and most of the other criteria in the dimension.
- 2: Meets many of the “must have” criteria and many of the other 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 Lesson/Unit - meets all the “must have” criteria (**) and most of the other criteria in all four dimensions (mainly 3’s).
- E/I: Exemplar if Improved - needs some improvement in one or more dimensions (mainly 3’s and 2’s).
- R: Needs Revision - is a “work in progress” and requires significant revision in one or more dimensions (mainly 2’s and 1’s).
- N: Not Recommended - does not meet the criteria in the dimensions (mainly 1’s and 0’s).

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Reviewer's Observations, Comments, and Suggestions:

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
Observations and Comments:	Observations and Comments:	Observations and Comments:	Observations and Comments:
Recommendations for Improvement:	Recommendations for Improvement:	Recommendations for Improvement:	Recommendations for Improvement:
SUMMARY COMMENTS:			