

**Tri-State Quality Review Rubric for Mathematics Lessons & Units – Version 4**

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

**Overall Rating:**

<b>I. Alignment to the Rigor of the CCSS</b>	<b>II. Key Areas of Focus in the CCSS</b>	<b>III. Instructional Supports</b>	<b>IV. Assessment</b>
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <li>o Targets a set of grade level mathematics standard(s) at the level of rigor in the CCSS for teaching and learning. **</li> <li>o Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.**</li> <li>o Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.</li> </ul>	<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none"> <li>o <b>Focus:</b> Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. **</li> <li>o <b>Coherence:</b> Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions.</li> </ul> <p><b>Rigor:</b> Requires students to engage with and demonstrate challenging mathematics in the following ways:</p> <ul style="list-style-type: none"> <li>o <b>Application:</b> 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.</li> <li>o <b>Conceptual Understanding:</b> Requires students to demonstrate conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding.</li> <li>o <b>Procedural Skill and Fluency:</b> Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</li> </ul>	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <li>o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. **</li> <li>o 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. **</li> <li>o Engages students in productive struggle through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking.</li> <li>o Addresses instructional expectations and is easy to understand and use.</li> </ul> <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"> <li>o Supports diverse cultural and linguistic backgrounds, interests, and styles.</li> <li>o Provides extra supports for students working below grade level.</li> <li>o Provides extensions for students with high interest or working above grade level.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>o Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations, (including models) using a range of questions, checking for understanding, flexible grouping, pair-share, etc.</li> <li>o Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.</li> <li>o Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.</li> <li>o Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</li> </ul>	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <li>o Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.**</li> <li>o Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.**</li> <li>o Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. **</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>o Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.</li> </ul>
<b>Rating: 3 2 1 0</b>	<b>Rating: 3 2 1 0</b>	<b>Rating: 3 2 1 0</b>	<b>Rating: 3 2 1 0</b>

**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).
- N/R: Not ready to review – use rubric to revise and organize lesson/unit then resubmit for a quality review.