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

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

I. Alignment to the Rigor of the CCSS	I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	II. Key Areas of Focus in the CCSS
The lesson/unit aligns with the letter and spirit of the CCSS: ❒ Targets a set of grade level mathematics standard(s) at the level of rigor in the CCSS for teaching and learning. ** ❒ 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.** ❒ Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.	**Observations and Comments:** **Suggestions for Improvement:**	*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:* ❒ **Focus:** Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards. ** ❒ **Coherence:** Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. **Rigor:** Requires students to engage with and demonstrate challenging mathematics in the following ways: ❒ **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. ❒ **Conceptual Understanding:** Requires students to demonstrate conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding. ❒ **Procedural Skill and Fluency:** 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.	**Observations and Comments:** **Suggestions for Improvement:**
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

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.

Quality Rubric created by the Tri-State Collaborative (Massachusetts, New York, Rhode Island) – facilitated by Achieve 5/17/2012. No changes to this rubric will be considered by the Tri-State Collaborative until after September 3, 2012. A state may use this rubric as is. If a state chooses to modify, it must attribute this work to the Tri-State Collaborative.

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

III. Instructional Supports	III. Instructional Supports	IV. Assessment	IV. Assessment
The lesson/unit is responsive to varied student learning needs: ❒ Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. ** ❒ 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. ** ❒ Engages students in productive struggle through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking. ❒ Addresses instructional expectations and is easy to understand and use. Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners. ❒ Supports diverse cultural and linguistic backgrounds, interests, and styles. ❒ Provides extra supports for students working below grade level. ❒ Provides extensions for students with high interest or working above grade level. *A unit or longer lesson should:* ❒ 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. ❒ Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. ❒ Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. ❒ 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.	**Observations and Comments:** **Suggestions for Improvement:**	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* ❒ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.** ❒ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.** ❒ Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. ** *A unit or longer lesson should:* ❒ Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.	**Observations and Comments:** **Suggestions for Improvement:**
Rating: 3 2 1 0	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**	**Rating: 3 2 1 0**

Summary Comments:

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.
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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).
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