ELA Lesson Plan Review – Rubric Annotations for ELA Pilot

We'll use the guidance below to evaluate ELA LPs on P-3 this summer.

In some instances (particularly regarding strands 1 and 2 of P-3), strand language has been modified from the traditional TAL rubric in order to reflect our new vision for daily lesson planning in ELA. In other instances (strands 1 and 4 of P-1, and strand 3 of P-3), strands remain identical to those in the traditional TAL rubric, though the interpretation guide for the strand might have been modified in order to make the expectations for an ELA lesson plan at a given proficiency level clear.

P-1: CREATE OR OBTAIN ASSESSMENTS…

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency
P-1 Create or obtain standards-aligned diagnostic, formative, and summative assessments (with tracking and grading systems) to determine where students are against big goals	Shows a lack of attempt or action	*In action…* Demonstrates attempt to create or obtain standards-aligned diagnostic, formative, OR summative assessments (with tracking and grading systems) to determine where students are against big goals. *For example, a teacher might measure student proficiency in a way that doesn't reflect what readers must actually do (i.e., ask students to list the steps of the process for using setting to deduce mood).* *In reflection…* Accurately explains the criteria to consider when creating or obtaining diagnostics and assessments, as well as how they are used to determine student progress toward big goals Explains in a compelling way why it is important to utilize diagnostics and assessments		
			STRAND 1: The alignment of assessments with learning goals, and the degree to which assessments are scaffolded.	
			• Creates or obtains diagnostics that assess students' readiness, as well as formative (including lesson assessments) and summative assessments that measure each learning goal taught. Assessments contain no questions unrelated to the learning goals taught.	•Creates or obtains diagnostics that assess the extent of readiness of most students, as well as formative assessments (including lesson assessments) that, when appropriate, scaffold questions to discern extent of mastery of each learning goal taught and summative assessments that measure mastery of each learning goal taught. Assessments do not contain any items unrelated to the learning goals taught.
			Teacher may use diagnostic and formative assessments that technically assess learning goals but the assessments reveal only yes or no information about mastery, without revealing where student understanding breaks down. For example, a teacher might provide students with an open-ended focus question without lower-level questions assessing students' familiarity with the literary terms/ strategies embedded in the objective.	*Not only are assessments aligned with learning goals in their content, but they are also designed to reflect the priority of knowledge and skills in the learning goals. For example, a teacher provides students with an open-ended focus question as well as with lower-level questions assessing students' familiarity with the literary terms/ strategies embedded in the objective.*
			STRAND 4: The quality, reliability and efficiency of the grading systems.	
			• Grading systems provide an accurate picture of student performance against goals to guide future planning, and the teacher can accurately articulate a vision of student mastery	• Grading systems efficiently provide a detailed, increasingly reliable picture of student performance against goals to guide future planning, and the teacher can accurately articulate what explicit degrees of student mastery look like on items
			The grading system is clear and specific enough so that teacher can	*Because the teacher understands what different degrees of*

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency
			consistently evaluate each student's level of proficiency using the same scale but may not reflect students' progress on individual learning goals. Teacher may be able to discern between mastery and lack of mastery but may not have in mind clearly defined levels of proficiency.	*student mastery look like (as informed by anchor papers, rubrics for individual assessment items, etc.), teacher's grading system includes more specific degrees of mastery (showing, for example, progress on individual objectives and strands of learning) that distinguish how students perform on a particular objective. For example, the teacher can group student responses to the focus question into three buckets in order to discern the extent to which students have met the daily objective(s).*

Teacher Action	Pre-Novice	Novice	Beginning Proficiency	Advanced Proficiency
P-3 Create rigorous, objective-driven lesson plans so that students who completed class activities will have mastered the objective and made progress toward the big goal	Shows a lack of attempt or action	*In action…* Demonstrates attempt to create rigorous, objective-driven lesson plans Explains in a compelling way why it is important to align the lesson to both the objective and the lesson cycle	**STRAND 1: Content: the quality of key points and the degree of alignment among the lesson, objective, lesson assessment, and the text.**	
			• Key points are accurately and appropriately derived from the objective. Components of the lesson generally align to the objective, to the key points, to the way that students will be asked to demonstrate mastery, and to the text.	• Key points are accurately and appropriately derived from the objective. All components of the lesson align to the objective, to the key points, to the way that students will be asked to demonstrate mastery, and to the text.

			Teacher has accurately and appropriately derived from the objective the discrete knowledge, skills, and mindsets that will lead to students to reach the objective and understand the text. Some (but not all) components of the lesson plan further student comprehension of the text and connect to the lesson objective, to one another, and to the lesson and culminating assessments.
			
			For an LP to be BP in this strand, the following must be true (in addition to key points being accurate and appropriate):
			- Pre-reading generally furthers general comprehension of the text/ ability to meet the objective:
			   - *The prior knowledge that is activated and the background that is built focus on most of the important aspects of the text critical for comprehending the text or meeting the objective.*
			   - *The vocabulary term(s) selected will aid students in comprehending the text or meeting the objective, though there might be more critical words.*
			   - *The key points derived and present in the vision-setting portion of the LP template are all introduced.*
			
			- During-reading furthers general comprehension of the text/ ability to meet the objective:
			   - *The plan focuses on aspects of the text that lead students to the key takeaways related to basic comprehension and the daily objective they must develop in order to understand the text and reach the objective.*
			   - *The plan may not consistently focus on aspects of the text that lead students to takeaways that prime them for future days' instruction.*
			
			- Post-reading generally furthers general comprehension of the text/ ability to meet the objective:
			   - *The ideas or portions of text to which it draws students' attention are critical to ensure basic comprehension or that students are successful on the daily assessment (and thus meet the objective), though it may not include all critical points.*
				Teacher has accurately and appropriately derived from the objective the discrete knowledge, skills, and mindsets that will lead students to reach the objective and understand the text. Each individual component of the lesson plan further student comprehension of the text connects to all other components of the lesson, to the lesson objective, and to the lesson and culminating assessments.
				
				For an LP to be AP in this strand, the following must be true (in addition to the key points being accurate and appropriate):
				- Pre-reading will further general comprehension of the text/ ability to meet the objective:
				   - *The prior knowledge that is activated and the background that is built focus on the aspects of the text most critical for comprehending the text or meeting the objective. This element is not present when unnecessary.*
				   - *The vocabulary term(s) selected are most critical for comprehending the text or meeting the objective. This element is not present when unnecessary.*
				   - *The key points derived and present in the vision-setting portion of the LP template are all introduced.*
				
				- During-reading furthers general comprehension of the text/ ability to meet the objective:
				   - *The plan focuses on aspects of the text that lead students to the key takeaways (related to basic comprehension, the daily objective, future days' objectives, or all three) they must develop in order to understand the text and reach the objective.*
				
				- Post-reading furthers general comprehension of the text/ ability to meet the objective:
				   - *The ideas or portions of text to which it draws students' attention are most critical to ensure basic comprehension or that students are successful on the daily assessment (and thus meet the objective).*

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			STRAND 2: Methods used to accomplish the lesson's goal.	
			• Designs activities that technically align with the steps of the lesson cycle.	• Designs activities that align with and accomplish the purpose behind the steps of the lesson cycle.
			The components of the lesson are apparent, but some of those steps may not be designed well enough to serve their purpose.	*Each step of the lesson plan is well designed and will meet its purpose if implemented well.*
			For instance, each item is true: *In pre-reading (for the elements that must be present, given student skill and the text):* - *Activating prior knowledge and building background conveys necessary information while involving students (even if there are more engaging methods that the CM might have chosen).* - *Vocabulary instruction is likely to support comprehension during the lesson, but might not lead students to retain and integrate the word into their working vocabularies.* - *Explicit introduction of key points conveys necessary information while involving students (even if there are more engaging methods that the CM might have chosen).*	*For instance, each item is true:* *In pre-reading (for the elements that must be present, given student skill level and the text):* - *Activating prior knowledge and building background conveys necessary information, while being likely to maintain student involvement.* - *Vocabulary instruction is likely to lead students to retain and integrate the word into their working vocabularies.* - *Explicit introduction of key points conveys necessary information, while being likely to maintain student involvement.*
			- In during-reading: - *The level of support the teacher provides at various points in the lesson is logical and likely to lead students to understand the text and reach the objective. However, support might not consistently build towards increasing independence, gradually release responsibility, or consider students' previous familiarity with the knowledge and skills and the text difficulty.* - *Students occasionally track their thinking as they read.* - *The lesson contains opportunities for students to hear fluent reading modeled and to build fluency themselves.*	*- In during-reading:* - *The support the teacher provides at various points in the lesson is logical and likely to lead students to understand the text and reach the objective with increasing independence, given gradual release of responsibility, students' previous familiarity with the knowledge and skills, and the text difficulty.* - *Students are actively and consistently tracking their thinking.* - *The lesson contains opportunities for students to hear fluent reading modeled and to build fluency themselves.*
			- In post-reading: - *The method chosen allows students to synthesize/ extend their understanding/learning from the text, reflect on its meaning, and make connections (even if there are more engaging methods that the CM might have chosen).*	*- In post-reading:* - *The method chosen allows students to synthesize/ extend their understanding/learning from the text, reflect on its meaning, and make connections, while being likely to maintain student involvement.*
			STRAND 3: The effectiveness and adaptability of lesson pacing.	
			• Designs lessons that can be completed in time available.	• Designs lessons so that timing supports learning.
			Given the students' age, students' prior knowledge, and the content, the entire lesson can be completed (and all materials were planned for and available), but individual parts of the lesson may take more or less time than teacher plans.	*Teacher's step-by-step timing is reasonable and optimizes time for instructional activities that lead to student mastery while simultaneously maintaining active progress toward the goals.*