Grade Level reviewed:

**Directions: Using your Evaluation Rubric, indicate the criteria evidenced in the curriculum.**

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| **I. Alignment to MCCRS**  (Check ☑ all that apply.) | **II. Key Areas of Focus/Shift in MCCRS**  (Check ☑ all that apply.) | **III. Instructional Supports**  (Check ☑ all that apply.) | **IV. Assessment/Measurability**  (Check ☑ all that apply.) |
| **Measurable Alignment:** Lessons include a clear and specific purpose between MCCRS and the behavioral (measurable) objective. | **Text-based evidence**: Lessons facilitate oral and written responses grounded in textual evidence and driven by higher-order thinking skills. | **Equal Access to Text:** Lessons provide all students with multiple opportunities to engage with text of appropriate complexity for the grade level. | **Valid Measures**: Lessons elicit observable evidence of the degree to which a student can independently demonstrate mastery of the standards with appropriately complex text. |
| **Text Complexity:** Lessons consistently provide opportunities to read both literary and informational texts in the text complexity grade band, which include a mix of short and full selections. | **Writing from sources:** Lessons suggests that students routinely draw evidence from texts in writing to analyze, create, or argue. | **Close Reading Techniques:** Lessons focus on challenging sections of text(s) and engage students in productive struggle through academic discussion and text-dependent questioning techniques that build toward independence and proficiency. | **Success Criteria**: Lessons include aligned rubrics and/or assessment guidelines sufficient for interpreting performance. |
| **Vocabulary Acquisition:** Lessons provide strategies for vocabulary acquisition. | **Academic vocabulary:** Lessons focus on building students’ vocabulary through instruction and context. | **Evidence of Differentiation:** Considerations are made for students with disabilities, English learners, and students who are performing at or below grade level. | **Accommodations and Accessibility:** Assessments are appropriate for all students. |
| **Variety of Texts:** There is a range of materials, both print and digital, which feature diverse cultures, represent high quality, and are appropriate in topic and theme for the grade level. | **Balance of Informational to Literary text:** In 3-5, there is a 50/50 balance of informational and literary texts; there is a 70/30 balance of informational and literary texts in grades 6-12. | **Extensions are Appropriate:** Lessons provide extensions for students who read above grade level. | **Reliable Measures:** Assessments, whether formal or informal, are designed to provide multiple opportunities for students to demonstrate their proficiency. |

**Directions: Using the criteria evidenced above and your Evaluation Rubric notes, provide a synthesis of the strengths and challenges in the curriculum. Be sure to cite specific objective examples for each of the criteria.**

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| **I. Alignment to MCCRS** | **II. Key Areas of Focus/Shift in MCCRS** | **III. Instructional Supports** | **IV. Assessment/Measurability** |
| **Synthesis of Strengths and Challenges/Concerns** | **Synthesis of Strengths and Challenges/Concerns** | **Synthesis of Strengths and Challenges/Concerns** | **Synthesis of Strengths and Challenges/Concerns** |
| *Select an overall rating for all lessons evaluated for the grade level.*  **4**-Meets almost all or all of the criteria with strong connections between standards and lessons. **3**- Meets most of the criteria with strong connections between standards and lessons.  **2**- Meets some of the criteria, but connection between standards and lessons are questionable.  **1**- Meets few of the criteria and connections between standards and lessons are weak or vague.  **0-** Does not meet the criteria. | *Select an overall rating for all lessons evaluated for the grade level.*  **4**-Meets almost all or all of the criteria with strong connections between standards and lessons. **3**- Meets most of the criteria with strong connections between standards and lessons.  **2**- Meets some of the criteria, but connection between standards and lessons are questionable.  **1-** Meets few of the criteria and connections between standards and lessons are weak or vague.  **0**- Does not meet the criteria. | *Select an overall rating for all lessons evaluated for the grade level.*  **4**-Meets almost all or all of the criteria with strong connections between standards and lessons. **3**- Meets most of the criteria with strong connections between standards and lessons.  **2**- Meets some of the criteria, but connection between standards and lessons are questionable.  **1**- Meets few of the criteria and connections between standards and lessons are weak or vague.  **0**- Does not meet the criteria. | *Select an overall rating for all lessons evaluated for the grade level.*  **4**-Meets almost all or all of the criteria with strong connections between standards and lessons. **3**- Meets most of the criteria with strong connections between standards and lessons.  **2**- Meets some of the criteria, but connection between standards and lessons are questionable.  **1**- Meets few of the criteria and connections between standards and lessons are weak or vague.  **0**- Does not meet the criteria. |

**Directions: Synthesizing all of the information you have collected throughout the evaluation process, list key recommendations impacting teaching and learning to be shared with the school system.**

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| **I. Recommendations for Aligning to MCCRS** | 1. **II. Recommendations for Demonstrating Evidence of Key Shifts** | 1. **III. Recommendations for Providing Instructional Supports for ALL** | **IV. Recommendations for Developing Appropriate Assessments** |
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This tool has been adapted by MSDE from the Quality Rubric created by the Tri-State Collaborative (Massachusetts, New York, Rhode Island) – facilitated by Achieve.