Grade Band reviewed:

**Directions: Using the 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 includes a clear and specific purpose between MCCRS and the behavioral (measurable) objective. | [ ] **Text-based evidence**: Lessons facilitate rich text-based discussions and responses driven by thought-provoking questions about common texts (including read alouds and other media). | [ ] **Equal Access to Text:** Lessons provide all students with multiple opportunities to engage with text (including read alouds) of appropriate complexity for the grade level. | [ ] **Valid Measures**: Lessons elicit observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy.  |
| [ ] **Text Complexity:** Lessons include engaging with texts that align with the requirements in the standards and are of sufficient scope for the purpose. | [ ] **Writing from sources:** Lessons provide opportunities for students to routinely draw evidence from texts and present ideas and information through writing and/or drawing and speaking. | [ ] **Close Reading Techniques:** Lessons make reading texts closely (including read alouds) a central focus of instruction and includes opportunities for students to ask and answer text-dependent questions. | [ ] **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 explicitly building students’ vocabulary and concepts of syntax. | [ ] **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 K-2, there is a 50/50 balance of informational and literary texts. | [ ] **Extensions are Appropriate:** Provides 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. |
| [ ] **Foundational Skills:** Lessons include explicit development of foundational literacy skills (concepts of print, phonological awareness, phonics and word recognition, and fluency). |  |  |  |

**Directions: Using the criteria evidenced above and the 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 collected throughout the evaluation process, list key recommendations for the grade band 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.