

Tri-State Quality Review Rubric for Lessons & Units: Mathematics – Version 4.2

I. Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none"> • 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. <p>Rigor: Requires students to engage with and demonstrate challenging mathematics in the following ways:</p> <ul style="list-style-type: none"> • 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. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> • 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. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> • 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. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> • 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. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> • Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>