## Lesson Analysis and Modification Tool: Tri-State Quality Review Rubric for Mathematics Lessons & Units – Version 2.0

**Quality Rubric created by the Tri-State Collaborative (Massachusetts, New York, Rhode Island) – facilitated by Achieve with consultation from Student Achievement Partners 4/12/2012**

### I. Alignment to the Rigor of the CCSS-M

The lesson/unit aligns with the letter and spirit of the CCSS-M:
- Focuses teaching and learning on a targeted set of grade-level content mathematics standard(s) at the level of rigor in the CCSS. **
- Identifies, addresses, and integrates into the lesson/unit the relevant Standards for Mathematical Practice. **
- Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS-M.

### II. Key Areas of Focus in the CCSS-M

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS-M:
- **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.
- **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.
- **Deep Understanding**: Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding.

### III. Instructional Supports

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 through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking.

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, including such strategies as modeling, 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.
- Expect, support, and provide guidelines for fluency with core calculations and mathematical procedures to be performed quickly and accurately.

### IV. Assessment

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-M.
- 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.

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**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.

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**Overall Rating:**
- 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).

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Reviewer's Observations, Comments, and Suggestions:

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SUMMARY COMMENTS: