



KYSU Lesson Bank Unit Review Rubric for RLA/Science/Social Studies Lessons

Rating Scale:

- 3- Meets most-to-all of the criteria listed for the section
- 2- Partially meets the criteria listed for the section
- 1–Meets few-to-none of the criteria listed for the section

KYSU’s goal is to include lessons/units in the KYSU Lesson Bank which score a 3.

Section 1 – Alignment with CCR Standards	Rating
Lesson Heading <ul style="list-style-type: none"> • Lesson title describes the lesson topic. • If the lesson is part of a unit, its placement in the unit is given. • NRS Levels and Content Area align to the lesson content. • Timeframe for lesson is appropriate. 	3 2 1
CCR Standards <ul style="list-style-type: none"> • CCR anchor and level-specific standards are stated in their entirety. • Lesson targets, to full depth, the content and cognitive demand of the identified standard(s). • Lesson integrates supporting standards from related content areas, e.g., other ELA strands, science, social studies or mathematics. 	3 2 1
Employability Standards <ul style="list-style-type: none"> • Employability standard(s) are stated in their entirety. • Lesson activities incorporate the soft skills in the indicated standard(s). 	3 2 1
Text(s) Used <ul style="list-style-type: none"> • The text(s) utilized for the lesson is identified. 	3 2 1
Key Advances (Shifts) Lesson utilizes all three shift(s). <ul style="list-style-type: none"> • Complexity: Lesson exposes students to appropriately complex texts with a focus on building students’ academic vocabulary in context. Quantitative rating is identified, and qualitative features of the text are analyzed and described appropriately. • Evidence: Lesson encourages rich, evidence-based discussion and writing about common texts through text-dependent questions. An appropriate explanation is given of how the qualitative analysis of the text is used to guide the text-based questions and writing prompts. • Knowledge: Lesson provides students with opportunities to build knowledge about a topic through analysis of discipline-specific texts. Content areas or topics for which the text is used to build knowledge are stated appropriately. 	3 2 1

Section 2 – Lesson Preparation	Rating
<p>Additional Materials</p> <ul style="list-style-type: none"> Selected texts are of sufficient quality and scope for the stated purpose; e.g., similar to levels presented in the CCSS exemplars in Appendix B. The stated materials, in addition to texts, are sufficient for this lesson to be successful. 	3 2 1
<p>Key Vocabulary</p> <ul style="list-style-type: none"> The stated vocabulary focuses on building the academic language needed by students to meet the objective. Lesson describes how student mastery of the vocabulary will be assessed. 	3 2 1
<p>Use of Technology</p> <ul style="list-style-type: none"> Lesson includes an explanation of how technology will be incorporated to address the content of the chosen standard(s) and, as appropriate, describes how technology will be used to differentiate instruction. 	3 2 1
<p>Lesson Purpose</p> <ul style="list-style-type: none"> Lesson purpose aligns with the chosen standard(s) and is clearly and explicitly stated. 	3 2 1
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> Lesson objective(s) is specific, measurable, attainable, reasonable and timely. Objective(s) states the key concepts and skills needed by students to eventually master the chosen standard(s). 	3 2 1
<p>Student Target</p> <ul style="list-style-type: none"> The lesson objective is communicated to the student in friendly language, enabling the student to restate what they can do by the end of the lesson. 	3 2 1
<p>Assessing Mastery of the Objective(s)</p> <ul style="list-style-type: none"> The method(s) for assessing whether students have mastered the lesson objective(s) is clearly stated and elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s). 	3 2 1

Section 3 – Lesson Delivery	Rating
<p>Introduction and Explanation</p> <ul style="list-style-type: none"> Lesson introduction is described sufficiently. An attempt to tie the lesson to students' goals, interests or needs is evident. 	<p>3 2 1</p>
<p>Instructional Delivery</p> <ul style="list-style-type: none"> Text used is stated. Text-dependent questions/writing prompts are stated. Instructional delivery is described in sufficient detail; lesson includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. Reading text(s) closely, examining evidence in the text(s) and discerning deep meaning is a central focus of instruction. An attempt to engage students and hold their interest is evident. 	<p>3 2 1</p>
<p>Guided Practice</p> <ul style="list-style-type: none"> Text used is stated. Text-dependent questions/writing prompts are stated. Guided practice is described in sufficient detail and flows naturally from the instructional delivery. Opportunities for evidence-based discussion and/or writing through a sequence of specific, thought-provoking, and text-dependent questions are evident (including questions about illustrations, charts, diagrams, audio/video and media). Methods for differentiating activities as needed are included. Method(s) for assessing student readiness for independent practice is explained. 	<p>3 2 1</p>
<p>Independent Practice</p> <ul style="list-style-type: none"> Text used is stated. Text-dependent questions/writing prompts are stated. Lesson activities for independent practice are described in sufficient detail and promote application of the lesson concepts and skills. All students are provided with multiple opportunities to engage with text of appropriate complexity. Writing assignments expect students to draw on evidence from the reading selection to produce writing that informs, explains, or makes an argument in various written forms; e.g., notes, summaries, short responses, or essays. Lesson provides appropriate scaffolding, differentiation, intervention and support for a broad range of learners; e.g., additional supports and/or extended text for students reading below or above the text level. 	<p>3 2 1</p>
<p>Reflection, Closure and Connection</p> <ul style="list-style-type: none"> Lesson describes, in sufficient detail, the opportunities provided for student reflection. Lesson closure includes how student learning will be summarized; e.g. references to lesson objective, student target, prior learning and next lesson preview. 	<p>3 2 1</p>

A Unit Should:

Section 1 – Alignment with CCR/Employability Standards and Key Shifts	Rating
<p>College- and Career-Readiness and Employability Standards</p> <ul style="list-style-type: none"> • Demonstrate a coherent alignment with the scaffolding of CCR and Employability Standards in a pragmatic, progressive way. • Integrate reading, writing, speaking and listening, and employability skills so that students apply and synthesize to advancing literacy and soft skills. • Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science, technical or workplace subjects throughout the coherent selection of texts. 	<p>3 2 1</p>
<p>Key Advances (Shifts) Unit utilizes all three shifts with these appropriate components:</p> <ul style="list-style-type: none"> • Complexity: Focus students on reading a progression of complex texts drawn from the NRS Level bands • Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a series of thought-provoking, text-dependent questions • Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. 	<p>3 2 1</p>
Section 2 – Lesson Delivery: Balance, Instructional Supports and Assessment	Rating
<p>Balance</p> <ul style="list-style-type: none"> • Balance of texts: Within a collection of grade level units a balance of informational and literary texts is included, with roughly the same ratio of informational to literary texts as present on the GED (80/20). • Balance of writing: Include a balance of on-demand (including writing from texts/sources) and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. • Balance of vocabulary: Focus on building students’ academic vocabulary in context throughout the unit using consistent means of assessment in an appropriate reading- and discussion-rich setting. 	
<p>Supports</p> <ul style="list-style-type: none"> • Gradually remove supports, requiring students to demonstrate their independent capacities. • Provide authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and or/reflection. • Integrate targeted instruction in such areas as grammar and conventions, writing strategies and discussion rules. • Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation. • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>3 2 1</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Use varied modes of assessment, including a range of pre-, formative, summative, and self-assessment measures. • Assesses student proficiency using methods that are accessible to all students. 	<p>3 2 1</p>