**Grade:**     **Literacy Lesson/Unit Title:**     **Overall Rating:**

| I. Alignment to the Depth of the LAFS | II. Key Shifts in the LAFS | III. Instructional Supports | IV. Assessment |
|---|---|---|---|
| *The lesson/unit aligns with the letter and spirit of the LAFS:*<br><br>○ Targets a set of K-2 Language Arts/Literacy Florida Standards (LAFS) for teaching and learning.<br><br>○ Includes a clear and explicit purpose for instruction.<br><br>○ Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to LAFS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.<br><br>○ Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences.<br><br>*A unit or longer lesson should:*<br>○ Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics).<br><br>○ Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader).<br><br>○ Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.<br><br>○ Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. | *The lesson/unit addresses key shifts in the LAFS:*<br><br>○ **Reading Text Closely:** Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.<br><br>○ **Text-Based Evidence:** Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).<br><br>○ **Academic Vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction.<br><br>*A unit or longer lesson should:*<br>○ **Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.<br><br>○ **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the LAFS (p.5) and indicated by instructional time (*may be more applicable across a year or several units*).<br><br>○ **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. | *The lesson/unit is responsive to varied student learning needs:*<br><br>○ Cultivates student interest and engagement in reading, writing and speaking about texts.<br><br>○ Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material).<br><br>○ Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.<br><br>○ Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.<br><br>○ Provides *all* students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text.<br><br>○ Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence.<br><br>○ Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.<br><br>○ Provides extensions and/or more advanced text for students who read or write above grade level.<br><br>*A unit or longer lesson should:*<br>○ Include a progression of learning where concepts, knowledge and skills advance and deepen over time (*may be more applicable across the year or several units*).<br><br>○ Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*).<br><br>○ Provide for authentic learning, application of literacy skills and/or student-directed inquiry.<br><br>○ Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).<br><br>○ Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. | *The lesson/unit regularly assesses whether students are developing standards-based skills:*<br><br>○ Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy LAFS (e.g., reading, writing, speaking and listening and/or language).<br><br>○ Assesses student proficiency using methods that are unbiased and accessible to all students.<br><br>○ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards.<br><br>*A unit or longer lesson should:*<br>○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. |
| **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** |

**Directions:** The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Language Arts /Literacy Florida Standards (LAFS) in order to: (1) Identify exemplars/ models for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

## Step 1 – Review Materials
- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

## Step 2 – Apply Criteria in Dimension I: Alignment
- Identify the grade-level LAFS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

*Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.*

## Step 3 – Apply Criteria in Dimensions II – IV
- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

*When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.*

## Step 4 – Apply an Overall Rating and Provide Summary Comments
- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

*If working in a group, individuals should record their overall rating prior to conversation.*

## Step 5 – Compare Overall Ratings and Determine Next Steps
- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

## Rating Scales
*Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.*

| Rating Scale for Dimensions I, II, III, IV: | Overall Rating for the Lesson/Unit: |
|---|---|
| **3:** Meets most to all of the criteria in the dimension<br>**2:** Meets many of the criteria in the dimension | **E: Exemplar** – Aligned and meets most to all of the criteria in dimensions II, III, IV **(total 11 – 12)**<br>**E/I: Exemplar *if* Improved** – Aligned and needs some improvement in one or more dimensions **(total 8 – 10)** |
| **1:** Meets some of the criteria in the dimension<br>**0:** Does not meet the criteria in the dimension | **R: Revision Needed** – Aligned partially and needs significant revision in one or more dimensions **(total 3 – 7)**<br>**N: Not Ready to Review** – Not aligned and does not meet criteria **(total 0 – 2)** |
| **Descriptors for Dimensions I, II, III, IV:**<br>**3: Exemplifies LAFS Quality** – meets the standard described by criteria in the dimension, as explained in criterion-based observations.<br>**2: Approaching LAFS Quality** – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations. | **Descriptors for Overall Rating:**<br>**E: Exemplifies LAFS Quality** – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.<br>**E/I: Approaching LAFS Quality** – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others. |
| **1: Developing toward LAFS Quality** – needs significant revision, as suggested in criterion-based observations.<br>**0: Not representing LAFS Quality** – does not address the criteria in the dimension. | **R: Developing toward LAFS Quality** – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.<br>**N: Not representing LAFS Quality** – Not aligned and does not address criteria. |