

# Quality Review Rating Guide for Mathematics Lessons & Units

Evaluate each element on a scale of 0 to 3

Grade:                      Mathematics Lesson/Unit Title:

I. Alignment to the Rigors of the CCSS		II. Key Areas of Focus in the CCSS	
<p><i>The extent to which the lesson/unit aligns with the letter and spirit of the CCSS</i></p> <p>a) Focuses teaching and learning on a targeted set of grade level content mathematics standard(s) at the level of rigor in the CCSS.      <input type="checkbox"/></p> <p>b) Identifies, addresses, and integrates into the lesson/unit the relevant Standards for Mathematical Practice.      <input type="checkbox"/></p> <p>c) Addresses both the particulars (e.g., mathematical procedures) and the deeper structures (e.g., mathematical understandings) inherent in the CCSS.      <input type="checkbox"/></p>	<p>Observations/Comments</p>           <p>Recommendations</p>	<p><i>The extent to which the lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <p>a) <b>Focus:</b> Centers on the concepts, foundational knowledge, and level of rigor that are prioritized in the standards.      <input type="checkbox"/></p> <p>b) <b>Coherence:</b> Makes connections and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions.      <input type="checkbox"/></p> <p><b>Rigor:</b> Requires students to engage with challenging mathematics and to demonstrate:</p> <p>c) <b>Fluency:</b> Expects, encourages, and provides guidelines for core calculations and mathematical procedures to be performed quickly and accurately.      <input type="checkbox"/></p> <p>d) <b>Application:</b> Provides opportunities for students to independently apply mathematical concepts in real-world situations, choosing and applying an appropriate model or strategy to new situations.      <input type="checkbox"/></p> <p>e) <b>Deep Understanding:</b> Requires students to demonstrate deep conceptual understanding through complex problem solving, in addition to writing and speaking about their understanding.      <input type="checkbox"/></p>	<p>Observations/Comments</p>           <p>Recommendations</p>

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<b>III. Instructional Supports</b>	<b>IV. Assessment</b>		
<p><i>The extent to which the lesson/unit is responsive to varied student learning needs:</i></p> <p>a) Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. <input style="float: right;" type="checkbox"/></p> <p>b) Uses and encourages precise and accurate mathematics, academic language, terminology, and representations for the discipline. <input style="float: right;" type="checkbox"/></p> <p>c) Engages students through relevant, thought-provoking questions that stimulate interest and elicit mathematical thinking. <input style="float: right;" type="checkbox"/></p> <p>Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.</p> <p>d) Supports diverse cultural and linguistic backgrounds, interests, and styles. <input style="float: right;" type="checkbox"/></p> <p>e) Provides extra supports for students working below grade level. <input style="float: right;" type="checkbox"/></p> <p>f) Provides extensions for students with high interest or working above grade level. <input style="float: right;" type="checkbox"/></p> <p><i>A unit or longer lesson should:</i></p> <p>g) 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. <input style="float: right;" type="checkbox"/></p> <p>h) Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. <input style="float: right;" type="checkbox"/></p> <p>i) Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. <input style="float: right;" type="checkbox"/></p>	<p>Observations/Comments</p>           <p>Recommendations</p>	<p><i>The extent to which the lesson/unit regularly assesses whether students are mastering standards-based content:</i></p> <p>a) Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. <input style="float: right;" type="checkbox"/></p> <p>b) Includes aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance. <input style="float: right;" type="checkbox"/></p> <p>c) Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts. <input style="float: right;" type="checkbox"/></p> <p><i>A unit or longer lesson should:</i></p> <p>d) Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures. <input style="float: right;" type="checkbox"/></p>	<p>Observations/Comments</p>           <p>Recommendations</p>