Reviewer Name or ID: Delaware DOE

Grade: 3Mathematics Lesson/Unit Title: Gateway Lab School Submitted Unit

I. Alignment to the Depth of the CCSS

The lesson/unit aligns with the letter and spirit of the CCSS:

X Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards 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.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- The Math CCSS Content Standards are addressed in the unit (but not to their full depth)
- Most problems are at a Depth of Knowledge (DoK) Level 1 or 2.
- There are more mathematical procedure problems as opposed to deeper conceptual understanding.

Suggestions for Improvement:

- Incorporate the Standards for Mathematical Practice into the Unit.
- Increase the number of conceptual understanding and application problems with higher DoK Levels.

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: 3 2 1 0

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension
2: Meets many of the 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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II. Key Shifts in the CCSS

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:

❒ **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.

❒ **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.

X **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

- **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.
- **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak 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.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- This is a unit on Geometry. The one cluster that exists in this Domain in the CCSS is considered to be a supporting cluster and not part of the Major Work of Grade. With the unit provided it is impossible to tell if the Major Work of Grade is being provided especially in-depth treatment.
- The majority of problems are procedural fluency/recall problems. There are some lower level DoK conceptual understanding and application problems in the materials.
- The problems labeled Formative Assessment are appropriate for this age group. They contain more application and DoK levels are slightly higher than the book materials.

Suggestions for Improvement:

- There need to be more DoK Level 2 and 3 problems/tasks in the unit.

Rating: 3 2 1 0

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension
2: Meets many of the 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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Grade: 3Mathematics Lesson/Unit Title: Gateway Lab School Submitted Unit

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

X Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.

X 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.

X 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.

A unit or longer lesson should:

X Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).

❒ 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 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.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- The lessons do include “Lesson Priorities” (language used in submitted unit)- Multisensory, art-infusion, movement, differentiation of instruction, identification of higher level questions, and technology.
- The unit guide is easy to understand and use.

Suggestions for Improvement:

- Increase DoK levels of questions to engage students in productive struggle and elicit mathematical thinking.

Rating: 3 2 1 0

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension
2: Meets many of the 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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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.

X 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:

X Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.

Summary of Observations and Suggestions for Improvement:

Summary of Observations:

- Grade level language is used in student prompts.
- Formative and summative assessments are included for the unit.

Suggestions for Improvement:

- DoK Levels need to be increased on all types of assessments.
- Scoring rubrics/answer keys need to be provided.

Rating: 3 2 1 0

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension
2: Meets many of the criteria in the dimension
1: Meets some of the criteria in the dimension
0: Does not meet the criteria in the dimension

Overall Rating:

Reviewer Name or ID: Delaware DOE

Grade: 3Mathematics Lesson/Unit Title: Gateway Lab School Submitted Unit

Overall Rating: 5

Summary Comments
• The Math CCSS Content Standards are addressed in the unit (but not to their full depth) • Most problems are at a Depth of Knowledge (DoK) Level 1 or 2. DoK Levels need to be increased. • Scoring rubrics/answer keys need to be provided.

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 Scales

Rating Scale for Dimensions I, II, III, IV:

3: Meets most to all of the criteria in the dimension
2: Meets many of the criteria in the dimension
1: Meets some of the criteria in the dimension
0: Does not meet the criteria in the dimension

Overall Rating for the Lesson/Unit:

E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV **(total 11 – 12)**
E/I: Exemplar *if* Improved – Aligned and needs some improvement in one or more dimensions **(total 8 – 10)**
R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions **(total 3 – 7)**
N: Not Ready to Review – Not aligned and does not meet criteria **(total 0 – 2)**

Rating Descriptors

Descriptors for Dimensions I, II, III, IV:

3: **Exemplifies CCSS Quality -** meets the standard described by criteria in the dimension, as explained in criterion-based observations.
2: **Approaching CCSS Quality -** meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.
1: **Developing toward CCSS Quality -** needs significant revision, as suggested in criterion-based observations.
0: **Not representing CCSS Quality -** does not address the criteria in the dimension.

Descriptor for Overall Ratings:

E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.
E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.
R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.
N: Not representing CCSS Quality – Not aligned and does not address criteria.