

Grade: _____ Lesson/Unit Title: _____

I. Alignment to the Depth of Ohio's NLS	Evidence of Alignment	II. Key Shifts in Ohio's NLS	Evidence of Shifts
<i>The lesson/unit aligns with the letter and spirit of Ohio's New Learning Standards:</i> ☐ Targets a set of grade-level ONLS ELA/Literacy standards. ** ☐ Includes a clear and explicit purpose for instruction. ☐ Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). ** ☐ Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. ☐ (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. ☐ Incorporation of Technology: Uses technology appropriately, strategically, and ethically in academic and real-world settings. **	** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i>	<i>The lesson/unit addresses key areas of focus in Ohio's New Learning Standards:</i> ☐ Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** ☐ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** ☐ Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ** ☐ Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. ** ☐ Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. ☐ Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS (p.5) and indicated by instructional time. ☐ Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. ☐ Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.	** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i>

III. Instructional Supports	Evidence of (IS)	IV. Assessment	Evidence of Assessment
<i>The lesson/unit is responsive to varied student learning needs:</i> ☐ Cultivates student interest and engagement in reading, writing, and speaking about texts. ** ☐ Addresses instructional expectations and is easy to understand and use. ☐ Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ** ☐ Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. ☐ Promotes responses grounded in evidence to demonstrate deeper understanding of the content. ☐ Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. ☐ Provides extensions and/or more advanced text for gifted students and students who read well above the grade level text band. ☐ Includes a progression of learning where concepts and skills advance and deepen over time. ☐ Gradually removes supports, requiring students to demonstrate their independent capacities. ☐ Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. ☐ Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. ☐ Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading. ☐ Uses appropriate technology and media strategically to deepen learning and draw attention to evidence and texts as appropriate. **	** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i>	<i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i> ☐ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level Ohio’s New Learning Standards with appropriately complex text(s). ** ☐ Assesses student proficiency using methods that are unbiased and accessible to all students. ** ☐ Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. ** ☐ Uses varied modes of assessment, including a range of diagnostic (e.g. pre-assessment), formative, summative, and self-assessment measures.	** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i>

Modified Quality Review Rubric developed from the Tri-State Collaborative (MA, NY, RI – facilitated by Achieve)