

KYAE Lesson Bank Review Rubric for ELA 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**

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

| Section 1 – Alignment with CCR Standards | Rating |
|--|--------------|
| <p>Lesson Heading</p> <ul style="list-style-type: none"> • Lesson title describes the lesson topic. • NRS Levels and Content Area align to the lesson content. • Timeframe for lesson is appropriate. | 3 2 1 |
| <p>CCR Standards</p> <ul style="list-style-type: none"> • CCR anchor and level-specific standards are stated in their entirety with the appropriate designation. • 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 |
| <p>Key Shifts</p> <p>Lesson utilizes the indicated shift(s).</p> <ul style="list-style-type: none"> • Complexity: Lesson exposes students to appropriately complex texts with a focus on building students’ academic vocabulary in context. • Evidence: Lesson encourages rich, evidence-based discussion and writing about common texts through text-dependent questions. • Knowledge: Lesson provides students with opportunities to build knowledge about a topic through analysis of discipline-specific texts. | 3 2 1 |
| <p>Employability Standards</p> <ul style="list-style-type: none"> • Employability standard(s) are stated in their entirety with the appropriate designation. • Lesson activities incorporate the soft skills in the indicated standard(s). | 3 2 1 |

| Section 2 – Lesson Preparation | Rating |
|---|---------------|
| <p>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. | 3 2 1 |
| <p>Instructional Delivery</p> <ul style="list-style-type: none"> 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. | 3 2 1 |
| <p>Guided Practice</p> <ul style="list-style-type: none"> 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. | 3 2 1 |
| <p>Independent Practice</p> <ul style="list-style-type: none"> 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. | 3 2 1 |
| <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. | 3 2 1 |