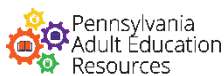


PA Adult Education Lesson Review Directions and Rubric for ELA Lessons



Instructions to Lesson Reviewers

Use the rubric

Examine the lesson and rate each item on the rubric using the following 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 listed criteria for the section

Score each item by circling the score on the review sheet, and write any comments in the space provided.

Meet with other lesson reviewers

Other reviewers will also be reviewing the same lesson. Once you have completed your individual review, arrange to meet with your counterpart(s) to discuss results. For items where reviewers have a scoring difference, attempt to come to a consensus for each scoring item by explaining your rationale to your counterpart. Once you have reached a scoring consensus for each item, mark the consensus score on your scoring sheet and calculate the average score for the lesson by adding up the score for each item and dividing by 14 (the total number of primary items). Add any notes regarding the scoring meeting in the space provided.

If you are unable to come to a consensus, do not average the scores.

Submit results to the Point of Contact (POC)

- If the average score is 2.75 or above, submit the rubric and lesson as is with a recommendation for posting in the lesson bank.
- If the average score is less than 2.75, submit the rubric, lesson, and suggestions for strengthening the lesson.
- If a consensus is not reached, submit all materials to the POC, including notes on items of disagreement.

Section 1 – Alignment with the Standards	Rating
Lesson Heading <ul style="list-style-type: none"> • Lesson title describes the lesson topic and introduces lesson goal(s). • NRS levels and content area align to the lesson content. • Timeframe for lesson is appropriate. 	3 2 1
CCR Standards <ul style="list-style-type: none"> • CCR anchor and level-specific standard(s) are clearly stated (e.g. ELA Writing Anchor 2, Level C). • Lesson targets, to full depth, the content and cognitive demand (DOK level) of the identified standard(s). • Lesson integrates supporting standard(s) from related content areas (e.g., other ELA strands, science, social studies or mathematics). 	3 2 1
Key Instructional Advances – Lesson Utilizes the Indicated Instructional Advance <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, including online resources. 	3 2 1

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Section 1 – Alignment with the Standards	Rating
Section 1 Reviewer Comments	

Section 2 – Lesson Preparation	Rating
Materials <ul style="list-style-type: none"> • Selected texts are of sufficient quality and scope for the stated lesson goal(s). • The materials indicated, in addition to texts, are sufficient for this lesson to be successful. • Lesson incorporates authentic materials, including digital tools and resources to support the learning objective. 	3 2 1
Key Vocabulary <ul style="list-style-type: none"> • 5-10 high-value academic vocabulary words from the text are identified. • The stated vocabulary focuses on building the academic language needed by students to meet the lesson objective(s). • Lesson describes how student mastery of the vocabulary will be assessed. 	3 2 1
Career Pathways <ul style="list-style-type: none"> • Workforce preparation skills are identified through the Foundation Skills Framework • Lesson is part of a unit that includes career awareness, career exploration, or has a sector focus. • Lesson is part of a unit that leads to employment or postsecondary education. 	3 2 1
Lesson Objective(s) <ul style="list-style-type: none"> • Lesson objective(s) align with lesson goal. • Lesson objective(s) are specific, measurable, attainable, reasonable, and timely. Objective(s) state the key concepts and skills needed by students to eventually master the chosen standard(s).	3 2 1
Student Target and Assessing Mastery of Objective <ul style="list-style-type: none"> • The lesson objective(s) are communicated to the student in friendly language, enabling the student to restate what they can do by the end of the lesson. • The method(s) for assessing whether students have mastered the lesson objective(s) is clearly stated. • The method(s) for assessing whether students have mastered the lesson objective(s) elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standard(s). 	3 2 1
Section 2 Reviewer Comments	

PA Adult Education Lesson Review Directions and Rubric for ELA Lessons

Section 3 – Lesson Delivery	Rating		
<p>Introduction and Explanation</p> <ul style="list-style-type: none"> • Lesson introduction is sufficiently described. • An attempt to tie the lesson to students’ goals, interests, or needs is evident. • Lesson sequence is explained – how the lesson ties to previous and to the future lessons. 	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 standard(s). • Reading text(s) closely, examining evidence in the text(s) and discerning deep meaning is a central focus of instruction and • Sufficient formative assessment to guide pacing and skill attainment is included. 	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 assessing student readiness for independent practice are 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, technology resources 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 student target, prior learning, and next lesson preview. • Lesson closure includes references to lesson objective(s). 	3	2	1

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Section 3 – Lesson Delivery	Rating
Section 3 Reviewer Comments	
Section 4 – Digital Literacy (ISTE Standards for Students)	Rating
Use of Technology for Supplemental Learning <ul style="list-style-type: none"> • Opportunities for additional support and/or enrichment are included. International Society for Technology in Education (ISTE) Standards for Students <ul style="list-style-type: none"> • ISTE Standard(s) for Students are clearly identified. (e.g., ISTE Standard for Students 1c – 1) Empowered Learner, c) use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways) • Lesson targets, to full depth, the content and cognitive demand of the identified standard(s). • Lesson describes how technology will be used to differentiate instruction and provide alternative ways for students to demonstrate competency and reflect on their learning using technology. 	3 2 1
Section 4 Reviewer Comments	

Lesson Strengths

Areas to Improve

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Notes from Review Meeting

Lesson Title/Author:

Reviewer's Name:

Time to Complete

Consensus	Yes	No
Total Score		
Average Score (Total Score/14)		