**LDC Task/Module Review and Feedback Form**

**Information**

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| Module/Task Title |  |
| Author (s) |  |
| District |  |
| School |  |
| Date Evaluated |  |
| Reviewer(s) |  |

**LDC Module Guidance and Review Form**

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| **Section** | **Critical Features** | **Guiding Questions** |
| Teaching Task | * Coherence * demonstrates clarity and alignment of task, texts and question asked * Content * is substantive in the discipline and is informed by the CCSS * surrounds a big idea or key understanding worthy of time indicated * Text * is appropriately challenging and accessible to all students * provides opportunities for deep learning through sufficient information which are needed to answer the questions * Final Product * links in clear and meaningful way to type of writing with an authentic audience that is identified in teaching task * requires multi-paragraph grade appropriate composition * allows for communication of understanding * Essential Question (where applicable) * establishes purpose for study * scope of question is appropriate for the grade level, content, and time allotted | 1. Does the teaching task provide the opportunity to teach the desired content standards and skills? 2. Does the teaching task reflect grade level standards? 3. Is the content addressed in the teaching task worthy of the time? 4. Are texts matched to grade-level expectations? 5. Do the texts provide students enough text based evidence to complete a focused teaching task? 6. If the task is argumentation, do the texts provide students sufficient content from which to make a claim? 7. Is one of the texts in the same mode and text structure as the product of the teaching task? 8. Does the final product connect the desired content standards and skills to an authentic audience? 9. Does the final produce require an organized, multi-paragraph product? 10. Does the final product provide the opportunity to display achievement of the desired literacy and content standards and skills? 11. Does the teaching task have appropriate fit within the context of the class? |

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| **Section** | **Critical Features** | **Guiding Questions** |
| Skills | * Demands of the CCSS * includes evidence of alignment to grade level specific standards * clearly describe what capacities students need to complete the teaching task | 1. Do the skills reflect grade level ELA and content specific skills? 2. Are the content skills being specifically addressed in your module? |

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| Instruction | * Instructional Plan and Strategies * outlines a sequence of learning where knowledge and the skills outlined in Section 2 deepen over time * requires students to read challenging texts * uses a range of instructional strategies to support diverse learners * includes accommodations for students who are reading and/or writing below and above grade level * Instructional Prompts * written to the students * require students to draw upon text(s) during discussion and writing * require students to speak and write using evidence from sources * Products * have authentic purpose for completing the teaching task * are varied by length and purpose * are connected to the completion of the teaching task * can be used by teachers to checking for student understanding * provide rubrics if product will be scored | 1. Do the mini-tasks explicitly teach students the literacy and content skills needed to successfully complete the teaching task? 2. Does the Transition to Writing Cluster provide students an opportunity to synthesize information/new learning? 3. Do the mini-tasks include accommodations for students who are above and below grade level? 4. Do the mini-tasks provide ample opportunities for student engagement? 5. How do students understand how each of the mini-tasks connects to the teaching task? 6. Are students engaged in specific questioning/discussion strategies during each mini-task? 7. Does each of the mini-tasks provide an opportunity for students to self-assess, receive and provide feedback, and opportunities for improvement? 8. Does the scoring of the mini-task state what the accomplished skill would look like? |