The teacher assignment review protocol is intended to help teachers, leaders and other stakeholders answer the question, “Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?”. If students have not yet completed the task, users only review the quality of the task. If students have completed the task, users first review the quality of the task and then analyze students’ performance.

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| Content Standards: Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions? | | | | | | | | | | | | |
| **What grade-level *KAS for Reading and Writing* standard(s) does the assignment focus on?** | | | *Standard(s):* | | | | | | | | | |
| **Is this assignment based on one or more texts?** | | | *Yes* | | | | | *No* | | | | |
| *Title(s):* | | | | | | | | | |
| **If the assignment is based on one or more texts, are the texts high-quality and grade-appropriate?**   * Is the [Lexile level](https://lexile.com/parents-students/find-books-at-the-right-level/lookup-a-books-measure/) appropriate for the grade level? * Is the text appropriately [qualitatively complex](https://navigatingtextcomplexity.kaulfussec.com/Learn_the_Ropes.html) for the grade? * Is the text authentic and/or published? * Does the text build content and/or cultural knowledge? Is the text worth reading closely and re-reading? | | | *Yes* | | | | | *No* | | | | |
| *Evidence:* | | | | | | | | | |
| **Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?**   * Does the assignment align closely to expectations articulated by grade-level standards, focusing students on the words and ideas in the text that matter most? * Does the assignment focus on students’ comprehension of the central ideas and key details in the text? If the lesson addresses skills/strategies, is the focus essential to comprehension? | | | *Yes* | | | | | | | *No* | | |
| *Evidence:* | | | | | | | | | |
| **Overall Content Rating:** Overall, do the content demands of this assignment align with the expectations defined  by content area shifts and grade-level standards? | | | | | | | | | | | | |
| **0 – Weakly Aligned**  The assignment is not based on a high-quality, grade appropriate text.  *OR*  The assignment is based on a high quality, grade-appropriate text, but does not contain any questions that reach the depth of the standard. | **1 – Partially Aligned**  The assignment is based on a high-quality, grade-appropriate text and contains some questions that reach the depth of the standards. | | **2 – Strongly Aligned**  The assignment is based on a high-quality, grade-appropriate text and questions fully reach the depth of the grade-level standards. | | | | | | | | | |
| Literacy Practices: Does the assignment provide meaningful practice opportunities for this content area and grade level? | | | | | | | | | | | |
| **Does the assignment integrate more than one grade-level reading and writing content standard and interdisciplinary literacy practice in service of comprehension and analysis?**   * Does the assignment focus on more than one grade-level content standard and interdisciplinary literacy practice at the intended level of depth? | | | *Yes* | | *No* | | | | | | |
| *Evidence:* | | | | | | | | |
| **Does the assignment require students to use what they learned from the text to support their thinking in a grade-appropriate way?**   * Are students prompted or expected to use details and/or evidence from the text in service of comprehension and analysis? * Are the majority of questions text-dependent and/or text-specific, requiring students to read closely and/or go back to the text? * Is the expectation for evidence grade-appropriate as defined by the reading and writing standards? | | | *Yes* | | | | *No* | | | | |
| *Evidence:* | | | | | | | | |
| **Overall Practice Rating:** Overall, to what extent does the assignment provide meaningful practice opportunities for  the content area and grade level? | | | | | | | | | | | |
| **0 – Weakly Aligned**  The assignment does not integrate standards and practices and does not require students to use what they learn from the text. | | **1 – Partially Aligned**  Either the assignment does not integrate standards and practices or it does not require students to use what they learn from the text. | **2 – Strongly Aligned**  The assignment both integrates standards and practices and requires students to use what they learned from the text. | | | | | | | | |
| Relevance: Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? | | | | | | | | | | |
| **Does the assignment build grade-appropriate content and/or cultural knowledge?**   * Do non-fiction texts build academic content knowledge related to grade level standards in social studies, science and/or the arts? * Do fiction texts build knowledge and/or introduce themes or morals that are nuanced and worthy of analysis? | | | *Yes* | *No* | | | | | | |
| *Evidence:* | | | | | | | |
| **Does the assignment give students a chance to share and defend their thinking when speaking or writing about content?**   * Do students have an opportunity to develop a claim and defend their thinking? * Does the assignment provide opportunity for students to share their developing thinking, or are all student responses likely to look the same? | | | *Yes* | | | *No* | | | | |
| *Evidence:* | | | | | | | |
| **Does the assignment connect academic standards to real-world issues or concepts?**   * Do students have an opportunity to connect the content of the lesson to current events, local people and places or important disciplinary topics or debates? To their own lives and/or the world around them? | | | *Yes* | | | | | | *No* | |
| *Evidence:* | | | | | | | |
| **Overall Relevance Rating:** Overall, to what extent does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? | | | | | | | | | | |
| **0 – Weakly Aligned**  The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice, and does not connect to real-world issues. | **1 – Partially Aligned**  The assignment builds grade-appropriate knowledge, but does not give students a chance to use their voice and does not connect to real-world issues. | | **2 – Strongly Aligned**  The assignment builds grade appropriate knowledge, gives students a chance to use their voice and/or connects to real world issues. | | | | | | | |

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| Student Performance: Select six sample pieces of student work for analysis. | | | | | |
| **Which students met the expectations of the assignment, as communicated by the directions and/or scoring key?**   * *If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.* | | | | | |
| **Student 1** | **Student 2** | **Student 3** | **Student 4** | **Student 5** | **Student 6** |
| *Evidence:* | | | | | |
| **Which students met the expectation of the target standard(s) for the assignment?**   * *If the assignment meets the demands of the standards, then student performance on the standards should match that of the assignment.* * *If the assignment does not meet the demands of the standards, then student performance likely won’t meet the demands of the standards.* | | | | | |
| **Student 1** | **Student 2** | **Student 3** | **Student 4** | **Student 5** | **Student 6** |
| *Evidence:* | | | | | |

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| **Overall Rating:** Overall, based on ratings for Content Standards, Literacy Practices, Relevance and Student Performance, how does this assignment rate? | | |
| **0 – Weakly Aligned** | **1 – Partially Aligned** | **2 – Strongly Aligned** |
| **Overall Rating Rationale:** | | |