



Mathematics Lesson/Unit Title: __

Grade: ____



I. Alignment to the Depth of the CCSS **Evidence of Alignment** II. Key Shifts in the CCSS **Evidence of Shifts** ** Non-negotiable content. The lesson/unit reflects evidence of key shifts that are The lesson/unit aligns with the letter ** Non-negotiable content. and spirit of the CCSS: reflected in the CCSS: *If not present – the unit needs If not present – the unit needs* ** Standards for Mathematical ** Focus: Lessons and units targeting the major to be revised or removed. to be revised or removed. Practice that are central to the work of the grade provide an especially in-depth lesson are identified, handled in a treatment, with especially high expectations. Lessons and units targeting supporting clusters grade-appropriate way, and well connected to the content being have visible connections to the major work of the addressed. grade and are sufficiently brief. Lessons and units ** Targets a set of grade level do not hold students responsible for material from CCSS mathematics standard(s) to later grades. the full depth of the standards for ☐ **Coherence:** The content develops through teaching and learning. reasoning about the new concepts on the basis of Presents a balance of previous understandings and provides mathematical procedures and opportunities for students to transfer knowledge deeper conceptual understanding and skills within and across domains and learning inherent in the CCSS. progressions. ☐ **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: **Application**: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. **Conceptual Understanding: Provides** opportunities for students to demonstrate conceptual understanding through challenging problems, questions, and writing and speaking about their understanding. Procedural Skills and Fluency: Expects, supports, and provides guidelines for procedural skills and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

III. Instructional Supports	Evidence of (IS)	IV. Assessment	Evidence of Assessment
The lesson/unit is responsive to varied student learning needs:	** Non-negotiable content.	The lesson/unit regularly	** Non-negotiable content.
** Includes clear and sufficient guidance to support	If not present – the unit needs to be	assesses whether students are	If not present – the unit
teaching and learning of the targeted standards, including,	revised or removed.	mastering standards-based	needs to be revised or
when appropriate, the use of technology and media.		content and skills:	removed.
** Uses and encourages precise and accurate mathematics,		** Is designed to elicit	7 6 7 6 6 7 6 6 7 6 7 6 7 6 7 6 7 6 7 6
academic language, terminology, and concrete or abstract		direct, observable	
representations (e.g. pictures, symbols, expressions,		evidence of the degree to	
equations, graphics, models) in the discipline.		which a student can	
☐ Addresses instructional expectations and is easy to		independently	
understand and use.		demonstrate the targeted	
Provides appropriate level and type of scaffolding,		CCSS.	
differentiation, intervention, and support for a broad range of		☐ Provides sufficient	
learners. Supports diverse cultural and linguistic backgrounds,		guidance for interpreting student performance.	
interests, and styles.		** Assesses student	
Provides extra supports for students working below grade		proficiency using methods	
level.		that are accessible and	
 Provides extensions for students with high interest or 		unbiased, including the	
working above grade level.		use of grade level language	
A unit or longer lesson should:		in student prompts.	
** Engage students in productive struggle through		A unit or longer lesson should:	
relevant, thought-provoking questions, problems, and		** Include aligned rubrics,	
tasks that stimulate interest and elicit mathematical		answer keys, and scoring	
thinking.		guidelines.	
** Recommend and facilitate a mix of instructional		** Use varied modes of	
approaches for a variety of learners such as using multiple		curriculum embedded	
representations, (including models) using a range of		assessments that may	
questions, checking for understanding, flexible grouping,		include pre-, formative,	
pair-share, etc.		summative and self-	
Gradually remove supports, requiring students to		assessment measures	
demonstrate their mathematical understanding independently.			
Demonstrate an effective sequence and a progression of			
learning where the concepts or skills advance and deepen			
over time.			
 Expect, support and provide guidance for procedural skill 			
and fluency with core calculations and mathematical			
procedural skills and fluency with core calculations and			
mathematical procedures (when called for in the standards			
for the grade) to be performed quickly and accurately.			
Madified Quality Daview Dubrie developed from the Tri State Co.			