### Massachusetts’ Quality Review Rubric for Science and Technology/Engineering (STE) Units – Version 1.1

<table>
<thead>
<tr>
<th>I. Alignment to Revised STE Standards</th>
<th>II. Key Areas of Focus</th>
<th>III. Instructional Supports</th>
<th>IV. Assessment</th>
<th>Overall Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The unit aligns with the letter and spirit of the revised STE standards:</td>
<td>The unit reflects evidence of key shifts that are reflected in the STE standards:</td>
<td>The unit is responsive to varied student learning needs:</td>
<td>The unit regularly assesses whether students are mastering standards-based content and skills:</td>
<td>Overall Rating for the Lesson/Unit:</td>
</tr>
<tr>
<td>a. Focuses teaching and learning on a targeted set of grade level standards at the expected level of rigor. **</td>
<td>a. Focus: Centers on the core ideas, concepts, practices, and level of rigor that are articulated in the standards. **</td>
<td>a. Engages students in appropriate phenomena to support learning of the core ideas, concepts and practices in the targeted standards. **</td>
<td>a. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards. **</td>
<td></td>
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<tr>
<td>b. Identifies, addresses, and integrates relevant science and engineering practices into the unit. **</td>
<td>b. Integration of Content and Practice: Requires students to engage with and learn practices and content together. **</td>
<td>b. Elicits students’ prior knowledge and addresses common student conceptions relevant to the targeted standards: **</td>
<td>b. Assesses student proficiency using methods that are unbiased and accessible to all students. **</td>
<td></td>
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<td>c. Coherence: Provides opportunities for students to make connections and transfer knowledge and skills within and across topics and progressions of learning.</td>
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<td>c. Supports students in making evidence-based explanations and critiquing claims of others about the core ideas and concepts being learned. **</td>
<td>c. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.</td>
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<td>d. Literacy to Support Content Learning: Supports student learning of, and engages students in, disciplinary literacy knowledge and skills that enhance science learning, including the use of informational text and writing.</td>
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<td>d. Uses and encourages appropriate academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, graphics, models) in the discipline. **</td>
<td>d. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative- and self-assessment measures.</td>
<td></td>
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</tbody>
</table>

**Rating Scale for Each Dimension:**

- **3:** Meets all “must have” criteria (**) and most of the other criteria in the dimension.
- **2:** Meets many of the “must have” criteria and many of the other criteria in the dimension.
- **1:** Meets some of the criteria in the dimension.
- **0:** Does not meet the criteria in the dimension.

**Overall Rating for the Lesson/Unit:**

- **E:** Exemplar Lesson/Unit - meets all the “must have” criteria (**) and most of the other criteria in all four dimensions (mainly 3’s).
- **E/I:** Exemplar if Improved - needs some improvement in one or more dimension(s) (mainly 3’s and 2’s).
- **R:** Needs Revision - is a “work in progress” and requires significant revision in one or more dimension(s) (mainly 2’s and 1’s).
- **N:** Not Recommended - does not meet the criteria in the dimensions (mainly 1’s and 0’s).
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<tr>
<td><strong>Grade:</strong></td>
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<td><strong>Subject:</strong></td>
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<tr>
<td><strong>STE Unit Title:</strong></td>
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### Reviewer’s Observations, Comments, and Suggestions:

#### I. Alignment to Revised STE Standards
- Rating: 3 2 1 0
- Observations and Comments:
- Recommendations for Improvement:

#### II. Key Areas of Focus
- Rating: 3 2 1 0
- Observations and Comments:
- Recommendations for Improvement:

#### III. Instructional Supports
- Rating: 3 2 1 0
- Observations and Comments:
- Recommendations for Improvement:

#### IV. Assessment
- Rating: 3 2 1 0
- Observations and Comments:
- Recommendations for Improvement:

### SUMMARY COMMENTS & RECOMMENDED NEXT STEPS:

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*Developed by the Massachusetts Department of Elementary and Secondary Education – with reference to the TriState Collaborative Quality Rubrics for ELA and Mathematics*  
version 10/24/2013