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| **I. Alignment to Standards** | **II. Key Areas of Focus** | **III. Instructional Supports** | **IV. Assessment** |
| *The unit aligns with the letter and spirit of the revised STE standards and Computational Thinking standards:*   1. Focuses teaching and learning on a targeted set of grade level standards at the expected level of rigor. \*\* 2. Identifies, addresses, and integrates relevant science and engineering practices into the unit. \*\* 3. Presents digital literacy and computer science concepts in an integrated, non-trivial manner that makes sense within the science topic | *The unit reflects evidence of key shifts that are reflected in the STE standards:*   1. **Focus:** Centers on the core ideas, concepts, practices, and level of rigor that are articulated in the standards. \*\* 2. **Integration of Content and Practice:** Requires students to engage with and learn practices and content together. \*\* 3. **Coherence:** Provides opportunities for students to make connections and transfer knowledge and skills within and across topics and progressions of learning. 4. **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. | *The unit is responsive to varied student learning needs:*   1. Engages students in appropriate phenomena to support learning of the core ideas, concepts and practices in the targeted standards. \*\* 2. Elicits students’ prior knowledge and addresses common student conceptions relevant to the targeted standards.\*\* 3. Supports students in making evidence-based explanations and critiquing claims of others about the core ideas and concepts being learned. \*\* 4. Uses and encourages appropriate academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, graphics, models) in the discipline. \*\* 5. Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. 6. Engages students through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit disciplinary thinking. 7. Recommends and facilitates a mix of instructional approaches for a variety of learners, including such strategies as modeling, using a range of questions, checking for understanding, flexible grouping, pair-share, etc. 8. Builds upon prior learning relevant to the identified standards (builds on a progression of learning). 9. Demonstrates an effective sequence of learning where the concepts or skills advance and deepen over the unit. 10. Provides for relevant and authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. 11. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level. 12. Embodies a coherent and relevant model of instruction (e.g., 5E, 7E, place-based learning, project-based learning, problem-based learning, service learning) 13. Includes sufficient background support for teachers new to digital literacy and computer science topics | *The unit* *regularly assesses whether students are mastering standards-based content and skills:*   1. Elicits direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards. \*\* 2. Assesses student proficiency using methods that are unbiased and accessible to all students. \*\* 3. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. 4. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative- and self-assessment measures. |
| **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** | **Rating: 3 2 1 0** |

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| **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). |

**Reviewer’s Observations, Comments, and Suggestions:**

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| **I. Alignment to Revised STE Standards**  **Rating: 3 2 1 0** | **II. Key Areas of Focus**  **Rating: 3 2 1 0** | **III. Instructional Supports**  **Rating: 3 2 1 0** | **IV. Assessment**  **Rating: 3 2 1 0** |
| Observations and Comments: | Observations and Comments: | Observations and Comments: | Observations and Comments: |
| Recommendations for Improvement: | Recommendations for Improvement: | Recommendations for Improvement: | Recommendations for Improvement: |
| SUMMARY COMMENTS & RECOMMENDED NEXT STEPS: | | | |