

## LDC INSTRUCTIONAL LADDER SCORING GUIDE

**Category**      **Work in Progress**

**Good to Go**

**Exemplary**

**GQ5: Does the Skills List address the specific demands of the teaching task, include CCSS reading and writing skills that are appropriate for the grade level, and support access to the texts and completion of the teaching task?**

<p><b>What Skills?</b></p> <ul style="list-style-type: none"> <li>• Skills list misses one or more significant demands of the task.</li> <li>• Skills are not clustered and sequenced to support the teaching task.</li> <li>• Skills list reflects the default skills list and includes skills that are not relevant to the teaching task.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills list is relevant to teaching task, (including the task prompt, content, discipline, text(s), and student product).</li> <li>• Skills are clustered and sequenced to support the teaching task.</li> <li>• Skills list includes grade-level appropriate reading, writing, and thinking skills.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Skills list is precise and tightly aligned to the task and the demands of the texts.</li> <li>• Skills are clustered and sequenced to support access to the texts and completion of the teaching task product.</li> </ul>
--	--	---

## LDC INSTRUCTIONAL LADDER SCORING GUIDE

**Category**      **Work in Progress**      **Good to Go**      **Exemplary**

**GQ6: Do the mini-tasks, instructional strategies, and materials provide students with opportunity to develop grade level CCSS reading and writing skills and sufficient support to complete the teaching task successfully?**

<p><b>What Instruction?</b></p> <ul style="list-style-type: none"> <li>• Some mini-tasks (product, prompt, and scoring guide) do not relate to skills list.</li> <li>• Mini-tasks rely on general strategies that provide weak support for the skills, texts, and teaching task OR provide too much support, removing any challenge for students.</li> <li>• Instructional strategies are loosely connected to mini-tasks and completion of the teaching task.</li> <li>• Pacing is not realistic.</li> <li>• Materials, references, and supports used in instruction are not available to other teachers.</li> <li>• Module does not present adequate opportunity to teach writing in response to reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-tasks (product, prompt, and scoring guide) relate to skills list.</li> <li>• Mini-tasks support the teaching task (including the prompt, content, discipline, text(s), and student product).</li> <li>• Instructional strategies support the mini-tasks and completion of the teaching task, (and are aligned to prompt, content, discipline, text(s), and student product).</li> <li>• Mini-tasks and instructional strategies provide opportunities for students to learn specified grade level CCSS reading, writing, and thinking skills.</li> <li>• Pacing is realistic.</li> <li>• Materials, references, and instructional strategies are included, linked, or cited in enough detail to allow other teachers to obtain them.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Mini-tasks and instructional strategies are coherent, tightly aligned to the skills, and well designed to support student success on the teaching task.</li> <li>• Mini-tasks and instructional strategies explicitly build student capacity to apply discipline-specific literacy skills to complex texts.</li> <li>• Mini-tasks and instructional strategies explicitly build student capacity to produce clear and coherent writing appropriate to discipline, task, purpose, and audience.</li> <li>• Mini-tasks are well placed to provide formative feedback and give evidence about student progress.</li> <li>• Materials, references, and instructional strategies are high quality, customized to the purpose of the teaching task, and described in enough detail for another teacher to use them.</li> <li>• Scoring guides for mini-tasks include clear criteria aligned to the skill being taught.</li> <li>• Texts, mini-tasks, or instructional strategies are differentiated for diverse learners.</li> </ul>
--	---	--