



# Jurying Rubric for LDC Modules

Module Information				
Module Title				
Module ID				
Juror(s)				
Date Juried				
<b>Teaching Task Score</b>	<b>CIRCLE ONE:</b>	<b>Work in Progress</b>	<b>Good to Go</b>	<b>Exemplary</b>
<b>Instructional Ladder Score</b>	<b>CIRCLE ONE:</b>	<b>Work in Progress</b>	<b>Good to Go</b>	<b>Exemplary</b>
Juror Summative Comments				

## LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
<b>GQ1: Does the teaching task, along with texts, content and student product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?</b>			
<b>Task Clarity &amp; Coherence</b>  <b>Score:</b>	<ul style="list-style-type: none"> <li>• Template type uses a writing mode that does not match the intended purpose of the prompt.</li> <li>• Task purpose is overly broad or narrow.</li> <li>• Prompt wording is unclear.</li> <li>• Prompt wording, student background, or overview of the task biases students toward a particular response.</li> <li>• Task is answerable without using the texts or instructional scaffolding in module.</li> <li>• Background statement may not frame task for students.</li> </ul>	<ul style="list-style-type: none"> <li>• Template task uses a writing mode that matches the intended purpose of the prompt.</li> <li>• Task purpose is focused.</li> <li>• Prompt wording is clear.</li> <li>• Prompt wording is unbiased, leaving room for diverse responses.</li> <li>• Prompt wording, content, texts, and student product are aligned to task purpose (a "good fit").</li> <li>• Task is text dependent, requiring students to go beyond prior knowledge to use evidence from the texts in their responses.</li> <li>• Background statement frames task for students.</li> </ul>	("Good to Go" characteristics and...) <ul style="list-style-type: none"> <li>• Task is worded precisely to give students a clear and focused purpose for writing and unambiguous directions.</li> <li>• Prompt, texts, content, and student product are tightly aligned (are close to a "perfect fit") to task purpose.</li> <li>• Task provides a pattern that can be used as a model to create other teaching tasks in the discipline.</li> </ul>
<b>GQ2: Does the teaching task build students' content knowledge, enduring understandings, and complex, higher order thinking skills central to the discipline?</b>			
<b>Content</b>  <b>Score:</b>	<ul style="list-style-type: none"> <li>• Has a weak connection to content central to the discipline.</li> <li>• Oversimplifies a topic, OR does not require students to engage in analytic reading and thinking skills.</li> <li>• Includes content or skill standards that are not relevant the task</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses content central to the discipline and grade level CCSS reading standards, requiring students to build strong content knowledge.</li> <li>• Engages students in a range of analytic reading and thinking skills.</li> </ul>	("Good to Go" characteristics and...) <ul style="list-style-type: none"> <li>• Addresses big ideas or enduring understandings central to the discipline.</li> <li>• Engages students in complex, higher-order thinking skills specific to the discipline.</li> </ul>

## LDC TEACHING TASK SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
<p><b>GQ3: Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?</b></p>			
<p><b>Text(s)</b></p> <p><b>Score:</b></p>	<ul style="list-style-type: none"> <li>• Are loosely aligned or misaligned to the purpose of the task.</li> <li>• Bias students toward a particular response.</li> <li>• Are too difficult or too easy for the range of student ability.</li> <li>• Include so many texts or allow so much student choice that it will be difficult to support reading closely and provide appropriate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Are useful for providing content and evidence to be used in addressing the task.</li> <li>• Do not bias students toward a particular response.</li> <li>• Are accessible to most target students and appropriately complex, requiring them to apply grade level CCSS reading skills to comprehend and analyze content.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Are engaging, tightly relevant (indispensable), and authentic.</li> <li>• Are tightly aligned to the task purpose.</li> <li>• Represent central modes of discourse in the discipline.</li> <li>• Are carefully selected, excerpted, or modified to provide texts with varied complexity (using either quantitative or qualitative measures) appropriate to students' reading ability.</li> </ul>
<p><b>GQ4: Does the teaching task engage students in applying CCSS writing skills to produce writing in a genre that is appropriately challenging, central to the discipline, and appropriate for the task content?</b></p>			
<p><b>Student Product</b></p> <p><b>Score:</b></p>	<ul style="list-style-type: none"> <li>• Is inappropriate to the discipline, content, or challenge of the task.</li> <li>• Is too difficult or too easy for the range of student ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Is appropriate for the discipline and content, and coherent with the purpose of the task.</li> <li>• Is accessible to all students and intellectually challenging, requiring them to apply CCSS writing skills to demonstrate their content understanding and CCSS reading skills.</li> </ul>	<p>("Good to Go" characteristics and...)</p> <ul style="list-style-type: none"> <li>• Authentically engages students in rhetorical modes and types of writing central to the discipline.</li> </ul>

## HOLISTIC SCORE FOR LDC TEACHING TASK

Rating (check one)	Description
<b>Exemplary</b>	The teaching task creates academic contexts for applying grade level CCSS reading and writing standards, and engages students in reading texts closely, as well as writing that is text-based, appropriate, and authentic for the discipline, purpose, and/or audience. Teaching task is text-dependent and has a clear, focused, and coherent purpose and precise elements overall. Task prompt, texts, and student product are tightly aligned to content and to the purpose of the teaching task. Teaching task addresses content and big ideas central to the discipline; engages students in applying higher order thinking skills specific to the discipline; and employs carefully selected or customized, relevant text(s) of varying complexity suited to the range of students in the target grade level. Focus of teaching task is central to the discipline or course and has broad applicability.
<b>Good to Go</b>	The teaching task creates academic contexts for applying grade level CCSS reading and writing standards, and engages students in reading texts closely, as well as writing that is text-based and appropriate for the discipline, purpose, and/or audience. Teaching task is text-dependent and has a clear, focused, and coherent purpose overall. Task prompt, texts, and student product are aligned to the content and purpose of the teaching task. Teaching task addresses content central to the discipline; engages students in applying a range of analytic reading and thinking skills; and employs useful text(s) that are appropriate for most students at the target grade level.
<b>Work In Progress</b>	Needs revision for reasons listed below.
<b>Not scored</b>	Does not fit the LDC Rules of the Road.

<b>Juror Formative Feedback for Revision</b>	
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## LDC INSTRUCTIONAL LADDER SCORING GUIDE

Category	Work in Progress	Good to Go	Exemplary
<p><b>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?</b></p>			
<p><b>What Skills?</b></p> <p><b>Score:</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
<p><b>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?</b></p>			
<p><b>What Instruction?</b></p> <p><b>Score:</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>

**GQ7: Has the module been taught, and does it include student work samples that have been scored and/or annotated?**

<p><b>What Results? Score:</b></p>	<ul style="list-style-type: none"> <li>No student work samples are included</li> </ul>	<ul style="list-style-type: none"> <li>Student work samples are included</li> </ul>	<ul style="list-style-type: none"> <li>Scored and/or annotated student work samples representing different score levels are included.</li> </ul>
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**HOLISTIC SCORE FOR INSTRUCTIONAL LADDER**

Rating (Check One)	Description
<p><b>Exemplary</b></p>	<p>Instructional ladder closely aligns to grade level CCSS standards and creates an opportunity to build discipline-specific literacy and thinking skills, and to teach writing in response to reading text(s) closely. Instructional ladder is highly coherent, tightly aligned and customized to an “Exemplary” or “Good to Go” teaching task, and appropriate in rigor to the course. Instructional ladder supports the teaching task with a well-planned and strategic instructional sequence in which mini-tasks lead to the final product’s completion. Instructional ladder is detailed and polished with attention to the needs of a wide educator audience. Texts, mini-tasks, and/or instructional strategies may be differentiated for diverse learners. Scored and/or annotated student work samples representing different score levels are included.</p>
<p><b>Good to Go</b></p>	<p>Instructional ladder generally aligns to grade level CCSS standards and creates an opportunity to teach writing in response to reading. Instructional ladder is coherent and aligned to the teaching task. Instructional ladder supports the teaching task with a well-planned instructional sequence in which mini-tasks lead to the final product’s completion. Instructional ladder provides sufficient detail so that others might use it. Student work samples may be included (but are not required to receive a holistic Good to Go score).</p>
<p><b>Work In Progress</b></p>	<p>Needs revision for reasons listed below.</p>
<p><b>Not scored</b></p>	<p>Does not fit the LDC Rules of the Road.</p>

<p><b>Juror Formative Feedback for Revision</b></p>	
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