**LDC “GOOD TO GO” SCORING GUIDE**

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| **INFORMATION** |
| Module/Task Title |  |
| Author (s) |  |
| District |  |
| School |  |
| Date Evaluated |  |
| Evaluator(s) |  |
| **ANALYTIC FEEDBACK FOR LDC TEACHING TASK** |
| **CATEGORY** | **CRITICAL FEATURE** | **COMMENT** |
| Coherence | * Template task, text/s, content, product, and question posed (if applicable) are a good fit. They are aligned.
* Background creates a frame for teaching task.
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| Content | * Addresses substantive content in the study of subject or discipline, requires students to delve deeply into content.
* Engages students in a range of thinking skills and requires them to demonstrate a range of critical thinking skills.
* Involves a question that drives critical thinking in response to reading and is at an appropriate level of specificity (when applicable).
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| Text/s | * Is (are) intellectually challenging but accessible to all students.
* Is (are) sufficiently challenging so that students apply literacy skills to comprehend and analyze content.
* Provide/s opportunity for deep learning and supports development of the product.
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| Student Product | * Is linked in clear and meaningful way to content~~.~~
* Is sufficiently challenging.
* Is multi-paragraph and appropriate composition (e.g. essay) for content and challenge.
* Provides sufficient opportunity for students of all races, ethnicity, gender, or socio-economic background to demonstrate their achievement.
* Fits rhetorical mode.
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| Extension (if Applicable) | * Authentically engages students and target realistic audiences.
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| **HOLISTIC SCORE FOR LDC TEACHING TASK** |
| **RATING (CHECK ONE)** | **DESCRIPTION** |
|  | **Good to Go** | Task is coherent, all components are aligned. Has clear, specific and detailed elements overall; addresses relevant content (topic, theme, concept, issue, or idea); employs relevant text(s); creates academic contexts for engaging in reading and writing skills and task content added is aligned to CCSS.  |
|  | **Needs Revision** | See comments. |
|  | **Not scored** | Does not meet basic criteria of LDC Framework. |
| Comments: |
| **ANALYTIC FEEDBACK FOR LDC MODULE** |
| **CATEGORY** | **CRITICAL FEATURE** | **COMMENT** |
| What Task? | * Teaching task received a “good to go” score on task rubric.
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| What Skills? | * Skills list relevant to teaching task.
* Skills are clustered and sequenced to support the teaching task.
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| What Instruction? | * Mini-tasks and scoring guides relate to skills list.
* Instructional strategies support the mini-tasks and move students on the pathway to success on the teaching task.
* Ladder is realistically paced.
* Lists materials, references and supports students and teachers will need to complete the instruction.
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| What Results? | * Scored student work samples (2 samples per level if available) and annotated scoring rubrics are included (once the module is taught).
* If included, the optional classroom assessment is connected to teaching task.
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| **HOLISTIC SCORE FOR LDC MODULE** |
| **RATING (CHECK ONE)** | **DESCRIPTION** |
|  | **Good to Go** | Module is coherent and aligned. Supports teaching task with a well-planned instructional sequence in which mini-tasks lead to the final product’s completion. Provides sufficient detail so that others might use it. |
|  | **Needs Revision** | See comments. |
|  | **Not scored** | Does not meet criteria of LDC Framework. |
| Comments: |