**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. | | | | | |  |
| 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). | | | | | |  |
| 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. | | | | | |  |
| 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. | | | | | |  |
| Extension  (if Applicable) | | | * Authentically engages students and target realistic audiences. | | | | | |  |
| **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. | | | |  | |
| What Skills? | | | | * Skills list relevant to teaching task. * Skills are clustered and sequenced to support the teaching task. | | | |  | |
| 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. | | | |  | |
| 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. | | | |  | |
| **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: | | | | | | | | | |