**LDC Task/Module Review and Feedback Form**

**Information**

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| Module/Task Title |  |
| Author (s) |  |
| District |  |
| School |  |
| Date Evaluated |  |
| Reviewer(s) |  |

**LDC Teaching Task Scoring Guide**

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| **Analytic Feedback for LDC Teaching Task** | | |
| **Category** | **Critical Features** | **Comments** |
| Teaching Task | * Coherence * demonstrates clarity and alignment of task, texts and question asked * Content * is substantive in the discipline and is informed by the CCSS * surrounds a big idea or key understanding worthy of time indicated * Text * is appropriately challenging and accessible to all students * provides opportunities for deep learning through sufficient information which are needed to answer the questions * Final Product * links in clear and meaningful way to type of writing with an authentic audience that is identified in teaching task * requires multi-paragraph grade appropriate composition * allows for communication of understanding * Essential Question (where applicable) * establishes purpose for study * scope of question is appropriate for the grade level, content, and time allotted |  |
| Skills | * Demands of the CCSS * includes evidence of alignment to grade level specific standards * clearly describe what capacities students need to complete the teaching task |  |

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| Instruction | * Instructional Plan * outlines a sequence of learning where knowledge and the skills outlined in Section 2 deepen over time * requires students to read challenging texts * uses a range of instructional strategies to support diverse learners * Instructional Prompts * written to the students * require students to draw upon text(s) during discussion and writing * require students to speak and write using evidence from sources * Products * Have authentic purpose for completing the teaching task. * are varied by length and purpose * are connected to the completion of the teaching task * can be used by teachers to checking for student understanding * provide rubrics if product will be scored |  |