**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
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| 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
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