

The assignment review tool is intended to help teachers, leaders, and other stakeholders answer the question, “Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?”. If students have not yet completed the task, users only review the quality of the task. If students have completed the task, users first review the quality of the task and then analyze students’ performance.

**Content<sup>ii</sup>: Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?**

What grade-level College and Career Ready standard(s) does the assignment focus on?	Standard(s):	
Is this assignment based on one or more texts?	Yes	No
	Title(s):	
If the assignment is based on one or more texts, are the texts high-quality and grade-appropriate?	Yes	No
<ul style="list-style-type: none"> <li>Is the <a href="#">Lexile level</a> appropriate for the grade level? (See <a href="#">Supplemental Information for Appendix A</a> for target Lexile ranges by grade band<sup>iii</sup>.)</li> <li>Is the text appropriately <a href="#">qualitatively complex</a> for the grade?</li> <li>Is the text authentic and/or published?</li> <li>Does the text build content and/or cultural knowledge? Is the text worth reading closely and re-reading?</li> </ul>	Evidence:	
Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?	Yes	No
<ul style="list-style-type: none"> <li>Does the assignment align closely to expectations articulated by grade-level standards, focusing students on the words and ideas in the text that matter most?</li> <li>Does the assignment focus on students’ comprehension of the central ideas and key details in the text? If the lesson addresses skills/strategies, is the focus essential to comprehension?</li> </ul>	Evidence:	
<p><b>Overall Content Rating:</b> Overall, do the content demands of this assignment align with the expectations defined by content area shifts and grade-level standards?</p>		
<p><b>0 – No Opportunity</b> The assignment is not based on a high-quality, grade appropriate text.</p>	<p><b>1 – Minimal Opportunity</b> The assignment is based on a high-quality, grade-appropriate text but does not contain questions that reach the depth of the standards.</p>	<p><b>2 – Sufficient Opportunity</b> The assignment is based on a high-quality, grade-appropriate text and contains questions that reach the depth of the grade-level standards.</p>

**Literacy Practices: Does the assignment provide meaningful practice opportunities for this content area and grade level?**

Does the assignment integrate more than one grade-level reading, writing and/or speaking and listening standard in service of comprehension?	Yes	No
<ul style="list-style-type: none"> <li>Does the assignment focus on more than one grade-level standard at the intended level of depth?</li> </ul>	Evidence:	
Does the assignment require students to use what they learned from the text to support their ideas in a grade-appropriate way?	Yes	No
<ul style="list-style-type: none"> <li>Are students prompted or expected to use details and/or evidence from the text in service of comprehending key ideas in the text?</li> <li>Are the majority of questions text-dependent and/or text-specific, requiring students to read closely and/or go back to the text?</li> <li>Is the expectation for evidence grade-appropriate as defined by college and career ready standards?</li> </ul>	Evidence:	
<p><b>Overall Practice Rating:</b> Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?</p>		
<p><b>0 – No Opportunity</b> The assignment does not integrate standards <u>and</u> does not require students to use what they learn from the text.</p>	<p><b>1 – Minimal Opportunity</b> Either the assignment does not integrate standards <u>or</u> it does not require students to use what they learn from the text.</p>	<p><b>2 – Sufficient Opportunity</b> The assignment both integrates standards <u>and</u> requires students to use what they learned from the text.</p>

**Relevance: Overall, does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?**

<b>Does the assignment build grade-appropriate content and/or cultural knowledge?</b> <ul style="list-style-type: none"> <li>Do non-fiction texts build academic content knowledge related to grade level standards in social studies, science and/or the arts?</li> <li>Do fiction texts build knowledge and/or introduce themes or morals that are nuanced and worthy of analysis?</li> </ul>	Yes	No
Evidence:		
<b>Does the assignment give students a chance to share and defend their thinking when speaking or writing about content?</b> <ul style="list-style-type: none"> <li>Do students have an opportunity to develop a claim and defend their thinking?</li> <li>Does the assignment provide opportunity for students to share their developing thinking, or are all student responses likely to look the same?</li> </ul>	Yes	No
Evidence:		
<b>Does the assignment connect academic standards to real-world issues or concepts?</b> <ul style="list-style-type: none"> <li>Do students have an opportunity to connect the content of the lesson to current events, local people and places or important disciplinary topics or debates? To their own lives and/or the world around them?</li> </ul>	Yes	No
Evidence:		
<b>Overall Relevance Rating:</b> Overall, to what extent does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
<b>0 – No Opportunity</b> The assignment does not build grade-appropriate knowledge, does not give students a chance to use their voice, and does not connect to real-world issues.	<b>1 – Minimal Opportunity</b> The assignment builds grade-appropriate knowledge, but does not give students a chance to use their voice and does not connect to real-world issues.	<b>2 – Sufficient Opportunity</b> The assignment builds grade appropriate knowledge, gives students a chance to use their voice <u>and/or</u> connects to real world issues.

**Student Performance**

<b>Which students met the expectations of the assignment, as communicated by the directions and/or scoring key?</b> <ul style="list-style-type: none"> <li>If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.</li> </ul>						
Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	
Evidence:						
<b>Which students met the expectation of the target standard(s) for the assignment?</b> <ul style="list-style-type: none"> <li>If the assignment meets the demands of the standards, then student performance on the standards should match that of the assignment.</li> <li>If the assignment does not meet the demands of the standards, then student performance likely won't meet the demands of the standards.</li> </ul>						
Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	
Evidence:						

<sup>i</sup> Note: This protocol is not applicable for narrative writing or reading foundational skills tasks.

<sup>ii</sup> The content of this section was heavily influenced by the [EQuIP Student Work Protocol](http://www.achieve.org) from Achieve, Inc. [www.achieve.org](http://www.achieve.org)

<sup>iii</sup> Note: There is no Common Core Band for Lexile Levels in grades K-1 when the expectation is that students are focused on learning the foundational skills of reading; however, read-aloud texts in grades K-1 should be 2-3 grade levels above.