

## ELA Assignment Review Protocol

This ELA Assignment Review Protocol is adapted from TNTP's ELA Assignment Protocol and 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?"

A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?	Does this assignment provide meaningful practice opportunities for this content area and grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	<b>Only if students have completed the task:</b> Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

A. CONTENT: Does this assignment align with expectations defined by grade-level standards, including high-quality text and text-based questions?		
<b>A1. Is this assignment based on one or more texts?</b>	Yes	No
<i>Title(s):</i>		
<b>A2. If YES, are the texts high-quality and grade-appropriate?</b> <ul style="list-style-type: none"> <li>Is the <a href="#">Lexile level</a> appropriate for the <a href="#">grade level</a>?</li> <li>Is the text appropriately qualitatively complex for the grade? (<a href="#">Informational</a>; <a href="#">Literary</a>)</li> <li>Is the text authentic and/or published?</li> <li>Does the text build content and/or cultural knowledge? Is it worth reading closely?</li> </ul>	Yes	No
<i>Evidence:</i>		
<b>A3. What <a href="#">grade-level standard(s)</a> does the assignment focus on?</b>	<i>Standard(s):</i>	
<b>A4. Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)?</b> <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' <a href="#">comprehension</a> of the central ideas and key details in the text?</li> </ul>	Yes	No
<i>Evidence:</i>		

**A. CONTENT RATING:**

Overall, to what extent does the assignment align with the expectations defined by grade-level standards?		
<b>0 - No Alignment</b> The assignment is not based on a high-quality, grade-appropriate text (A2).	<b>1 - Minimal Alignment</b> The assignment is based on a high-quality, grade-appropriate text (A2) but does not contain questions that reach depth of the standard(s) (A4).	<b>2 - Sufficient Alignment</b> The assignment is based on a high-quality, grade-appropriate text (A2) and contains questions that reach the depth of the standard(s) (A4).

B. LITERACY PRACTICES: Does this assignment provide meaningful practice opportunities for this content area and grade level?		
<b>B1. Does the assignment integrate <u>more than one</u> grade-level reading, writing and/or speaking and listening standard <u>in service of comprehension</u>?</b> <ul style="list-style-type: none"> <li>Does the assignment focus on standards at the <u>intended level of depth</u>?</li> </ul>	Yes	No
	Evidence:	
<b>B2. Does the assignment require students to use what they learned from the text to support their ideas in a grade-appropriate way?</b> <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 the standards?</li> </ul>	Yes	No
	Evidence:	

B. PRACTICE RATING		
Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?		
<b>0 - No Opportunity</b> The assignment does not integrate standards (B1) <u>and</u> does not require students to use what they learn from the text (B2).	<b>1 - Minimal Opportunity</b> Either the assignment does not integrate standards (B1) <u>or</u> it does not require students to use what they learn from the text (B2).	<b>2 - Sufficient Opportunity</b> The assignment both integrates standards (B1) <u>and</u> requires students to use what they learned from the text (B2).

C. RELEVANCE: Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?		
<b>C1. Does the assignment build grade-appropriate content and/or cultural knowledge?</b> <ul style="list-style-type: none"> <li>Do non-fiction texts build knowledge related to social studies, science and/or the arts?</li> <li>Do fiction texts build knowledge and/or introduce themes or morals that are nuanced</li> </ul>	Yes	No
	Evidence:	

and worthy of analysis?		
<b>C2. 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>C3. 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, important disciplinary topics or debates, their own lives and/or the world around them?</li> </ul>	Yes	No
	Evidence:	

<b>RELEVANCE RATING</b> Overall, to what extent does the assignment give students an opportunity to connect standards to real-world issues and/or contexts?		
<b>0 - No Opportunity</b> The assignment does not build grade-appropriate knowledge (C1), does not give students a chance to use their voice (C2), and does not connect to real-world issues (C3).	<b>1 - Minimal Opportunity</b> The assignment builds grade-appropriate knowledge (C1), but does not give students a chance to use their voice (C2) and does not connect to real-world issues (C3).	<b>2 - Sufficient Opportunity</b> The assignment builds grade-appropriate knowledge (C1), gives students a chance to use their voice (C2), <u>and/or</u> connects to real-world issues/contexts (C3).

<b>D. STUDENT PERFORMANCE: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?</b>		
<b>D1. Which students met the expectations of the <u>assignment</u>, 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>	Met:	Did not meet:
<b>D2. Which students met the expectations of the target <u>standard(s)</u> of the assignment?</b> <ul style="list-style-type: none"> <li>If the assignment meets the demands of the standards (A), then student performance on the standards should match their performance on the assignment (D1).</li> <li>If the assignment does <u>not</u> meet the demands of the standards (A), the student performance likely won't meet the demands of the standards.</li> </ul>	Met:	Did not meet: