# Select a pathway

## ELA
### Stay in this room.

**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? | *Only if students have completed the task:* 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?**

| A1. Is this assignment based on one or more texts? | | Yes | No |
|---|---|---|---|
| | | *Title(s):* | |
| A2. If YES, are the texts high-quality and grade-appropriate? <br>• Is the Lexile level appropriate for the grade level? <br>• Is the text appropriately qualitatively complex for the grade? (Informational; Literary) <br>• Is the text authentic and/or published? <br>• Does the text build content and/or cultural knowledge? Is it worth reading closely? | | Yes | No |
| | | *Evidence:* | |
| A3. What grade-level standard(s) does the assignment focus on? | | *Standard(s):* | |
| A4. Does the assignment contain questions and/or tasks that reach the depth of grade-level standard(s)? <br>• 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? <br>• Does the assignment focus on students' comprehension of the central ideas and key details in the text? | | Yes | No |
| | | *Evidence:* | |

## Math
### Join the breakout.

**Math Assignment Review Protocol**

This Math Assignment Review Protocol is adapted from TNTP's Math 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? | Does this assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level? | Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? | *Only if students have completed the task:* 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 the expectations defined by grade-level standards?**

| A1. What grade-level standard(s) does the assignment focus on? | *Standard(s):* | |
|---|---|---|
| A2. Do all questions and/or tasks reach the depth of grade-level standard(s)? <br>• **Focus:** Does the assignment allow students to focus, avoiding over-scaffolding or emphasis on too many skills? <br>• **Coherence:** When multiple standards are addressed, is there a coherent connection to the same topic in a previous grade or another grade-level topic or cluster? <br>• **Rigor:** Does the task allow all students to demonstrate procedural skill and fluency, conceptual understanding, and/or application to real-world situations to the depth indicated by the standard(s)? | Yes | No |
| | *Evidence:* | |

| A. CONTENT RATING: |||
|---|---|---|
| Overall, to what extent does the assignment align with the expectations defined by grade-level standards? |||
| **0 – No Alignment** <br>Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2). | **1 – Minimal Alignment** <br>More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2). | **2 – Sufficient Alignment** <br>All the questions on the assignment reach the depth of the targeted standard(s) (A2). |

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- ✅ Notecatcher

- ✅ Math Assignment Review Protocol

- ✅ 4th Grade Math Assignment

- ✅ Nebraska Mathematics Standards

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# We will....

✓ Orient to the tool

✓ Walk through how to use it with an example

✓ Ask questions

**Math Assignment Review Protocol**

This Math Assignment Review Protocol is adapted from TNTP's Math 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? | Does this assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level? | Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? | *Only if students have completed the task:* 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 the expectations defined by grade-level standards? | | |
|---|---|---|
| A1. What grade-level standard(s) does the assignment focus on? | Standard(s): | |
| A2. Do all questions and/or tasks reach the depth of grade-level standard(s)?<br>• **Focus:** Does the assignment allow students to focus, avoiding over-scaffolding or emphasis on too many skills?<br>• **Coherence:** When multiple standards are addressed, is there a coherent connection to the same topic in a previous grade or another grade-level topic or cluster?<br>• **Rigor:** Does the task allow all students to demonstrate procedural skill and fluency, conceptual understanding, and/or application to real-world situations to the depth indicated by the standard(s)? | Yes | No |
| | Evidence: | |

| A. CONTENT RATING:<br>Overall, to what extent does the assignment align with the expectations defined by grade-level standards? | | |
|---|---|---|
| **0 - No Alignment**<br>Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2). | **1 - Minimal Alignment**<br>More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2). | **2 - Sufficient Alignment**<br>All the questions on the assignment reach the depth of the targeted standard(s) (A2). |

➔ The Math Assignment Review Protocol helps answer the question, "Does this task give students the opportunity to *meaningfully engage* in *worthwhile grade-level content*?"

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| A. CONTENT | B. PRACTICES | C. RELEVANCE | D. PERFORMANCE |
|---|---|---|---|
| Does this assignment align with the expectations defined by grade-level standards? | Does this assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level? | Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? | *Only if students have completed the task:* Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)? |

✓ Three main components worth 2 points each (6 points total):
  A. **CONTENT**: *what* students are working on
  B. **PRACTICES**: *how* students engage with the content
  C. **RELEVANCE**: *why* the work matters beyond the lesson/class

✓ **4 out of 6 points** = considered a worthwhile, grade-level task

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| A. CONTENT RATING: |
|---|
| Overall, to what extent does the assignment align with the expectations defined by grade-level standards? |

| **0 - No Alignment** | **1 - Minimal Alignment** | **2 - Sufficient Alignment** |
|---|---|---|
| Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2). | More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2). | All the questions on the assignment reach the depth of the targeted standard(s) (A2). |

✓ **STANDARDS**: Aligned to Nebraska math standards

✓ **DEPTH**: Reaches *depth* of Nebraska math standards & instructional shifts
  ○ *Focus*: develops a narrower set of skills more deeply
  ○ *Coherence*: connects to topics within the grade and across grades
  ○ *Rigor*: develops conceptual understanding, procedural fluency, and/or application to real-world contexts

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Use the greater than, less than, or equal to symbol to compare.

Compare 342,006 > 94,983

Compare 7 thousands 5 hundreds 8 tens < 6 ten thousands 5 hundreds 8 ones
7,580     60,508

Compare 9 hundred thousands 8 thousands 9 hundreds 3 tens > 807,820
908,930

For the weekend basketball playoffs, a total of 61,941 tickets were sold. 29,855 tickets were sold for Saturday's games. The rest of the tickets were sold for Sunday's games. How many tickets were sold for Sunday's games?

A company has 3 locations with 70,010 employees altogether. The first location has 34,857 employees. The second location has 17,595 employees. How many employees work in the third location?

❏ **What grade-level standards does the assignment focus on?**

❏ **Do all questions and/or tasks reach the depth of the grade-level standards?**

*Share your answer in the chat.*

## A. CONTENT: Does this assignment align with the expectations defined by grade-level standards?

**A1. What grade-level standard(s) does the assignment focus on?**

Standard(s):
- MA 4.1.1.f Compare whole numbers up to one million and decimals through the hundredths place using >, <, and = symbols, and visual representations.
- MA 4.1.2.a Add and subtract multi-digit numbers using the standard algorithm
- MA 4.2.3.a Solve real-world problems involving multi-step equations comprised of whole numbers using the four operations, including interpreting remainders

**A2. Do all questions and/or tasks reach the depth of grade-level standard(s)?**

| Yes | No |
|-----|-----|

- **Focus:** Does the assignment allow students to focus, avoiding over-scaffolding or emphasis on too many skills?
- **Coherence:** When multiple standards are addressed, is there a coherent connection to the same topic in a previous grade or another grade-level topic or cluster?
- **Rigor:** Does the task allow all students to demonstrate procedural skill and fluency, conceptual understanding, and/or application to real-world situations to the depth indicated by the standard(s)?

Evidence:
- Focus (Yes)
- Coherence (Somewhat) - Multiple standards are addressed separately in the task
- Rigor (Somewhat) - Procedural skill & fluency and real-world application are addressed

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| A. CONTENT RATING: | | |
| --- | --- | --- |
| Overall, to what extent does the assignment align with the expectations defined by grade-level standards? | | |
| **0 - No Alignment** | **1 - Minimal Alignment** | **2 - Sufficient Alignment** |
| Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2). | More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2). | All the questions on the assignment reach the depth of the targeted standard(s) (A2). |

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| B. PRACTICE RATING | | |
| --- | --- | --- |
| Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level? | | |
| **0 - No Opportunity** The assignment provides no opportunity to engage with critical math practices while working on grade-level content (B1). | **1 - Minimal Opportunity** The assignment includes an opportunity to engage with at least one critical math practice (B1) but not at the level of depth required by the standard (B2). | **2 - Sufficient Opportunity** The assignment includes an opportunity to engage with at least one mathematical practice (B1) at the appropriate level of depth (B2). |

✓ **PROCESS**: Engages at least one of the four Nebraska mathematical process
   ○ In conjunction with grade-level content
   ○ Aligned to standards if/when they specify a process

✓ **DEPTH**: Reaches *depth* of Nebraska mathematical processes

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❏ **Does the assignment provide opportunity for students to engage with at least one Nebraska Mathematical Process?**

❏ **Does the assignment require students to engage with one or more mathematical practice at the <u>appropriate level of depth</u> as defined by the grade-level content and Mathematical Processes?**

*Share your answer in the chat.*

## B. MATHEMATICAL PRACTICES: Does this assignment provide meaningful opportunities for students to engage in grade-level math practices?

| B1. Does the assignment provide opportunity for students to engage with at least one critical Nebraska Mathematical Process (pg. 2) while working on grade-level content?<br>• Does part or all of the assignment target grade-level content?<br>• Do the target standard(s) explicitly call for use of a specific mathematical process? If so, does the task provide opportunity for students to engage in the named process? | Yes | No |
|---|---|---|
| | Evidence:<br>• NE Mathematical Process 1 (Solves mathematical problems) -- students must make sense of mathematical problems and compute accurately. | |
| B2. Does the assignment require students to engage with one or more mathematical practice at the appropriate level of depth as defined by the grade-level content and Nebraska Mathematical Process (pg. 2)? | Yes | No |
| | Evidence:<br>• Process 1 includes determining the reasonableness of solutions, which questions 4-5 do not require students to do.<br>• Students aren't required to engage with NE Mathematical Process 2 (model and represent mathematical problems) which is called for in standard 4.1.1.f | |

| B. PRACTICE RATING | | |
| --- | --- | --- |
| Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level? | | |
| **0 - No Opportunity** | **1 - Minimal Opportunity** | **2 - Sufficient Opportunity** |
| The assignment provides no opportunity to engage with critical math practices while working on grade-level content (B1). | The assignment includes an opportunity to engage with at least one critical math practice (B1) but not at the level of depth required by the standard (B2). | The assignment includes an opportunity to engage with at least one mathematical practice (B1) at the appropriate level of depth (B2). |

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**RELEVANCE RATING**

Overall, to what extent does the assignment give students an opportunity to connect standards to real-world issues and/or contexts?

| 0 - No Opportunity | 1 - Minimal Opportunity | 2 - Sufficient Opportunity |
|---|---|---|
| The assignment does not connect academic content to real-world experiences (C1). | The assignment connects academic content to real-world experiences (C1), but the problems do not allow students to apply math to the real world in a meaningful way (C2). | The assignment connects academic content to real-world experiences (C1) and allows students to apply math to the real world in a meaningful way (C2). It may also include novel problems (C3). |

✓ **CONNECTIONS**: Relate to real-world problems/contexts
   ○ Includes word problems
   ○ Requires critical thinking over rote computation

✓ **MULTIPLE SOLUTIONS**: Allows for more than one solution
   ○ Novel, unfamiliar problems
   ○ Responses don't all look the same

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❏ **Does the majority of the assignment consist of word problems or real-world application problems/tasks?**

❏ **If YES, does it also allow students to apply math in a meaningful way?**

❏ **Does the assignment include novel problems where there may be more than one solution path?**

*Share your answer in the chat.*

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| C. RELEVANCE: Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts? | | |
|---|---|---|
| C1. Does the majority of the assignment consist of word problems or real-world application problems/tasks? | Yes | No |
| | Evidence:<br>• 2 out of 5 questions are word problems. | |
| C2. If YES, does it also allow students to apply math in a meaningful way?<br>• Do the provided scenarios make sense in a real-world setting?<br>• Do students have to think critically for each new problem rather than applying the same rote computation over and over without having to make sense of the problem? | Yes | No |
| | Evidence:<br>• Indicator C1 rated "NO" | |
| C3. Does the assignment include novel problems where there may be more than one solution path?<br>• Is there likely to be more than one way to solve the problem rather than students all solving the problem the same way? | Yes | No |
| | Evidence:<br>• The word problems are straightforward and not likely to result in different types of solutions, especially because they do not require students to model or explain their thinking. | |

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