**Lesson Review *Suggestions* to Provide Purposeful Feedback DRAFT**

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| **Indicator** | **+** | **-** | **?** | **Notes** |
| The lesson focus reflects unpacked standard(s). Lesson components include (knowledge, skills, and vocabulary): |  |  |  |  |
| 1. checking for/build background knowledge prior to new learning |  |  |  |  |
| 1. clear learning intentions/success criteria aligned to the unpacked standard that will be shared with students and used for refocusing and reflection |  |  |  |  |
| 1. integration of essential vocabulary that fosters each student describing, applying, and writing accurately with the terminology |  |  |  |  |
| 1. open-ended questions and second questions that guide students to develop conceptual understandings rather than being ‘told’ |  |  |  |  |
| 1. evidence of moving students from concrete discovery to representational expression to abstract synthesizing |  |  |  |  |
| 1. student engagement that involves opportunities for equal participation), reasoning, communicating, critical thinking, collaboration, making conceptual connections; and creativity |  |  |  |  |
| 1. interactive archiving of essential concepts that include an exemplar and sufficient practice for pairs and individuals \*resource alert: (consider developing a bank of ‘cousin items’) |  |  |  |  |
| 1. multiple checks along-the-way to encourage each student to try, inform teacher (in-the-minute) instructional decisions, facilitate student reflection |  |  |  |  |
| 1. sufficient time for each student to summarize what was understood and what requires spiraling |  |  |  |  |
| 1. data-driven small group work to move students from ‘where they are’ to emerging, developing, proficient, distinguished |  |  |  |  |

Possible resources include but not limited to: