

## Literacy Design Collaborative Module Check List: At A Glance...

Cover		Done
<ul style="list-style-type: none"> <li>Title and names are provided.</li> <li>The title relates to your task.</li> </ul>		_____ _____
Information Sheet		
Overview	<ul style="list-style-type: none"> <li>informs teachers or other readers of the subject, topic or issue addressed in the module.</li> </ul>	_____
Template Task	<ul style="list-style-type: none"> <li>includes number, type, and levels <i>exactly as written</i> in the collection (only include the levels being taught)</li> </ul>	_____
Completed Task	<ul style="list-style-type: none"> <li>is completed without changes to the wording of the stem</li> </ul>	_____
Contact Info	<ul style="list-style-type: none"> <li>includes all relevant information.</li> </ul>	_____
Section 1: What Task?		
Template Task	<ul style="list-style-type: none"> <li>matches the one inserted in the Information Sheet (page 2)</li> </ul>	_____
State Standards	<ul style="list-style-type: none"> <li>are provided with specific information and source.</li> </ul>	_____
Background	<ul style="list-style-type: none"> <li>provides <i>students</i> with the necessary context to address the prompt.</li> </ul>	_____
Prompt	<ul style="list-style-type: none"> <li>matches the one completed for the Information Sheet.</li> </ul>	_____
LDC Rubric	<ul style="list-style-type: none"> <li>has not been changed.</li> </ul>	_____
Extension (Optional)	<ul style="list-style-type: none"> <li>if included, asks students to use what they learned and produced with a larger audience.</li> </ul>	_____
Section II: What Skills?		
<b>If you modified or created your own skill list, does it...</b>		
<ul style="list-style-type: none"> <li>articulate the skills students need as the “ability to...”</li> <li>organize the skills into clusters and sequenced the clusters?</li> </ul>		_____ _____
Section III: What Instruction?		
<b>If you modified or created your own instructional ladder ...</b>		
Skill/Mini-tasks	<ul style="list-style-type: none"> <li>each skill has an associated mini-task(s).</li> </ul>	_____
Scoring Guide	<ul style="list-style-type: none"> <li>are included for mini-tasks that you will score.</li> </ul>	_____
Instruction	<ul style="list-style-type: none"> <li>articulate the instructional strategies for each mini-task.</li> </ul>	_____
Prep / PD	<ul style="list-style-type: none"> <li>provide suggestions to teachers to prepare for this mini-task.</li> </ul>	_____
Pacing	<ul style="list-style-type: none"> <li>estimate how much time is necessary to teach and students to do each mini-task (uses hours/minutes to translate to different schedules)</li> </ul>	_____
Materials	<ul style="list-style-type: none"> <li>include specific information (i.e., citations) on the texts, programs, web-based resources, or supports you used.</li> </ul>	_____
Section IV: What results?		
Student work samples	<ul style="list-style-type: none"> <li>once taught, includes an example of a “meets expectations” or “advanced” paper is included</li> <li>do NOT include student names</li> </ul>	_____ _____
Classroom Assessment	<ul style="list-style-type: none"> <li>uses the same template as the teaching task prompt.</li> <li>includes the LDC rubric.</li> </ul>	_____ _____
Teacher Work Section		
<b>If you taught the module, you have included thoughts about...</b>		
<ul style="list-style-type: none"> <li>what you saw in the student response and work.(e.g., what the work tells you about student strengths and weaknesses)</li> <li>what you would change in the teaching task, skills and/or instruction next time.</li> </ul>		_____ _____

**Literacy Design Collaborative**  
**Module Rubric: Taking a Harder Look....**  
*Guiding Questions for Conversation*

<b>Section 1: What Task?</b>	<b>Yes</b>	<b>No</b>
Is the template task that you selected designed for the subject area you are teaching? (See the template task collection)		
Does the task you created align to the content students need to know as outlined in the state standards? <ul style="list-style-type: none"> <li>• Does the task “get at” what you want students to learn?</li> <li>• Is the task <b>worth doing</b> and investing time and effort?</li> <li>• Does your task promote intellectual challenges that “ratchet up” students’ thinking and literacy practices?</li> </ul>		
Does the task promote reciprocity between reading and writing?		
Does it facilitate the interplay between more or less difficult texts and writing demands so that students build the ability to manage increasingly difficult content and skills?		
Is it <b>specific</b> in its presentation of content and skills? Does it avoid “sprawl” so that it is doable within the time and product limitations (e.g., article length, essay pages)?		
Is the extension “relevant and real” for the students and audience?		

<b>Section II: What Skills?</b> <b>If you modified or created your own skill list ...</b>	<b>Yes</b>	<b>No</b>
Do the identified skills align to the task?		
If you are keeping the LDC or another organization’s prototype (e.g., Paideia), do you really intend to teach the skill?		

<b>Section III: What Instruction?</b> <b>If you modified or created your own instructional ladder...</b>	<b>Yes</b>	<b>No</b>
Does each <b>mini-task</b> intentionally build the <b>skill</b> it purports to support? Is it, in fact, a mini-task or an “activity”?		
Do the <b>skills and mini-tasks</b> build upon each other in a way that will lead students to successfully completing the overall task?		
Do the <b>instructional strategies</b> for each mini-task: <ul style="list-style-type: none"> <li>• enable students to acquire the skills and content embedded in the task?</li> <li>• vary students experiences to keep learning interesting?</li> <li>• enliven the experience of engaging in the task?</li> <li>• Include specific approaches to teaching levels 2 and 3 if selected for the task?</li> </ul>		
Are the <b>teacher preparation and professional development</b> suggestions relevant?		
Are the pacing suggestions for each mini-task appropriate given the grade level and task?		
Are the <b>materials</b> relevant to the task?		

<b>Section IV: What Results?</b>	<b>Yes</b>	<b>No</b>
Did more than one person score the student work?		
Was there an <b>analysis</b> done of the student work? Is the analysis useful in determining next steps and long-term curriculum decisions? Does the analysis <b>provide feedback</b> on the effectiveness of the task and student progress?		
Is the classroom assessment task <b>doable</b> within a class period? Is it assessing the same types of content and skills embedded in the teaching task?		