

Lesson Study PROCESS Rubric

	NOT EVIDENT			EVIDENT	
	0	1	2	3	4
BACKWARD CURRICULUM DESIGN					
Did you identify a power standard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you list the standards that provide the content for teaching and learning of the power standard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you develop “essential questions” that address the enduring learning expectations associated with your selected standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you define a culminating task that is directly connected to the standards you selected, the essential questions, and the ESLRs (effective communication; complex thinking)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you develop a rubric that clearly defines the criteria for successful completion of the culminating task?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did you include instructional activities designed to support the learning and performance expectations identified in your rubric for the culminating task?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you included a variety of intermediate assessments to evaluate student readiness to undertake the culminating task?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COLLABORATION					
Was your study group self-selected?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was your lesson study consistently collegial – all voices and contributions were valued?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has your curriculum map been shared with other members and tracks within your department?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has your curriculum map been shared with your department administrator?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IMPLEMENTATION					
Have all members of the study group committed to testing out the curriculum map produced?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has the curriculum map already been tested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If implementation has already taken place, has your study group had an opportunity to look collaboratively at the student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a collaborative study of student work has been done, did you select anchor papers from the student work that represent a 1, 2, 3, and 4 as defined by your rubric?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of looking at student work, has your study group had an opportunity to re-strategize and revise the curriculum map?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ROLE OF FACILITATORS					
Was there one or more facilitator available during your lesson study?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did facilitator(s) demonstrate a clear understanding of lesson study and the process of backward curriculum design?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the facilitator(s) encourage collaboration and collegiality?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the facilitator(s) support the process of backward curriculum design through reflective questioning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have any additional comments or lingering questions about the lesson study process?