# LDC Module Specifications Checklist

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| Module Title: | Reviewed by: |
| Author/contact information: | Review date: |

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| Section | Requirements | Yes | No | Comments |
| General | Module is organized into 4 main sections with information sheet and supporting information (if needed) |  |  |  |
| Module uses LDC terminology. |  |  |  |
| Information Sheet | | | | |
| Information Sheet | Show key information to identify the module:   * Title and brief description. * Teaching task and template task used to create it. * Author and author’s contact information. * Discipline, course, and grade level. |  |  |  |
| Section 1: What Task? | | | | |
| Standards | List the exact Common Core State Standards for the template task.  Add appropriate state content standards.  Provide source information for the standards you use. |  |  |  |
| Teaching task | Fill in the template task, completing all the blanks but not altering the other template wording.  List the reading texts for the prompt or describe how students will be guided to select appropriate texts.  Provide a background statement that introduces the prompt to students.  If an extension activity is included, provide an activity in which students share or apply what they have learned with a real-world audience or through a hands-on project. (The extension may also be omitted.)  Use the exact rubric for the template task. |  |  |  |
| Section II: What Skills? | | | | |
| Specific skills | List the skills students need to succeed on the teaching task. |  |  |  |
| Skills defined | Define each skill listed using the stem “the ability to…” |  |  |  |
| Skills clusters | Cluster the skills in groupings that make sense and are in a workable order for teaching. |  |  |  |
| Section III: What Instruction? | | | | |
| Mini-tasks | For each identified skill, provide a prompt asking students to apply an “in-progress” skill or practice.  Identify the product students will produce in response to each prompt.  Include a short scoring guide for all or most student products. |  |  |  |
| Instructional strategies | Specify the instructional strategies to be used in teaching students to succeed on each mini-task. |  |  |  |
| Pacing plans | Estimate time requirements for each mini-task. |  |  |  |
| Materials, references, and supports | List the materials, references, and supports students and teachers will need to complete the instruction.  Provide internet or other source information for published documents, and use the appendix to provide copies of other materials. |  |  |  |
| Section IV: What Results? | | | | |
| Student work samples\* | Include two student work samples that received scores at each level on the rubric that goes with the template task.  *\*Student work samples must eventually be included for an LDC Module to be complete. But LDC partners often share modules without student work, while they are in works in progress.* |  |  |  |
| Classroom assessment task | If a classroom assessment is included, use the same template task as the teaching task and include the applicable classroom assessment rubric. (The classroom assessment may also be omitted.) |  |  |  |
| Supporting Information | | | | |
| Teacher thoughts | (This section may be left blank.) |  |  |  |
| Appendix | Include copies of any materials that are not otherwise easily available. |  |  |  |

Comments: