Gifted Lesson Review Supplemental Checklist

Mathematics

These criteria may be used to assess lessons and units designed for gifted learners based on the Ohio New Learning Standards. This list is meant as a supplement to Ohio's Quality Review Rubrics for lessons and units published by the Ohio Department of Education, not as a replacement. The criteria below have been developed based on Sandra Kaplan's work with depth and complexity. A lesson for gifted learners would include one or more elements from the list below; however, it is not expected that any single lesson would include all of the elements.

Alignment to the Depth of Ohio's NLS

- ❒ Is connected to a broad, interdisciplinary theme or essential question.

Key Shifts in Ohio's NLS

Instructional Supports

- ❒ Requires students to find parallels within aspects of mathematical language and with the language of other disciplines.
- ❒ Provides opportunities for the student to determine the relevance of details, note ambiguities, and prioritize and sequence procedural steps when problem solving.
- ❒ Analyzes the application and contribution of mathematical knowledge to other disciplines.
- ❒ Provides opportunities for students to formulate unanswered questions and respond to those questions by testing assumptions and by drawing parallels from and searching for patterns in other examples.
- ❒ Uses mathematical observations to classify and categorize information in order to develop an understanding of patterns, trends, and rules found within data sets, algorithms, geometric representations, and functions.
- ❒ Provides opportunities for students to analyze the cause and effect of manipulating variables, factors, or other elements of a given problem and to recognize any patterns or rules that emerge.
- ❒ Requires students to use examples as evidence to illustrate the origins of algorithms or theorems.

Assessment

- ❒ Is designed with sufficient stretch to allow for documentation of new learning rather than repetitive demonstration of prior knowledge.
- ❒ Utilizes assessment data to determine opportunities for curriculum compacting and/or acceleration.