HANDBOOK FOR LDC JURORS
National Jurying Edition—2014–15

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Introduction

What is LDC national jurying?

For the Literacy Design Collaborative, national jurying is a process for identifying LDC modules that include teaching tasks and instructional ladders that warrant being shared across the community of practice, both at the *Good-to-Go* level and at the even higher and even more impressive *Exemplary* level. This Handbook offers a guide for national jurors and for those who are considering participating in the LDC national jurying process.

What are the most important features of the LDC national jurying process?

The LDC national jurying process:

- Is **evidence-based**, calling for jurors to read modules closely and identify specific features that lead to each rating decision.

- Applies **common criteria** set in the LDC Jurying Rubric rather than individual jurors' views of what makes for module quality.

- Weighs the **preponderance of evidence** in each decision about individual dimensions, the task as a whole, and the instructional ladder as a whole.

- Seeks **pair-wise consensus** in a socially moderated process in which two jurors score the module individually and then discuss the evidence to develop joint scores they can both support.

- Generates **actionable feedback** for module writers, including recognition of important strengths and suggestions about elements that can be improved.

That is, jurying is a disciplined way of reviewing artifacts, considering evidence, and making judgments to come to defensible conclusions about the quality of an LDC module. The criteria in the LDC Jurying Rubric were carefully developed through a consensus of LDC founders, literacy and assessment experts, and the national LDC community. The dialogue between jurors as they work toward consensus scoring promotes deeper, more consistent application of the rubric and strengthens the LDC community through professional conversations that result in the exchange of ideas and expertise.

What is "formative" or "local" LDC jurying?

The practice of LDC jurying is *not* limited to the formalized "national" jurying process addressed in this Handbook. Teachers, coaches, and others across the community of practice are encouraged to use and are supported in using the LDC Jurying Rubric, LDC CoreTools, and other jurying-related resources while authoring modules, in formal coaching relationships, for professional development, to self-assess LDC modules during and after authoring, and to provide structured feedback to one another in professional learning communities. The jurying functionality in LDC CoreTools provides flexibility for jurying in all of these use cases.

Additionally, LDC encourages schools, districts, networks, and professional learning communities to establish their own formalized local jurying systems that suit their needs. For example, some LDC partners fully jury their own modules in a process mirroring the national jurying process, which both enables them to "own" and leverage the power of jurying and helps them identify the best possible modules to submit for national jurying.

If you are seeking information on *formative* jurying only – as opposed to *national* – please see the "standard" edition of this Handbook.

The LDC Jurying Rubric

How is the 2014–15 rubric organized?

The [rubric](#) supports scoring of four dimensions of LDC teaching tasks and three dimensions of LDC instructional ladders, leading up to holistic scores for each task and ladder. The scoring options are *Exemplary*, *Good-to-Go*, and *Work-in-Progress*, and space is provided for comments that explain the scores and identify opportunities for improvement.

What are the dimensions of LDC teaching tasks and instructional ladders?

The rubric looks at four task dimensions and three instructional ladder dimensions, each framed by a guiding question, as shown below:

TASK DIMENSION	GUIDING QUESTION
Task Clarity and Coherence	Does the teaching task, along with texts, content, and student product, have a clear and coherent purpose and focus, allow for diverse responses, and require students to respond to texts?
Content	Does the teaching task build students' content knowledge, enduring understandings, and complex, higher-order thinking skills central to the discipline?
Texts	Are the provided text(s) engaging, authentic, accessible, tightly relevant to the prompt, and appropriately complex, requiring students to apply CCSS reading skills?
Writing Product	Does the teaching task engage students in applying CCSS writing skills to produce writing in a genre that is appropriately challenging, central to the discipline, and appropriate for the task content?
INSTRUCTIONAL LADDER DIMENSION	**GUIDING QUESTION**
What Skills?	Does the Skills List address the specific demands of the teaching task, include CCSS reading and writing skills that are appropriate for the grade level, and support access to the texts and completion of the teaching task?
What Instruction?	Do the mini-tasks, instructional strategies, and materials provide students with opportunity to develop grade-level CCSS reading and writing skills and sufficient support to complete the teaching task successfully?
What Results?	Has the module been taught, and does it include student work samples that have been scored and/or annotated?

What do the *Exemplary*, *Good-to-Go* and *Work-in-Progress* scoring levels mean?

The three levels are defined as follows:

✓ *Exemplary*: The module can be used with students with high confidence in the intended results, can be used or easily adapted by other educators, and is a model for emulation.

Modules scored at the Exemplary level are impressive LDC designs. For example, their teaching tasks call for students to engage in reading, thinking, and writing around content and texts central to a discipline, and their instructional ladders provide clear, customized, tightly aligned steps for students to develop needed skills and complete the teaching task. Starting with the 2014–15 edition of the rubric, an Exemplary rating also indicates a module that shows close attention to grade-level,

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