



The EQuIP Rubric

(Formerly the Tri-State Rubric)

A Tool To Align Lesson Plans and Units to the Common Core State Standards

Illinois State Board of Education
English Language Arts Content
Specialists



The History Behind the Tool

The Tri-State Collaborative (comprised of educational leaders from Massachusetts, New York, and Rhode Island and facilitated by Achieve) developed a criterion-based rubric and review process to evaluate the quality of multi-day lessons and units intended to address the Common Core State Standards (CCSS) for English Language Arts/Literacy. EQuIP (Educators Evaluating Quality Instruction Products), an initiative of the American Diploma Project (ADP) Network, has built on the original rubric.



Purpose



- The primary purpose of the rubric is to provide specific guidance for identifying high quality instructional materials aligned to the Common Core State Standards. It is to be used for multi-day lessons or units.
- This rubric can offer assistance for teachers and administrators in Illinois as they transition to full implementation of the CCSS.



EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)



Grade: _____ Literacy Lesson/Unit Title: _____

Overall Rating: _____

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>

The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve.

This version of the EQuIP rubric is current as of 05-24-13.

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Organization of the Rubric

The rubric is divided into four dimensions:

Dimension #1

Alignment to the Rigors of CCSS

Dimension #2

Key Areas of Focus in the CCSS

Dimension #3

Instructional Supports

Dimension #4

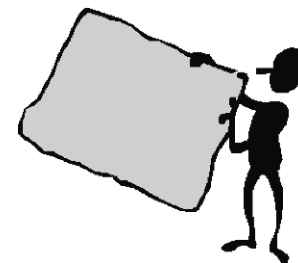
Assessment

Within these dimensions are characteristics that define an exemplary lesson/unit. Dimensions are defined in additional detail under each of their headings.



The EQulP Rubric is designed to evaluate:

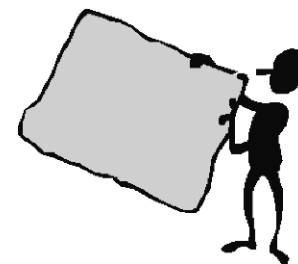
- Lessons that include instructional activities and assessments aligned to CCSS, extending over a few class periods or days.
- Units that include integrated and focused lessons aligned to CCSS extending over a longer period of time.





The EQUIP Rubric

The rubric is NOT designed to evaluate a single task or activity.





EQuIP Rubric

Teacher Use of EQuIP Rubric Front Side Only

1. Use the front of the rubric as a guide for lesson plan/unit alignment with the ELA CCSS.
2. It is NOT recommended that the rating scale at the bottom of the rubric be used for classroom use or teaching evaluation

EQuIP Rubric for Literacy & Skills: ELA/Literacy (Grades 7-12) and ELA (Grades K-6)

Grade: **Literacy/Lesson/Unit Title** Overall Rating: **Advis**

I. Alignment to the length of the text	II. Key Skills in the text	III. Instructional supports	IV. Assessment
<p>The lesson/unit aligns with the length and scope of the text.</p> <ul style="list-style-type: none"> 1. Targets an original text (not secondary sources). 2. Includes a clear and explicit evidence for instruction. 3. Selects texts that measure what the grade level text complexity band and are of sufficient quality and scope for the lesson/unit (e.g., primary sources, online text, multimedia, state of recording devices, and other authentic digital texts) to meet grade level standards K-12. <p>Additional Instructional Supports</p> <ul style="list-style-type: none"> 1. Includes reading, writing, speaking and listening to meet students with and enhance all learning styles. 2. Includes 2-3 to help students connect knowledge and their understanding of reading and writing to other studies, the arts, science or technical subjects through the relevant selection of texts. 	<p>The assessment addresses key skills in the text.</p> <ul style="list-style-type: none"> 1. Reading Text Closely: Measure reading skills: closely examining textual evidence and drawing ideas drawing a central idea of a text. 2. Text-Based Evidence: Evidence that students understand, analyze, compare, and contrast texts through a discussion of details, themes, structure, and text-dependent questions (including, when appropriate, questions about motivation, style, language, organization, and form). 3. Writing from Sources: Analyze sources that students draw evidence from texts to produce clear and coherent writing that reflects analysis, synthesis or research in relevant fields (e.g., social, scientific, technical, or formal topics). 4. Students' Knowledge: Focus on building students' evidence-orientation to address through instruction. <p>Skills at Grade Level (aligned)</p> <ul style="list-style-type: none"> 1. Increasing Text Complexity: Have students or reading a progression of complex texts from the grade level text through text complexity banding that is sequential, coherent and cumulative to ensure students meet independent reading of complex texts at the next level. 2. Building Background Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a relevant selection of background knowledge, discipline-specific texts. 3. Balance of Texts: Utilize a selection of grade level texts a balance of informational and literary texts to enhance students' proficiency in the text (K-12). 4. Balance of Writing: Include a balance of expository and process writing (e.g., multiple drafts and revision and final draft, focused research projects, incorporating digital texts where appropriate). 	<p>The assessment is designed to assess student learning goals.</p> <ul style="list-style-type: none"> 1. Evidence student interest and engagement in reading, writing and speaking about texts. 2. Evidence instructional supports are in place to enhance and use. 3. Evidence of students with multiple opportunities to engage with text of appropriate complexity for the grade level. Includes opportunities to reflect on how students directly experience the complexity of the text. 4. Evidence of challenging selection of text and engage students in a progressive struggle through resources, activities and other supports that build toward independence. 5. Integrates appropriate supports in reading, writing, speaking and listening for students who are EL, have disabilities, or need and before the grade level text band. 6. Provides accessible writing and speaking text for students who had not done the grade level text band. <p>Skills at Grade Level (aligned)</p> <ul style="list-style-type: none"> 1. Includes a progression of writing, speaking and listening across and across text complexity band. 2. Gradually increase supports, helping students to become more independent supports. 3. Provide for students writing, speaking of topics, skills, student directed inquiry, analysis, synthesis and/or reflection. 4. Integrates digital resources in and allow a genuine and meaningful writing strategies, discussion and oral supports of formative writing for grade 7-12. 5. Include independent reading based on student choice and interest to build interest, confidence and motivation. Includes how students are supported in their reading. 6. Use technology and tools to enhance learning and draw attention to evidence and make it permanent. 	<p>The lesson/unit requires evidence whether students are meeting standards. Clear content and skills.</p> <ul style="list-style-type: none"> 1. Evidence observable evidence of the degree to which a student can independently demonstrate the target targeted grade level text complexity with appropriate supports. 2. Evidence student proficiency using evidence that are relevant and accessible to all students. 3. Includes digital resources to enhance student performance and student proficiency. <p>Additional Instructional Supports</p> <ul style="list-style-type: none"> 1. The varied modes of assessment, including a range of oral, formative, summative and self-assessment measures.
Rating: 1 2 3 4	Rating: 1 2 3 4	Rating: 1 2 3 4	Rating: 1 2 3 4

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EQuIP Rubric

Rating Scale: Back Side of Rubric Educational Organizations Only

Educational organizations may use the backside of the rubric to determine the quality and alignment of lessons and units to:

1. Identify exemplars/models for teachers' use within and across states;
2. Provide constructive criteria-based feedback to developers,
3. Review existing instructional materials to determine what revisions are needed.

EQuIP Rubric for Lessons & Units: ELA Literacy (Grades 3-5) and ELA (Grades 6-12)

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Lesson Plan Quality Standards (EQS) in order to: (1) identify exemplars needed for teachers' use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1: Review Materials

- 1. Record the grade and title of the lesson/unit on the recording form.
- 2. Scan to see what the materials contain and how it is organized.
- 3. Read any materials related to instruction, assessment and student guidance.
- 4. Study and indicate the ways that areas of the rubric apply for the lesson/unit, organizing and categorizing quality, design, and relationship to standards.

Step 2: Apply Criteria to Dimension 1: Alignment

- 1. Identify the grade-level EQS that the lesson/unit targets.
- 2. Clearly explain to the reviewer through the "text" of each criterion:

 - How the lesson/unit meets criterion for what grade and subject area/content focus.
 - Identify your source(s) for specific requirements that might be made to meet criteria or strengthen alignment.
 - Enter your rating (1-3) for Dimension 1: Alignment.

Note: Dimension 1: Alignment is a target for the lesson or unit, a rating of 1 or 2 is required (the lesson is developmentally appropriate, but does not align to grade or discipline/subject area requirements regarding content).

Step 3: Apply Criteria to Dimension 2: Design

- 1. Clearly describe the lesson/unit through the "text" of each criterion.
- 2. Record comments on criteria that requirements cannot be met and how to fix it.

After writing in a given criterion, individuals may choose to complete ratings after each criterion or after completion and then provide feedback and scores for each and explain their input for the remaining Dimension 2 - 3.

Step 4: Apply an Overall Rating and Provide Summary Comments

- 1. Review ratings for Dimension 1 - 3, adding weighting comments as needed.
- 2. Write summary comments for your overall rating on your recording form.
- 3. Enter dimension ratings and overall overall rating (1, 2, 3, 4) in yellow in reviewers.

Writing in a given criterion indicates that you need more information prior to assessment.

Step 5: Complete Overall Rating and Dimension Detail Notes

- 1. Note the evidence used to arrive at the rating, summary comments and strategies used to address a rating issue. Recommended next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for Reviewers: When writing notes that describe why the grade-level content complexity level and area of sufficient quality, and score for the stated purpose, see: The Lesson Plan Quality Standards in English Language Arts Literacy at www.isbe.net/standards/ELA-Literacy and the Supplement for Appendix B: Fair Assessment, Test Complexity as well as Guidance and Guidance Resources at www.isbe.net/standards/ELA-Literacy/Appendix-B. See the Publisher's Guide for Grades 3-5 and the User's Guide for Grades 6-12 at www.isbe.net/standards/ELA-Literacy/Appendix-B.

Rating Scale

Note: Rating for Dimension 1: Alignment is nonapplicable and requires a rating of 2 or 3. If rating is 1 or 2 then the lesson does not align.

Rating Scale for Dimension 1, 2, 3, 4	Overall Rating for the Lesson/Unit
1. Meets or exceeds all of the criteria in the dimension.	4. Exemplary - Exceeds your grade level or all of the criteria in dimensions 1, 2, 3, 4 (total 13 - 15)
2. Meets some of the criteria in the dimension.	3.5. Exemplary (Engaged) - Exceeds and meets some requirements in one or more dimensions (total 8 - 12)
3. Meets none of the criteria in the dimension.	3. Approaching - Exceeds partially and meets requirements in one or more dimensions (total 5 - 7)
4. Does not meet the criteria in the dimension.	2. Not Ready to Review - Has a grade and does not meet criteria (total 1 - 4)

Dimension 1: Alignment (1, 2, 3, 4)

- 3. Exemplifies EQS Quality - meets the standard described in criteria in the dimension, as required or preferred best interpretation.
- 4. Approaching EQS Quality - meets many criteria but will benefit from revision in others, as required or preferred best interpretation.
- 1. Exemplifying Exceeds EQS Quality - exceeds requirements, or suggests an extension, such as additional.
- 2. Not Exemplifying EQS Quality - does not address the criteria in the dimension.

Dimension 2: Design (1, 2, 3, 4)

- 3. Exemplifies EQS Quality - aligned and exemplifies the quality standard and meets the most of the criteria across Dimension 1, 2, 3, 4 of the rubric.
- 4. Approaching EQS Quality - Exceeds and meets the quality standard in some dimensions but will benefit from some revision in others.
- 1. Exemplifying Exceeds EQS Quality - Exceeds partially and exceeds all quality standards in some dimensions and meets all/many others in others.
- 2. Not Exemplifying EQS Quality - Has a grade and does not address criteria.



How States May Use The Rubric

- *As a tool to guide the development of lessons and units;*
- *As a tool to evaluate existing lessons and units to identify improvements needed to align with the CCSS;*
- *As a tool to build the capacity of teachers to gain a deeper understanding of the CCSS; and*
- *As a tool to inform vendors of criteria that will be applied in the evaluation of proposals and final products.*



How a District/School Should Use the EQulP Rubric

- *As a tool to guide the development of lessons and units.*
- *As a tool to build the capacity of teachers to gain a deeper understanding of the CCSS.*



Resources

To download the rubric, please visit
www.achieve.org/EQuIP