



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 K-2



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 K-2 ELA/Literacy CCSS for teaching and learning. Includes a clear and explicit purpose for instruction. Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. 	<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 (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). Academic Vocabulary: Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Grade-Level Reading: Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading. Balance of Texts: Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>). Balance of Writing: Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. 	<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 for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence. Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. Provides extensions and/or more advanced text for students who read or write above grade level. <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, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). Gradually remove supports, allowing 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 and/or student-directed inquiry. Indicate how students are accountable for independent engaged 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 developing standards-based skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). 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 and responding to areas where students are not yet meeting standards. <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 06/24/13.

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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

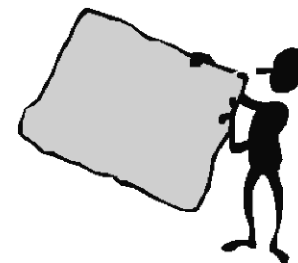
Assessment

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:

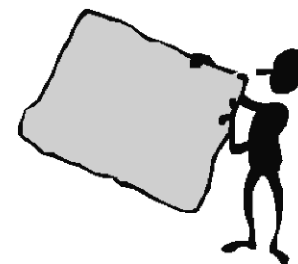
- Lessons that include instructional activities and assessments aligned to CCSS, extending over a few class periods or days.
- Units that include integrated and focused lessons aligned to CCSS extending over a longer period of time.





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 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 length of the UOI	II. Key Skills in the UOI	III. Instructional supports	IV. Assessment
<p>The lesson/unit aligns with the length and scope of the UOI.</p> <ul style="list-style-type: none"> 1. Targets an original lesson/unit (SABES) activity. 2. Includes a clear and explicit outline for instruction. 3. Notes items that measure within the grade level but completely lack the use of sufficient quality and scope for the lesson/unit (e.g., generic vocabulary, generic text analysis skills of meaning/purpose, and other activities characteristic of lower grade level lessons K-5). <p>Additional Instructional Details:</p> <ul style="list-style-type: none"> 1. Includes a "hook," "closing," and any exit activity to meet students daily and influence all learning/learning goals. 2. Includes 3-5 key student content knowledge and their understanding of reading and writing in general studies, the arts, science or technical subjects through the relevant selection of texts. 	<p>The lesson/unit addresses key skills in the UOI.</p> <ul style="list-style-type: none"> 1. Reading Text Closely: Shows reading with closely examining textual evidence and drawing ideas having a central focus or topic. 2. Text-Based Evidence: Teachers cite and explain evidence from discussions and writing about central texts through a discussion of details, major sections, and text-dependent questions (including, when appropriate, questions about motivation, theme, argument, style, and form). 3. Writing from Sources: Analyzes sources that students draw evidence from texts to produce clear and coherent writing that reflects analysis, or research or argument it research within fields (e.g., social, scientific, technical, or formal topics). 4. Students' Vocabulary: Focuses on building students' academic vocabulary to support their instruction. <p>Grade 3-5: Additional Details:</p> <ul style="list-style-type: none"> 1. Increasing Text Complexity: Shows students or reading a progression of complex texts from the grade level text through text complexity leveling that is consistent, coherent and consistent in where students spend independent reading of complex texts at the UOI level. 2. Building Background Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a relevant selection of disciplinary expertise, discipline-specific texts. 3. Balance of Texts: Utilizes a selection of grade level texts a balance of informational and literary texts to include secondary or published in the UOI (3-5). 4. Balance of Writing: Includes a selection of expository and process writing (e.g., multiple drafts and revision and final draft, focused research projects, incorporating digital texts where appropriate). 	<p>The lesson/unit is designed to extend student learning beyond:</p> <ul style="list-style-type: none"> 1. Extending student interest and engagement in reading, writing and speaking about texts. 2. Addressing instructional materials and a focus to understand and use. 3. Providing all students with multiple opportunities to engage with text of appropriate complexity for the grade level, include opportunities to reflect on how students directly experience the complexity of the text. 4. Provides an challenging selection of texts and engages students in a productive struggle through discussion, activities and other supports that build student independence. 5. Integrates appropriate supports in reading, writing, thinking and speaking for students who are EL, have disabilities, or need and before the grade level text level. 6. Provides accessible writing and speaking text for students who had not done the grade level text level. <p>Grade 6-12: Additional Details:</p> <ul style="list-style-type: none"> 1. Includes a progression of writing, which includes and uses various and relevant text types. 2. Gradually moves supports, helping students to become more self-independent supports. 3. Provides for students learning, acquisition of key skills, student directed inquiry, analysis, evaluation and/or reflection. 4. Integrates digital resources in and when appropriate with conventional writing strategies, discussion tools and all supports of formative learning for grade 6-12. 5. Includes independent reading based on student choice and interest to build stamina, confidence and motivation, includes how students are encouraged to find reading. 6. All technology and tools to support learning and data generated to evidence and make an assessment. 	<p>The lesson/unit requires evidence whether students are meeting standards, clear content and skills.</p> <ul style="list-style-type: none"> 1. Shows clear observable evidence of the degree to which a student can independently demonstrate the target targeted grade level UOI students with appropriate adaptive items. 2. Includes student portfolios using evidence that are relevant and accessible to all students. 3. Includes digital records or assessment portfolios that provide sufficient evidence for measuring student performance. <p>Additional Instructional Details:</p> <ul style="list-style-type: none"> 1. The varied modes of assessment, including a range of exit, 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 identifying quality, areas, and relationships to indicators.

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 content, 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: Quality

- 1. Clearly describe the lesson/unit through the "text" of each criterion.
- 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 dimension or after completion and then provide feedback and scores for each and explain their input for the remaining Dimension 1-3.

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 column for reviewers.

Writing in a given criterion indicates that you are providing your own input to reviewers.

Step 5: Complete Overall Rating and Dimension Detail Pages

- 1. Take the reviewer score to areas of the rubric, summary comments and enter any additional rating notes. 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 target completely does not align or is partially aligned, and notes for the stated purpose, see: The Lesson Plan Quality Standards in English Language Arts Literacy at www.isbe.net/ELA-Literacy and the Supplement for Appendix B: Fair Assessment, Test Complexity and/or Questioning and Guidance: Rubric for www.isbe.net/ELA-Literacy/Appendix-B-Fair-Assessment-Test-Complexity-and-or-Questioning-and-Guidance-Rubric at www.isbe.net/ELA-Literacy/Appendix-B-Fair-Assessment-Test-Complexity-and-or-Questioning-and-Guidance-Rubric.

Rating Scale

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

Rating Scale for Dimension 1, 2, 3, 4	Overall Rating for the Lesson/Unit
1. Meets none or all of the criteria in the dimension.	1. 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.	2. Satisfactory (Engaged) - Exceeds and meets some requirements in one or more dimensions (total 8 - 12)
3. Meets most of the criteria in the dimension.	3. Adequate (Meets) - Exceeds partially and meets requirements in one or more dimensions (total 5 - 7)
4. Does not meet the criteria in the dimension.	4. Not Ready to Review - Does not align and does not meet criteria (total 1 - 4)

Descriptions for Dimension 1, 2, 3, 4:

- 1. Exemplary (EQS Quality) - Meets the standard described in criteria in the dimension, as required or preferred best interpretation.
- 2. Approaching (EQS Quality) - Meets many criteria but will benefit from revision in others, as required or preferred best interpretation.
- 3. Developing (EQS Quality) - Meets significant criteria, as suggested or preferred best interpretation.
- 4. Not Representing (EQS Quality) - Does not address the criteria in the dimension.

Descriptions for Overall Rating:

- 1. Exemplary (EQS Quality) - Aligned and exemplifies the quality standard and meets the most of the criteria across Dimensions 1, 2, 3, 4 of the rubric.
- 2. Approaching (EQS Quality) - Exceeds and meets the quality standard in some dimensions but will benefit from some revision in others.
- 3. Developing (EQS Quality) - Exceeds partially and meets requirements in some dimensions and meets significant criteria in others.
- 4. Not Representing (EQS Quality) - Not aligned 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