The EQuIIP 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

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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:  

1. Alignment to the Depth of the CCSS
   - The lesson/unit aligns with the letter and spirit of the CCSS:
     - 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).

   A unit or longer lesson should:
   - Integrate reading, writing, speaking and listening so that students apply and synthesize advanced 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.

   Rating: 3 2 1 0

2. Key Shifts in the CCSS
   - The lesson/unit addresses key shifts in the CCSS:
     - 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.

   A unit or longer lesson should:
   - 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 CCOL level.
   - Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about 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.

   Rating: 3 2 1 0

3. Instructional Supports
   - The lesson/unit is responsive to varied student learning needs:
     - Cultivates student interest and engagement in reading, writing and speaking about texts.
     - Addresses instructional expectations and is easy to understand and use.
     - Provides all 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 ELs, 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.

   A unit or longer lesson should:
   - Include a progression of learning where concepts and skills advance and deepen over time (may be more applicable across the year or several units).
   - Gradually remove supports, requiring students to demonstrate their independent capacities (may be more applicable across the year or several units).
   - 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 (may be more applicable across the year or several units).
   - Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

   Rating: 3 2 1 0

4. Assessment
   - The lesson/unit regularly assesses whether students are meeting standards based content and skills:
     - Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriate complex text(s).
     - Assesses student proficiency using methods that are unbiased and accessible to all students.
     - Includes aligned rubrics or assessment guide lines that provide sufficient guidance for interpreting student performance.

   A unit or longer lesson should:
   - Use varied modes of assessment, including a range of pre-formative, summative and self-assessment measures.

   Rating: 3 2 1 0

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 05-20-13.

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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 EQuIP 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.
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.
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 EQuIP 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