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

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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.
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:** K-2  
**Literacy Lesson/Unit Title:**  
**Overall Rating:** Achieve

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<th>I. Alignment to the Depth of the CCSS</th>
<th>II. Key Shifts in the CCSS</th>
<th>III. Instructional Supports</th>
<th>IV. Assessment</th>
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| The lesson/unit aligns with the letter and spirit of the CCSS:  
- 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 characters 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.
| The lesson/unit addresses key shifts in the CCSS:  
- 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.
| 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 for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the why 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.
| The lesson/unit regularly assesses whether students are developing standards-based skills:  
- 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.

**A unit or longer lesson should:**  
- 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 another fluent reader is reading aloud, short timed practice that is challenge to the reader).
| Grade-level Reading: include a progression of texts as students learn to read (e.g., additional phonics 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.s) and indicated by instructional time (may be more applicable across the year or several units).  
| Balance of Writing: Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.
| Intergrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.

**A unit or longer lesson should:**  
- Include a progression of learning where concepts, knowledge and skills advance and deepen over time (may be more applicable across the year or several units).  
| Gradually remove supports, allowing students to demonstrate their independent capacities (may be more applicable across the year or several units).  
| Provide for authentic learning, application of literacy skills and/or student-directed inquiry.  
| 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.

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

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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 08-20-13.

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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.
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

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](http://www.achieve.org/EQuIP)