Educators Evaluating Quality Instructional Products

Illinois EQuIP Rubric User Guide

K-2 English Language Arts

For Administrators and Teachers

www.achieve.org/EQuIP

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(Formerly Tri-State Rubric)
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(In order to retrieve a supporting template and presentation materials, please visit www.isbe.net/pls)

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History of the Rubric Development:

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 lessons and units intended to address the Common Core State Standards (CCSS) for English Language Arts/Literacy. EQuIP (Educators Evaluating Quality Instructional Products), an initiative of the American Diploma Project (ADP) Network, has built on the original rubric.

Building upon the success of the original effort, over twenty states participated in cross-state EQuIP convenings since the initiative launched in the Spring of 2012 including *Alabama, Arizona, Arkansas, California, Connecticut, Illinois, Indiana, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Rhode Island, Tennessee, Washington and Wisconsin*. A number of other states and districts outside the collaborative are utilizing the rubrics.

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 lesson plan or units.

This rubric can offer assistance for teachers and administrators in Illinois as they transition to full implementation of the CCSS.

This User Guide is intended to provide guidance to teachers and administrators in order to understand and interpret the four dimensions included in the EQuIP Rubric and how to design quality multi-day lesson plans/units using the criteria listed in the rubric.

Suggested Guidance for the EQuIP Rubric

	Teachers	Administrators
Dos	- Become familiar with CCSS and their meaning before utilizing the rubric. - Conduct vertical and horizontal alignment conversations with colleagues to ensure mutual understanding of the CCSS and rubric tool. - Use rubric as a guide to plan multi- day lessons or units. - Compare rubric to current multi- day lesson plans or units. - Revise or augment multi-day lesson plans or units as needed.	- Use as a guide to promote best practices and professional growth. - Utilize the common language of the rubric to guide conversations regarding continuous improvement. - Encourage educators to collaboratively or individually review alignment of multi-day lessons or units to the rubric. - Ensure professional development efforts align with key dimensions of the rubric.
Don'ts	- Don't expect that all elements of the rubric will be utilized in every daily lesson or single task. - Don't utilize the rubric tool as a checklist but rather as a guiding document which summarizes on-going considerations for planning multi-day lessons/units.	- Don't expect that all elements of the rubric will be utilized in every daily lesson or single task. - Don't use as a teacher evaluation tool. - Don't use rating scale at bottom of tool or quality review process on backside of rubric for the classroom level.

Rubric Components at a Glance

Organization of the Rubric: The rubric is divided into four dimensions:

- **I.**   Alignment to the Depth of the CCSS
- **II.**   Key Shifts in the CCSS
- **III.**   Instructional Supports
- **IV.**   Assessment

Within these dimensions are characteristics that define an exemplary lesson/unit. Dimensions are defined in additional detail under each of their headings along with ideas for implementation on pages 6-9 of the user guide.
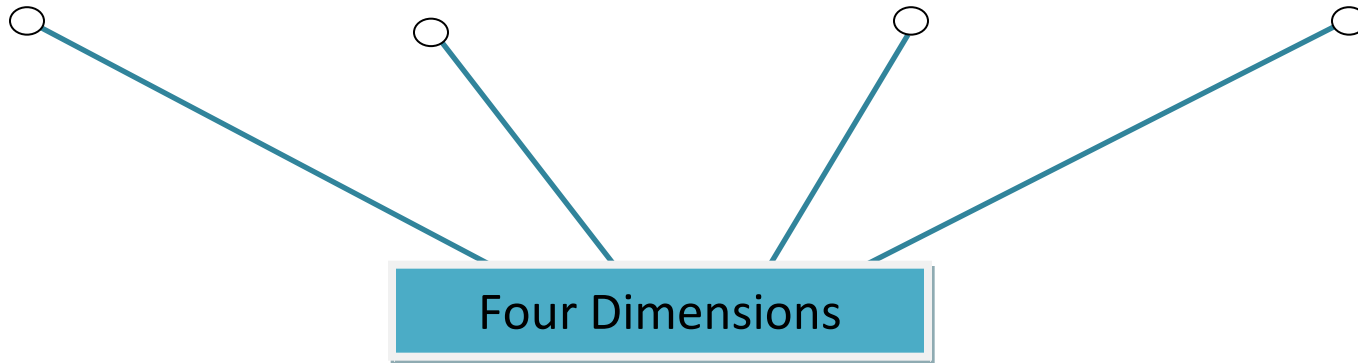
EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

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

Four Dimensions

Organization: The rubric is in a two page (front/back) format. One side contains the entire rubric. (Below) The back of the rubric contains the rating scale. Within the four dimensions are characteristics that define an exemplary multi-day lesson/unit. Below is a screenshot of the rubric. For an 8.5 x 14 rubric, visit www.achieve.org/EQuIP

EQuIP   *EQuIP Rubric for Lessons & Units: ELA/Literacy Grades K-2*   **Achieve**

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
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 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. *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 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.	*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. *A unit or longer lesson should:* ○ 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 (may be more applicable across a 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.	*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 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 all 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. *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 engaged 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.	*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:* ○ Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

DIMENSION I: Alignment to the Depth of the CCSS: The multi-day lesson plans/units are expected to align to the letter and spirit of the CCSS. As educators target a set of grade-level standards, they must consider the integration of reading, writing, speaking, listening, and language standards to advance literacy skills. The Illinois State Board of Education has professional development tools available to assist with the full understanding of each of these areas located at http://www.isbe.net/common_core/pls/default.htm.

(Screenshot of First Dimension)

I. Alignment to the Depth of the CCSS

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 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.

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 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.

Suggestions for this Dimension

- Select only a few literacy standards that will be a focus of instruction for a multi-day plan or unit. These targeted standards will be directly assessed. Additional standards may be included but may not be directly assessed.

- Do not increase levels of texts used in reading lessons in Kindergarten and Grade 1.

- Instruction across the school year needs to involve students in the reading of texts written at a variety of levels.

- Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in Grades 2–12 and listening to complex texts in Kindergarten and Grade 1.

- Become familiar with resources, including some of the suggested exemplars in appendices B and C of the CCSS.

- Determine which texts will be used for close reading and text dependent questions.

Suggested Resources for this Dimension

Common Core State Standards
www.corestandards.org

Text Complexity
http://www.ccsso.org/Resources/Digital_Resources/The_Common_Core_State_Standards_Supporting_Districts_and_Teachers_with_Text_Complexity.html

Grade Level Exemplars
http://www.corestandards.org/assets/Appendix_B.pdf

Building the Foundation - Sub-skills of the Foundational Skills in the CCSS (71 pg. document)
http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf

Speaking and Listening
http://www.youtube.com/watch?v=FZXwEaHrdbo&list=UUF0pa3nE3aZAfBMT8pqM5PA&index=15

Writing
http://www.youtube.com/watch?v=Jt_2jI010WU&list=UUF0pa3nE3aZAfBMT8pqM5PA&index=8

Balance of Informational and Literary Texts
http://www.youtube.com/watch?v=k7yQk6a501s&list=UUF0pa3nE3aZAfBMT8pqM5PA&index=9

Content Knowledge
http://www.readingrockets.org/atoz/content_area/

DIMENSION II: Shifts in the CCSS: Multi-day lesson plans and units should reflect the instructional shifts identified by the CCSS. For a more detailed description to understand the key shifts, the CCSS appendices provide guidance. The Illinois State Board of Education has professional development tools available to assist with the full understanding of each of these areas located at http://www.isbe.net/common_core/pls/default.htm . Dimension II is integral to planning.

(Screenshot of Second Dimension)

DIMENSION III: Instructional Supports: This

II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:

o **Reading Text Closely:** Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities

(Screenshot of Third Dimension)

o **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).

o **Academic Vocabulary:** Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction.

A unit or longer lesson should:

o **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.

o **Balance of Texts:** Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (may be more applicable across a year or several units).

o **Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.

Suggestions for this Dimension

- Incorporate instructional shifts in each unit plan.

- Design lessons that require students to find textual evidence.

- Focus on academic vocabulary when designing activities for lessons and units.

- Balance informational and literary text according to the CCSS guidelines as outlined in Appendix A.

- Include a variety of authentic writing tasks throughout the unit such as research papers, journals, essays, learning logs, summaries and notes.

Suggested Resources for this Dimension

Timothy Shanahan PowerPoint - Click on Planning for Close Reading Posting
https://sites.google.com/site/tscommoncore/home/close-reading

Text-Dependent Questions
http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/710/text-dependent-question-resources

Close Reading – Doug Fisher Video
Part 1
http://www.youtube.com/watch?v=5w9v6-zUg3Y
Part 2
http://www.youtube.com/watch?v=JhGI5zdjpvc

Vocabulary Resources from Reading Rockets
http://www.readingrockets.org/atoz/vocabulary/

Academic Vocabulary – The Aspen Institute
http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1416&download

Informational Text Strategies
http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-k-5.pdf

Literature Strategies
http://www.isbe.state.il.us/common_core/pdf/ela-teach-strat-read-lit-k-5.pdf

Writing Samples
http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/507/in-common-effective-writing-for-all-students

dimension of the rubric is intended for units and multi-day lesson plans to have the intentional design of student motivation, independent learning, integration of supports as needed, and allow for multiple modalities to learn. Engaging in authentic learning activities that match real world tasks while focusing on building stamina and confidence over time should be the foundational priority. The Illinois State Board of Education has professional development tools available to assist with the full understanding of each of these areas located at http://www.isbe.net/common_core/pls/default.htm.

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

o Cultivates student interest and engagement in reading, writing and speaking about texts.

o 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).

o Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading.

o Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition.

o Provides *all* 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.

o 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.

o Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level.

o Provides extensions and/or more advanced text for students who read or write above grade level.

A unit or longer lesson should:

o 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*).

o Gradually remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*).

o Provide for authentic learning, application of literacy skills and/or student-directed inquiry.

o Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (*may be more applicable across the year or several units*).

o Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.

Suggestions for this Dimension

- Practice effective and responsive instruction (e.g. wait time) that allows sufficient time to process information for all students to be actively involved.

- Utilize questioning techniques to guide the development of students' critical thinking skills.

- Consider instructional opportunities inclusive of real-life examples and consider students' interests and background.

- Include students in determining personal learning goals.

- Ensure a respectful and collaborative environment that promotes meaningful exchanges of diverse ideas.

- Intentionally teach listening skills for the purpose of listening for understanding others' ideas and perspectives versus listening just to respond.

Suggested Resources for this Dimension

Literacy Implementation Guidance
http://www.readingrockets.org/article/55857/

Resources for Read-Alouds
http://www.readingrockets.org/atoz/reading_aloud/

Collaboration in the Common Core Classroom
http://www.isbe.net/common_core/pls/level2/html/collaboration-ls.htm

Resources for Fluency
http://www.readingrockets.org/atoz/fluency/

Text Exemplars
http://www.corestandards.org/assets/Appendix_B.pdf

Resources for ELL
http://www.readingrockets.org/atoz/english_language_learners/

Scaffolding Resources
http://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

https://www.ocps.net/cs/services/cs/currareas/read/IR/bestpractices/SZ/Scaffolding.pdf

DIMENSION IV: Assessments: The criteria within this dimension are designed to help teachers embed aligned assessment into multi-day lessons and units. This dimension will assist teachers in designing assessments that elicit evidence of student mastery of CCSS. The Illinois State Board of Education has professional development tools available to assist with the full understanding of each of these areas located at http://www.isbe.net/common_core/pls/default.htm.

(Screenshot of Fourth Dimension)

IV. Assessment

The lesson/unit regularly assesses whether students are developing standards-based skills:

o 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).

o Assesses student proficiency using methods that are unbiased and accessible to all students.

o 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:

o Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
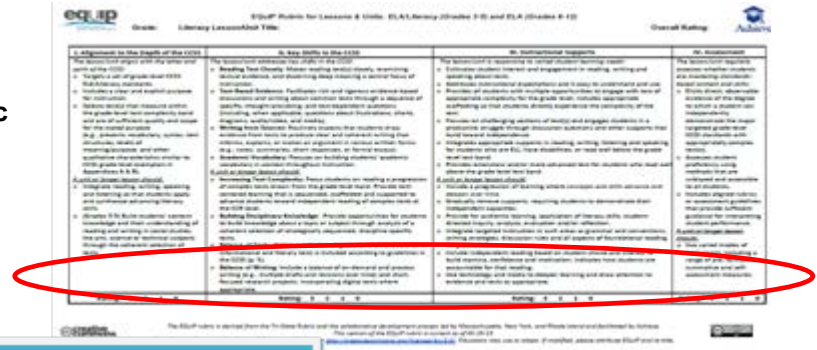
Suggestions for this Dimension

- Select only a few literacy standards that will be a focus of instruction for a multi-day plan or unit. These targeted standards will be directly assessed. Additional standards may be included but may not be directly assessed.

- Assessments are free from bias.

- Use varied types (verbal and written) and modes of assessment, including a range of pre, formative, summative, peer, and self-assessment measures.

- Embedded assessment can take the form of student prompts, entrance and exit slips, read-write-pair-share activities, the exchange of objective feedback, or a variety of other unbiased and accessible ways to observe student growth toward mastery.

- Student performance is interpreted through rubrics, guidelines or scoring criteria.

- Targeted standards and scoring criteria need to be clearly communicated to students.

Suggested Resources for this Dimension

Chief Council of State School Officers – Formative Assessment Documents
http://www.ccsso.org/Resources/Programs/Formative_Assessment_for_Students_and_Teachers_(FAST).html

West Virginia Department of Education Formative Assessment Examples and Articles
http://wvde.state.wv.us/teach21/FormativeAssessment.html

Illinois State Board of Education Professional Learning Series
http://www.isbe.net/common_core/pls/level2/html/assess-elicit-evidence.htm
http://www.isbe.net/common_core/pls/level2/html/assess-unbiased.htm

Common Core Reading Sample Lessons and Assessment Questions
http://www.achievethecore.org/ela-literacy-common-core/sample-lessons/close-reading-exemplars/

Literacy Design Collaborative – Sample Tasks and Rubrics to Assess Students for K-2
http://www.literacydesigncollaborative.org/

PARCC Assessment Consortia
http://www.parcconline.org/K2-assessments

Rating Scale: The rating scale located at the bottom of the rubric was designed with the intended use of placing units on state websites after going through a rigorous quality review process. Illinois encourages local educators to use the rubric as a criterion based rubric. As a criterion-based rubric, the EQuIP rubric can guide the development of a multi-day lesson or unit plans *without applying a score*. Additionally, educators can use the rubric collaboratively or independently to compare or analyze previously created multi-day lessons or units. Using the criteria listed in each section while creating or comparing a multi-day lesson or unit of study will assist in aligning the suggested practices and instructional shifts that the CCSS intended

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 OR the back side of the rubric be used for classroom use or teacher evaluation!**

Rating Scale: Back Side of Rubric
Educational Organizations Only

Educational organizations may use the back side of the rubric to determine the quality and alignment of lessons and units to the CCSS in order to

1. **Identify exemplars/models 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