*Educators Evaluating Quality Instructional Products*

# Illinois EQuIP Rubric User Guide

## K-12th Mathematics

For Administrators and Teachers

www.achieve.org/EQuIP

**Illinois EQuIP Rubric**
**(Formerly Tri-State Rubric)**
**K-12th Mathematics**
For Administrators and Teachers
www.achieve.org/EQuIP

## Table of Contents


1. **History and Purpose of the EQuIP Rubric ..... page 3**
2. **Rubric Guidance– Dos & Don'ts ..... page 4**
3. **Rubric Components – 4 Dimensions ..... page 5**
4. **Organization – Screenshot of Rubric ..... page 6**
5. **Dimension I – Alignment – Suggestions and Resources .....page 7**
6. **Dimension II – Key Shifts – Suggestions and Resources .....page 8**
7. **Dimension III – Instructional Supports – Suggestions and Resources ..... page 9**
8. **Dimension IV – Assessment – Suggestions and Resources ..... page 10**
9. **Rating Scale – Screenshot of Front & Back of Rubric ..... page 11**


**(In order to retrieve a supporting template and presentation materials, please visit www.isbe.net/pls)**

**Illinois EQuIP Rubric**
**(Formerly Tri-State Rubric)**
**K-12th Mathematics**
For Administrators and Teachers
www.achieve.org/EQuIP

## 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 Mathematics. 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 lessons 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

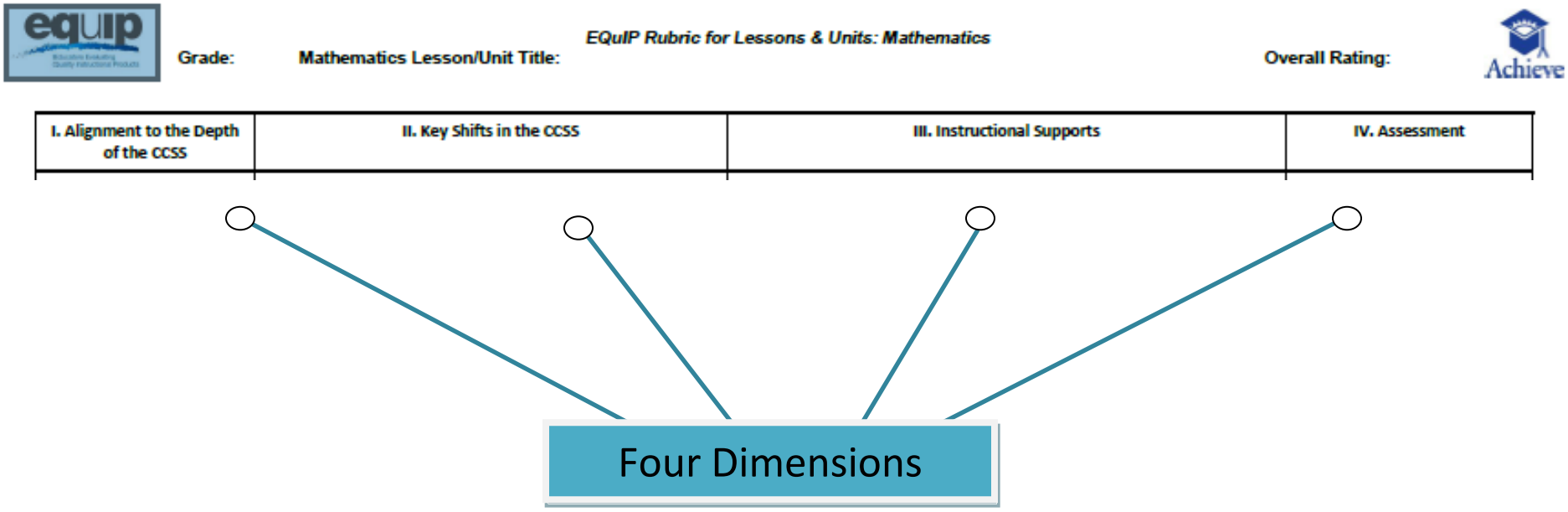
| | Teachers | Administrators |
|---|---|---|
| **Dos** | • Become familiar with the CCSS and their meaning before utilizing the rubric.<br>• Conduct vertical and horizontal alignment conversations with colleagues to ensure mutual understanding of the CCSS and the rubric tool.<br>• Use the rubric as a guide to plan multi-day lessons or units.<br>• Compare the rubric to current multi-day lesson plans or units.<br>• Revise or augment multi-day lesson plans or units as needed. | • Use as a guide to promote best practices and professional growth.<br>• Utilize the common language of the rubric to guide conversations regarding continuous improvement.<br>• Encourage educators to collaboratively or individually review alignment of multi-day lessons or units to the rubric.<br>• 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.<br>• 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.<br>• Don't use the rubric as a teacher evaluation tool.<br>• Don't use the rating scale at the bottom of the tool or the quality review process on the backside of the 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.



**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](www.achieve.org/EQuIP)

**EQuIP Rubric for Lessons & Units: Mathematics**

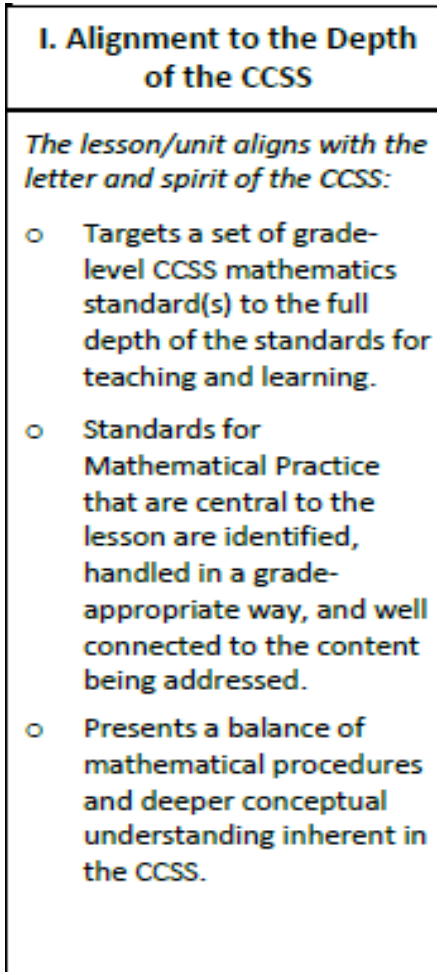
**Grade:** **Mathematics Lesson/Unit Title:** **Overall Rating:**

| 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:*<br>o Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.<br>o Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.<br>o Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. | *The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:*<br>o **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.<br>o **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.<br>o **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:<br>– **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.<br>– **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding.<br>– **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. | *The lesson/unit is responsive to varied student learning needs:*<br>o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.<br>o Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline.<br>o Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.<br>o Addresses instructional expectations and is easy to understand and use.<br>o Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.<br>– Supports diverse cultural and linguistic backgrounds, interests and styles.<br>– Provides extra supports for students working below grade level.<br>– Provides extensions for students with high interest or working above grade level.<br>*A unit or longer lesson should:*<br>o Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).<br>o Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.<br>o Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.<br>o Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. | *The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*<br>o Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.<br>o Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.<br>o Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.<br>*A unit or longer lesson should:*<br>o Use varied modes of curriculum-embedded assessments that may include 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** |

*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 06-15-13.*
*View Creative Commons Attribution 3.0 Unported License at http://creativecommons.org/licenses/by/3.0/. Educators may use or adapt. If modified, please attribute EQuIP and re-title.*

**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 Mathematical Practice Standards and balance conceptual understanding and procedural skill. 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 grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.
- Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.
- Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.

**Suggestions for this Dimension**

- Select only a few mathematics 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.
- Curricular materials should reflect the rigors outlined in the Common Core State Standards for Mathematics.
- Become familiar with resources, including some of the suggested exemplars from Illustrative Mathematics and PARCC.

**Suggested Resources for this Dimension**

Common Core State Standards
www.corestandards.org

Elementary Algebraic Thinking
Building a Foundation for Learning Algebra
http://ncisla.wceruw.org/publications/briefs/fall2000.pdf

Developing Effective Fractions Instruction for K-8
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/fractions_pg_093010.pdf

Rational Number Project
http://www.oercommons.org/courses/rational-number-project-fraction-operations-and-initial-decimal-ideas/view

Algebraic Skills and Strategies for Elem Teachers & Students
http://ncisla.wceruw.org/publications/briefs/In%20Brief%20Summer%2003%20FINAL.pdf

Designing Statistics Instruction for Middle School Students
http://ncisla.wceruw.org/publications/briefs/InBrief01_04.pdf

Research-based Top 10 Strategies for Mathematics Achievement
http://www.eed.state.ak.us/tls/frameworks2/teachers/math/primary/best/research.shtml

**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 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)**

**II. Key Shifts in the CCSS**

*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:*

- **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.
- **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.
- **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:
  - **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.
  - **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding.
  - **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

## Suggestions for this Dimension

- Incorporate instructional shifts in each unit plan.
- Design lessons that require students to see connections in mathematics.
- Make sure material is grade-level appropriate based on the CCSSM.
- Balance conceptual understanding, procedural skill and application.
- Include a variety of student-centered tasks throughout the unit.
- Consider the PARCC Model Content Frameworks to determine what standards should be the Major work, where coherence naturally exists, and fluency recommendations and requirements.
- Consider the Publishers' Criteria for appropriate resources.

## Suggested Resources for this Dimension

The Structure is the Standards
http://commoncoretools.me/2012/02/16/the-structure-is-the-standards/

Student Achievement Partners
www.achievethecore.org

Four Myths about Rigor in the Classroom
http://static.pdesas.org/content/documents/M1-Slide_21_4_Myths_of_Rigor.pdf

How to Get Students Talking! Generating Math Talk That Supports Math Learning
http://www.mathsolutions.com/documents/How_to_Get_Students_Talking.pdf

The Importance of Coherence
http://www.youtube.com/watch?v=83Ieur9qy5k

The Importance of Focus in Mathematics
http://www.youtube.com/watch?v=2rje1NOgHWs

Mathematical Practices, Focus and Coherence in the Classroom
http://www.youtube.com/watch?v=9pKcO9E4Flw

Mathematics Fluency: A Balanced Approach
http://www.youtube.com/watch?v=ZFUAV00bTwA

**DIMENSION III: Instructional Supports:** Multi-day lesson plans should intentionally be designed to consider student motivation, independent learning, integration of supports as needed, and 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.

**(Screenshot of Third Dimension)**

III. Instructional Supports

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

- Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.
- Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline.
- Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.
- Addresses instructional expectations and is easy to understand and use.
- Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.
  - Supports diverse cultural and linguistic backgrounds, interests and styles.
  - Provides extra supports for students working below grade level.
  - Provides extensions for students with high interest or working above grade level.

*A unit or longer lesson should:*

- Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).
- Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.
- Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.
- Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

## 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.
- Allow student choice and decision-making related to academic tasks.
- Include students in determining personal learning goals.
- Promote ongoing stamina, perseverance, and confidence in skill development.
- 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

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

http://fno.org/dec99/scaffold.html

National Association for Gifted Children
http://www.nagc.org/index2.aspx?id=8984

Technology – Free Digital Resources
http://commoncore.org/maps/resources/digital_resources

National Center on Universal Design for Learning
http://www.udlcenter.org/

Students with Disabilities and CCSS Resources
http://www.achieve.org/files/CCSS-SWDs-Resources-Mar2013.pdf

Improve Learning through Questions: Professional Development Module
http://map.mathshell.org/static/draft/pd/modules/4_Questioning/html/index.htm

English Language Learners and Common Core Resources
http://www.achieve.org/files/CCSS-ELLs-Resources-March2013.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 mastering standards-based content and skills:*

- Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.
- Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.
- Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.

*A unit or longer lesson should:*

- Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.

## Suggestions for this Dimension

- Select only a few mathematical 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, think-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

Rick Wormeli Video on Formative and Summative Assessments
http://www.youtube.com/watch?v=rJxFXjfB_B4

PARCC Assessment Consortia
http://www.parcconline.org/

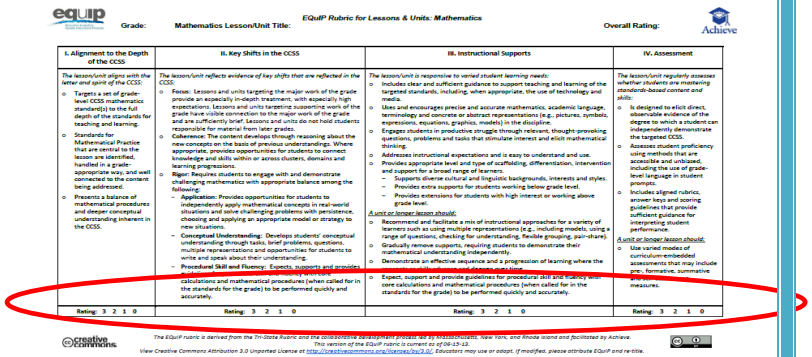
Formative Assessment Professional Development Modules
http://map.mathshell.org/static/draft/pd/modules/1_Formative_Assessment/html/index.htm

A Tool for Assessing Quality of Rubrics
http://www.asu.edu/courses/asu101/asuonline/temp/rubric_%20for_rubrics.pdf

**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 Mathematics CCSS.**
2. **It is NOT recommended that the rating scale at the bottom of the rubric OR the backside of the rubric be used for classroom use or teacher evaluation!**



EQuIP Rubric for Lessons & Units: Mathematics

Grade: Mathematics 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:*<br>○ Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.<br>○ Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.<br>○ Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. | *The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:*<br>○ **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.<br>○ **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.<br>○ **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:<br>– **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.<br>– **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding.<br>– **Procedural Skill and Fluency:** Expects, supports and provides [illegible] calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. | *The lesson/unit is responsive to varied student learning needs:*<br>○ Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.<br>○ Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline.<br>○ Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.<br>○ Addresses instructional expectations and is easy to understand and use.<br>○ Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.<br>– Supports diverse cultural and linguistic backgrounds, interests and styles.<br>– Provides extra supports for students working below grade level.<br>– Provides extensions for students with high interest or working above grade level.<br>*A unit or longer lesson should:*<br>○ Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).<br>○ Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.<br>○ Demonstrate an effective sequence and a progression of learning where the [illegible]<br>○ Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. | *The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*<br>○ Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.<br>○ Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.<br>○ Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.<br>*A unit or longer lesson should:*<br>○ Use varied modes of curriculum-embedded assessments that may include 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 |

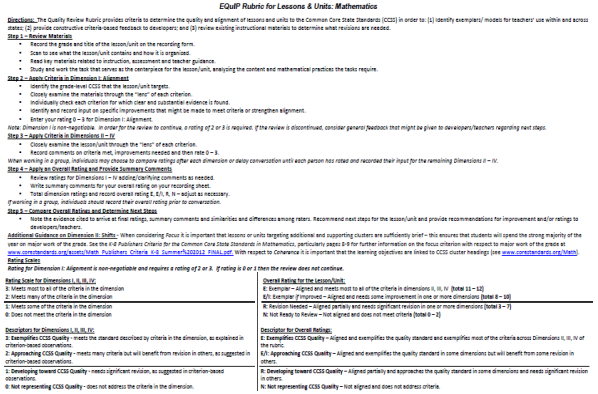
*The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 06-25-13.*

*View Creative Commons Attribution 3.0 Unported License at http://creativecommons.org/licenses/by/3.0/. Educators may use or adapt. If modified, please attribute EQuIP and re-title.*

## 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 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**



EQuIP Rubric for Lessons & Units: Mathematics

Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (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.

Step 1 – Review Materials
- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and work the task that serves as the centerpiece for the lesson/unit, analyzing the content and mathematical practices the tasks require.

Step 2 – Apply Criteria in Dimension I: Alignment
- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the "lens" of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating (1 – 3 for Dimension I: Alignment.

*Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.*

Step 3 – Apply Criteria in Dimensions II – IV
- Closely examine the lesson/unit through the "lens" of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.

*When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.*

Step 4 – Apply an Overall Rating and Provide Summary Comments
- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating: E, E/I, R, N – adjust as necessary.

*If working in a group, individuals should record their overall rating prior to conversation.*

Step 5 – Compare Overall Ratings and Determine Next Steps
- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance on Dimension II: Depth – When considering Focus it is important that lessons or units targeting additional and supporting clusters are sufficiently brief – this ensures that students will spend the strong majority of the year on major work of the grade. See the *K-8 Publishers Criteria for the Common Core State Standards in Mathematics*, particularly pages 8-9 for further information on the focus criterion with respect to major work of the grade at www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf. With respect to Coherence it is important that the learning objectives are linked to CCSS cluster headings (see www.corestandards.org/Math).

Rating Scales:

*Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.*

| Rating Scale for Dimensions I, II, III, IV: | Overall Rating for the Lesson/Unit: |
|---|---|
| 3: Meets most to all of the criteria in the dimension<br>2: Meets many of the criteria in the dimension<br>1: Meets some of the criteria in the dimension<br>0: Does not meet the criteria in the dimension | E: Exemplar – Aligned and meets most to all of the criteria in dimensions II, III, IV (total 11 – 12)<br>E/I: Exemplar if improved – Aligned and needs some improvement in one or more dimensions (total 8 – 10)<br>R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (total 3 – 7)<br>N: Not Ready to Review – Not aligned and does not meet criteria (total 0 – 2) |
| **Descriptors for Dimensions I, II, III, IV:**<br>3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.<br>2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.<br>1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.<br>0: Not representing CCSS Quality – does not address the criteria in the dimension. | **Descriptor for Overall Rating:**<br>E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.<br>E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.<br>R: Developing toward CCSS Quality – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.<br>N: Not representing CCSS Quality – Not aligned and does not address criteria. |