Educators Evaluating Quality Instructional Products

Illinois EQuIP Rubric User Guide

3rd-12th 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
http://www.isbe.net/common_core/pls/default.htm)

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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 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 Using 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 the 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 dimensions of 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.
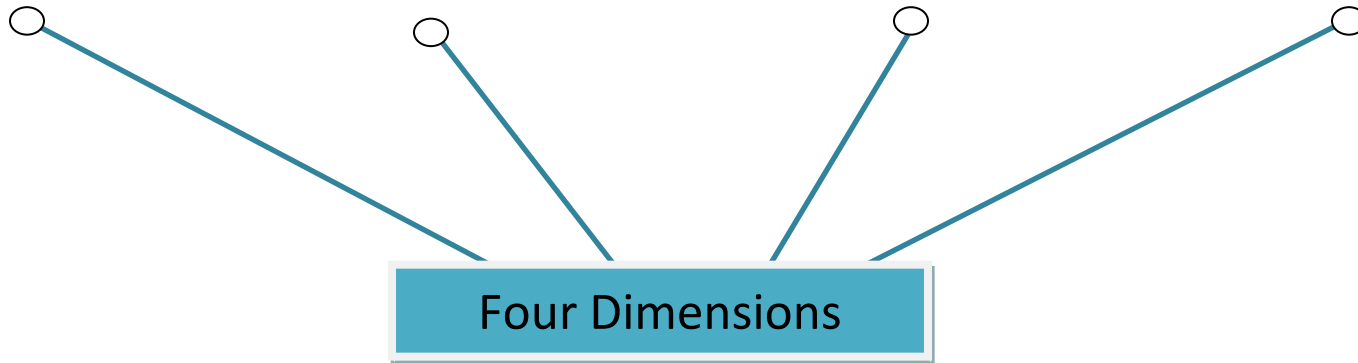
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EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Grade: Literacy Lesson/Unit Title: Overall Rating: Achieve

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 Education Evaluating Quality Instructional Products

EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Grade: Literacy Lesson/Unit Title: Overall Rating: Achieve

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 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 advancing 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.	*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 CCR level. ○ Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a 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.	*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 ELL, 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.	*The lesson/unit regularly assesses whether students are mastering 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 appropriately complex text(s). ○ 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. *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 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. (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B)

In addition, for units:

- Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- (Grades 3-5) Builds 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.

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.

- Curricular materials should reflect the rigors outlined in the text complexity model described in Appendix A.

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

- Integrate reading and writing across disciplines.

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

- Consider diverse text examples.

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

http://www.ccsso.org/Navigating_Text_Complexity.html

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

Reading
K-5
http://www.youtube.com/watch?v=k7yQk6a501s&list=UUF0pa3nE3aZAfBMT8pqM5PA&index=9

6-12
http://www.youtube.com/watch?v=KC5lgdf0-W8&list=UUF0pa3nE3aZAfBMT8pqM5PA&inde

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)

II. 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 (notes, summaries, short responses, or formal essays).
- **Academic Vocabulary:** Focuses on building students' academic vocabulary in context throughout instruction.

In addition, for units:

- **Increasing Text Complexity:** Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.
- **Building Disciplinary Knowledge:** Provides opportunities for students to build knowledge about a 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:** Includes 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.

Suggestions for this Dimension

- Incorporate instructional shifts in each unit plan.

- Design lessons that require students to cite 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

Modules for All Instructional Shifts
http://www.isbe.net/common_core/pls/default.htm

http://education.illinoisstate.edu/casei/ela/

www.ilclassroomsinaction.org

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

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

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

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

Writing from Sources
Template Tasks Created by the Literacy Design Collaborative/Bill Gates Foundation
http://www.literacydesigncollaborative.org/tasks/

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

Text Complexity
http://www.achievethecore.org/dashboard/300/search/1/1/0/1/2/3/4/5/6/7/8/9/10/11/12/page/642/text-complexity-collection

DIMENSION III: Instructional Supports: This 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.

(Screenshot of Third Dimension)

III. 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 ELL, have disabilities, or read well below the grade level text band.
- Provides extensions and/or more advanced text for students who read wel above the grade level text band.

In addition, for units:

- Includes a progression of learning where concepts and skills advance and deepen over time.
- Gradually removes supports, requiring students to demonstrate their independent capacities.
- Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.
- Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5.
- Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; indicates how students are accountable for that reading.
- Uses 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.
- 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

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

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

Gradual Release of Responsibility
http://www.fisherandfrey.com/wp-content/uploads/2009/01/gradual-release-of-responsibility-template.pdf

http://commoncorestatestandards.pbworks.com/w/file/fetch/55136589/CESA%205%20Gradual%20Release%20of%20Responsibility.pdf

Independent Reading
http://www.educationworld.com/a_curr/curr038.shtml

http://www.readingrockets.org/article/43214/

http://www.ldonline.org/spearswerling/Independent_Reading

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

Increasing Stamina:
3rd-5th: http://www.reading.org/marketing/docs/mc-october-2010.pdf

9th:
http://www.nwp.org/cs/public/download/nwp_file/16575/gulla.pdf?x-r=pcfile_d

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.

IV. Assessment

The lesson/unit regularly assesses whether students are mastering 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 appropriately complex text(s).
- 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.

In addition, for units:

- Uses 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

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

Illinois State Board of Education Professional Learning Series
http://www.isbe.net/common_core/pls/default.htm

http://www.isbe.net/common_core/pls/level2/html/assess-elicit-evidence.htm

www.ilclassroomsinaction.org

Literacy Design Collaborative – Sample Tasks and Rubrics to Assess Students
http://www.ldc.org/how-ldc-works/modules/what-task
   Choose LDC Template Task Collection 2.0 (Grades 6-12) on the right.

PARCC Assessment Consortia http://www.parcconline.org/
   Evidence Tables: designed to show what skills students need to exhibit at each grade level to meet the standards
   http://parcconline.org/assessment-blueprints-test-specs
   Scroll to bottom of page to access math and ELA

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. **U**se the front of the rubric as a guide for lesson plan/unit alignment with the ELA CCSS.
2. **Remember, the rating scale at the bottom OR the back side of the rubric should** underline **not** **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**