Educators Evaluating Quality Instructional Products

Illinois EQuIP Rubric User Guide

3rd-12th English Language Arts

For Administrators and Teachers

www.achieve.org/EQuIP
Illinois EQuIP Rubric
(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 )
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

<table>
<thead>
<tr>
<th>Dos</th>
<th>Teachers</th>
<th>Administrators</th>
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</table>
|     | • 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.
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 Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

<table>
<thead>
<tr>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>The lesson/unit aligns with the overall emphasis of the CCSS.</td>
<td>The lesson/unit addresses key shifts in the CCSS.</td>
<td>The lesson/unit is responsive to varied student learning needs.</td>
<td>The lesson/unit regularly assesses whether students are meeting standards-based content standards.</td>
</tr>
<tr>
<td>- Targets all grade-level CCSS</td>
<td>- Reading Text Closely: Makes reading texts a tool for understanding complex texts.</td>
<td>- Cultivates student interest and engagement in reading, writing and speaking about texts.</td>
<td>- Fosters direct, observable evidence of the degree to which students can independently demonstrate the major targeted grade-level CCSS standards with appropriate complex texts.</td>
</tr>
<tr>
<td>- Includes a clear and explicit purpose for instruction.</td>
<td>- Text-Based Evidence: Facilitates rich, rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and test-dependent questions (including, when applicable, questions about illustrating, charting, diagrams, audio/video, and media).</td>
<td>- Addresses instructional expectations and is easy to understand and use.</td>
<td>- Assesses student proficiency using methods that are aligned and accessible to all students.</td>
</tr>
<tr>
<td>- Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.</td>
<td>- Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that reflects, expands, or makes arguments in various written forms (e.g., notes, summaries, short responses, or formal essays).</td>
<td>- Provides students with multiple opportunities to engage with text of appropriate complexity for the grade level, including appropriate scaffolding so that students directly experience the complexity of the text.</td>
<td>- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</td>
</tr>
<tr>
<td>(e.g., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B).</td>
<td>- Academic Vocabulary: Focuses on building students’ academic vocabulary in context throughout instruction.</td>
<td>- Focuses on challenging sections often, and engages students in productive struggle through discussion questions and other supports that build toward independence.</td>
<td>A similar lesson should:</td>
</tr>
<tr>
<td>A critical component should:</td>
<td>A Critical Component: Focuses on making a progression of complex texts drawn from the grade level band.</td>
<td>- Engages students in supporting evidence for students who are ELs, have disabilities, or have below the grade level text band.</td>
<td>- Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</td>
</tr>
<tr>
<td>- Integrates reading, writing, speaking and listening so that students apply and synthesize advanced literacy skills.</td>
<td>- Text Complexity: Focuses on making a progression of complex texts drawn from the grade level band.</td>
<td>- Provides extended and/or more advanced text for students who read well above the grade level text band.</td>
<td>- The lesson/unit is regularly assessed whether students are meeting standards-based content standards.</td>
</tr>
<tr>
<td>(Grades 3-5) Emphasizes content knowledge and the understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</td>
<td>- Building Discipline Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of coherent selections of strategically sequenced, discipline-specific texts.</td>
<td>- Fosters direct, observable evidence of the degree to which students can independently demonstrate the major targeted grade-level CCSS standards with appropriate complex texts.</td>
<td></td>
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<tr>
<th>Rating: 3</th>
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</tbody>
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The EQuIP rubric is licensed from the Educational Development Content Development Group by Kaiser Permanente, New York, and is made available by Achieve. This version of the EQuIP rubric is current as of 2/6/15. View Creative Commons Attribution 3.0 Unported license at http://creativecommons.org/licenses/3.0/us/
**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](http://www.isbe.net/common_core/pls/default.htm).

**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](http://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/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](http://www.corestandards.org/assets/Appendix_B.pdf)

**Speaking and Listening**

- [http://www.youtube.com/watch?v=FZXwEaHrdbo&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=15](http://www.youtube.com/watch?v=FZXwEaHrdbo&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=15)

**Writing**

- [http://www.youtube.com/watch?v=Jt_2JlO1WU&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=8](http://www.youtube.com/watch?v=Jt_2JlO1WU&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=8)
- K-5 [http://www.youtube.com/watch?v=k7yQk6a501s&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=9](http://www.youtube.com/watch?v=k7yQk6a501s&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=9)
- 6-12 [http://www.youtube.com/watch?v=KC5lgdf0W8&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=](http://www.youtube.com/watch?v=KC5lgdf0W8&list=UUF0pa3nE3aZAfBMp8eqnM5P6A&index=)
**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](http://www.isbe.net/common_core/pls/default.htm). Dimension II is integral to planning.

### Suggested Resources for this Dimension

- **Modules for All Instructional Shifts**
  - [http://www.isbe.net/common_core/pls/default.htm](http://www.isbe.net/common_core/pls/default.htm)
  - [http://education.illinoisstate.edu/casei/ela/](http://education.illinoisstate.edu/casei/ela/)
  - [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)
- **Timothy Shanahan PowerPoint on Close Reading**
  - [https://sites.google.com/site/tscommoncore/home/close-reading](https://sites.google.com/site/tscommoncore/home/close-reading)
- **Close Reading – Doug Fisher Video**
  - [http://www.youtube.com/watch?v=Sw9v6-zUg3Y](http://www.youtube.com/watch?v=Sw9v6-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](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**
- **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**

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### 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.**
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](http://www.isbe.net/common_core/pls/default.htm).

### 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://fno.org/dec99/scaffold.html](http://fno.org/dec99/scaffold.html)
- **Collaboration in the Common Core Classroom**
  - [http://www.isbe.net/common_core/pls/level2/html/collaboration-is.htm](http://www.isbe.net/common_core/pls/level2/html/collaboration-is.htm)
- **National Association for Gifted Children**
- **Gradual Release of Responsibility**
- **Independent Reading**
  - [http://www.educationworld.com/a_curr/curr038.shtml](http://www.educationworld.com/a_curr/curr038.shtml)
  - [http://www.readingrockets.org/article/43214/](http://www.readingrockets.org/article/43214/)
  - [http://www.ldonline.org/spearswerling/Independent_Reading](http://www.ldonline.org/spearswerling/Independent_Reading)
- **Technology – Free Digital Resources**
- **Increasing Stamina**
**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.

**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=rJxFXjF_B4


- 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. Use 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 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.