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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(In order to retrieve a supporting template and presentation materials, please visit [http://www.isbe.net/common_core/pls/default.htm](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 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

<table>
<thead>
<tr>
<th><strong>Dos</strong></th>
<th><strong>Teachers</strong></th>
<th><strong>Administrators</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Become familiar with CCSS and their meaning before utilizing the rubric.</td>
<td>• Use as a guide to promote best practices and professional growth.</td>
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<td>• Conduct vertical and horizontal alignment conversations with colleagues to ensure mutual understanding of the CCSS and rubric tool.</td>
<td>• Utilize the common language of the rubric to guide conversations regarding continuous improvement.</td>
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<td>• Use rubric as a guide to plan multi-day lessons or units.</td>
<td>• Encourage educators to collaboratively or individually review alignment of multi-day lessons or units to the rubric.</td>
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<td>• Compare rubric to current multi-day lesson plans or units.</td>
<td>• Ensure professional development efforts align with key dimensions of the rubric.</td>
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<td>• Revise or augment multi-day lesson plans or units as needed.</td>
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<table>
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<tr>
<th><strong>Don’ts</strong></th>
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<td></td>
<td>• Don’t expect that all elements of the rubric will be utilized in every daily lesson or single task.</td>
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<td>• 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.</td>
<td>• Don’t use as a teacher evaluation tool.</td>
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<td>• Don’t use rating scale at bottom of tool or quality review process on backside of rubric for the classroom level.</td>
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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](http://www.achieve.org/EQuIP)
### EQuIP Rubric for Lessons & Units: ELA Literacy Grades K-2

#### Grade: [Blank]  
**Literacy Lesson/Unit Title:** [Blank]  
**Overall Rating:** [Blank]

### 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 texts that align with the standards, presenting 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 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 challenging to the reader)."
- "Integrate reading, writing, speaking, and listening so that students apply and synthesize all of these literacy skills.

### II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:
- "Reading Text Close by: 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 discussion writing through specific thought provoking questions in a given text (including read alouds and, when applicable, illustrations, and audio/video and other media)."
- "Academic Vocabulary: Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction."

**A unit or lesson should:**
- "Grade-Level Reading: Includes a progression of texts that students read to learn to read, including additional phonetic patterns are introduced, increasing sentence length."
- "Text for student reading 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 to a year or several units).

### 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 in a way to understand and use for teaching (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material)."
- "Integrates text with instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and a map of foundational reading.

**A unit or lesson should:**
- "Uses direct, observable evidence of the degree to which students 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."

### IV. Assessment

The lesson/unit regularly assesses whether students are developing the targeted skills:
- "Includes direct, observable evidence of the degree to which students 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 lesson should:**
- "Uses varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.

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**Rating:**

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<td>3</td>
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<td>1</td>
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<td>0</td>
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The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development processed by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 06-24-13.

View Creative Commons Attribution 3.0 Unported License at [http://creativecommons.org/licenses/by/3.0/](http://creativecommons.org/licenses/by/3.0/). Editors may use or adapt. If modified, please attribute EQuIP and verity.
**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.

- 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](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)

- **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**
  - [video](http://www.youtube.com/watch?v=FZXwEaHrdbo&list=UUF0pa3nE3aZAf8MT8pqM5PA&index=15)

- **Writing**
  - [video](http://www.youtube.com/watch?v=Jt_2ji010WU&list=UUF0pa3nE3aZAf8MT8pqM5PA&index=8)

- **Balance of Informational and Literary Texts**
  - [video](http://www.youtube.com/watch?v=k7yQk6a5O1s&list=UUF0pa3nE3aZAf8MT8pqM5PA&index=9)

- **Content Knowledge**
  - [http://www.readingrockets.org/atoz/content_area/](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.

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=JhG15zdjpyw

- 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

- 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:
- 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 hows 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 texts (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 all 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 removes supports, allowing students to demonstrate their independent capacities (may be more applicable across the year or several units).
- Provides 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.

### 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/read_aloud/
- Resources for Fluency http://www.readingrockets.org/atoz/fluency/
- Text Exemplars http://www.corestandards.org/assets/Appenidx_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](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](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](http://wvde.state.wv.us/teach21/FormativeAssessment.html)

- **Illinois State Board of Education Professional Learning Series**
  [www.ilclassroomsinaction.org](http://www.ilclassroomsinaction.org)

- **Common Core Reading Sample Lessons and Assessment Questions**

- **PARCC Assessment Consortia**
  [http://www.parcconline.org/K2-assessments](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.

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**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!

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**Educational Organizations Only**

Rating Scale: Back Side of Rubric

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.

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