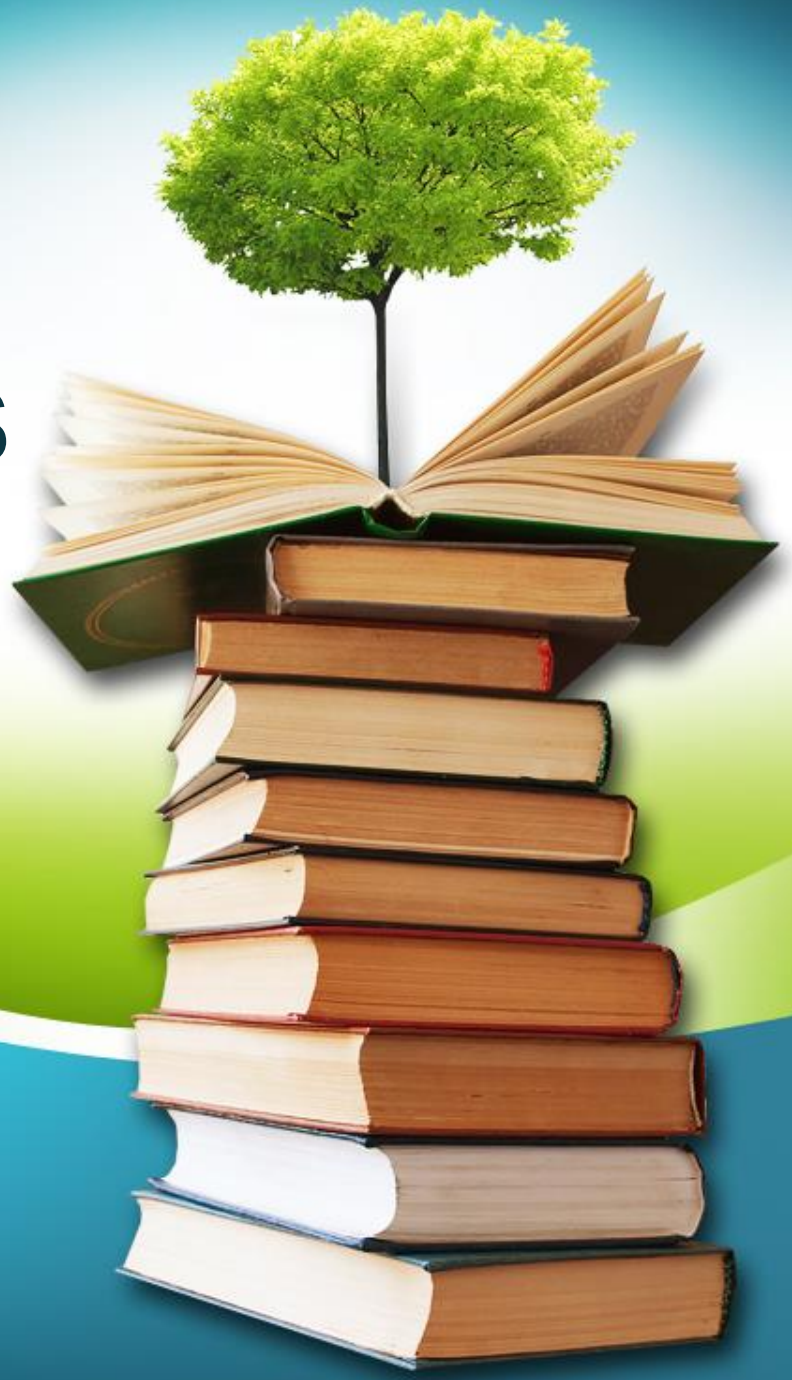
Connecticut Core Standards Toolbox



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Introducing and Using the EQuIP Rubric

A tool for evaluating the alignment of lessons, units and modules to the Connecticut Core Standards

What is EQuIP?

- Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working to increase the supply of quality instructional materials that align with the CCSS for use in elementary, middle, and high schools

- Developed by Massachusetts, Rhode Island, and New York as the Tri-State Rubric, with the assistance of Achieve

- Now available for use by all states

Adapted from Achieve.org

EQuIP Purposes

1) Provide clear, descriptive criteria for CCSS lessons/units

2) Provide meaningful, constructive feedback to developers of lessons/units

3) Identify lessons/units that can serve as models

4) Guide collegial review and jurying processes

Adapted from Achieve.org

EQuIP Rubric Intended Use

The EQuIP Rubric is designed to evaluate:

- Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days.

- Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.

Note: The Rubric is NOT designed to evaluate a discrete task.

Adapted from Achieve.org

The Rubric Organizes Criteria That Describe Quality Lessons/Units

Use the EQuIP Rubric to examine alignment of units and lessons to CCS-ELA & Literacy:			
Alignment to the depth of CCS-ELA & Literacy	Key shifts in the CCS-ELA & Literacy	Instructional supports	Assessment

Adapted from PCG

Using the EQuIP Rubric

For each dimension:

- Select the checkbox for each criterion for which clear and substantial evidence is found.
- Make observations and suggestions related to criteria and evidence.
- Determine a rating for each dimension based on checked criteria and observations.
- Use alignment rating to determine whether to proceed with review.

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.

Summary of Observations and Suggestions for Improvement:

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: ○ 3 ● 2 ○ 1 ○ 0

Rating Scales

Rating Scale for Dimensions I, II, III, IV:

- 3: Meets most of the criteria in the dimension
- 2: Meets many of the criteria in the dimension
- 1: Meets some of the criteria in the dimension.
- 0: Does not meet the criteria in the dimension

Overall Rating for the Lesson/Unit:

- **E: Exemplar -** Aligned and meets most to all of the criteria in dimensions II, III, IV **(total 11 – 12)**
- **E/I: Exemplar *if* Improved –** Aligned and needs some improvement in one or more dimensions **(total 8 – 10)**
- **R: Revision Needed –** Aligned partially and needs significant revision in one or more dimensions **(total 3 – 7)**
- **N: Not Ready to Review –** Not aligned and does not meet criteria **(total 0 – 2)**

Peer Review in Action: The ELA EQuIP Rubric

All Grades / English Language Arts / Collaboration

Ensuring Alignment with the EQuIP Rubric

How well does the unit or lesson align with the Connecticut Core Standards for ELA & Literacy?

4 Dimensions of Alignment - EQuIP Rubric			
Alignment to the Rigor	Alignment to the Shifts	Alignment to Instructional Supports	Alignment to Assessment

Using the EQuIP Rubric

Reviewing the Quality of a Written Lesson with the EQuIP Rubric

1. In pairs, review a lesson using the EQuIP Rubric.
2. Discuss how this tool can be used in schools and districts to support implementation of the CCS-ELA & Literacy.
3. Turn & Talk: Consider how you and your colleagues might use the EQuIP Rubric collaboratively or how you might use it in your personal teaching practice.

How does this connect to the CT Core Standards website?

- Apple Rating System is based on the EQuIP rubric.
- Discuss the synopsis:
  - How was the unit rated by the Connecticut reviewers?
  - What was the rationale for their rating?
  - What were the cautions they noted?
  - Do you agree?

Points to Ponder

Challenges

- Development of in-depth units and lessons is countercultural to some recent practice
- This type of development is time consuming
- This work can be overwhelming if expected to take place in a short period of time

Rewards

- Better teacher understanding of the CCS
- Quality lessons and units that support connected learning
- Students who are critical thinkers, readers, writers, and communicators

Introducing and Using the Connecticut Core Standards Classroom "Look Fors" Guide

A tool to guide CCS-aligned instruction in a non-evaluative way

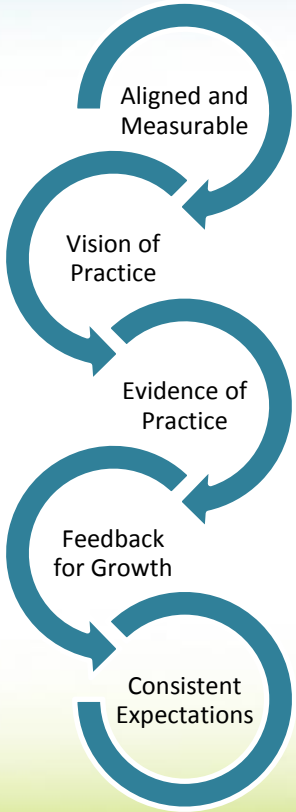
Why create Classroom Look Fors?

- Successful implementation of the CT Core Standards requires focus on both the curriculum alignment and the instructional practice alignment.
- In order for teachers, colleagues, and instructional leaders to have meaningful and productive conversations about instructional goals and outcomes, there must be shared expectations regarding lesson planning and observation.
- Provides common criteria framed around the Key Shifts required by the CCS that can be used to facilitate conversations between educators about aligning content and instruction.

Developing Clear and Consistent Expectations for Instructional Practices

Utilizing the CT Core Standards Classroom Look For Guide to support teachers provides:

- Tool aligned to the CT Core Standards that is grounded in specific and measurable practices
- Clear vision of how the CCS should look in practice within the classroom
- Evidence of teacher practice and student work
- Feedback that supports on-going professional growth of teachers using a non-judgmental approach
- Alignment throughout the school or district of consistent expectations of instructional practices



Adapted from *Systems of Professional Learning* Module 5

CT Core Standards Classroom "Look Fors" Guide

- CT Core Standards Classroom "Look Fors" Guide have been developed for ELA/Literacy K-2 and 3-5 and 6-12
- Designed to guide assessment of effective integration of the Common Core shifts into instructional practice
- Intended to support teachers in developing their practice, and to help coaches or other instructional leaders in supporting them to do so through:
  - Teacher self-reflection
  - Teacher-to-teacher learning in PLCs, grade-level meetings or other collaborative structures
  - Coaching and feedback from instructional coaches or leaders

A Closer Look

- Core Actions
- Instructional Practice
- Look Fors

Classroom “Look Fors”

CORE ACTIONS:

- Focus Each Lesson on a High Quality Text or Multiple Texts
- Employ Questions and Tasks that are Text Dependent and Text Specific
- Provide all Students with Opportunities to Engage in the Work of the Lesson
- *Ensure that Instruction and Materials Explicitly and Systematically Provide all Students with the Opportunity to Master Foundational Skills*

Assessing and Debriefing a Classroom Lesson

Assessing a Video Lesson Using "Look Fors" Guide

1. Review the instructional practices that should be observed during the video lesson.
2. Watch the video. Use the Classroom "Look Fors" to gather evidence of the CCS integration within the lesson.
3. After the lesson discuss the debriefing questions with your group.

Author's Choices: Collaborating in Close Reading (2014). Teaching Channel. Retrieved from: https://www.teachingchannel.org/videos/analyzing-author-choices-nea

Analyzing Texts: Putting Thoughts on Paper (2012). Teaching Channel. Retrieved from: https://www.teachingchannel.org/videos/analyzing-text-writing

Debrief

- What components were clearly evident during the lesson? What evidence did you gather to support your assertions?
- What components were not clearly evident? How did you know?

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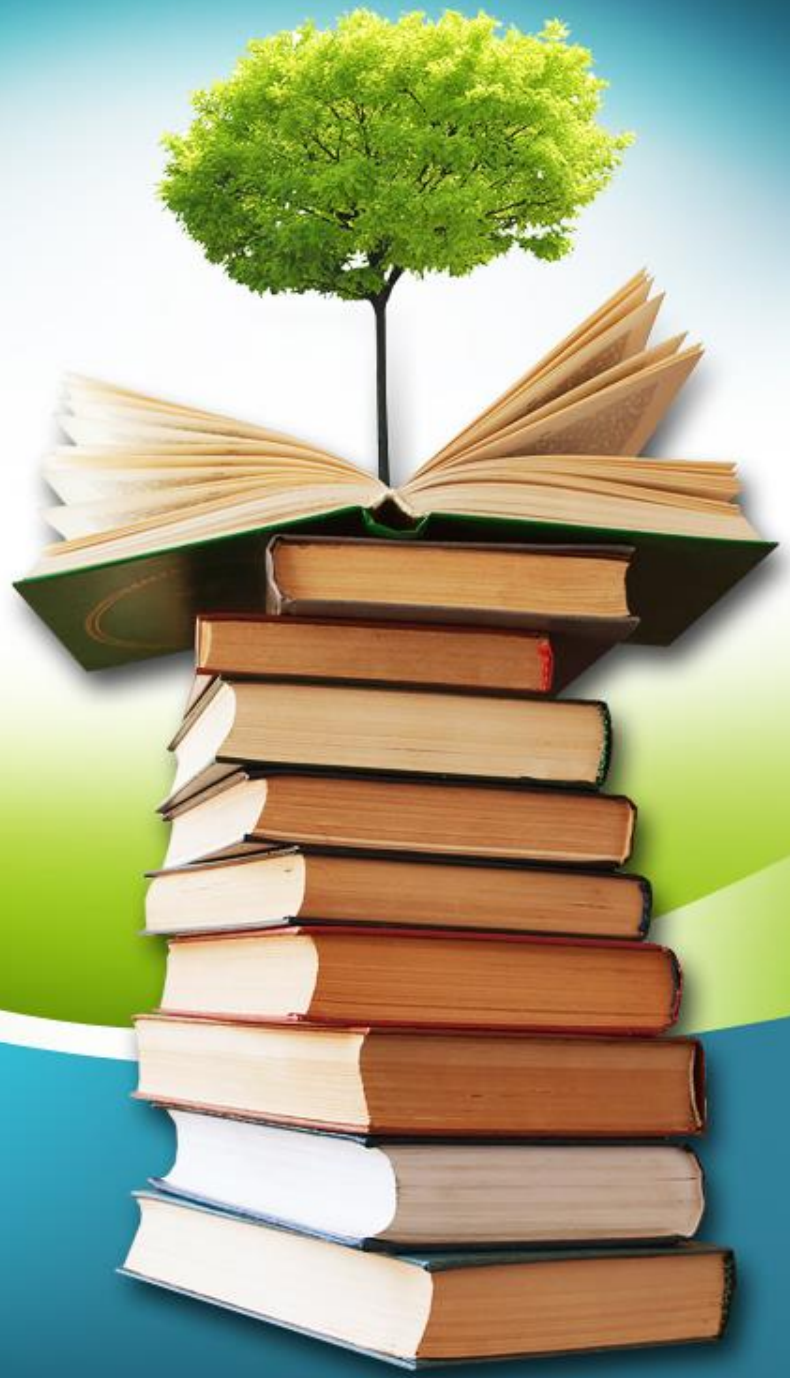

Thank You!