

Reviewer Name or ID:

Grade: _____ **ELA/Literacy Lesson/Unit Title:** _____

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 text(s) that align with the requirements outlined in the standards, presents 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 longer 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 slightly challenging to the reader).
- Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.
- Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.

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 Scale for Dimensions I, II, III, IV:

- 3:** Meets most to all 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



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II. Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS:

- Reading Text Closely:** 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 discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).
- Academic \dagger** : Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction.

A unit or longer lesson should:

- Grade-Level Reading:** Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning 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 across a year or several units*).
- Balance of Writing:** Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.

Summary of Observations and Suggestions for Improvement:

Rating: 3 2 1 0

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

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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 how 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 text(s) (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 extensions and/or more advanced text for 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 remove supports, allowing students to demonstrate their independent capacities (*may be more applicable across the year or several units*).
- Provide 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.

Summary of Observations and Suggestions for Improvement:

Rating: 3 2 1 0

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

- 3:** Meets most to all of the criteria in the dimension
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- 1:** Meets some of the criteria in the dimension
- 0:** Does not meet the criteria in the dimension

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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 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 longer lesson should:

- Use varied modes of assessment, including a range of pre, formative, summative and self- assessment measures.

Summary of Observations and Suggestions for Improvement:

Rating: 3 2 1 0

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

- 3:** Meets most to all of the criteria in the dimension
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Reviewer Name or ID:

Grade: _____ **ELA/Literacy Lesson/Unit Title:** _____

Overall Rating:

Summary Comments

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 Scales

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

- 3:** Meets most to all 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)**

Rating Descriptors

Descriptors for Dimensions I, II, III, IV:

- 3: Exemplifies CCSS Quality** – meets the standard described by criteria in the dimension, as explained in criterion-based observations.
- 2: Approaching CCSS Quality** – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.

- 1: Developing toward CCSS Quality** – needs significant revision, as suggested in criterion-based observations.
- 0: Not representing CCSS Quality** – does not address the criteria in the dimension.

Descriptors for Overall Rating:

- E: Exemplifies CCSS Quality** – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.
- E/I: Approaching CCSS Quality** – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.

- R: Developing toward CCSS Quality** – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.
- N: Not representing CCSS Quality** – Not aligned and does not address criteria.

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