The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 02-25-13. View Creative Commons Attribution 3.0 Unported License at http://creativecommons.org/licenses/by/3.0/. Educators may use or adapt. If modified, please attribute EQuIP and re-title.

<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 letter and spirit of the CCSS:</td>
<td>The lesson/unit reflects evidence of key shifts that are reflected 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 mastering standards-based content and skills:</td>
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<td>o Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.</td>
<td>o <strong>Focus</strong>: Lessons and units targeting the major work of the grade (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade (at the standard and cluster level) have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.</td>
<td>o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.</td>
<td>o Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.</td>
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<tr>
<td>o Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.</td>
<td>o <strong>Coherence</strong>: The content develops through reasoning about the new concepts on the basis of previous understandings.</td>
<td>o Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphs, models) in the discipline.</td>
<td>o Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.</td>
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<td>o Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.</td>
<td>o <strong>Rigor</strong>: Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:</td>
<td>o Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.</td>
<td>o Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.</td>
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<td>Applications: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.</td>
<td><strong>Application</strong>: Provides opportunities for students to independently demonstrate mathematical understanding independently.</td>
<td>o Addresses instructional expectations and is easy to understand and use.</td>
<td>A <strong>unit or longer lesson should:</strong></td>
</tr>
<tr>
<td>o <strong>Conceptual Understanding</strong>: Develops students’ understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.</td>
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<td>o Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.</td>
<td>o Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures.</td>
</tr>
<tr>
<td>o <strong>Procedural Skill and Fluency</strong>: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</td>
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<td>o Supports diverse cultural and linguistic backgrounds, interests and styles.</td>
<td></td>
</tr>
</tbody>
</table>

Rating: 3 2 1 0
**EQuIP Rubric for Lessons & Units: Mathematics**

**Directions:** The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (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.

**Step 1 – Review Materials**
- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and work the task that serves as the centerpiece for the lesson/unit, analyzing the content and mathematical practices the tasks require.

**Step 2 – Apply Criteria in Dimension I: Alignment**
- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment.

**Note:** Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

**Step 3 – Apply Criteria in Dimensions II – IV**
- Closely examine the lesson/unit through the “lens” of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.
- When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

**Step 4 – Apply an Overall Rating and Provide Summary Comments**
- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.
- If working in a group, individuals should record their overall rating prior to conversation.

**Step 5 – Compare Overall Ratings and Determine Next Steps**
- Note the evidence cited to arrive at final ratings; summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

**Additional Guidance on Dimension II: Shifts –** When considering Focus it is important that lessons or units targeting additional and supporting clusters are sufficiently brief – this ensures that students will spend the strong majority of the year on major work of the grade. See the K-8 Publishers Criteria for the Common Core State Standards in Mathematics, particularly pages 8-9 for further information on the focus criterion with respect to major work of the grade at www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf With respect to Coherence it is important that the learning objectives are linked to CCSS cluster headings (see www.corestandards.org/Math).

**Rating Scales**

**Rating Scale for Dimensions I, II, III, IV:**
- 3: Meets all to 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

**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.

**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 / 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)

**Descriptor for Overall Ratings:**
- 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.