



EQIP Quality Review: Process & Dimensions

EQIP (Educators Evaluating the Quality of Instructional Products) is an Achieve initiative designed to identify high-quality materials aligned to the Common Core State Standards (CCSS). The objectives are two-fold:

- To build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools; and,
- To increase the supply of high-quality lessons and units aligned to the CCSS that are available to elementary, middle, and high school teachers as soon as possible.

EQIP Rubrics and Quality Review Process

The EQIP rubrics for English language arts (ELA)/literacy and mathematics were designed to evaluate lessons and units on their quality and alignment with the CCSS. The criteria within the EQIP ELA/literacy and mathematics rubrics are organized into four dimensions:

1. Alignment to the depth of the CCSS;
2. Key shifts in the CCSS;
3. Instructional supports; and
4. Assessment.

As educators examine instructional materials through the lens of each dimension, they are able to generate criterion-based, evidence-cited commentary and ratings on the quality and alignment of instructional materials.

Getting Started

It is helpful to first orient yourself to all of the materials necessary to complete an EQIP Quality Review. These materials will include the lesson or unit being evaluated, including any texts or rubrics utilized by teachers or students, a copy of the Common Core State Standards, and an EQIP Rubric Feedback form. As this is a collegial process, reviewers working together should introduce themselves to one another.

Principles & Agreements

Adhering to the EQIP principles and agreements creates a collegial environment in which reviewers can develop criterion-based suggestions for improving the alignment and quality of instructional materials. It is vital to the process to create a collegial environment, recognizing



both that it is challenging to create high-quality instructional materials and that it is necessary to receive quality feedback in order to improve these materials.

1. **CCSS:** Before beginning a review, all members are confident in their knowledge of the CCSS.
2. **Inquiry:** Review processes emphasize inquiry and are organized in steps around a set of guiding questions.
3. **Respect & Commitment:** Each member of a review team is respected as a valued colleague and contributor who makes a commitment to the EQUiP process.
4. **Criteria & Evidence:** All observations, judgments, discussions, and recommendations are criterion- and evidence-based.
5. **Constructive:** Lessons/units to be reviewed are seen as “works in progress.” Reviewers are respectful of contributors’ work and make constructive observations and suggestions based on evidence from the work.
6. **Individual to Collective:** Each member of a review team independently records his/her observations prior to discussion. Discussions focus on understanding all reviewers’ interpretations of the criteria and the evidence they have found.
7. **Understanding & Agreement:** The goal of the process is to compare and eventually calibrate judgments to move toward agreement about quality with respect to the CCSS.

Giving Feedback

The goal of EQUiP is to support the education community in the development of exemplary curriculum; constructive feedback and comments are fundamental to improving the materials. Reviewers should consider their audience and purposes when crafting the tone and content of their comments. It is critical to read every page of a lesson or unit. Writing effective feedback is vital to the EQUiP Quality Review Process. Below are the four qualities of effective feedback.

- **Criteria-based:** Written comments are based on the criteria used for review in each dimension. No extraneous or personal comments are included.
- **Evidence Cited:** Written comments suggest that the reviewer looked for evidence in the lesson or unit that address each criterion of a given dimension. Examples are provided that cite where and how the criteria are met or not met.
- **Improvement Suggested:** When improvements are identified to meet criteria or strengthen the lesson or unit, specific information is provided about how and where such improvement should be added to the material.
- **Clear Communication:** Written comments are constructed in a manner keeping with basic grammar, spelling, sentence structure and conventions.



Using the EQIP Rubric Feedback Form

The feedback forms are organized by Dimension, with Dimension I on the first page and subsequent dimensions on the following pages. Each page in the form allows the reviewer to indicate the criteria that the lesson or unit met, a space to provide criterion-based feedback, and a space to assign a rating to the dimension. The last page of the form is used by the reviewer to assign the lesson or unit an overall rating and summary comments.

EQIP Quality Review Steps

Step 1. Review Materials

- Record the grade and title of the lesson/unit on the Quality Review Rubric PDF.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- In ELA, study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.
- In math, study and work the task that serves as the centerpiece for the lesson/unit, analyzing the content and mathematics practices the tasks require.

Guidance for facilitators: During Step 1, reviewers should not try to read every word of the lesson/unit from start to finish, but rather get an overall sense of what is contained in the instructional materials. It is particularly important that reviewers read the text(s) and look for the quantitative and qualitative measures of text(s) complexity or study and work the tasks that are central to instruction.

Explain that reviewers should not use the EQIP Rubric during Step 1. Reviewers will have ample opportunity to think deeply about the criteria in each dimension during subsequent steps of the review process.

If the materials are not clearly labeled, it is necessary to determine if the materials should be reviewed as a lesson or unit. EQIP generally defines a lesson as one to ten days of instruction and a unit as two to ten weeks of instruction; however, reviewers should use their professional judgment when making this determination. Please consider if it would be appropriate to apply the additional criteria given the purpose of instruction and the standard(s) the materials target.

Step 2. Apply Criteria in Dimension I: Alignment to the Depth of the CCSS

- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Indicate each criterion for which clear and substantial evidence is found.



- Record evidence and specific improvements needed to meet criteria or strengthen alignment.
- Compare observations and suggestions for improvement.

Guidance for facilitators: The criteria may only be checked if there is clear and substantial evidence of the criterion (there are no “half-checks”). There may be instances when reviewers find clear and substantial evidence of a criterion and there are still constructive suggestions that can be made. In such cases, reviewers may provide feedback related to criteria that have been checked.

Step 3. Apply Criteria in Dimensions II–IV

- Examine the lesson/unit through the “lens” of each criterion.
- Indicate each criterion met and record observations and feedback.

When working in a group, individuals may choose to compare observations and suggestions for improvement after each dimension or wait until each person has rated and recorded all input for Dimensions II–IV.

Step 4. Apply an Overall Rating and Provide Summary Comments

- Individually review comments for Dimensions I–IV, adding/clarifying comments as needed.
- Individually write summary comments on the Quality Review Rubric PDF.

When working in a group, individuals should record summary comments prior to conversation.

Guidance for facilitators:

If reviewers are going to stop a review at Dimension I, take time to make sure the criteria are absent.

There may be instances when reviewers find clear and substantial evidence of a criterion and there are still constructive suggestions that can be made. In such cases, reviewers should provide feedback related to criteria that have been checked.

It’s acceptable to give a “3” rating without having all of the criteria checked within a dimension. It’s about supporting with evidence regardless of the rating a reviewer gives. If recommendations for improvement are too significant, then the rating should be less than a “3.”



There should be a relationship between the number of checks and the overall rating. There shouldn't be huge misalignment, but it comes down to professional judgment. Reviewers should stand back and look at the review in its totality.

Step 5. Compare Overall Ratings and Determine Next Steps

- Note the evidence cited to arrive at summary comments and similarities and differences among reviewers. Recommend next steps for the lesson/unit and provide recommendations for improvement to developers/teachers.

**For more information, please see
www.achieve.org/equip**