Mission of EQuIP

EQuIP (**E**ducators Evaluating the **Qu**ality of **I**nstructional **P**roducts) is an initiative of Achieve designed to identify and disseminate high-quality materials aligned to the Common Core State Standards (CCSS).

The objectives are two-fold:

- 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; and
- Build the capacity of educators to evaluate and improve the quality of instructional materials for use in their classrooms and schools.

In an effort to identify emerging exemplary instructional materials, Achieve established a process to select and train a stable group of experienced reviewers to evaluate the quality and alignment of lessons and units to the CCSS using rubrics and a quality review process. Launched in June 2013, the EQuIP Peer Review Panel represents all grade bands in both mathematics and English language arts and reviews CCSS-aligned lessons and units using the EQuIP rubrics and quality review process.

Call for Submissions

Achieve is looking for educators and curriculum developers to submit units that focus on the areas identified by experts and practitioners that are listed below.

The EQuIP Peer Review Panel will conduct reviews of submitted units to provide all developers with criterion-based feedback using the EQuIP rubrics and quality review process. Developers of units identified as Exemplars will receive an award of $1,500, as well as wide dissemination and recognition of their efforts.

The Exemplars will be posted on both Achieve's website and Student Achievement Partner's website, www.achievethecore.org. Achieve will strive to raise awareness, visibility, and use of units identified as Exemplars. Achieve will encourage our partners, states and districts to make them available in their repositories or other platforms.

Eligibility

The submission process is open to everyone. However, it is critical that individuals or organizations submitting units have:

- Deep understanding of the shifts found in the CCSS.
- Instructional materials development experience.
- Content area expertise.

All units submitted for review must adhere to the following:

- Submitted units should be licensed under the Creative Commons Attribution-NonCommercial 4.0 International License, including any additional embedded materials, unless they are already available in the public domain.
- Texts that are intended to be used with the unit should include proper citation.
- While submitted units can include elements from other openly licensed resources in the public domain (e.g. texts, student activities, etc.), the unit submitted must be an original work.
- The unit should contain accurate content, free of bias or advertising.

The EQuIP Peer Review Panel will consider materials submitted by educators, as well as by nonprofit and commercial developers, provided that they are able to be posted freely online by Achieve, partner organizations, as well as by states, districts, schools, and/or individual teachers.

The objective is not to endorse a particular curriculum, product or template, but rather to identify units that best illustrate the cognitive demands of the CCSS. All Exemplars will be Open Education Resources (OER).

Submission Process

The submitting individual or organization must register and submit the materials via the online submission system at http://lessons.achieve.org. The online submission system provides detailed guidelines regarding the materials and information that should be included in all submissions.

The deadline for submitting units is **October 1, 2015**. All submissions received after this date can still be reviewed for alignment but will not be eligible for the financial award.

Achieve will assign each submitted unit to at least three EQuIP peer panelists for review using the following guidelines. Panelists will:

- Review material in the identified grade band and content area
- Share the responsibility for the review of the units
- Individually review each unit and submit their reviews to Achieve using a secure electronic data collection process
- Convene to discuss their reviews and synthesize their reviews into one consensus report with a final overall rating

Achieve will notify the submitting developer of the final rating by **December 1, 2015**. The unit, along with the feedback from the EQuIP Peer Review Panel will be returned to the developer.

Achieve and Student Achievement Partners will post units that are identified as Exemplar from the EQuIP Peer Review Panel process along with the feedback from the EQuIP Peer Review Panel.

English Language Arts/Literacy

For the purposes of this project, the following should be true of **all** instructional units in this content area:

- Units should target the identified grade-level standard(s) and part(s) thereof as outlined in the CCSS for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects and take place over two to four weeks of instructional time.
- Units should focus on one of the three targeted areas identified below.
- Units should have text at the center of all lessons and the texts should measure within grade-level text complexity band and be of sufficient quality and scope for the stated purpose.
- The majority of questions, activities, and tasks should be text-dependent and text-specific.
- Instructions should explicitly integrate appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.

1. **Speaking and Listening:** Grades 2, 4 – 5

   These units should integrate one or more Speaking and Listening standards with the reading of complex text. They should include explicit instruction around language in ways that exemplify how students benefit from explicit instruction and practice in speaking and listening.

Key Standards to be addressed in the Unit
Target: Any of **SL.1 - 6** Required: **R.1** **R.10** Include at least one of: **L. 1** **L.3** **L.6**
Units could include, but are not limited to: • Task-specific rubrics to evaluate student speaking • Explicit instruction and evaluation of speaking and listening strategies • Guidance or structures for whole group, small group, and partner discussions (classroom protocols, graphic organizers, etc.)

- Explicit instruction and structures incorporating language standards (sentence stems, conversations starters, etc.)
- A variety of instructional strategies designed to exemplify the intent of the standards

2. Supports for English Learners: Grades 2 – 5

These units should integrate strong practices or strategies for working with English Learners to the reading of complex text in ways that exemplify how diverse students are included in the teaching of a shared complex text. The unit could focus on reading, writing, speaking and listening, or an integration of these skills.

Key Standards to be addressed in the Unit
Target: Any **of L.1 – L.6** Required: **R.10** Include at least one of: **R.1 – R.9** **W.1 – W.10** **SL.1 – SL.6**
Units must include: • Full inclusion of English Learners, to extent possible, in the use of the central materials of the unit Units could include, but are not limited to: • Specific excerpts from larger texts for English Learners to work on, and descriptions of the supports students at different proficiency levels might need to access the texts • Instructional conversations focused on various aspects of how the language works in some portion of the texts • Attention to the ways in which meaning relates to words, phrases, and clauses, and how they contribute to the meaning of the structures of which they are part • Structures or guidance for allowing English Learners more time to complete the instructional activities

Please see *A Framework for Raising Expectations and Instructional Rigor for English Language Learners* p. 14-19 for additional guidance.

If you have any questions or would like additional information, please email Cristina Marks at cmarks@achieve.org.