Mission of EQuIP

EQuIP (Educators Evaluating the Quality of Instructional Products) 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 **June 3, 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 **July 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.
Mathematics

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 Mathematics and take place over two to four weeks of instructional time.
- Units include guidance on misconceptions that students may have (e.g., fractions are always less than one)
- Illustrate coherence by:
  - Outlining expectations for what students have already learned within the grade and what they will learn later in the year, highlighting ways that the unit builds on what was learned in previous grades and connects to what students will learn in future grades
- Content is informed by the Progressions Documents for the CCSS, see http://ime.math.arizona.edu/progressions/

Units could include, but are not limited to:
- Making connections to other standards within the grade-level that are relevant

1. Fractions

<table>
<thead>
<tr>
<th>Key Standards and content understanding to be addressed in the Unit</th>
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</thead>
<tbody>
<tr>
<td><strong>3rd grade unit: What is a fraction? (3.NF.A.1 and 3.NF.A.2)</strong></td>
</tr>
<tr>
<td>- Recognizing fractions as numbers</td>
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<tr>
<td>- Working with fractions on the number line. Building understanding of simple equivalences using fractions on a number line</td>
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<tr>
<th><strong>4th grade unit: Equivalent fractions (4.NF.A.1)</strong></th>
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<tbody>
<tr>
<td>- Building from 3rd grade work of understanding fractions (3.NF.A.1 and 3.NF.A.2)</td>
</tr>
<tr>
<td>- Using equivalent fractions on the number line to eventually show the procedure of creating equivalent fractions</td>
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<tr>
<td>- Lays the foundation for students to develop an understanding of creating equivalent fractions by multiplying by 1 in 5th grade</td>
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<tr>
<th><strong>5th grade unit: Understanding fractions as division (5.NF.B.3)</strong></th>
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<tbody>
<tr>
<td>- Building on students’ understanding of division and fractions</td>
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<tr>
<th><strong>5th grade unit: Adding fractions with unlike denominators (5.NF.A)</strong></th>
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<tbody>
<tr>
<td>- Building from 4th grade understanding of fractions as iterations of unit fractions</td>
</tr>
<tr>
<td>- Building on understanding of equivalent fractions</td>
</tr>
<tr>
<td>- Avoids using least common denominators as a strategy for adding</td>
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2. Ratio and Proportion

### Key Standards and content understanding to be addressed in the Unit

**6th grade**: Ratio Tables (**6.RP.A.1** and **6.RP.A.3**)
- Understanding the vertical relationship within a table
- Recognizing and generating equivalent ratios within a table
- Deepening understanding of ratios and equivalent ratios without including proportional relationships
- Avoids using ratio and rate interchangeably

**7th grade**: Transition from ratios to proportional relationships (**7.RP.A.2**)
- Building from 6th grade work with ratio tables
- Should fit into progression from ratio and equivalent ratios in 6th grade to proportional relationships in 7th grade to linear relationships in 8th grade
- Unit works with ratio tables in a different light
  - Understanding what’s in-between the rows of a ratio table
  - Understanding the horizontal relationship within a table

3. Geometry

### Key Standards and content understanding to be addressed in the Unit

- Building informal understanding through hands-on activities to understand what each transformation is
- Exploration leading to an understanding of what congruence and similarity mean
- Requires students to use precise vocabulary but not formal notation for transformations
  - Connecting transformations to slope (**8.EE.B.5** and **8.EE.B.6**)

4. Understanding Addition and Subtraction

### Key Standards and content understanding to be addressed in the Unit

**1st grade unit**: Understanding addition and subtraction using length (**1.OA.A.5** and **1.MD.A.2**)
- Relating counting to iterating single unit lengths
- Solving word problems involving addition and subtraction of lengths and represent the solution on the number line
- Highlighting student understanding of putting together lengths
- May connect to parts of **1.OA.A.1**
- Setting students up for future work with operations within the rational number system

**2nd grade unit**: Relate addition and subtraction to length (**2.MD.B.5** and **2.MD.B.6**)
- Building on understanding of iterating lengths to put together and take apart lengths of whole numbers

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- May connect to parts of **2.OA.A.1**
- Setting students up for future work with operations within the rational number system and further use of the number line

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