

EQUIP Task Review Rubric – ELA

Task Title _____ Grade _____ Date _____ Rating: _____

Targeted Standards _____

I. Alignment to the CCSS	II. Attention to Text Complexity & the Instructional Shifts
<p><i>The task clearly aligns with one or more CCSS.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The task directly aligns with the content and expectations of one or more CCSS. <input type="checkbox"/> The task addresses a question worth answering and requires analysis of a grade-level text and/or topic. <input type="checkbox"/> Selects text(s) that measure within the grade-level text complexity band. 	<p><i>The task supports the key shifts that are reflected in the CCSS.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The task involves reading grade-level texts closely, attending to key ideas and details, language, and/or craft and structure. <input type="checkbox"/> The task involves rich and rigorous evidence-based speaking and/or writing. <input type="checkbox"/> The task provides opportunities to build important disciplinary knowledge and vocabulary.
<p>Notes and observations regarding alignment and attention to the instructional shifts of the CCSS:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	

III. Support for Implementation
<p><i>The task includes relevant supporting information or materials that ensure effective administration of the task and evaluation of student thinking.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The task can be used to elicit direct, observable evidence of the degree to which each student can demonstrate the skills and knowledge addressed in the targeted CCSS. <input type="checkbox"/> Supporting materials include answer keys, rubrics, and/or scoring guidelines that are clearly connected to the targeted CCSS and provide sufficient guidance for interpreting student performance. <input type="checkbox"/> The task’s prompts and directions provide sufficient guidance for the teacher to administer it effectively and for the students to complete it successfully. <input type="checkbox"/> The task is accessible to and appropriate for <u>all</u> learners, including students who are English language learners or are working below or above grade level. <input type="checkbox"/> The task cultivates student interest and/or engagement in reading, writing, and speaking about text.
<p>Notes and observations regarding support features that may be required for effective administration of the task:</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

<p>Rating Descriptors:</p> <p>E: Most criteria are checked, <u>including all three in Dimension I</u> and those that are appropriate for the task’s purpose in Dimension II and III. The task is likely to promote successful learning and/or assessment of the skills and knowledge required in the targeted CCSS.</p> <p>E/I: Many criteria are checked. The task is aligned to the CCSS and has potential but could benefit from some minor improvements.</p> <p>R: Some criteria are checked. The task has potential but needs significant revision to be considered effective.</p> <p>N: The task is not recommended for instruction and/or assessment of the CCSS.</p>
