

EQIP Task Review Rubric – Mathematics

Task Title _____ Grade _____ Date _____ Rating:

Targeted Standards _____ Mathematical Practices _____

I. Alignment to the CCSS	II. Attention to 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 performance expectations of the task address the mathematics, with precision and accuracy, for <u>at least part</u> of one CCSS. <input type="checkbox"/> The task includes opportunities for a student to apply, and a teacher to observe, at least one Standard for Mathematical Practice. 	<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 requires students to engage fully with the mathematics of the task, including providing opportunities for the appropriate aspects of rigor, <u>as required by the targeted standards</u>: <ul style="list-style-type: none"> • To independently apply mathematical concepts to real world situations • To apply their conceptual understanding of the mathematical content addressed • To practice and use core calculations and mathematical procedures quickly and accurately <input type="checkbox"/> The task requires students to connect foundational knowledge to grade-level concepts, as required by the coherence in the standards. <input type="checkbox"/> The task addresses, <u>or can be used to support</u>, a critical concept(s) for the grade level.
<p>Notes and observations regarding alignment and attention to the instructional shifts of the CCSS:</p> <div style="border: 1px solid black; height: 100px;"></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 the mathematics.
<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: 100px;"></div>

<p>Rating Descriptors:</p> <p>E: Most criteria are checked, <u>including both 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>
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