



## Mission of EQIP

EQIP (Educators Evaluating the **Q**uality 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 EQIP Peer Review Panel represents all grade bands in both mathematics and English language arts and reviews CCSS-aligned lessons and units using the EQIP rubrics and quality review process.

## Call for Submissions

Achieve is looking for educators and curriculum developers to submit units that address **one** of the focus areas identified by experts and practitioners that are listed below. For information on English language art/literacy see page 4 and for information on mathematics see page 8.

The EQIP Peer Review Panel will conduct reviews of submitted units to provide all developers with criterion-based feedback using the EQIP 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](http://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.
- Units should cover two to four weeks of instruction.

The EQIP 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 for both English language arts/literacy and mathematics.

There will be two review cycles. The first deadline for submitting units is **October 26, 2015** and the second deadline is **January 20, 2016**.

Achieve will assign each submitted unit to at least three EQIP 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 2, 2015** or by **February 26, 2016** for the second round of review. The unit, along with the feedback from the EQIP Peer Review Panel, will be returned to the developer.

Developers who submit materials for the first round that are not found to be Exemplar are encouraged to make revisions and resubmit for the second round.



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.

If you or your organization is interested in submitting a unit or multiple units, please consider attending our **Q & A webinar on September 24th at 8:00 p.m. ET**. Participation on this call is not required.

Please dial the phone number five minutes prior to the start of the conference call and enter your passcode. Dial-In: 1 (866) 297-6395 Passcode: 4070 4006# to join the web conference, [CLICK HERE](#).

If you have any questions or would like additional information, please email Cristina Marks at [cmarks@achieve.org](mailto:cmarks@achieve.org).



## 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 have text(s) at the center of all lessons and at least one the texts should measure within the 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.
- These units should include explicit explanations of the instructional moves that are intended to address the focus areas of the Call to Action. For example an overview of the instructional approach and/or annotations within the units.

Developers will receive an additional \$500 award if their unit includes specific supports for English Language Learners, as outlined below.

<b>Supporting English Language Learners</b>
Units should integrate strong practices or strategies for working with English Learners to read complex text in ways that exemplify how diverse students are supported in the teaching of a <i>shared</i> complex text. Many other students require this level of support to reach the demands of grade level materials and text aligned with the CCSS.
Units must include: <ul style="list-style-type: none"><li>• Full inclusion of English Learners, to extent possible, in the use of the central materials of the unit.</li></ul> Units could include, but are not limited to: <ul style="list-style-type: none"><li>• Specific excerpts from the larger texts for English Learners to work on, and descriptions of the supports students at different proficiency levels might need to access the texts.</li><li>• Instructional conversations focused on various aspects of how the language works in some portions of the texts.</li><li>• 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 included.</li><li>• Attention to author’s choice of words and to the role particular words play in a text.</li><li>• Structures or guidance for allowing English Learners more time to complete the instructional activities.</li></ul>



- An awareness of and attention to the knowledge that cannot be gleaned from a careful reading of the text.
- Discussion of presupposed or assumed background that figures in the interpretation of the materials at hand, etc.

Please see [A Framework for Raising Expectations and Instructional Rigor for English Language Learners](#) p. 14-19 for additional guidance.

Developers should target one of the two following focus areas for the Call to Action:

**1. Gaining Career and Workplace Knowledge and Improving Reading through Technical Texts:**  
Grades 9 – 12

Units should target the Common Core State Standards for Literacy in Science and Technical Subjects to improve students' ability to read informational text while building their engagement and knowledge of the careers and the workplace.

**Key Standards to be Addressed in the Unit (examples from grades 9-10 standards)**

Target:

**RST.1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

**RST.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

**RST.10:** By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Include at least one of:

**RST.3:** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

**RST.7:** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**OR**

**RST.9:** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Units must include:

- The selected texts should be related to specific career paths or technical subjects such as health science, advanced manufacturing, architecture and construction, agriculture, information technology, hospitality management, law enforcement and security, etc.
- In addition to the selected texts, resources such as infographics, charts, maps, videos, and podcasts should be included to deepen learning and draw attention to evidence and texts as appropriate.



- The unit should be designed to lead students through specific texts in order to successfully complete a performance task.
- Incorporate fluency instruction through methods such as choral reading, paired reading, and multiple readings of the same text with attention paid to accuracy rate and expression.
- Include specific supports for students below grade level. For example chunking the text, multiple reads, reading aloud, and glossaries.
- Identify, if applicable, any CTE standards for your state.

## 2. Improve Reading Through Informational Text: Grades 9 – 12

These units should integrate the reading of multiple engaging informational texts that build knowledge, vocabulary, and fluency. They should include activities providing students the opportunity to demonstrate the knowledge acquired through speaking and/or writing tasks. These qualities will improve the reading ability of all students, more so for struggling readers.

### Key Standards to be Addressed in the Unit (examples from grades 9-10 standards)

Target:

**RI.10:** By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Target at least one of:

**RST.10:** By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

**OR**

**RH.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Required:

**RI.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RST.2:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

**RH.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.



Include at least one of:

**W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**OR**

**SL.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Units must include:

- The emphasis for this unit should be on building knowledge through a volume of reading engaging and interesting informational text, not close reading exclusively. Therefore, the unit could approach complex text in one of the following ways\*:
  - Select a series of text or resources in which each text scaffolds/supports a student’s ability to read the following text, culminating with an anchor text worthy of close reading.
  - Begin with an anchor text worthy of close reading. All other texts/resources should support a student’s ability to comprehend the complex text.
- The speaking and/or writing tasks not only assess the CCSS, but also the content of the texts. For example, a unit on the Dust Bowl could require students to demonstrate understanding of its causes and historical ramifications through speaking or writing.
- The tasks in the unit intentionally prepare and are designed to build content knowledge necessary for completing the culminating assignment.
- Incorporate fluency instruction through methods such as choral reading, paired reading, and multiple readings of the same text with attention paid to accuracy rate and expression.
- Include specific supports for students below grade level. For example chunking the text, multiple reads, reading aloud, and glossaries.

\*Please see [Close Reading vs Volume of Reading](#) for additional guidance.



## Mathematics

For high school mathematics, Achieve is seeking units that demonstrate the coherence of the CCSS by intentionally bridging conceptual categories, domains, clusters, and standards. These new units will demonstrate how the mathematics can be made meaningful, and perhaps more efficient, by putting together mathematical ideas that synergistically work together. Experts and practitioners working with Achieve determined that focusing on materials that specifically aim to build coherence through the integration of ideas will have a great impact on student learning.

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

- A key purpose for the unit should be to illustrate the connections between the mathematics standards by putting multiple elements together.
- Units should identify and integrate standards from each of the clusters (outlined below). All of the standards in each cluster do not need to be used, nor must units only address the standards in these clusters. Some standards from each required cluster *must* be addressed but consideration should be given to other clusters that may be mathematically connected.
- Units should include guidance on misconceptions that students may have (e.g., confusions regarding the differences between functions, equations, and expressions).
- Units need to be both *internally* coherent (ensuring that students make connections within the mathematics of the unit) and *externally* coherent (within a complete organizing structure). Those coherences must be made explicit and need to include the following:
  - Units should connect standards from different clusters and conceptual categories that fit coherently together and enhance student understanding of the connectedness of mathematical ideas.
  - Units need to align to some larger content structure for high school mathematics. Information on how the lesson *could* be implemented needs to be incorporated. Units can either be aligned to an existing *openly available* structure (e.g., [IM Blueprints](#), [EngageNY](#), the [Math Vision Project](#), or others) or can contain carefully described instructions for changing an existing structure to accommodate the unit. Either way, the alignment must be clear.
- All content is informed by (and certainly does not contradict) the existing Progressions Documents for the CCSS, see <http://ime.math.arizona.edu/progressions/>.
- All units must meet the criteria of the EQUIP rubric for mathematics.



**Targeted Focus Area Clusters:**

**1. Expressions, Functions, and Linear Models: Bridge A-SSE.A, F-IF.B, F-BF.A and S-ID.C**

- Identify standards from **A-SSE.A, F-IF.B, F-BF.A** and **S-ID.C** that will be integrated in the unit.
  - A-SSE.A: Interpret the structure of expressions.
  - F-IF.B: Interpret functions that arise in applications in terms of the context.
  - F-IF.A: Build a function that models a relationship between two quantities.
  - S-ID.C: Interpret linear models.
- The unit should emphasize linearity.
- The unit needs to properly handle the distinctions between *expressions*, *equations*, and *functions*.
- The unit should include clear alignment to the mathematical practices (specifically MP.7).

**2. Graphical Solutions and Coordinate Geometry: Bridge A-REI.D and G-GPE.B**

- Consider which standards from **A-REI.D** and **G-GPE.B** could be brought together in a unit.
  - A-REI.D: Represent and solve equations and inequalities graphically.
  - G-GPE.B: Use coordinates to prove simple geometric theorems algebraically.
- The unit should include clear alignment to the mathematical practices.

**3. Exponential Relationships, Structures, Statistics and Solutions: Bridge F-LE.A, A-REI.D, A-SSE.B, and S-ID.B**

- Consider which standards from **F-LE.A, A-REI.D, A-SSE.B**, and **S-ID.B** could be brought together in a unit.
  - F-LE.A: Construct and compare linear, quadratic, and exponential model and solve problems.
  - A-REI.D: Represent and solve equations and inequalities graphically.
  - A-SSE.B: Write expressions in equivalent forms to solve problems.
  - S-ID.B: Summarize, represent, and interpret data on two categorical and quantitative variables.
- In this unit the focus needs to include, but not necessarily be limited to, exponential relationships.
- The unit needs to properly handle the distinctions between *expressions*, *equations*, and *functions*.
- The unit should include clear alignment to the mathematical practices.

**Quantities and Categorical Data: N-Q.A and S-ID.B**

- Consider which standards from **N-Q.A** and **S-ID.B** could be brought together in a unit.
  - N-Q.A: Reason quantitatively and use units to solve problems.
  - S-ID.B: Summarize, represent, and interpret data on two categorical and quantitative variables.
- The unit must clearly be at the high school level and build on mathematical understandings developed in grades 6-8.
- The unit needs to focus on the categorical component of S-ID.B
- The unit should include clear alignment to the mathematical practices.

