The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 06-24-13. View Creative Commons Attribution 3.0 Unported License at [http://creativecommons.org/licenses/by/3.0/](http://creativecommons.org/licenses/by/3.0/). Educators may use or adapt. If modified, please attribute EQuIP and re-title.
Directions: The Quality Review Rubric provides criteria to determine the quality and alignment of lessons and units to the Common Core State Standards (CCSS) in order to: (1) Identify exemplars/models for teachers’ use within and across states; (2) provide constructive criteria-based feedback to developers; and (3) review existing instructional materials to determine what revisions are needed.

Step 1 – Review Materials
- Record the grade and title of the lesson/unit on the recording form.
- Scan to see what the lesson/unit contains and how it is organized.
- Read key materials related to instruction, assessment and teacher guidance.
- Study and measure the text(s) that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.

Step 2 – Apply Criteria in Dimension I: Alignment
- Identify the grade-level CCSS that the lesson/unit targets.
- Closely examine the materials through the “lens” of each criterion.
- Individually check each criterion for which clear and substantial evidence is found.
- Identify and record input on specific improvements that might be made to meet criteria or strengthen alignment.
- Enter your rating 0 – 3 for Dimension I: Alignment

Note: Dimension I is non-negotiable. In order for the review to continue, a rating of 2 or 3 is required. If the review is discontinued, consider general feedback that might be given to developers/teachers regarding next steps.

Step 3 – Apply Criteria in Dimensions II – IV
- Closely examine the lesson/unit through the “lens” of each criterion.
- Record comments on criteria met, improvements needed and then rate 0 – 3.
When working in a group, individuals may choose to compare ratings after each dimension or delay conversation until each person has rated and recorded their input for the remaining Dimensions II – IV.

Step 4 – Apply an Overall Rating and Provide Summary Comments
- Review ratings for Dimensions I – IV adding/clarifying comments as needed.
- Write summary comments for your overall rating on your recording sheet.
- Total dimension ratings and record overall rating E, E/I, R, N – adjust as necessary.

If working in a group, individuals should record their overall rating prior to conversation.

Step 5 – Compare Overall Ratings and Determine Next Steps
- Note the evidence cited to arrive at final ratings, summary comments and similarities and differences among raters. Recommend next steps for the lesson/unit and provide recommendations for improvement and/or ratings to developers/teachers.

Additional Guidance for ELA/Literacy – When selecting text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose, see The Common Core State Standards in English Language Arts/Literacy at www.corestandards.org/ELA-Literacy; and the Supplement for Appendix A: New Research on Text Complexity as well as Quantitative and Qualitative Measures at www.achievethecore.org/steal-these-tools/text-complexity. See The Publishers’ Criteria for Grades K-2 and the same for Grades 3-12 at www.achievethecore.org/steal-these-tools.

Rating Scales
Note: Rating for Dimension I: Alignment is non-negotiable and requires a rating of 2 or 3. If rating is 0 or 1 then the review does not continue.

Rating Scale for Dimensions I, II, III, IV:
1: Meets some of the criteria in the dimension
0: Does not meet the criteria in the dimension

Descriptors for Dimensions I, II, III, IV:
3: Exemplifies CCSS Quality – meets the standard described by criteria in the dimension, as explained in criterion-based observations.
2: Approaching CCSS Quality – meets many criteria but will benefit from revision in others, as suggested in criterion-based observations.
1: Developing toward CCSS Quality – needs significant revision, as suggested in criterion-based observations.
0: Not representing CCSS Quality – does not address the criteria in the dimension.

Overall Rating for the Lesson/Unit:
E: Exemplar – Aligned and meets most to all criteria in dimensions II, III, IV (total 11 – 12)
E/I: Exemplar If Improved – Aligned and needs some improvement in one or more dimensions (total 8 – 10)
R: Revision Needed – Aligned partially and needs significant revision in one or more dimensions (total 3 – 7)
N: Not Ready to Review – Not aligned and does not meet criteria (total 0 – 2)

Descriptors for Overall Rating:
E: Exemplifies CCSS Quality – Aligned and exemplifies the quality standard and exemplifies most of the criteria across Dimensions II, III, IV of the rubric.
E/I: Approaching CCSS Quality – Aligned and exemplifies the quality standard in some dimensions but will benefit from some revision in others.
R: Developing toward CCSS Quality – Partially aligned and approaches the quality standard in some dimensions but needs significant revision in others.
N: Not representing CCSS Quality – Not aligned and does not address criteria.

Note: This rubric is for ELA/Literacy (Grades 3-5) and ELA (Grades 6-12). The rubric is part of EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12).