



Office of Academic Standards



Model Lesson Plan Award Application Submission Guidelines

NJDOE objectives for offering teachers the opportunity to submit exemplary lesson plans are to:

- Increase the supply of high quality, Common Core aligned lessons specifically designed by and for NJ teachers;
- Provide tools to shift current classroom activities and practices to the expectations set forth in the Common Core State Standards;
- Widely distribute exemplars, complete with step-by-step mapped out strategies that have been proven to work in your NJ classroom, school, and/or district;
- Provide an opportunity for all NJ teachers to learn from the experience of their peers and to self-regulate their own capacity before implementing new strategies; and
- Provide NJ teachers with opportunities for recognition and rewards by the state.

The purpose of this application template is to collect model lesson plans in a consistent structure for review, vetting, and posting. The format can be used in the development of local practices but is not a state requirement for local use.

Please follow submission directions carefully. (If a team developed the lesson plan, the submitting teacher must provide all names in the appropriate sections.)

1. Review the entire document.
2. Complete the Lesson Plan Application and collect relevant attachments.
3. Engage your supervisor or principal to review the lesson plan, provide feedback and a validating signature.
4. Utilize the Lesson Plan Checklist on page 5 to ensure all required information.
5. Sign and date the Statement of Assurance.
6. Save all documents as PDF files.
7. Attach all documents to an email. The email subject line must state "Model Lesson Plan: Content Area___ Grade Level___." Send the email to modellessons@doe.state.nj.us.

Model Lesson Plan Application

Contact Information:

Submitting teacher's name:	
Submitting teacher's school email address:	
If the lesson plan was developed by a team, provide all names:	
School name:	
School address:	
County:	School phone number:
Principal's name:	

Title of lesson: *(Choose a title that clearly reflects the focus of student learning in this lesson.)*

Target grade/age group: _____ **Content area(s):** _____

Dates that the lesson plan was implemented with students: Started _____ Ended _____

All submissions will be vetted through the EQuIP Rubric and the UDL Framework

EQuIP (**E**ducators Evaluating the **Q**uality of **I**nstructional **P**roducts) is an initiative of the American Diploma Project (ADP) Network designed to identify high-quality materials aligned to the Common Core State Standards (CCSS). For more information, please visit: <http://www.achieve.org/EQuIP>.

Universal Design for Learning (UDL) is a framework and set of principles that guide the design of inclusive classroom instruction and ensures that course materials are accessible for all learners (*i.e. students with special learning needs, English language learners (ELL), lower than grade-level learners, advanced learners, and grade-level learners*). UDL is most effective when used to design a barrier-free environment at the curriculum level. The three principles for curriculum development are: 1) Multiple Means of Representation, 2) Multiple Means of Action and Expression, and 3) Multiple Means of Engagement. These principles offer flexibility in providing students equal opportunities to learn. For more information about the principles of UDL, refer to appendix B and visit the UDL website at <http://www.cast.org/udl/>.

When planning successful units and lessons for all learners, it is recommended that the EQuIP rubrics and the principles of UDL be coupled. For example, UDL pairs perfectly with Dimension 3 of the EQuIP Rubric, "Instructional Practices", which calls for teachers to meet "varied student learning needs".

Applicants are strongly encouraged to become familiar with the dimensions of the EQuIP rubric and the principles in the UDL Framework to increase knowledge and ensure CCSS alignment in their model best practices. EQuIP and UDL can provide a powerful practical structure from which to create sound instruction and materials aligned to help all students meet the Common Core State Standards.

(All fields below will expand to accommodate answers.)

I. Lesson Introduction/Overview

Describe the specific intent of the lesson. Use answers to the following questions to guide the description: Why is this lesson appropriate for the target grade level and subject area? What is the intended student outcome at the end of the lesson? How will the lesson address key aspects of the Common Core?

II. Common Core State Standard(s)

Identify the Common Core State Standard(s) addressed in the lesson. Detail how the lesson aligns instruction with the targeted standard(s); be specific. Explain how UDL is infused into instruction. How will the lesson assist all students in practicing and mastering the identified Common Core State Standard(s)? (Students with special learning needs, ELL, lower than grade-level learners, advanced learners, and grade-level learners).

III. Objectives

Identify the objective(s) of the lesson using student-friendly language that supports all learners. (Students with special learning needs, ELL, lower than grade-level learners, advanced learners, and grade-level learners)

IV. Instructional Plan

Attach the Model Lesson Plan. In detail, it must describe the lesson, instructional activities, the number of days devoted to the lesson, and indications where assessment data is collected (include samples). In the detailed plan, explain how the UDL framework is used for student-centered learning supports for all learners. (i.e. UDL, differentiated instruction, extending the lesson, technology, activities, etc.) (Students with special learning needs, ELL, lower than grade-level performers, grade-level performers, and advanced performers.)

V. Materials and Resources

List the materials, resources and supports used to enhance teaching and learning while accommodating all learners. (Attach) Include any relevant websites by listing the title and URL.

VI. Vocabulary Instruction

- A. **Identify vocabulary words** at the Tier 2 level (general academic terms) and Tier 3 level (domain-specific or subject-specific terms) that students are expected to master during the lesson. For more information see p. 33 of Appendix A of the ELA/Literacy CCSS.
(http://www.corestandards.org/assets/Appendix_A.pdf)

Tier 2 (General academic terms)	Tier 3 (Domain-specific terms)

- B. Describe the instructional strategies and techniques** that you designed to teach the identified vocabulary listed above (i.e. context clues, visualization, graphic organizers, concept mapping, etc.). Attach samples.

VII. Formative Assessments

List and describe the formative assessments utilized in the lesson. Provide a brief rationale for the selection of each assessment. Provide examples of how the data collected is used to monitor learning, refine teaching and measure student mastery of lesson objectives. How will technology play a role in your formative assessments? Attach the formative assessments and accompanying rubrics to the email submission. In the case where online assessments are used, i.e., games, student interviews/teaching, online cartoons, etc..., attach a description of the assessments to be conducted.

VIII. Summative Assessment (Optional)

Describe any summative assessments used at the end of the lesson. Explain how data from the assessment will measure the level of mastery that students achieved. Specify alignment of the summative assessment with the targeted CCSS(s), the UDL framework and Standard 8.1 Educational Technology. What is the role of technology in the summative assessment? Attach the summative assessment and accompanying rubric to the email submission.

IX. Interdisciplinary Connections

Specifically describe how the lesson can be integrated with other content areas to strengthen student learning. Will technology assist you in establishing these interdisciplinary questions? How?

X. Lesson Plan Efficacy and Instructional Delivery

Reflect and comment on the efficacy of the lesson plan. Include specific successes and describe elements that could be changed or modified. How can the lesson be adapted or modified for other teaching and learning conditions? Include any other significant reflections.

Checklist - Essential Components of the Lesson Plan Submission**Contact Information:**

Submitting teacher's name:
Submitting teacher's school email address:
If the lesson plan was developed by a team provide all names:
School name:
School address:
School phone number:
Principal's name:

Ensure detailed completion of each component – Step 1

✓	I. Lesson Introduction/Overview	✓	VI. Vocabulary Instruction
	II. Common Core State Standard(s)		VII. Formative Assessment
	III. Objectives		VIII. Summative Assessment (Optional)
	IV. Instructional Plan		IX. Interdisciplinary Connections
	V. Materials, Resources & Technology		X. Lesson Plan Efficacy & Instructional Delivery

Attach the following– Step 2

(When submitting the lesson plan please save and attach the following as separate PDF documents.)

✓	Detailed Model Lesson Plan (IV B.)
	List of Materials and Resources (V)
	Vocabulary Instruction (VI B.)
	Formative Assessments including relevant rubrics (VII)
	Summative Assessments including relevant rubrics (VIII)
	Other: Sample handouts and other instructional materials

Principal or Supervisor Review – Step 3

Reviewer Name: (Print)	School:
Lesson observed: Yes <input type="checkbox"/> No <input type="checkbox"/>	Feedback provided to teacher: Yes <input type="checkbox"/> No <input type="checkbox"/>
Signature:	Date:

Assurance – Step 4

Statement of Assurance: By submitting this Lesson Plan to the New Jersey Department of Education, I/we understand that the information will be vetted using the EQuIP rubric, the UDL Principles and may be posted to the New Jersey Educator Resource Exchange. My/Our signature(s) as submitting teachers indicate(s) that I/we provide permission to post the submission and pledge that none of the materials submitted are copyright protected.

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Signature _____ Date _____

Appendix A
EQuIP Rubrics for Mathematics, ELA/Literacy, & ELA Literacy Grades K–2

Appendix B
[Link for UDL Principles](#)

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. 	<p><i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i></p> <ul style="list-style-type: none"> Focus: Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades. Coherence: The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions. Rigor: Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: <ul style="list-style-type: none"> Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations. Conceptual Understanding: Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding. Procedural Skill and Fluency: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline. Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. Addresses instructional expectations and is easy to understand and use. Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. <ul style="list-style-type: none"> Supports diverse cultural and linguistic backgrounds, interests and styles. Provides extra supports for students working below grade level. Provides extensions for students with high interest or working above grade level. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share). Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts. Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance. <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

EQulP Rubric for Lessons & Units: Mathematics

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 work the task that serves as the centerpiece for the lesson/unit, analyzing the content and mathematical practices the tasks require.

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 on Dimension II: Shifts - When considering *Focus* it is important that lessons or units targeting additional and supporting clusters are sufficiently brief – this ensures that students will spend the strong majority of the year on major work of the grade. See the *K-8 Publishers Criteria for the Common Core State Standards in Mathematics*, particularly pages 8-9 for further information on the focus criterion with respect to major work of the grade at www.corestandards.org/assets/Math_Publishers_Criteria_K-8_Summer%202012_FINAL.pdf. With respect to *Coherence* it is important that the learning objectives are linked to CCSS cluster headings (see www.corestandards.org/Math).

Rating Scales

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:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

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 of the 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)**

Descriptor for Overall Ratings:

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 – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.



EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

Grade: Literacy Lesson/Unit Title:

Overall Rating:



I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0



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/>. Educators may use or adapt. If modified, please attribute EQuIP and re-title.



EQulP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)

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:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

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 of the 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 – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.



EQuIP Rubric for Lessons & Units: ELA/Literacy Grades K-2

Grade: Literacy Lesson/Unit Title:

Overall Rating:



I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of K-2 ELA/Literacy CCSS for teaching and learning. Includes a clear and explicit purpose for instruction. Selects quality text(s) that align with the requirements outlined in the standards, presents characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose. Provides opportunities for students to present ideas and information through writing and/or drawing and speaking experiences. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principle, high frequency sight words, and phonics). Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader). Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. Build students' content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions. Text-Based Evidence: Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media). Academic Vocabulary: Focuses on explicitly building students' academic vocabulary and concepts of syntax throughout instruction. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Grade-Level Reading: Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading. Balance of Texts: Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>). Balance of Writing: Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material). Integrates targeted instruction in multiple areas such as grammar and syntax, writing strategies, discussion rules and aspects of foundational reading. Provides substantial materials to support students who need more time and attention to achieve automaticity with decoding, phonemic awareness, fluency and/or vocabulary acquisition. Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level texts and read alouds that are at high levels of complexity including appropriate scaffolding so that students directly experience the complexity of text. Focuses on sections of rich text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding and progress toward independence. Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read or write below grade level. Provides extensions and/or more advanced text for students who read or write above grade level. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Include a progression of learning where concepts, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). Gradually remove supports, allowing students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). Provide for authentic learning, application of literacy skills and/or student-directed inquiry. Indicate how students are accountable for independent engaged reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are developing standards-based skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS (e.g., reading, writing, speaking and listening and/or language). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards. <p><u>A unit or longer lesson should:</u></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

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.

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EquiP Rubric for Lessons & Units: ELA/Literacy Grades K-2

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 or 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:

3: Meets most to all of the criteria in the dimension

2: Meets many of the criteria in the dimension

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 of the 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 – Aligned partially and approaches the quality standard in some dimensions and needs significant revision in others.

N: Not representing CCSS Quality – Not aligned and does not address criteria.

About UDL

What is Universal Design for Learning?

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

Universal Design for Learning

<http://www.cast.org/udl/index.html>

Recognition Networks

The "what" of learning



How we gather facts and categorize. What we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

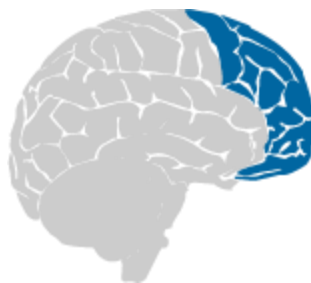


Present information and content in different ways

[More ways to provide](#)
[Multiple Means of Representation](#)

Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

[More ways to provide](#)
[Multiple Means of Action and Expression](#)

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

[More ways to provide](#)
[Multiple Means of Engagement](#)

This screen shot represents an interactive “UDL Learning Wheel” which is an excellent resource for learning and applying the UDL Principles. To use the Learning Wheel go to: <http://udlwheel.mdonlinegrants.org/>



This graphic was designed by the Maryland State Department of Education and Howard County Public Schools. These guidelines were developed at CAST with support from the U.S. Department of Education, The National Science Foundation, and private foundations.

For more detail, examples, and research, visit the National Center on Universal Design at: <http://www.udlcenter.org/>