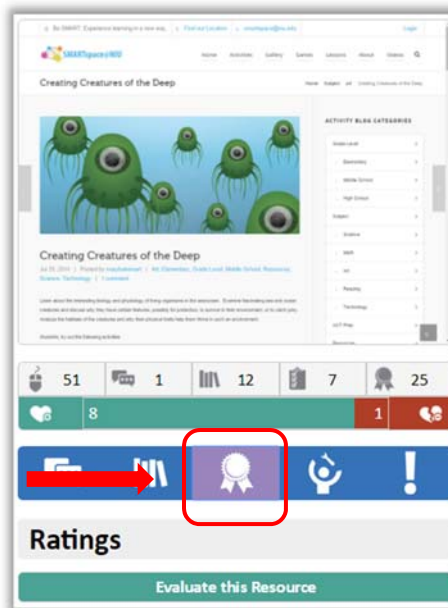




Evaluate a Resource: CCSS ELA/Literacy and Math EQiP Rubrics

Note: You must be logged in to evaluate a resource.

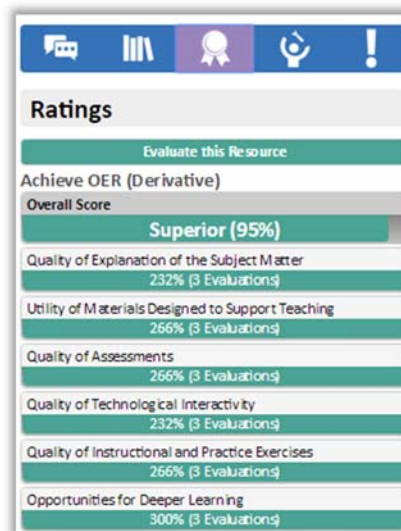
1. On the user feedback section (on the right hand side) of a resource detail page select the ribbon icon.



2. To add your evaluation to any resource, click on the bar that says *Evaluate this Resource*.

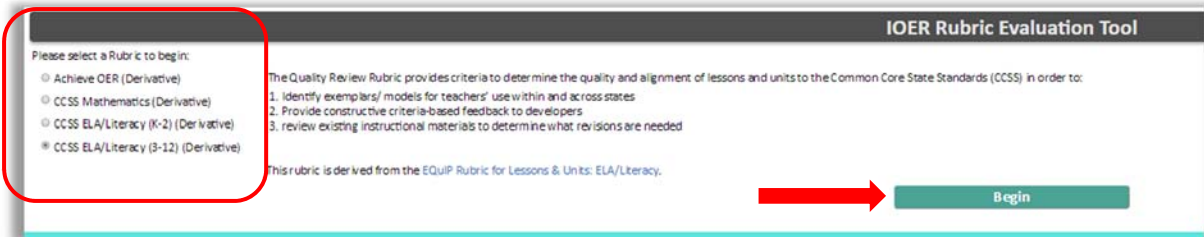


If others have already evaluated the resource, the average of those ratings will be displayed.

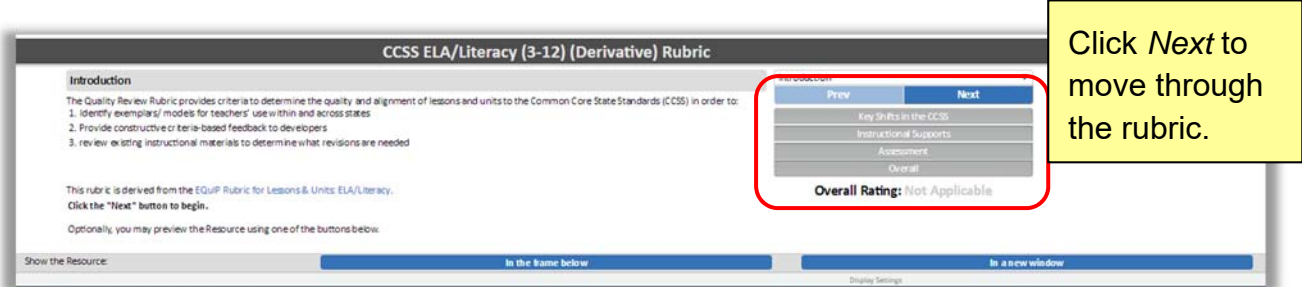




3. Select the rubric you want to use and then click *Begin*. Note: The ELA and Math rubrics both function in the same manner.



4. Select how you view the resource as you work through the rubric. You can have the resource shown in the space below or open in a new window.
5. You will be able to rank the resource on 3 criteria: Key Shifts in CCSS, Instructional Supports, and Assessment. Click *Next* to begin the evaluation.





6. Information about the criteria is found to the right. Click the ranking you want to assign in the box below the list of criteria.

CCSS ELA/Literacy (3-12) (Derivative) Rubric

Key Shifts in the CCSS

The lesson/unit addresses key shifts in the CCSS.

Please rate how well the Resource meets the following criteria:

- 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.

A unit or longer lesson should:

- 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.

Overall Rating: Strong

Please rate the strength of the alignment of this Resource to the displayed criteria:

- Superior
- Strong
- Limited
- Very Weak
- Not Applicable

7. Continue through each of the three points. You will see that a colored bar, on each line, indicates which ranking was assigned to that item. The ratings will also be averaged and reported as an overall rating at the bottom of the chart.

Assessment

Overall Rating: Superior

Please rate the strength of the alignment of this Resource to the displayed criteria:

- Superior
- Strong
- Limited
- Very Weak
- Not Applicable

8. Click *Next* one more time after you have ranked the last item. Then click the *I'm finished* button.

Ready to Finish

If you are happy with your choices, click the Finish button.

I'm finished. Issue my ratings!

Overall Rating: Superior