

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

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

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



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





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

	IOER Rubric Evaluation Tool
Please select a Rubric to begin:	
Achieve OER (Derivative)	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:
CCSS Mathematics (Derivative)	1. Identify exemplars/ models for teachers' use within and across states 2. Scalula contrauctive sciencials and feedback to developer.
CCSS ELA/Literacy (K-2) (Derivative)	 review existing instructional materials to determine what revisions are needed
CCSS ELA/Literacy (3-12) (Derivative)	
	This rubric is derived from the EQuiP Rubric for Lessons & Units: ELA/Literacy.
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- 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.

Introduction	
The Quality Review Rubric provides criteria to determine the quality and alignment of leasons and units to the Common Core State Standards (CCSS) in order to: 1. Generity exemplies of models for teachers' use within and across states 2. Provide constructive to the isband feedback to developes 3. review existing instructional materials to determine what revisions are needed	Prev Next Key 9-Rs in the OCOS move through the rubric. Accessment the rubric.
This rubric is derived from the EQuiP Rubric for Lessons & Units ELA/Literacy. Click the "Next" button to begin. Optionally, you may preview the Resource using one of the buttons below.	Overall Overall Rating: Not Applicable
the Resource In the frame below	In a new window



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.

Key Shifts in the CCSS	Key Shifts in the CCSS	
	Prev	Next
ine resony unit addresses key shills in the CC33.	Key Shifts in	n the CCSS
Please rate how well the Resource meets the following criteria:	Instructional Supports	
 Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. 	Accessment	
 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). 	Overall	
 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 verious written forms (e.g., notes, summaries, short responses, or formal esseys). 	Overall Rating: Strong	
Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.	ntext throughout instruction. Please rate the strength of the alignment of this Resource to the displayed criteria:	
A unit or longer lesson should:	O Superior	
 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. 	* Strong	
 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. 	C Limited	
 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). 	O Very Weak	
 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 disitial texts where appropriate. 	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.



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

CCSS ELA/Literacy (3-12) (Derivat	tive) Rubric		
Ready to Finish	Ready to Finish	•	
f you are happy with your choices, click the Finish button.	Prev	Next	
for finished terms murstional	Key Shifts in the	Key Shifts in the CCSS	
i in missieu, issue my laungs:	Instructional Supports		
	Assessment	Assessment	
	Overall		
	Overall Rating: S	Superior	