

The EQUiP Rubric for Mathematics – The 1-Page Version



I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p>The lesson/unit aligns with the letter and spirit of the CCSS:</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>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</p> <ul style="list-style-type: none"> Focus: Lessons and units targeting the major work of the grade (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade (at the standard and cluster level) 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. Cohherence: The content develops through reasoning about the new concepts on the basis of previous understandings. 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 problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. Conceptual Understanding: Develops students' understanding through brief conceptual problems and 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>The lesson/unit is responsive to varied student learning needs:</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>A unit or longer lesson should:</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, peer-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>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</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>A unit or longer lesson should:</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: 1 2 3 4	Rating: 1 2 3 4	Rating: 1 2 3 4	Rating: 1 2 3 4

Rubric For Ccss Mathematics

Jonathan D. Katz



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