

Tool 4: EQuIP Rubric Data Summary

This tool is use to summarize the results of the EQuIP Review for Science analysis of a given unit in one instructional materials program as part of PEEC Phase 2: Unit Evaluation.

| Innovation | EQuIP Criterion | Evidence of Quality? | Unit Evaluation (summary) |
|---|--|--|---|
| Making Sense of Phenomena and Designing Solutions to Problems | I. A. Explaining Phenomena/Designing Solutions | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials incorporate the innovation. <input type="checkbox"/> Materials partially incorporate the innovation. <input type="checkbox"/> Materials do not incorporate the innovation. |
| Three-Dimensional Learning | I. B. Three Dimensions | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials incorporate the innovation. <input type="checkbox"/> Materials partially incorporate the innovation. <input type="checkbox"/> Materials do not incorporate the innovation. |
| | I. C. Integrating the Three Dimensions | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| | III. A. Monitoring 3D Student Performances | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| | III. B. Formative | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |

| Innovation | EQulP Criterion | Evidence of Quality? | Unit Evaluation (summary) |
|--|---|--|---|
| | III. C. Scoring Guidance | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| | III. E. Coherent Assessment System | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| Building K–12 Progressions | I. D. Unit Coherence | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials incorporate the innovation. <input type="checkbox"/> Materials partially incorporate the innovation. <input type="checkbox"/> Materials do not incorporate the innovation. |
| | II. C. Building Progressions | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| | II. F. Teacher Support for Unit Coherence | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| Alignment with English language arts and Mathematics | I. F. Math and ELA | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials incorporate the innovation. <input type="checkbox"/> Materials partially incorporate the innovation. <input type="checkbox"/> Materials do not incorporate the innovation. |

| Innovation | EQuIP Criterion | Evidence of Quality? | Unit Evaluation (summary) |
|-----------------------------|---|--|--|
| All Standards, All Students | II. A. Relevance and Authenticity | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials incorporate the innovation. |
| | II. B. Student Ideas | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials partially incorporate the innovation. |
| | II. E. Differentiated Instruction | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | <input type="checkbox"/> Materials do not incorporate the innovation. |
| | II. G. Scaffolded Differentiation over Time | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| | III. D. Unbiased tasks/item | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |
| | III. F. Opportunity to Learn | <input type="checkbox"/> None <input type="checkbox"/> Inadequate <input type="checkbox"/> Adequate <input type="checkbox"/> Extensive | |

Narrowing the Field?

Depending on how many programs made it to this phase of the analysis, the EQuIP Rubric for Science evaluations may be used to continue to narrow the field of instructional materials programs being evaluated. After consensus reports have been generated for each unit, the review team should evaluate whether or not all programs are worthy of further review. Unless the separation in quality is very small, it is recommended that only the top two or three programs continue to the final phase of the PEEC process.