Unit Title: **Grade:**

I. Alignment to the Depth of the MS-CCR Standards		**3**	**2**	**1**	**0**	**Evidence**
1	Targets a set of grade-level MS CCR mathematics standard(s) to the **full depth of the standards** for teaching and learning.					
2	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.					
3	Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the MS-CCR mathematics standard(s).					
Score and rationale for Element I						

Achieve (2013). EQuIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQuIPmathrubric-06-17-13_1.pdf.

II. Key Shifts in the MS-CCR Standards		3	2	1	0	
4	**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.					
5	**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.					
6	**Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: −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.					
Score and rationale for Element II						

Achieve (2013). EQuIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQuIPmathrubric-06-17-13_1.pdf.

III.	Instructional Supports	3	2	1	0	
7	Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.					
8	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.					
9	Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.					
10	Addresses instructional expectations and is easy to understand and use.					
11	Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. - 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.					

Achieve (2013). EQuIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQuIPmathrubric-06-17-13_1.pdf.

12	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).					
13	Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.					
14	Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.					
15	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.					
Score and rationale for Element III						

Achieve (2013). EQuIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQuIPmathrubric-06-17-13_1.pdf.

IV. Assessment		3	2	1	0	
16	Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted MS-CCR mathematics standards.					
17	Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.					
18	Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.					
19	Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.					
Score and rationale for Element IV						

Achieve (2013). EQuIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQuIPmathrubric-06-17-13_1.pdf.

Key to Scoring

Element I

3 = Meets most to all of the criteria in the element.
2 = Meets many of the criteria in the element.
1 = Meets some of the criteria in the element.
0 = Does not meet the criteria in the element.

Element I	Element II	Element III	Element IV	Final Score

Element II, III, IV

3 = Exemplifies MS-CCRS Quality – Meets the standard described by criteria in the element, as explained in criterion based observations.
2 = Approaching MS-CCRS Quality – Meets many criteria, but will benefit from revision in others, as suggested.
1 = Developing MS-CCRS Quality – Needs significant revision, as suggested in criterion based observations.
0 = Not representing MS-CCRS Quality – Does not address the criteria in the element.

Overall Rating for the Lesson/Unit

E = Exemplar - Aligned and meets most or all of the criteria in Elements I, II, III, and IV (total 11-12).
E/I = Exemplar if Improved – Aligned and needs some improvement in one or more elements (total 8 – 10).
R = Revision Needed - Aligned partially and approaches the quality standard in some elements and needs significant revision in others (total 4 - 7).
N = Not Representing CCSS Quality – Not aligned and does not address criteria (total < 4).

Achieve (2013). EQuIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQuIPmathrubric-06-17-13_1.pdf.