# EQuIP Rubric Adapted for EE Provider Material and Program Review

**Adapted from the Achieve EQuIP Rubric**

**Purpose:** This adapted EQuIP rubric is intended to help informal community educators design and use instructional materials and programs that support NGSS implementation. There is no expectation that informal education materials and programs will, or should support all elements of NGSS, or fully teach NGSS. Rather, informal/community education can provide essential support for some elements of NGSS that arguably may be better served outside of the traditional classroom.

## Name/Title of Instructional Material (lesson/unit) or Program:

## Grade Level/Audience:

## Other Relevant Information about the Materials or Program (e.g. length lesson):

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| **Alignment to NGSS**. The activity, lesson, unit, or program supports instruction and conceptual shifts of NGSS | | | | | | |
|  | **Present** | **Not Present** | **Evidence** (e.g., program components, activities, etc. that support the referenced NGSS dimension and/or performance expectation(s) (PEs) | **Suggestions for Improvement** | | |
| 1. **3-D Learning**. Elements of the science and engineering practices (SEPs), disciplinary core ideas (DCIs), and crosscutting concepts (CCs), blend and work together to support learners in three-dimensional learning to make sense of phenomena or design solutions. |  |  |  |  | | |
| a. science and engineering practices **(SEPs)** |  |  |  |  | | |
| b. disciplinary core ideas **(DCIs)** |  |  |  |  | | |
| c. crosscutting concepts **(CCs)** |  |  |  |  | | |
| 2. **Disciplinary Connections.** Develops connections between science disciplines (e.g. physical, life, and earth and space, engineering), social studies (college, career and civic life: C3 Framework) and/or other specified academic standards via the CCs. |  |  |  |  | | |
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|  | **Present** | **Not Present** | **Evidence** (e.g., program components, activities, etc. that support the referenced NGSS dimension and/or performance expectation(s) (PEs) | **Suggestions for Improvement** |
| **3. Context.** Engages learners in multiple practices of science, engineering, and mathematics (SEPs) in the context of authentic, life-relevant scenarios, blending together with DCIs and CCs to support making sense of phenomena, real world issues, and/or designing solutions. |  |  |  |  |
| 4. **Prior Knowledge**. Identifies and builds on learners’ prior knowledge to develop deeper understanding of the SEPs, DCIs, and CCs. |  |  |  |  |
| 5. **Scientific Accuracy**. Uses scientifically accurate and grade-appropriate scientific information, equipment, and representations. |  |  |  |  |
| 6. **Communication**. Provides opportunities for learners to collaborate, clarify, justify, interpret, and represent their ideas and respond to peer and educator feedback orally and/or in written form. |  |  |  |  |
| 7. **Supporting All Learners.** Provides opportunities for multiple instructional formats/styles. |  |  |  |  |
| 8. **Evidence of Learning**. Elicits direct, observable evidence of learners’ performance of practices connected with their understanding of core ideas and crosscutting concepts and provides multiple opportunities for students to demonstrate performance and receive feedback. |  |  |  |  |