EQuIP Student Work Protocol – ELA/Literacy

Reviewer Name or ID:	**Lesson/Unit Title:**
Grade:	**Assignment Title:**

Introduction

The ultimate goal of the Common Core State Standards (CCSS) is to prepare all students with the knowledge and skills they need for postsecondary success. The EQuIP Student Work Protocol is designed to establish or articulate the relationship between student work and the quality and alignment of instructional materials that *previously* have been reviewed using the EQuIP quality review process.[1] Focusing on this relationship enables educators to develop a common understanding of the challenging work required by the CCSS. Furthermore, analyzing this relationship will also assist in closing the gap between what students are learning and the expectations embodied in assignments, as well as verifying what students are being taught and what they have learned, remembered, and incorporated into their knowledge and skills. Common expectations will result in more equitable educational opportunities for students and deepen the existing foundation for collaboration among states and districts.

The specific objectives of this EQuIP Student Work Protocol are three-fold:

1. *To confirm that a lesson's or unit's assignment is aligned with the letter and spirit of the targeted Common Core State Standards.*
2. *To determine how students performed on an assignment as evidence of how well designed the lesson/unit is.*
3. *To provide criterion-based suggestions for improving the assignment and related instructional materials.*

This 5-step protocol begins with a team of reviewers (or a single reviewer) focusing on the assignment itself – the directions or prompt and any accompanying scoring guides. Reviewers identify the content and performances required by the assignment. Reviewers then analyze the standards actually targeted by the author of the lesson/unit and the content and performances they embody. Gaps in alignment are noted. The process then turns to describing how students performed on the assignment and whether and how students demonstrated the expectations of the targeted standards. At the end of the review process, reviewers provide criterion-based feedback regarding improvements that could be made to both the assignment and related instructional materials.

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[1] The protocol is intended for use with instructional materials that have undergone an EQuIP review, received a rating of E or E/I, and then subsequently have been implemented in an instructional setting to produce samples of student work.

This final step includes noting what should be kept, deleted and/or added to the content and performance demands of the assignment for tighter alignment with the targeted standards in the lesson/unit.

If reviewers are part of a team, each step of this protocol is to be completed individually before sharing results with others. Reviewers new to this process are encouraged to pause for discussion after each step. More experienced reviewers may choose to complete all steps before discussion.

Steps for the EQuIP Student Work Protocol – ELA/Literacy

STEP 1: Review the Instructional Materials.

- Record the grade and title of the lesson/unit.
- Locate the assignment to be evaluated and record the assignment title or description on the recording form.
- Locate the student work that corresponds to the assignment.
- Scan the lesson/unit to see what it contains and how it is organized.

STEP 2: Without consulting the standards or the lesson/unit, analyze the purpose and demands of the assignment as evidenced by the directions and the rubrics/scoring guides.

Note: Reviewers should limit observations to what the assignment and rubrics communicate about the purpose and demands of the assignment. Reviewers will consult the standards in Step 3.

Guiding Questions:
- Based on the directions and/or the scoring guides for the assignment, what is its likely purpose?
- Based on the directions and/or the scoring guides for the assignment, what demands does it make of students?

Notes & Observations

Performances Required (skills):

Content Required (knowledge):

STEP 3: Compare the alignment of the content and performance(s) of the assignment to the targeted standards for the assignment or lesson/unit.

Guiding Questions:
- Do the directions, prompt(s), and/or scoring guide for the assignment give students the opportunity to demonstrate all or part of the targeted standards for the assignment and lesson/unit?[2]
- How well aligned are the content and performance(s) of the assignment with the targeted standards in the assignment and the lesson/unit?

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[2] While it is important to rate the assignment against every standard that the assignment targets, an assignment need not address every targeted standard in the lesson/unit as long as the assignment is central to the learning goals. In making suggestions for improvement, consider whether the assignment was intended to incorporate all of the targeted standards or if the assignment is one of a series of assignments in the lesson/unit used to assess student competency.

- If the assignment is given a score of 1 or 0 for any one of the targeted standards, is there another assignment in the lesson/unit that addresses that standard?

Note: For any score of 1 or 0, note the gaps in the demands. Record important points concerning alignment (such as partial or cursory alignment as well as examples of strong alignment).

ALIGNMENT SCALE: Rate the alignment to each targeted standard using the 0-3 scale provided. Record the alignment on the Task-to-CCSS Alignment Recording Chart provided below.

		Alignment of Task with the Targeted Standard(s)[3]
3	**Excellent**	The assignment demands are clearly consistent with all aspects of the identified standard(s).
2	**Strong**	This rating is used for a partial match when the assignment is consistent with the *most critical* aspects of the identified standard(s). However, some of the *less critical* aspects of the standard(s) may not be addressed (likely by design).
1	**Weak**	This rating is used for a partial match when the *most critical* aspects addressed in the identified standard(s) are NOT addressed in the assignment. However, some of the *less critical* aspects of the standard(s) are addressed.
0	**No Alignment**	The assignment demands do not match the identified standard(s).

Task-to-CCSS Alignment Recording Chart

Task Description:		
Targeted CCSS Standards	**Alignment Rating (0-3)**	**Alignment Rationale**

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[3] Rate alignment for every standard identified as a target for the assignment. If targets have not been identified for the assignment, rate alignment for standards identified as a target for the lesson/unit.

Notes & Observations

Gaps in Alignment:

STEP 4: Diagnose student work.

Guiding Questions:
- What does the collection of student work communicate about the kind and level of skills and knowledge students have learned and still need to learn?
- What are the most frequent and fundamental successes students appear to be having with the assignment?
- What are the most frequent and fundamental problems students appear to be having with the assignment?

Notes & Observations

STEP 5: Provide suggestions for improving the assignment and related lesson/unit.

Guiding Questions:
- How does the assignment fit into the overall lesson or unit plan?
- What does the review of student work suggest are the strengths and weaknesses of the assignment and related instructional materials? Use the criteria in the EQuIP quality review rubric to guide this feedback.
- What should be kept, deleted, and/or added to the assignment or lesson/unit for tighter alignment with the depth of the targeted standards?
- Do the rubrics/scoring guides accurately communicate CCSS expectations for proficiency? If not, how might they be improved?
- How could the assignment be strengthened to promote active problem solving, reasoning, and critical thinking (the Standards for Mathematical Practice)?

Notes & Observations

Suggestions to strengthen the lesson/unit:

Suggestions to strengthen the assignment:

Suggestions to strengthen the scoring rubric: