

EQuIP Student Work Analysis Tool: Quick Reference

Reviewer Name: _____ Content Area: _____ Grade: _____

Lesson/Unit: _____ Task Title/Description: _____

This tool briefly outlines each step of the EQuIP Student Work Analysis Tool, for a detailed description of each step as well as guiding questions, please refer to the EQuIP Student Work Analysis Tool.

STEP 1: Analyze the Task

- Use only the directions and prompts included with the task and seen by the student, including any associated texts, to analyze the requirements of the task. Make notes about the possible purpose, demands, any potential standard alignments, and the skills and knowledge required to successfully complete the task(s). For mathematics, actually work the task and, for ELA, read the text(s) and work the smaller tasks.

STEP 2: Analyze Alignment to the Targeted Standards

- Independently review each of the identified standards and determine which are actually addressed by the task. Discuss the expectations of the targeted standard(s) and calibrate on what student proficiency might look like at each level (below, at, and above proficiency for the standard). Consider multiple ways that a student might show proficiency.

STEP 3: Examine Supporting Instructional Materials

- Scan support materials to gain a clear understanding of how the task was presented to the student, noting its intended purpose, content, and organization. Identify the standards targeted in the lesson/unit and compare to those identified in Step 2. Examine any answer keys, rubrics, or scoring guidelines related to the task for information that might be helpful in interpreting the level of student proficiency.

STEP 4: Analyze Student Work Samples

- Independently review the student samples and record notes in the Student Work Sample Analysis Chart. Include in your descriptions, details about how a student response informs the definition of proficiency (or non-proficiency) for the targeted standard.

STEP 5: Synthesize Analysis and Determine Next Steps

- Synthesize commentary from the group into one consensus chart for each student work sample. Based on the established goal, determine the next steps and how the commentary will be used.

Student Work Sample Analysis Chart

Reviewer Name: _____ **Task/Unit Title:** _____ **Targeted Standards:** _____

	What does the student's work demonstrate about his/her proficiency with the requirements of the standard(s) targeted by the task?	What might the student's work demonstrate about the depth of his/her understanding and reasoning ability?	What does the student's work demonstrate about ... ELA: ... their comprehension of grade-level text (R.10)? Math: ... their ability to apply a particular Mathematical Practice?	How do the task's prompts, directions, information, and/or materials in the lesson or unit designed to support the task, contribute to an understanding of the individual student's proficiency?	What implications for instruction of the task are evident in the individual student work sample?
Student # _____					
Student # _____					
Student # _____					

Print as many copies of the chart as needed, making sure each reviewer has at least one copy for each task.