EQuIP Student Work Annotation Guide

Annotator: _____	Unit Title: _____
Grade Level: _____	Content Area: _____

Student work samples can provide strong indications of the quality of instructional materials. The EQuIP Student Work Annotation Guide describes a process for identifying and applying key annotations to student work, for the purpose of enhancing implementation of instructional materials. The Guide assumes student work samples were collected from an exemplary unit that was already reviewed using the EQuIP Quality Review Rubrics.[1] However even in an exemplary unit, it is sometimes possible to strengthen an individual task. Improvement of the task is a potential outcome of this exercise.

The Objectives

- *To annotate student work to identify key aspects of how performance indicates proficiency and understanding with respect to the targeted CCSS.*

- *To illustrate levels of student proficiency through analysis of samples of student work from a task, or set of tasks,[2] within an exemplary unit.*

The Steps

- **Step 1:** Study the Task(s)
- **Step 2:** Analyze the Targeted CCSS
- **Step 3:** Analyze Individual Student Work Samples
- **Step 4:** Reach Consensus on Annotations
- **Step 5:** Apply Consensus Annotations

The Collaborative Process
While a single annotator can use this process, a team of annotators is preferred. Only when working as a team, can discussion and collaboration, so critical to the process, occur. Each member of a team should independently record his or her annotations and observations prior to discussion. Then discussion should focus on understanding all members' annotations and reaching consensus regarding each student work sample. For each step in the process, the guiding questions should be used to stimulate and inspire, rather than to limit, discussion. Annotators are encouraged to pause for discussion after each step.

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[1] The *EQuIP Quality Review Rubrics* can be used to establish the quality and degree of alignment of a lesson or unit from which a task is selected.

[2] A task (or set of tasks) best suited for this examination provides students with an open-ended problem and/or multiple ways to demonstrate proficiency in the targeted standard(s).

STEP 1: Study the Task(s)
It is important to begin this process by reviewing what, precisely, the task(s) and its supporting instructional materials are asking students to do. Annotators should not look at the student work samples during this first step. It is important to get a clear understanding of the demands of the task(s) before seeing, and possibly being influenced by, student responses.

- ➢ Review of the materials should include a thorough study of the task(s) for which student work has been collected, including associated texts, making notes about the purpose and demands of the task(s).
- ➢ Make notes about the skills, and knowledge that are required to successfully complete the task(s), including all possible strategies a student at the grade-level might use or need.
- ➢ Scan any additional support materials included with the task(s) for a clear understanding of how each task was presented to and possibly understood by the student. Where does each task, for which student work is collected, occur within the instructional sequence? What have students already learned from the unit when they approach the task? What will they learn after?

Guiding Questions:
- What are the content and performance expectations of the task(s)?
- What are the purpose and goals of the lesson or unit?
- For mathematics: Which Standards for Mathematical Practice might be applied in the task(s)?
- For ELA/literacy: What are the complexity and nature of any associated texts?

Notes & Observations Regarding the Purpose and Demands of the Unit and the Task(s)**:**

STEP 2: Analyze the Targeted CCSS

Identification and analysis of the specific CCSS addressed in the task(s) is the focus of Step 2. After establishing a clear understanding of the nature and demands of the task(s), annotators need to identify which of the standards identified as targets in the unit are fully or partially targeted by the task(s). It is likely that the unit from which a particular task comes will identify several standards. However it is unlikely that a single task within the unit will be linked to all of those standards. In fact, it is possible that a single task may only partially address one or more CCSS from the unit's list of targeted standards. This should be expected and, in fact, considered appropriate. CCSS alignment to a task depends on the scope of its requirements. For example if the task is a summative assessment for the unit, it is more likely that all or most of the unit's targeted standards will be addressed in the task. However if the task is an activity used to introduce the unit, it would likely only address a few, and those possibly only partially.

Once the specific CCSS addressed in the task(s) are identified, annotators need to then look closely at the targeted standard(s) and begin the discussion about what kinds of student work might constitute grade level proficiency for the standard(s). In addition annotators need to consider what kind of evidence in the student responses to the task would be an indication of work that is below, at, or above the expectations of the standard(s). At this step the discussion is focused on the standards. Annotators still have not examined student work samples. Samples will be analyzed in Steps 3 and 4.

> ➢ Independently review each of the lesson/unit's targeted standards to determine which are most likely to be targeted by the task.
> ➢ Match the expectations of the task(s) in Step 1 to those of the targeted CCSS and identify which standards, or parts of standards, are addressed in the task(s).
> ➢ 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 with the standard).

Guiding Questions:
- Given the task(s) and its targeted standards, how might a student who is proficient with the standard approach the work? What might a proficient student's responses to the task(s) look like?
- How might a student who is working above or below the expectations of the targeted standard(s) approach the work? Identify specific evidence within the task(s) where students show mastery or misunderstanding of the standards.

Notes & Observations Regarding the Targeted Standards and Task Expectations:

STEP 3: Analyze Individual Student Work Samples

At this step, annotators will analyze the individual student work samples, for evidence in the student responses to the task(s) that indicate grade level proficiency with the requirements of the standards.

Use the Student Work Annotation Chart on page 7 to record your individual analysis of each sample of student work, one chart for each student work sample. Be sure to form your own thoughts before the group discussion begins.

➢ Each annotation identified for a student work sample, is described across two rows.
  o The first row should describe the student responses to the task(s) based on the answers to each column heading. It will eventually become the annotation applied to the sample.
  o The second row should describe the specific location within the student work where that annotation would be inserted.
➢ Use the questions at the top of each column (and below) to guide the annotation process.
  o Please note that not every question will apply to every student sample, but each annotation should address one of the five guiding questions.
➢ The annotations should not focus solely on demonstrations of grade-level proficiency, but rather should address the five questions describing students who are performing at, above, and below grade-level proficiency.
➢ Note the proficiency level in the annotation (Above, At, or Below Proficiency).

Guiding Questions:
• What does the student's work demonstrate about his/her proficiency with the requirements of the targeted CCSS? *(What claims can be made about the proficiency level of the student's work? What is the rationale behind assigning the student's work as Above, At, or Below Grade-Level Proficiency, as it relates to the standards?)*
• What might the student's work demonstrate about the depth of his/her understanding and reasoning ability? *(Where in the student work is there evidence, or missing evidence, of clear and deep thinking? Are there questions about the student responses that are unanswered?)*
• How do the task's prompts, directions, information, and/or other materials in the lesson or unit, which are designed to support the task(s), contribute to an understanding of the student's proficiency? (*Supporting materials would include lesson instruction, related activities, scaffolding for the task, and scoring guidelines or rubrics, when they play a role in interpreting the student responses.)*
• What does the work demonstrate about …
  o ELA: … student comprehension of grade-level text (R.10)?
  o Math: … the student's ability to apply a particular Mathematical Practice? *(Where in the student work is there evidence of applying a Mathematical Practice? Which Practice do you see?)*
• Where are there challenges with respect to language demands in the student work? *(This applies to English language learners for both math and ELA tasks.)*

Student Work Annotation Chart
Use the full-page version of the Student Work Annotation Chart on page 7. Print as many copies of the chart as needed, making sure each annotator has at least one copy for each sample of student work

Student Work Annotation Guide

Annotator: _____ Unit/Task: _____ Sample #: _____

	What does the student's work demonstrate about his/her proficiency with the requirements of the targeted CCSS?	What does the student's work demonstrate about the depth of his/her understanding and reasoning ability?	How do the task's prompts, directions, information and/or materials in the lesson or unit designed to support the task(s)*, contribute to an understanding of the student's proficiency?	ELA: What does the work demonstrate about student comprehension of grade-level text (R.10)? Math: What does the work demonstrate about the student's ability to apply a particular Mathematical Practice?	Where are challenges with respect to language demands demonstrated in the student work?
Annotation					
Location					
Annotation					
Location					
Annotation					
Location					

* Supporting materials in the lesson/unit might include lesson instruction, related activities, scaffolding for the task, and scoring guidelines or rubrics, when they play a role in interpreting the student responses.

STEP 4: Reach Consensus on Annotations

After considering each individual sample of student work, analyze the whole collection of student work for the task(s) and synthesize the information in the individual annotators' charts from Step 3. Identify one member of the team to create a consensus chart for each student sample. This is a group process and requires input from every team member. The consensus chart is used to insert the annotations directly onto the student work samples. The annotations for the consensus chart should come from agreement based upon input from each member's individual charts and also from the group discussion of the whole collection of samples for the task(s). Use the questions below to guide the annotation team's discussion of the full collection of samples.

- ➢ Discuss individual student work sample findings with the team.
- ➢ Discuss the whole collection of samples for the task(s) and how the patterns seen influence individual student annotations.
- ➢ Synthesize annotations from the group into one consensus chart for each student work sample. Each annotation in the consensus chart should be written exactly as it will be applied. Indicate the precise location of where the annotation should be inserted in the sample.

Guiding Questions: Use these as the group reviews each student work sample.
- What aspects of the student work demonstrate proficiency with the required CCSS?
- How do the patterns/trends you might see in annotations across the collection of student work enhance understanding of student proficiency? (e.g. frequency or similarity of comments, locations of annotations, etc.)
- What linguistic challenges should be identified and annotated to enhance understanding of the sample and unit?
- What annotations should be applied to highlight how the work demonstrates …
  - ELA: … student comprehension of grade-level text?
  - Math: ... the student's ability to apply a particular Mathematical Practice?
- If applicable, what annotations should be applied to the scoring guidelines/rubrics?

Notes and Observations Regarding Building a Consensus Chart for Each Student Work Sample:

STEP 5: Apply Consensus Annotations
Using the consensus created for each student work sample in Step 4, insert each annotation into its precisely designated location on the digital copies of the student work samples. When applying the annotations, use the color-coded shaped text boxes that match the question and proficiency level each annotation addresses.

➢ Copy and paste the text box that matches the question for each annotation to be added over where the annotation applies.
➢ Type the proficiency level (Above, At, or Below Proficiency) in the text box, and then copy and paste the text of the annotation in your chart directly into the shape.
➢ Should the annotation be related to a specific word, phrase, or response in the student work, add a black line connecting the shape to its precise location.

Student Work Annotation Key

	Proficiency with the targeted CCSS. Identify the standard in the annotation	Understanding and reasoning ability	Supporting materials (including scoring guidelines/rubrics)	ELA: Student comprehension of grade-level text (R.10) Math: Appling a particular Mathematical Practice?	Challenges with respect to language demands
Annotation Color					