EQuIP Student Work Analysis Tool

Reviewer Name: _____ **Content Area:** _____ **Grade:** _____

Lesson/Unit: _____**Task Title/Description:** _____

Student work can be used as a strong indicator of the levels of proficiency for targeted CCSS (or a state's college-and career-ready (CCR) standards). The protocol outlined in this EQuIP Student Work Analysis Tool (SWAT) describes a process for collecting and analyzing student responses to the demands of a task.

This protocol can be adapted and/or used for multiple purposes. For example:

- A state or district might want to create a repository of annotated student work for the purpose of enlightening their teaching community about the levels of student proficiency with regard to the CCSS or the state's CCR standards.
- A group of teachers might use this protocol to inform their own instruction of a particular task.
- A school or district might use this protocol for professional learning activities aimed at a deeper understanding of student proficiency for the standards.

The Objectives

- *To identify key aspects of how performance indicates student proficiency and understanding, with respect to the targeted CCSS or a state's CCR standards*
- *To illustrate levels of student proficiency through analysis of samples of student work from a task within an exemplary unit*

The Steps

Step 1: Analyze the Task

Step 2: Analyze Alignment to the Targeted Standards

Step 3: Examine Supporting Instructional Materials

Step 4: Analyze Student Work Samples

Step 5: Synthesize Analysis and Determine Next Steps

The Collaborative Process

While a single reviewer can apply the protocol, a team of reviewers is preferred. When working as a team, discussion and collaboration help to produce a thorough review and a constructive, evidence-based critique of both the student work and the task. The Principles and Agreements[1] of the EQuIP Quality Review Process, a critical part of all EQuIP discussion protocols, reminds us that collaboration should work from the individual to the collective. Each member of a team should independently record his or her findings and observations before discussion begins. Then discussion should focus on understanding all reviewers' analyses and on reaching consensus regarding the levels of proficiency illustrated in the student work samples. For each step in the analysis, the guiding questions should be used to stimulate and inspire, rather than to limit discussion. While

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[1] The Principles and Agreements can be found beginning on page 1 of the EQuIP Quality Review: Process & Dimensions.

experienced reviewers might plan for discussion after individuals have considered all the steps, reviewers new to the protocol or review process are encouraged to pause for discussion after each step.

The Task

The protocol assumes student work samples were collected using a task from an exemplary unit previously reviewed using the EQuIP Quality Review Rubrics.[2] Make sure to choose a task that is central to the learning goals of the lesson/unit and features an open-ended problem that lends itself to various strategies and ways of showing below/at/above grade-level proficiency.

To best meet the objectives of this protocol, a task is defined in the following ways:

- For ELA/literacy, a task is defined as a reading, writing, or speaking activity that focuses a student's attention on demonstrating a thorough understanding of grade-level complex text. Additionally, it should require the student to provide evidence to support his/her conclusion(s).
- For mathematics, a task is defined as a problem, a small set of problems, or an activity that focuses students' attention on a particular concept, and that can be used to provide evidence of student reasoning and proficiency for a specific standard.

The Collection

Once a quality task is selected, advanced planning will be required for effectively collecting student work samples. First, select a teacher(s) to administer the task and collect a range of student work samples. The teacher(s) providing student work will need to plan thoughtfully to provide a useful collection of samples. Too many samples can overwhelm the process, while too few may lack diversity and may not provide enough information to reach valid conclusions regarding proficiency-level indicators. Include a strategic selection of a range of abilities in the collection and aim for 3-4 samples for each proficiency level. The teacher may pre-select specific students, using knowledge of their past or expected ability levels, or the teacher might select the appropriate samples of student work after the original papers have been photocopied and examined for evidence of levels of proficiency. The review team should work only with photocopies of the original student work, which must be free of identifying information and any marks by the teacher.

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[2] 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.

Steps for the EQuIP Student Work Analysis Tool

STEP 1: Analyze the Task

The first step for a review team is to develop a clear, unbiased understanding of the task. Reviewers should begin by considering the task's content and performance demands. At this point, reviewers should not yet have looked at student work samples, the content standards, the full lesson, or supporting materials. The goal is to get a clean "first impression" of the task from the perspective of a grade-level student.

- ➢ Complete the top of the protocol with your name and the details for the task including: the task's content area, grade, lesson/unit title, and description.
- ➢ Use only the directions and prompts included with the task and seen by the student to analyze the requirements of the task. Do not consult the supporting materials in the lesson/unit.
- ➢ Study the task, including any associated texts and/or prompts, making notes about the possible purpose and demands and noting any potential standard alignments. Mathematics reviewers should actually work the task; ELA reviewers should read the text(s) and complete the smaller tasks.
- ➢ Make notes about the skills and knowledge required to successfully complete the task(s). Include possible strategies a student at the grade-level might use or need to know.
- ➢ Assess the task individually, and then use the questions below to guide discussion.

Guiding Questions:

- What are the content and performance demands of the task?
- What may be the purposes and goals of the task?
- What types of student reasoning are required by the task?
    - o For ELA/literacy: What are the complexity and nature of any associated texts? What knowledge, textual evidence, and academic vocabulary are required by the task?
    - o For mathematics: Which mathematical processes (exemplified by the Standards for Mathematical Practice) might be applied in the task?

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<u>Notes & Observations Regarding the Purpose and Demands of the Task:</u>

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STEP 2: Analyze Alignment to the Targeted Standards

In this step, the discussion focuses on the alignment of specific standards to the task. After establishing a clear understanding of the apparent purposes in Step 1, reviewers determine which of the standards identified in the unit are fully or partially targeted by the task. It is unlikely that a single task will be linked to all of the standards targeted in a lesson or unit. In fact, it is possible that a single task may only address one, or part of one, standard from the unit's list of targeted standards. An introductory activity, for example, may only address a few standards or parts of standards. A summative assessment, however, should address all the unit's targeted standards. At this step, the discussion focuses on the task and its aligned standards. Reviewers will examine supporting materials in the lesson/unit and student work samples in Steps 3 and 4, respectively.

Once the specific CCSS or the state's CCR standards addressed in the task are identified, reviewers 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, the review team needs to consider and discuss what kinds of evidence in the student responses to the task would indicate work that is both below and above the expectations of the standard(s).

➢ Independently review each of the identified standards and determine which are targeted by the task.
➢ Compare the apparent expectations of the task (from Step 1) to those of the targeted standards and identify which standards, or parts of standards, are actually addressed in 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).
➢ In addition to the different levels of proficiency, also consider multiple ways that a student might show proficiency. Keep in mind that there may be multiple approaches to the task that would lead to evidence.
➢ After individually considering alignment and proficiency, use the questions below to guide discussion.

Guiding Questions:

- How are the demands of the task and those of the targeted standards the same? How are they different? (Comment on any partial alignments.)
- Given the task 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 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 where students show mastery or misunderstanding of the standards.

Notes & Observations Regarding Alignment of the Task to the Standards:

STEP 3: Examine Supporting Instructional Materials

In step 3, reviewers then look at the task in its intended instructional context. Reviewers should limit their analysis to the subset of materials in the lesson/unit that directly support the teaching and learning of the required skills and knowledge for the task. At this time, they have not yet looked at student work samples. Those will be analyzed in Step 4.

➢ Scan supporting materials to gain a clear understanding of how the task was presented to the student, noting its intended purpose, content, and organization.
➢ Notice the placement of the task within the context of the lesson/unit.
➢ 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.
➢ After individual examination of the supporting materials, use the questions below to guide discussion.

Guiding Questions:

- Where does the task occur within the instructional sequence? What have students already learned from the lesson/unit when they approach the task? What will they learn after? Is the task used as an introduction to a new concept or as a summative assessment?
- What specific instruction and scaffolding are provided leading up to the task?
- How are the scoring guidelines helpful in determining the expectations of the task? Do the expectations described in the scoring guidelines correspond with the analysis of the task in Step 1?
- What supports are provided for instruction (scaffolding, teacher directions or background information, etc.)? Do the directions, prompts, and/or scoring guidelines for the task adequately provide or indicate opportunities for students to demonstrate the requirements of the targeted standard(s) for the task?

Notes & Observations Regarding the Supporting Instructional Materials for the Task:

STEP 4: **Analyze Student Work Samples**

In this step, reviewers analyze each of the individual student work samples. Here, reviewers look at individual samples. Use the Student Work Sample Analysis Chart on the next page to record an individual analysis for each sample of student work.

- ➢ Independently review the student samples and record notes in the Student Work Sample Analysis Chart.
- ➢ If there are multiple standards targeted by the task, make sure to identify the specific standard, or part of a standard, to which the notes are related.
- ➢ Describe student responses that provide evidence of the levels of proficiency. Include details about how a student response informs the definition of proficiency (or non-proficiency) for the targeted standard.
- ➢ The notes 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.
- ➢ The notes should make clear the indicated proficiency level (Below, At, or Above Grade-Level Proficiency).
- ➢ After individual consideration of each work sample, use the questions at the top of each column (and below with explanation) to guide analysis and discussion. Not every question will apply to every student sample, but each note should address one of the five guiding questions.

Guiding Questions:

- What does the student's work demonstrate about his/her proficiency with the requirements of the standard(s) targeted by the task?
    - o *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 Below, At, or Above 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?
    - o *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?*
- What does the student's work demonstrate about …
    - o *ELA: … their comprehension of grade-level text (R.10)? Where in the student work is there evidence of comprehension of (or not comprehending) the text?*
    - o *Math: … their 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?*
- How do the task's prompts, directions, information, and/or other materials in the lesson or unit designed to support the task, contribute to an understanding of the individual student's proficiency?
    - o *Supporting materials would include texts and/or prompts, instructional notes, related activities, scaffolding for the task, and scoring guidelines or rubrics, when they play a role in interpreting the student responses.*
- What implications for instruction of the task are evident in the individual student work sample?
    - o *This applies to all learners, including English language learners for both mathematics and ELA tasks.*

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.

STEP 5: Synthesize Analysis and Determine Next Steps

In Step 5, look for patterns and trends across the whole collection. Analyze the collection of samples by considering the information in the columns of the Student Work Analysis Chart in Step 4. Look for patterns or trends across the collection of student work and reach consensus on the descriptions for below, at, or above grade-level proficiency for the targeted CCSS or your state's CCR standard(s). Identify one member of the review team to record the consensus decisions for each individual sample, based on input from each team member. The consensus decisions can then be used to help accomplish the goals of the overall analysis and the next steps to be taken.

> ➢ Discuss the whole collection of samples for the task, looking for patterns.
> ➢ Synthesize commentary from the group into one consensus chart for each student work sample.
> ➢ If annotated student work is the desired product of this work, reach consensus and make detailed notes about which samples are to be annotated, the specific wording for each annotation, and their locations in the student work samples.
> ➢ If teachers hope to inform their own instruction for using the particular task, make notes about how to improve the presentation and/or the supporting instruction.
> ➢ If professional learning activities are the goal, make notes about the possible understandings or abilities associated with the student proficiency levels.
> ➢ After individual consideration of the patterns or trends across the collection of student work samples, use the questions below to guide discussion.

Guiding Questions: *Use these as the group reviews the collection of student work samples.*

- What aspects of the student work demonstrate proficiency with the standards?
- How do the patterns/trends observed across the collection of student work enhance understanding of student proficiency? (e.g. frequency or similarity of comments, locations of annotations, etc.)
- What implications for instructions are evident?
- What linguistic challenges should be identified and annotated?
- What consensus comments might be attached to the task to highlight how the work demonstrates the students'…
    - ELA: … comprehension of grade-level text?
    - Math: ... ability to apply a particular Mathematical Practice?
- If applicable, what annotations should be applied to the scoring guidelines/rubrics?

Notes & Observations Regarding the Analysis of the Collection of Student Work Samples:

Nest steps:

If the goal is …

- To create a repository of exemplary annotated tasks, the notes and consensus comments in the chart can be used to annotate the individual student work samples. These tasks can be shared locally or more widely to enlighten their teaching community about the levels of student proficiency with regard to the targeted standards.
- To define and exemplify the levels of proficiency for a particular standard, the reviewers should agree on the descriptions for the levels of proficiency and the evidence from student work to support the descriptions.
- To use the process for professional learning activities, the collection of student work can be annotated and shared as part of professional development.
- To inform instruction of a particular task, the teacher-reviewers should extend the discussion of student proficiency to include how the student responses and success/failures can be used to improve the instruction of this, and perhaps other, tasks.
- To use the findings to improve the task or its supporting materials, consider what the patterns across the collection indicate about the task's alignment to the targeted standards and its effectiveness at eliciting responses that indicate proficiency.

Next Steps: