**EQuIP Student Work Protocol**

**Facilitator’s Guide**

The EQuIP Student Work Protocol is a process for analyzing student responses to tasks for the purpose of evaluating the quality of the task and its alignment to the Common Core State Standards (CCSS). The protocol focuses on the quality of a single task within a lesson or unit and is a complement to reviews of the full lesson or unit using the [EQuIP Quality Review Rubrics](http://www.achieve.org/EQuIP). The Protocol can be used for either mathematics or English Language Arts/Literacy and there are PowerPoint presentations available for each content area. This guide is designed to accompany the Protocol and will help you set up and prepare for the presentation.

**The Materials**

* The **PowerPoint Presentation** for either mathematics or ELA/Literacy
* Copies of the **Student Work Protocol** for each participant [one for note taking during the presentation and one for each set of student work they will be reviewing]
* Copies of the **Common Task** for each participant (for mathematics *Grade 3: Cookie Dough* or for ELA/Literacy *Grade 6—Making Evidence-Based Claims: Steve Jobs*)
* Copies of the **Common Student Work Samples** for each participant (for mathematics *Grade 3: Cookie Dough* or for ELA/Literacy *Grade 6—Making Evidence-Based Claims: Steve Jobs*)
* [Optional: Copies of other tasks with **Student Work Samples** for each participant]

Decide whether participants will work with electronic or print versions of the documents. If printing is required, make sure you have one copy of the common task, one set of the common student work samples, and at least one copy of the Protocol for each participant. If participants will be using electronic versions, have a system in place for delivering the materials to the participants. For example, you could load them on to thumb drives or send via email in advance. Make sure, for electronic presentations, that participants know they will need their laptops. It is also a good idea to have them bring their favorite version of the CCSS, either in a print or electronic version.

Whether you use paper or e-versions, it is a good idea to send the common task to the participants at least one week before the presentation, along with specific directions for participants to work the task and make some notes about the content it addresses and the performances it requires. However, it will be better for the discussion, and more like the real review experience, if participants come to the presentation with a clear understanding of the task but with the expectation that they will study the student work samples together. It is for this reason that we suggest that you NOT send the common student work samples to participants ahead of time.

**The Time Needed**

This presentation can comfortably take place in about ½ day, or 3 to 4 hours, with the shorter number of hours for participants who are experienced with the CCSS and the EQuIP Quality Review rubrics and process. More time will be needed for participants who have little experience, specifically, with EQuIP or the CCSS.

If an additional practice session with another task and set of student work samples is added to the presentation, plan for another ½ day.

**The Presentation**

Use the information in the Student Work Protocol and the PowerPoint presentation slide notes to guide you during your presentation. The slides for mathematics and ELA/Literacy follow the same plan, including the slide numbering and titles.

**The Preparation**

Prior to the training session it will be important to do some preparation for both yourself and your participants. Start with studying this guide, the slides for your content area (mathematics or ELA/Literacy), and the information in the Protocol, itself. In the introduction to the Protocol you will find information about the objectives for the training session, the five steps of the Protocol, and the collaborative process that is vital to the process. You will need to be familiar with the support information built into the Protocol and also in the notes sections of the slides. During the presentation you will need to rely on both the Protocol and the slide notes to guide you.

The slide presentations use a common task, for mathematics, *Grade 3: Cookie Dough* and, for ELA, *Grade 6—Making Evidence-Based Claims: Steve Jobs*. Just like your participants, you need to have a clear understanding of the common task. Study it carefully, keeping in mind all the possible reasoning and strategies of the students at the designated grade level. Also scan the lesson or unit from which the task comes so that you understand the context of the task – what students knew before coming to the task and what they learned following it. If you prefer replacing the common task in the presentation, you will need to revise the slides that include specific information about the common tasks and student work samples. [See Slides 10, 12, 16, 17, 18, 21, 22, 25, 26, 29, and 30.] If you are selecting your own common task, it will be important to consider the grade level and content to ensure that all participants in the training will be comfortable with both, and will have the best learning experience.

**The Meeting Space**

Make sure your meeting space is set up so that you can form table discussion groups around the room. It will be important to plan the space so that table groups can hold discussions independently but can then be called together for whole group debriefing. You will also need to make sure your video and audio systems are available and in working order.

**The Audience**

Tailor your presentation to the needs of your audience. Consider having a different plan for training a group of teachers, who plan to form review teams than for training a group of professional development trainers for your school, district, or state. Also take into account the total number of participants in your planning. It will be important that the group is of a manageable size, with at least 10, but not more than 30 being ideal. Forming smaller discussion groups of no more than 4-6 is important to the process, so be prepared to divide the larger group accordingly. While groups of fewer than four are more likely to miss out on a rich discussion, some members in groups larger than six, may be unheard. It will also be important to keep the groups close to the same size so that the time needed for table discussion is fairly similar across the room.

Small groups might be formed randomly or somewhat intentionally. For example, you might want table groups to be organized by grade band expertise, by geographic area, or by a combination of those two. When forming groups consider the level of expertise at each table. Having at least one participant with a bit more experience with the Protocol at each table would be helpful, especially in larger groups. They can help you make sure participants have a clear understanding of the process and are on task, and can alert you if there is a question or discussion topic that would benefit the whole group. You might even let them know ahead of time that they will be designated “table facilitators.” In this case it would be helpful to send these facilitators the Protocol, the task, and the student work samples ahead of time. The more prepared they are, the smoother your presentation will go.

**Forming a Review Team**

If your plan includes forming and training one or more review teams, you will need to keep that in mind as you prepare for the presentation. In this case, you will likely want to have participants bring additional sets of student work to practice the process after the presentation. These tasks should meet the qualifications described above and the team should be a group that can easily meet (geographically close), have similar\* grade band expertise, and have designated time to work together. The developer of the task (or lesson/unit) being reviewed may, or may not, be a member of the review team.

\* It is not necessary that all members of a review team be from the same grade level as each other, or as the task. It can actually be beneficial to the process, and to the teachers on the review team, to have members that are within one or two grade levels. This variety brings other viewpoints to the table discussion and can add a sense of the progression of learning between grades that might be missed otherwise.

**Collecting Student Work Samples**

After the presentation is complete, you may opt to have the team(s) review additional student work samples they have brought with them, or sent ahead of time, to practice what they have learned. If this is part of your plan, you will need to allow time after the presentation for participants to study the additional work samples and tasks. Make sure those collecting and providing the student work have enough information to ensure that the samples and the work collected will be useful for the training process.

The task for which student work samples are collected should come from a CCSS-aligned[[1]](#footnote-1) lesson or unit. It should be clearly written, including all diagrams, charts, graphs, and/or visuals. To provide the best opportunity for high quality feedback, the developer or teacher should choose a task that is central to the learning goals of the lesson/unit. The teacher or developer should then collect, and submit for review, multiple samples of student work that represent a range of student performance.

The task should be selected well in advance of the training session so that teachers have time to administer it and collect samples of their students’ work. Teachers may or may not have assessed the student work before the training session but there should be no marks on the student work presented for the session. This means that teachers who are administering the task to their classes need to be informed that copies must be made before marking the papers.

1. The [*EQuIP Quality Review Rubrics*](http://www.achieve.org/EQuIP) can be used to establish the quality and degree of alignment of a lesson or unit from which a task is selected. [↑](#footnote-ref-1)