

EQUIP Mathematics Task Review Rubric – Introduction and Facilitation

The EQUIP Task Review Rubric provides criteria to determine the quality and alignment of a single task (or suite of tasks), defined as a problem, small set of problems, or activity that focuses students' attention on a particular concept. A high-quality CCSS mathematical task aligns to one or more specific standards (or part of a standard), connects to previous learning, is sufficiently challenging, and provides students an opportunity to employ one or more Standards for Mathematical Practice. To be effective in assessing student understanding, the task should have a well-defined purpose, at least one appropriate solution, and include helpful features to support the teacher in administering, and the student in performing, the task. It should be precisely and clearly worded using grade-appropriate language and notation, and be free of errors, and accurately represented (when graphs, table, or diagrams are included). The context of a quality task supports student understanding, motivates student interest, and relates to both purpose and audience.

The Purpose

The primary objective of the task review process is to determine the quality of a single task. However, it can be used or modified for multiple purposes and audiences:

- For teachers:
 - The process can be used to provide immediate feedback and suggest ways to improve tasks that are part of their present curriculum or other supplementary resources, including open resources found online.
- For administrators or coaches:
 - The rubric can be used to quickly check the quality of a task students are working on during a classroom observation.
 - The process can be used in a professional development activity where teachers examine a selected task for the purpose of making sense of a particular standard and/or understanding the aspects of a high-quality task.
 - Reviews of widely used tasks might be collected, collated, and shared to inspire discussion and enlightenment and to provide information to subsequent task users.
- For task developers:
 - The criteria can be used during task development to ensure that new tasks are aligned and meet the criteria for high quality.
 - The process and criteria can inform the revision process for a task and guide constructive feedback and revision suggestions for a task's developer.

The Process

While one person can effectively apply the rubric, a team of reviewers might also be used. When working with a review team, each step should be applied individually first and then discussion should follow. The five steps of the process are:

Step 1 – Review the Task and Identify the Standards

Thoroughly review the task with attention to the knowledge and skills required for its successful completion. In most cases this will require reading all prompts and working the problems in the task. Then identify the grade level content and performance requirements of the task and match those to the CCSS (or parts thereof) with the same demands. Finally, identify the Standard(s) for Mathematical Practice that might be observed as students perform the task. Record the title, grade, date, and targeted standards on the top of the rubric.

Step 2 – Apply the Criteria of Dimensions I and II

Closely examine the task for evidence of each of the criteria of Dimensions I and II. Check all criteria that apply and record notes and observations about the task’s alignment and attention to the key shifts.

Notes:

- 1) *Evidence of the criteria in Dimension I is non-negotiable. In order for the review to continue, the task must meet both of the criteria in Dimension I. If there is not enough evidence to check either criterion in Dimension I, the review should be discontinued and the task rated as “not recommended.”*
- 2) *Since many CCSS are compound in nature, addressing multiple, but related, concepts and/or multiple grade levels (see many high school standards), the first criterion of Dimension I asks for alignment to “at least part of one CCSS.” This criterion is not intended to preclude the possibility of targeting multiple CCSS with a single task. However, in many cases only one, or even part of one, standard will be an appropriate target. The mathematical demands of the task should precisely and accurately match those of the targeted CCSS, or parts thereof.*
- 3) *When measuring material against the first criterion, it is important to remember that a task should reflect the academic language of the standards in order to get students familiar with both the language of the skills and concepts, as well as what they are being asked to do. This should be reflected in the task’s precision and accuracy.*
- 4) *While maintaining a focus on the standards that emphasize the critical areas identified in the CCSS is important for full lessons, units, and curriculum overall, a single task might appropriately target a supporting concept. For this reason, the third criterion in Dimension II should be somewhat “negotiable,” it will be helpful to include information in the notes for this step about the focus of the task, and how it relates to the critical areas for the grade.*

Step 3 – Apply the Criteria of Dimension III

Determine which of the supporting features representing high quality are present in the task. For this dimension, it will be important to consider the purpose of the task. For example, if the task is for instructional purposes, say to introduce a new concept, a formal rubric or scoring guide may not need to be present. While not all of the Dimension III criteria are required for an E-rating, the presence of those criteria essential for effective, purposeful implementation of the task would be required.

Step 4 – Rate the Task and Consider Next Steps

Consider the checked criteria and determine which overall rating descriptor best describes the task. If the task is rated E/I or R, reviewers may choose to revise the task. The aspects of quality that are not checked in the rubric can serve as suggestions for revisions to the task.

The Rating Descriptors: (Also see the bottom of the rubric)

E (Exemplary): Most criteria are checked, including both in Dimension I and for those that are appropriate to the task’s purpose in Dimension II and III. The task is likely to promote successful learning and/or assessment of the skills and knowledge required in the targeted CCSS.

E/I (Exemplary if improved): Many criteria are checked. The task is aligned to the CCSS and has potential but could benefit from minor improvements.

R (Revision Needed): Some criteria are checked. The task has potential but needs significant revision to be considered effective.

N (Not Recommended): The task is not recommended for instruction and/or assessment of the CCSS.