The ultimate goal of the Common Core State Standards (CCSS) is to prepare all students with the knowledge and skills they need for postsecondary success. The EQuIP Student Work Protocol is designed to establish or articulate the relationship between student work and the quality and alignment of instructional materials that previously have been reviewed using the EQuIP quality review process. Focusing on this relationship enables educators to develop a common understanding of the challenging work required by the CCSS. Furthermore, analyzing this relationship will also assist in closing the gap between what students are learning and the expectations embodied in assignments, as well as verifying what students are being taught and what they have learned, remembered, and incorporated into their knowledge and skills. Common expectations will result in more equitable educational opportunities for students and deepen the existing foundation for collaboration among states and districts.

The specific objectives of this EQuIP Student Work Protocol are three-fold:

- To confirm that a lesson’s or unit’s assignment is aligned with the letter and spirit of the targeted Common Core State Standards.
- To determine how students performed on an assignment as evidence of how well designed the lesson/unit is.
- To provide criterion-based suggestions for improving the assignment and related instructional materials.

b) Who uses:
The EQuIP Student Work Protocol is designed for use by educators, instructional leaders and administrators.

c) Target materials:
The EQuIP Student Work Protocol is intended for use with instructional materials that have undergone an EQuIP review, received a rating of E or E/I, and then subsequently have been implemented in an instructional setting to produce samples of student work.

d) How to use:
This 5-step protocol begins with a team of reviewers (or a single reviewer) focusing on the assignment itself — the directions or prompt and any accompanying scoring guides. Reviewers identify the content and performances required by the assignment. Reviewers then analyze the standards actually targeted by the author of the lesson/unit and the content and performances they embody. Gaps in alignment are noted.

The process then turns to describing how students performed on the assignment and whether and how students demonstrated the expectations of the targeted standards. At the end of the review process, reviewers provide criterion-based feedback regarding improvements that could be made to both the assignment and related instructional materials.

a) Where to find online:
To view and download the EQuIP Student Work Protocol and related training materials, please visit: www.achieve.org/equip
Student work can be a strong indicator of the quality of instructional materials. The EQuIP Student Work Protocol is a process for analyzing student responses to tasks for the purpose of evaluating the quality of a single task within a lesson or unit. This protocol focuses on the alignment of tasks and their alignment to the Common Core State Standards (CCSS). The protocol is a complement to reviews of the full lesson or unit and is used to supplement the quality and depth of alignment of a lesson or unit from the EQuIP Quality Review Rubrics.

The Task

The task for which student work samples are collected should come from a CCSS-aligned 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 choose a task that is central to the learning goals of the lesson/unit. The teacher or developer should choose a task that is central to the learning goals of the lesson/unit. 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 Steps

The steps for analyzing student work are:

1. **Analyze the Task**
2. **Examine Instructional Context and CCSS Alignment of the Task**
3. **Analyze Individual Student Work**
4. **Analyze the Collection of Student Work**
5. **Provide Suggestions for Improving the Materials**

The Objectives

The objectives of the EQuIP Student Work Protocol are:

- To provide suggestions for improving the task and related instructional materials.
- Task alignment with the targeted CCSS.
- To analyze student work from a task within a lesson or unit to establish evidence of student performance.

Using the EQuIP Quality Review Rubrics, the protocol focuses on the quality of a single task within a lesson or unit and is used to supplement the quality and depth of alignment of a lesson or unit.
STEP 1: Analyze the Task

For the first step of a review team is to develop a focused understanding of the task itself. It is important to begin this process by answering what, precisely, the task is asking students to know and do.

Guiding Questions:

• What content and performance demands does the task make on students?
• What is the purpose of the task?
• Which CCSS seem to be targeted by the task?
• What types of student reasoning are required by the task?
• For mathematics: Which Standards for Mathematical Practice might be assessed by the task?
• For ELA: Are the complexity and nature of any associated texts appropriate for the task?

Record the grade, lesson/unit, and task title on the EQuIP Student Work Protocol Form.

Use only the directions and prompts to analyze the requirements of the task without consulting the instructional context, supporting materials, and scoring guidelines during Step 2. Throughout the process of discussion, observations, and recommendations should be based on evidence found in the student work. The context (i.e., lesson/unit) should refer to what the task communicates about its purpose and demands. They are not to be used to study the task thoroughly, making notes about its purpose and demands and noting apparent flaws in the instructional context and supporting materials in the lesson/unit.

Steps for the EQuIP Student Work Protocol:

Guiding Questions:

• What content and performance demands does the task make on students?
• What is the purpose of the task?
• Which CCSS seem to be targeted by the task?
• What types of student reasoning are required by the task?
• For mathematics: Which Standards for Mathematical Practice might be assessed by the task?
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For mathematics: Which Standards for Mathematical Practice might be assessed by the task?
• What types of student reasoning are required by the task?
• For mathematics: Which Standards for Mathematical Practice might be assessed by the task?
• For ELA: Are the complexity and nature of any associated texts appropriate for the task and grade level?

Note: If the task does not align to the CCSS, this process should be discontinued and feedback regarding the need for alignment should be provided to the developer.

Notes & Observations Regarding the Purpose and Demands of the Task:

For ELA: Are the complexity and nature of any associated texts appropriate for the task?
**STEP 2: Examine Instructional Context and CCSS Alignment of the Task.**

**Targeted standards(s) for the task?**
- Do the directions, prompts, and/or scoring guidelines for the task adequately provide
  the task? (For mathematics, include the standards for Mathematical Practice.)
- Which standards targeted in the lesson/unit match the content and performance demands of
  the task? (For mathematics, include the standards for Mathematical Practice.)
- Is the task central to the learning goals of the lesson/unit?
- Does the lesson/unit include sufficient and effective instruction and scaffolding
  leading up to the task?
- Where does the lesson/unit originate? (When they applied the task, what will they learn there?)
- Where does the task occur within the instructional sequence? What have students already
  learned?
- Where does the lesson/unit fit with the scoring guidelines and grading?

**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?
- Does the lesson/unit include sufficient and effective instruction and scaffolding leading
  up to the task?
- Do the expectations described in the scoring guidelines correspond with your analysis of the
  task in Step 1?
- Is the task central to the learning goals of the lesson/unit?
- Which standards targeted in the lesson/unit match the content and performance demands of
  the task? (For mathematics, include the Standards for Mathematical Practice.)
- Do the directions, prompts, and/or scoring guidelines for the task adequately provide
  opportunities for students to demonstrate the requirements of the
  targeted standard(s)?

**Alignment Descriptors:** Use these descriptors in considering the quality and degree of the alignment
between the targeted standards and the task.

<table>
<thead>
<tr>
<th>No Alignment</th>
<th>Weak</th>
<th>Strong</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The demands of the task do not match those of the targeted standard(s).</td>
<td>Some of the less critical aspects of the standard(s) are addressed.</td>
<td>The task demands do address the most critical aspects of the targeted standard(s). However, the less critical aspects of the standard(s) may not be addressed (key).</td>
<td>The task demands are consistent with the most critical aspects of the targeted standard(s). The less critical aspects are clearly consistent with all aspects of the targeted standard(s).</td>
</tr>
</tbody>
</table>

**Note:** If the task is not aligned to the lesson’s targeted CCSS, but aligned to other CC standards, this process
may continue with feedback to the developer regarding the correct standards for alignment.

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**STEP 2: Examine Instructional Context and CCSS Alignment of the Task.**

**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?
- Does the lesson/unit include sufficient and effective instruction and scaffolding leading
  up to the task?
- Do the expectations described in the scoring guidelines correspond with your analysis of the
  task in Step 1?
- Is the task central to the learning goals of the lesson/unit?
- Which standards targeted in the lesson/unit match the content and performance demands of
  the task? (For mathematics, include the Standards for Mathematical Practice.)
- Do the directions, prompts, and/or scoring guidelines for the task adequately provide
  opportunities for students to demonstrate the requirements of the targeted standard(s)?
**STEP 3: Analyze Individual Student Work**

**Guiding Questions:**
- What does the student's work demonstrate about his or her understanding of the task?
- What does the student's work demonstrate about his or her proficiency with the requirements of the targeted CCSS?
- What does the student's work demonstrate about his or her understanding and reasoning ability?
- How does the application of the scoring guidelines/rubrics related to the task support an understanding of the student's proficiency?

**Notes & Observations Regarding the Instructional Context and Alignment of the Task:**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Task Description</th>
<th>Rubric Criteria</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
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<td>Student 2</td>
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<td></td>
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<tr>
<td>Student 3</td>
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<td></td>
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<tr>
<td>Student 4</td>
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</tbody>
</table>

For ELA: This includes understanding any related texts and topics.

For math: This means understanding the context of the question(s) and/or proficiency with relevant Mathematical Practices.

*For ELA: This includes understanding any related texts and topics.*
### Student Work Analysis Chart

<table>
<thead>
<tr>
<th>Student Work Sample</th>
<th>What does the student’s work demonstrate about their understanding of the task?</th>
<th>What does the student’s work demonstrate about their proficiency with the requirements of the targeted CCSS?</th>
<th>What does the student’s work demonstrate about the depth of their understanding and reasoning ability?</th>
<th>How does the application of the scoring guidelines/rubrics related to the task support an understanding of the student’s proficiency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student #_____</td>
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<td>Student #_____</td>
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<td>Student #_____</td>
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*Note: For a collection of more than four samples of student work, print this page multiple times.*
Step 4: Analyze the Collection of Student Work.

Notes and Observations Regarding the Patterns Across the Student Work Samples:

Further Task Development?

What are the implications of the findings for the collection of student work for the textbook of mathematical context of the task?

What does the pattern of student responses show about their understanding of the topic?

Is there evidence of consistent levels of reasoning and understanding across the samples of student work?

In what ways does the task allow (or not allow) students to demonstrate various levels of proficiency with the targeted standards?

In what ways do the patterns across multiple student work samples indicate about the alignment of the task to the targeted standards?

What do the patterns across multiple student work samples indicate about the clarity of the task?

What does the range of student work demonstrate about the clarity of the task?

What are the most frequent and fundamental problems students appear to be having with the task?

What are the implications for further task development?

Note: A range of student understanding of the requirements of the task and its targeted standards.*

Notes and Observations Regarding the Patterns Across the Student Work Samples:

*Note: A range of student understanding of the requirements of the task and its targeted standards.
STEP 5: Provide Suggestions for Improvement.

Suggestions for Improvement for the Task and the Lesson/Unit:

Evaluating student proficiency on the targeted standards:
What modifications to scoring guidelines/rubrics would improve guidance for evaluating student proficiency on the targeted standards?

Allow students to demonstrate the deep reasoning and understanding:
Does the task allow students to demonstrate deep understanding and reasoning?

Guiding Questions:
• Are the task instructions clear to students? How could they be modified to increase student understanding of the task expectations?
• Is the task properly placed within the overall lesson/unit plan? What modifications might be made to the task to better elicit evidence of proficiency on the targeted standards?
• Does the task allow evidence of proficiency on the targeted standards?
• Do the task prompts, directions, and requirements provide students with a clear opportunity to demonstrate proficiency on the targeted standards?
• Does the task allow a variety of students to demonstrate their own level of proficiency?
• To instructional context migrants improve student performance?
• Is the task properly placed within the overall lesson/unit plan? What modifications might be made to allow evidence of proficiency?
• What modifications to scoring guidelines/rubrics would improve guidance for evaluating student proficiency on the targeted standards?

Suggestions should be based on and have clear, evidence found in the student work, the task, and/or the lesson/unit. Supporting materials and/or scoring guidelines/rubrics, all observations and direct insights from analysis of the task and student work to suggestions improvements developers might make to the task, instructional context, supporting materials, and/or scoring guidelines/rubrics.