



# Suggestions for Bringing Student Work for Equity Conversations

*Developed in the field by educators affiliated with NSRF.*

As you think about what kind of student work to bring, consider bringing work that you are either *wondering* about, or work that you are *concerned* about.

You might be *wondering* about the work because it is so different from what the student usually does, or because it was an interesting piece of work, but the student completely missed the point of the assignment. Perhaps you wonder what others would see in the work, or what to do with this student next.

You might be *concerned* because some of the students did not meet your expectations for the assignment or project, or because a certain group of students consistently falls short in this subject area or on this type of assignment. Perhaps you are concerned because some students didn't seem adequately prepared, or didn't seem to understand the assignment itself, or because your assessment criteria didn't match the work produced.

The student work might be a written piece, a drawing, math problems, a science lab, something 3-dimensional the student has built, artwork, etc. Whatever you choose to bring, keep in mind that it should be something about which you have a real question or concern, and that would benefit from having several pairs of eyes look at it. Remember, this is an opportunity to have others help you examine the work and learn from it.

## **Possible Samples**

- A single piece of work from *one* student in response to a *single assignment*; OR
- Two or three pieces of work from *one* student in response to *different assignments*; OR
- A single piece of work from *two or three students* in response to the *same assignment*.

At least one piece of work should be from a student who completed the assignment successfully, and at least one piece of work should be from a student who was not able to complete the assignment successfully. If you choose the last option, also bring copies of the assignment itself, and any rubric or evaluation criteria you used to assess the work.

As you consider what to bring, you might also want to consider the following questions having to do specifically with issues of equity and diversity. Please feel free to frame other questions as well.

## **Equity and Diversity**

- How does my conception of equity impact what I assign? What I look for in student work? What I do with what I find in my students' work?
- When we look at student work, what are we looking for? How are we looking for what is standard and what is different?

**Self-Reflection**

- What does the student see in his or her work? What was s/he working on?
- How does this student define being “finished” in terms of this particular assignment? How would we know?

**Quality**

- How do we factor in the students’ perception of quality, standards, and purpose for doing the work they have done?