

EQUIP Abbreviated
(Electronic Quality of Inquiry Protocol)

<i>IV. Instructional Factors</i>					
<i>Construct Measured</i>		<i>Pre-Inquiry (Level 1)</i>	<i>Developing Inquiry (2)</i>	<i>Proficient Inquiry (3)</i>	<i>Exemplary Inquiry (4)</i>
I1.	Instructional Strategies	Teacher predominantly lectured to cover content.	Teacher frequently lectured and/or used demonstrations to explain content. Activities were verification only .	Teacher occasionally lectured , but students were engaged in activities that helped develop conceptual understanding.	Teacher occasionally lectured, but students were engaged in investigations that promoted strong conceptual understanding .
I2.	Order of Instruction	Teacher explained concepts. Students either did not explore concepts or did so only after explanation.	Teacher asked students to explore concept before receiving explanation . Teacher explained.	Teacher asked students to explore before explanation . Teacher and students explained .	Teacher asked students to explore concept before explanation occurred. Though perhaps prompted by the teacher, students provided the explanation .
I3.	Teacher Role	Teacher was center of lesson; rarely acted as facilitator.	Teacher was center of lesson; occasionally acted as facilitator .	Teacher frequently acted as facilitator.	Teacher consistently and effectively acted as a facilitator.
I4.	Student Role	Students were consistently passive as learners (taking notes, practicing on their own).	Students were active to a small extent as learners (highly engaged for very brief moments or to a small extent throughout lesson).	Students were active as learners (involved in discussions, investigations, or activities, but not consistently and clearly focused).	Students were consistently and effectively active as learners (highly engaged at multiple points during lesson and clearly focused on the task).
I5.	Knowledge Acquisition	Student learning focused solely on mastery of facts, information, and/or rote processes.	Student learning focused on mastery of facts and process skills without much focus on understanding of content.	Student learning required application of concepts and process skills in new situations.	Student learning required depth of understanding to be demonstrated relating to content and process skills.

V. Discourse Factors

<i>Construct Measured</i>		<i>Pre-Inquiry (Level 1)</i>	<i>Developing Inquiry (2)</i>	<i>Proficient Inquiry (3)</i>	<i>Exemplary Inquiry (4)</i>
D1.	Questioning Level	Questioning rarely challenged students above the remembering level.	Questioning rarely challenged students above the understanding level .	Questioning challenged students up to application or analysis levels .	Questioning challenged students at various levels, including at the analysis level or higher; level was varied to scaffold learning .
D2.	Complexity of Questions	Questions focused on one correct answer; typically short answer responses.	Questions focused mostly on one correct answer ; some open response opportunities.	Questions challenged students to explain, reason, and/or justify .	Questions required students to explain, reason, and/or justify. Students were expected to critique others' responses .
D3.	Questioning Ecology	Teacher lectured or engaged students in oral questioning that did not lead to discussion.	Teacher occasionally attempted to engage students in discussions or investigations but was not successful.	Teacher successfully engaged students in open-ended questions, discussions, and/or investigations.	Teacher consistently and effectively engaged students in open-ended questions, discussions, investigations, and/or reflections.
D4.	Communication Pattern	Communication was controlled and directed by teacher and followed a didactic pattern.	Communication was typically controlled and directed by teacher with occasional input from other students; mostly didactic pattern.	Communication was often conversational with some student questions guiding the discussion.	Communication was consistently conversational with student questions often guiding the discussion .
D5.	Classroom Interactions	Teacher accepted answers, correcting when necessary, but rarely followed-up with further probing.	Teacher or another student occasionally followed-up student response with further low-level probe.	Teacher or another student often followed-up response with engaging probe that required student to justify reasoning or evidence .	Teacher consistently and effectively facilitated rich classroom dialogue where evidence, assumptions, and reasoning were challenged by teacher or other students.

VI. Assessment Factors				
<i>Construct Measured</i>	<i>Pre-Inquiry (Level 1)</i>	<i>Developing Inquiry (2)</i>	<i>Proficient Inquiry (3)</i>	<i>Exemplary Inquiry (4)</i>
A1. Prior Knowledge	Teacher did not assess student prior knowledge.	Teacher assessed student prior knowledge but did not modify instruction based on this knowledge.	Teacher assessed student prior knowledge and then partially modified instruction based on this knowledge.	Teacher assessed student prior knowledge and then modified instruction based on this knowledge.
A2. Conceptual Development	Teacher encouraged learning by memorization and repetition.	Teacher encouraged product- or answer-focused learning activities that lacked critical thinking .	Teacher encouraged process-focused learning activities that required critical thinking .	Teacher encouraged process-focused learning activities that involved critical thinking that connected learning with other concepts .
A3. Student Reflection	Teacher did not explicitly encourage students to reflect on their own learning.	Teacher explicitly encouraged students to reflect on their learning but only at a minimal knowledge level .	Teacher explicitly encouraged students to reflect on their learning at an understanding level .	Teacher consistently encouraged students to reflect on their learning at multiple times throughout the lesson; encouraged students to think at higher levels .
A4. Assessment Type	Formal and informal assessments measured only factual, discrete knowledge.	Formal and informal assessments measured mostly factual, discrete knowledge .	Formal and informal assessments used both factual, discrete knowledge and authentic measures .	Formal and informal assessment methods consistently and effectively used authentic measures .
A5. Role of Assessing	Teacher solicited predetermined answers from students requiring little explanation or justification.	Teacher solicited information from students to assess understanding .	Teacher solicited explanations from students to assess understanding and then adjusted instruction accordingly .	Teacher frequently and effectively assessed student understanding and adjusted instruction accordingly; challenged evidence and claims made; encouraged curiosity and openness .

VII. Curriculum Factors				
<i>Construct Measured</i>	<i>Pre-Inquiry (Level 1)</i>	<i>Developing Inquiry (2)</i>	<i>Proficient Inquiry (3)</i>	<i>Exemplary Inquiry (4)</i>
C1. Content Depth	Lesson provided only superficial coverage of content.	Lesson provided some depth of content but with no connections made to the big picture.	Lesson provided depth of content with some significant connection to the big picture.	Lesson provided depth of content with significant, clear, and explicit connections made to the big picture.
C2. Learner Centrality	Lesson did not engage learner in activities or investigations.	Lesson provided prescribed activities with anticipated results.	Lesson allowed for some flexibility during investigation for student-designed exploration.	Lesson provided flexibility for students to design and carry out their own investigations.
C3. Integration of Content and Investigation	Lesson either content-focused or activity-focused but not both.	Lesson provided poor integration of content with activity or investigation.	Lesson incorporated student investigation that linked well with content.	Lesson seamlessly integrated the content and the student investigation.
C4. Organizing & Recording Information	Students organized and recorded information in prescriptive ways.	Students had only minor input as to how to organize and record information.	Students regularly organized and recorded information in non-prescriptive ways.	Students organized and recorded information in non-prescriptive ways that allowed them to effectively communicate their learning.

Abbreviated format of previously developed EQUIP—Marshall, J. C., Horton, B., Smart, J., & Llewellyn, D. (2008). *EQUIP: Electronic Quality of Inquiry Protocol*. Retrieved from Clemson University's Inquiry in Motion Institute, www.clemson.edu/iim.