Student Work Set Cover Sheet

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| Teacher / Course / Grade / Level |
| Type of Assignment (e.g. homework, group work, essay, test, project, etc.) |
| Skills and Knowledge (e.g. learning expectation, essential question, curriculum standards, etc.) |
| Describe the activity or assessment and context (or attach unit or lesson plan/overview) |

Attach:

1. Handout(s) given to students
2. Assessment criteria, such as a rubric
3. Three examples of student work
	* including work that is developing, meeting, and exceeding expectations
	* scoring and feedback to students

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| Identify the Learning Look-fors\* | Identify the Teaching Look-fors\* |

\*Use the Look-fors list

Reflection

* To what extent does the student work set represent students’ proficiency?
* To what extent does the work set reflect elements of the Standards for Accreditation?

Look-fors in Classrooms and Student Work

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| **Learning** |
| skills and competencies necessary to attain the school’s vision of the graduateknowledge, understandings, transferable skills, and dispositions necessary for future successdispositions, such as independence, flexible thinking, and persistencedisciplinary and interdisciplinary knowledgedeep understandinghigher order thinkinginquiryapplication of knowledge and skills to authentic tasks | questioning, analysis, and understanding impactsanalysis, synthesis, creativity, making connections, and understanding relationships critical and creative thinkingusing technology in informed, effective, and ethical wayscommunicate clearly and creativelyconstruct knowledgecreateproblem-solveshare work with an audiencecollaboration |
| **Teaching** |
| interdisciplinary learning, project-based learning, and authentic learning experiencesstrategic differentiating and individualizingpurposefully organized group learning connections to prior knowledge across disciplinesadditional support and alternative strategiesorganizational, grouping, and tiered intervention strategieslearning that is personalized, relevant, and authentic opportunities for students to determine learning outcomes, set goals and reflect upon the resultsstudent discourse and reflection on learningstudent choice, pursuit of personal interests, and opportunities for creative expressionopportunities to learn in and out of schoolexperiences that are cognitively challenginga wide range of assessment strategies, including formative, summative assessments, and common assessments specific and measurable criteria for success provided to learners prior to assessments | regular and consistent checks for understandingpresentation of learning to authentic audiencesmultiple and varied opportunities over time to demonstrate learning consistent, systematic, specific, and timely corrective feedback opportunities to revise and improve workteacher feedback as well as peer feedback and self-reflectionseparate grading/reporting and feedback for work habits and academic skillstechnology to: * access, support, document, and supplement learning
* broaden perspectives locally and globally
* personalize the pace of learning
* share work with an audience beyond the school community
* collaborate digitally to support learning
* engage in learning beyond the constraints of the school building and school day
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