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 graduate  knowledge, understandings, transferable skills, and dispositions necessary for future success  dispositions, such as independence, flexible thinking, and persistence  disciplinary and interdisciplinary knowledge  deep understanding  higher order thinking  inquiry  application of knowledge and skills to authentic tasks | questioning, analysis, and understanding impacts  analysis, synthesis, creativity, making connections, and understanding relationships  critical and creative thinking  using technology in informed, effective, and ethical ways  communicate clearly and creatively  construct knowledge  create  problem-solve  share work with an audience  collaboration |
| **Teaching** | |
| interdisciplinary learning, project-based learning, and authentic learning experiences  strategic differentiating and individualizing  purposefully organized group learning  connections to prior knowledge across disciplines  additional support and alternative strategies  organizational, grouping, and tiered intervention strategies  learning that is personalized, relevant, and authentic  opportunities for students to determine learning outcomes, set goals and reflect upon the results  student discourse and reflection on learning  student choice, pursuit of personal interests, and opportunities for creative expression  opportunities to learn in and out of school  experiences that are cognitively challenging  a 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 understanding  presentation of learning to authentic audiences  multiple and varied opportunities over time to demonstrate learning  consistent, systematic, specific, and timely corrective feedback  opportunities to revise and improve work  teacher feedback as well as peer feedback and self-reflection  separate grading/reporting and feedback for work habits and academic skills  technology 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 |