

Student Work Set Cover Sheet

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

Identify the Learning Look-fors*	Identify the Teaching Look-fors*
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*Use the Look-fors list

Reflection <ul style="list-style-type: none">• 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?
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Look-fors in Classrooms and Student Work

Learning	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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