Grade 6 Benchmark Assessment		
Common Core Standards	**What does the student know? What is the student able to do?**	**What does the student need to work on?**
6.W.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. **6.RI.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **6.RI.10** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*Student 1*	.
	Student 2	
What, if any, patterns have emerged across the student work?		
Next Instructional Steps: What can I do to support students in upcoming units?		

Principal's Reflection: How can you ensure that teachers have the time and preparation to do this work?

We just engaged in the following process from the *Assess* section of the citywide instructional expectations.

Teachers, teacher teams, and school leaders will regularly:

- **Review student work** and contributions to classroom activities **for evidence of growth and gaps in learning in relation to** both **standards** and academic and personal behaviors **and make evidence-based adjustments to their units and lessons**.

Now we will spend some time considering how you, as school leader, can support this work and use the structures and systems in your school to plan for formative assessment practice that will enable you to make evidence based adjustments.

Time *Knowing time is limited, what is your priority for team time? Can time be structured differently? Can teams?*	**Consistency of Practice** *Setting aside meeting time is one step. How will you ensure quality conversation and implementation?*
Professional Development *How might you think about PD content and structure differently to support what happens in teams?*	**Resources** *What do you need to make this type of discussion happen? How can resources be reallocated?*