

Looking at Student Work

Grade 5 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?
<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><i>Student 1</i></p>	
	<p><i>Student 2</i></p>	
<p>What, if any, patterns have emerged across the student work?</p>		
<p>Next Instructional Steps: What can I do to support students in upcoming units?</p>		

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