

Looking at Student Work

Grade 8 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><b>8.W.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>8.RI.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>8.RI.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><i>Student 1</i></p>	
	<p><i>Student 2</i></p>	
<p><b>What, if any, patterns have emerged across the student work?</b></p>		
<p><b>Next Instructional Steps: What can I do to support students in upcoming units?</b></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.

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