

# Vintage High School

## Cover Sheet and Reflection for Student Work Samples

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Teacher\_\_\_\_\_ Department/Course\_\_\_\_\_ date\_\_\_\_\_

### **I. Description**

Identify/describe Content Standard(s) that the assignment addresses:

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ESLR's addressed:

1.1  2.1  2.2  3.1  4.1  5.1  5.2  5.3  6.1  6.2  7.1  7.2  7.3

Describe the learning goal for this assignment (What should students learn and know how to do as a result of this learning opportunity?):

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In describing this assignment to your group, consider the following questions:

- Where does this lesson fit into the course? Is it part of a thematic unit? Is it an ongoing classroom routine? How does it connect with topics that precede and follow it? What was the sequence of learning activities?
- What materials were students given to work with? What were students asked to do with these materials?
- How were students grouped? What was their task? What did you do?
- How would students know the criteria for successful achievement of the lesson's goals?
- What literacy support strategies did you use?

What **criteria** would you apply to the student work? Describe the features of this work:

Below expected proficiency	At expected proficiency	Above expected proficiency

**II. Analysis of student work**

Briefly analyze the student work you are presenting; identify qualities that are present or missing

Student 1's work – Below expected proficiency	Student 2's work – At expected proficiency	Student 3's work – Above expected proficiency

**FOCUSING QUESTION.** Based on your description and analysis, what question would you most like the group to consider as they examine this student work?

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Examples of focusing questions

- How could the activity be changed to increase the achievement of the low and middle students?
- Does the assignment provide adequate evidence that the concepts were learned?
- Is this part of the assignment really essential?
- How could the concluding activity be altered to elicit more engagement by students?
- Does the high example truly exceed the standards/expectations? How so?

### III. Reflection

Reflect on the instructional needs for each student and how they might be addressed.

Below expected proficiency	At expected proficiency	Above expected proficiency

What have I learned as a result of this description and analysis?

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# **Vintage High School Expected Schoolwide Learning Results**

We dedicate this school to the expansion of the mind, the development of the body, and the cultivation of the spirit: a mind that knows no boundaries, a body both strong and resilient, a spirit that radiates a feeling of opportunity and hope.

It is the goal of Vintage High School to ensure that every student has the opportunity to become:

1.0 A knowledgeable person who:

1.1 demonstrates proficiency in the fundamental knowledge and skills outlined in the California subject area learning standards.

2.0 A higher-order thinker who:

2.1 acquires, analyzes, interprets, evaluates, and applies information

2.2 uses logic, creativity, and past experiences to solve problems.

3.0 A socially responsible decision-maker who:

3.1 demonstrates respect and accountability as a member of a diverse community, with honesty and integrity.

4.0 An informed citizen who:

4.1 demonstrates an understanding of the democratic process in the local, national, and global community.

5.0 An effective communicator who:

5.1 articulates ideas in an effective and significant manner.

5.2 writes in a clear, creative, and comprehensible manner.

5.3 reads with purpose and understanding.

6.0 A competent technology-user who:

6.1 accesses reliable information through the Internet.

6.2 demonstrates knowledge and proficiency in using current technology and technological applications.

7.0 A skillful human being who:

7.1 establishes personal and professional goals.

7.2 accesses community resources.

7.3 leads a healthy personal lifestyle.