



REVIEW OF STUDENT WORK

Do We Hold Similar Expectations for Student Mastery of Concepts/Skills?

Content Area:

The work products reviewed were intended to assess student mastery of the following concept/skill:

Does the review of student work products show that students in the same course/grade are expected to learn the same standards/objectives? (e.g., Are students in different sections of the same biology class expected to learn the same biology concepts and skills or do some biology sections focus upon concepts that are not addressed in other sections? Are some third-grade students expected to be able to distinguish and label different quadrilaterals while, in contrast, third-grade students in some classes are expected to calculate the perimeter and area of rectangles?)

Did the student work product demonstrate that all the teachers of this course/grade expected their students to learn the same concepts, skills, objectives, and standards?

If not, how did the student work products focus on different concepts, skills, objectives, and standards?

How well were the tasks within the assignment(s) aligned to the objectives/standards we wanted our students to learn?

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If not, how did the student work products focus on different concepts, skills, objectives, and standards?

How well were the tasks within the assignment(s) aligned to the objectives/standards we wanted our students to learn?

In cases where our grading/scoring indicates that students demonstrated mastery of the concepts and skills, are we confident that the students will demonstrate mastery of the same concepts and skills when the students take state assessments?



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Does the review of student work products show that students who receive additional support (e.g., special education, Title I, ESL instruction) are taught to master the same critical standards/objectives all students are expected to master? (e.g., Are students with IEPs who are enrolled in the biology class progressing toward learning the same objectives other biology students are expected to learn? Are third-grade students with emerging English proficiency expected to master the same math concepts as all other third-grade students?)

Do the student work products suggest that students who receive additional support were expected to demonstrate similar levels of understanding and mastery as expected of other students?

How might additional support be focused in a way that is more likely to lead students to achieve the same levels of mastery expected of all other students?

