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| **Grade 5 VOCAL: Student Response Benchmark Profiles (2022 onwards)** | | |
| **Benchmark: 30 points cut score**  **Least favorable to Somewhat favorable** | **Benchmark: 50 points cut score**  **Somewhat favorable to Favorable** | **Benchmark: 70 points cut score**  **Favorable to Most favorable** |
| 1. Relationships between students **often** **lack respect and caring**, and students **seldom** work well together.Students are **often open** to inclusive friendships with diverse students. Adults **often model** respectful, caring, and inclusive relationships. 2. Teacher have **moderate expectations** for student effort and perseverance. Teachers **always** **help** students succeed when asked for help; they **often** **adapt** instruction to explain and make content accessible. The instructional environment is **sometimes collaborative** but **seldom student centered.** Teachers **seldom use** student ideas, interests, or sharing to help students learn. Students **seldom engage** in real-world or independent problem solving or in group-based projects. Although students **often** have **choice** in how they do their work, they **seldom** **teach** each other in the classroom. Teachers are **often supportive** of students’ work even when it is not their best effort. **Feedback loops** help students build knowledge and improve their work. **Not all students behave** appropriately in class and **most students** **do not view** their schoolwork as suitably challenging or culturally relevant. Students have **no desire or opportunity** to extend learning when home. 3. Students **almost always feel safe** in school. Fights and bullying behaviors **often occur.** Staff **often intervene** to counteractthese behaviors. Students **seldom try** **to prevent** bullying. When students are in trouble, **teachers seldom give** students a chance to explain their behavior and **often punish** rather than guide students to behave more appropriately. **Most students feel** school rules are fair for **all** students, but students have **no say** in deciding these rules. 4. Students, overall, **feel happy** in school and have a **moderate sense of belonging** to their school. Schools **often** **teach** students how to develop caring relationships and manage their emotions when angry or upset. Students, however, **often** feel **unsafe** sharing their feelings in class. Teachers **often reach out** to help distressed students, but **most students** **do not feel comfortable** seeking help. Students are **seldom able to rely** on their peers for emotional support. | 1. Relationships between students are **often respectful and caring**, and students **often** work well together. Students are **often open** to having inclusive friendships with diverse students. Adults **often model** respectful relationships and **always model** caring and inclusive ones. 2. Teachers have **high expectations** for student effort, but **moderate expectations** for student perseverance. Teachers **always** **help** students succeed when asked for help; they **often** **adapt** instruction to explain and make content accessible. The instructional environment is **often collaborative** and **student-centered**. Teachers **often** **use** student ideas, interests, and sharing to help students learn. Students **often** **engage** in real-world and independent problem solving and in group-based projects. Students **often** have **choice** in how they do their work and **often teach** each other in the classroom. Teachers are **often** **supportive** of students’ work even when it is not their best effort. **Feedback loops** help students build knowledge and improve their work. **Most students behave** appropriately in class and **view** their schoolwork as suitably challenging **but lacking** cultural relevance. Students have **limited desire or opportunity** to extend learning when home. 3. Students **always** **feel safe** in school. Fights and bullying behaviors **sometimes occur.** Staff **often intervene** to counteract these behaviors. Students **often try to prevent** bullying. When students are in trouble, students are **often given** a chance to explain their behavior and **teachers** **often** **guide** rather than punish students to support appropriate behavior. **Most students feel** school rules are fair for **all** students, but students **seldom have a say** in deciding these rules. 4. Students, overall, **feel happy** in school and have a **moderate sense of belonging** to their school. Schools **often** **teach** students how to develop caring relationships and manage their emotions when angry or upset. Students, however, **often** feel **unsafe** sharing their feelings in class. Teachers **often reach out** to help distressed students with **most students feeling comfortable** seeking help. Students **often rely** on their peers for emotional support. | 1. Relationships between students are **often respectful and caring**, and students **often** work well together. Students are **always open** to inclusive friendships with diverse students. Adults **always model** respectful, caring, and inclusive relationships. 2. Teachers have **high expectations** for student effort and perseverance. Teachers **always help** students succeed academically when asked for help; they **always** **adapt** instruction to explain and make content accessible. The instructional environment is **always collaborative** and **often student-centered**. Teachers **often** **use** student ideas, interests, and sharing to help students learn. Students **often** **engage** in real-world and independent problem solving and in group-based projects. Students **always** have **choice** in how they do their work and **often teach** each other in the classroom. Teachers are **always supportive** of students’ work even when it is not their best effort. **Strong feedback loops** help students build knowledge and improve their work. **Most students behave** appropriately in class and **view** their schoolwork as suitably challenging and culturally relevant. Students like to **extend learning** when home. 3. Students **always** **feel safe** in school. Fights and bullying behaviors **seldom occur.** Staff **always intervene** to counteractthese behaviors. Students **often** **try to prevent** bullying. When students are in trouble, students are **often given** a chance to explain their behavior and **teachers often** **guide** rather than punish students to support appropriate behavior. **A large majority of students** **feel** school rules are fair for **all** students and are **often given** **a say** in deciding these rules. 4. Students, overall, **feel very happy** in school and have a **strong sense of belonging** to their school. Schools **always teach** students how to develop caring relationships and manage their emotions when angry or upset. Students **often** feel **safe** sharing their feelings. Teachers **always reach out** to help distressed students with **most** **students feeling comfortable** seeking help. Students **often rely** on their peers for emotional support. |
| A student with a scaled score of 30 points responds, “always true” to 0 items, “mostly true” to 23 items, “mostly untrue” to 21 items, and “never true” to 2 items. | A student with a scaled score of 50 points responds, “always true” to 6 items, “mostly true” to 36 items, “mostly untrue” to 4 items, and “never true” to 0 item. | A student with a scaled score of 70 points responds, “always true” to 23 items, “mostly true” to 23 items, “mostly untrue” to 0 items and “never true” to 0 items. |