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| **Grade 8 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. Although relationships between students can **often** **lack respect**; relationships between diverse students are **often** respectful. Students are **often open** to inclusive friendships. Adults **often promote** and **model** respectful interactions among students, and with their families.
2. Teachers **set moderately high expectations** for student work and are **often** **available** when students need help. Teachers **often encourage** students to work hard and **often** instill a belief that **all** **students** can do well. The instructional environment is **often** **collaborative** but **seldom student centered.** Teachers **seldom use** student ideas and interests to plan or guide their instruction. Most students **seldom** **engage** with deeper learning tasks or processes (real-world and independent problem solving, productive struggle, draw learning connections, self-assess/ improvement, choice in product, work in diverse groups). Teachers **often** **promote** students’ critical thinking. Students **seldom** **have** the opportunity to co-teach or teach lessons. Teachers are **often supportive** of students’ work even when it is not their best effort and **often** **give** them multiple opportunities to show mastery. **Most students do not view** their schoolwork as suitably challenging, or culturally relevant but **often see value** in what they are learning. **Not all students behave** appropriately in class.
3. **Not** all students **feel safe** in school**.** Bullying behaviors **sometimes/often occur** but staff **often intervene** to counteract these 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 Guidance is **often provided** to students on how to mediate/settle conflicts. Staff are **almost always consistent** when enforcing rules, but students have **no say** in school rules.
4. Students **often** **feel stress** about their grades. Teachers **often** **reach out** to help distressed students. Students can **seldom** **rely** on their peers for emotional support. **Moderately effective** emotional support systems are in place if students need them; however, **most** **students feel uncomfortable** reaching out for help from teachers/counselors.
 | 1. Relationships between students are **often respectful** (including with diverse students). Students are **always** **open** to inclusive friendships. Adults **always promote** and **often** **model** respectful interactions among students, and with their families.
2. Teachers set **moderately high expectations** for student work and are **often** **available** when students need help. Teachers **always encourage** students to work hard and **always** instill a belief that **all students** can do well. The instructional environment is **often** **collaborative**, and **student centered.** Teachers **often** **use** student ideas and interests to plan and guide their instruction. Students **often** **engage** with deeper learning tasks and processes (real-world and independent problem solving, productive struggle, draw learning connections, self-assess/improvement, choice in product, work in diverse groups). Teachers **often** **promote** students’ critical thinking. Students **seldom have** the opportunity to co-teach or teach lessons. Teachers are **often** **supportive** of students’ work even when it is not their best effort and **often** **give** them multiple opportunities to show mastery. **Most students** **view** their schoolwork as suitably challenging and culturally relevant and **often** **see value** in what they are learning**. Most students behave** appropriately in class.
3. Students **almost always** **feel safe** in school. Bullying behaviors **sometimes occur** but staff **often intervene** to counteract these behaviors. Students **often try to prevent** bullying. When students are in trouble, studentsare **often given a chance** to explain their behavior and **teachers often guide** rather than punish students to support appropriate behavior. Guidance is **often provided** to students on how to mediate/settle conflicts. Staff are **almost always consistent** when enforcing rules, but students **seldom have a say** in school rules.
4. Students **often** **feel stress** about their grades. Teachers **often** **reach out** to help distressed students. Students can **often** **rely** on their peers for emotional support. **Moderately effective** emotional support systems are in place if students need them, and **most** **students** **are comfortable** reaching out for help from teachers/counselors.
 | 1. Relationships between students are **often respectful** (including with diverse students). Students are **always** **open** to inclusive friendships. Adults **always promote** and **model** respectful interactions among students, and with their families.
2. Teachers **set high expectations** for student work and are **always available** when students need help. Teachers **always encourage** students to work hard and **always** instill a belief that **all students** can do well. The instructional environment is **always collaborative** and **often student-centered.** Teachers **often use** student ideas, and interests to plan and guide their instruction. Students **often engage** with deeper learning tasks and processes (real-world and independent problem solving, productive struggle, leverage learning connections, self-assess/improvement, choice in product, work in diverse groups). Teachers **always promote** students’ critical thinking. Students are **often able** toco-teach or teach lessons. Teachers are **always supportive** of students’ work even when it is not their best effort and **always give** them multiple opportunities to show mastery. **Most students** **view** their schoolwork as suitably challenging and culturally relevant and **often** **see value** in what they are learning**. Most students behave** appropriatelyin class.
3. Students **almost** **always feel safe** in school. Bullying behaviors **seldom** occur;staff **always 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. Guidance is **always provided** to students on how to mediate/settle conflicts. Staff are **always consistent** when enforcing rules. Students **often have a say** in school rules.
4. Students **seldom feel stress** about their grades. Teachers **always reach** **out** to help distressed students.Students can **often** **rely** on their peers for emotional support. **Very effective** emotional support systems are in place if students need them, and **most** **students are comfortable** reaching out for help from teachers/counselors.
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| A student with a scaled score of 30 points responds, “always true” to 0 items, “mostly true” to 27 items, “mostly untrue” to 20 items, and “never true” to 1 item. | A student with a scaled score of 50 points responds, “always true” to 8 items, “mostly true” to 37 items, “mostly untrue” to 3 items, and “never true” to 0 items. | A student with a scaled score of 70 points responds, “always true” to 25 items, “mostly true” to 23 items, “mostly untrue” to 0 items, and “never true” to 0 items. |