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| **Grade 10 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 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. 2. Teachers **set moderately high expectations** for student work and participation in upper-level courses and are **often** **available** when students need help. The instructional environment is **often** **collaborative** but **seldom student centered.** Teachers **seldom use** student feedback or ideas to guide their instruction but **often** include students’ interests to. Students **seldom** **engage** with deeper learning tasks and processes (independent problem solving, productive struggle, exploring interests, self-assessment/refinement, agency over learning experiences). Teachers **often** **promote** student critical thinking but **provide** **limited** additional challenging opportunities outside of the main curriculum. Students have **no opportunities** to co-teach or teach lessons. Students **seldom see** the **value** in what they are learning. Teachers are **often supportive** of student work even when it is not their best effort; mistakes or failures are **often viewed** as an important part of learning. Teachers **often** **emphasize** students’ grades over student understanding. Teachers **often inspire** confidence in students’ ability to succeed after high school. 3. Students **almost always feel safe** in school. Bullying behaviors **sometimes 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 support appropriate behavior. Disciplinary consequences are **often** **inequitable** across students. Students have **no say** in school rules. 4. Students **often** **feel stress** about their grades and **most consider** the level of academic **pressure unhealthy**. Teachers **often** **reach out** to help students emotionally and students can **often rely on** their friends for emotional support. **Moderately effective** emotional support systems are in place if students need them; however, **most students** are **uncomfortable** reaching out for help. Students feel a **moderate sense of belonging** to school. | 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. 2. Teachers **set moderately high expectations** for student work and participation in upper-level courses, and are **often available** when students need help. The instructional environment is **often** **collaborative**, and **student centered.** Teachers **often** **use** student feedback, ideas, and interests to guide their instruction. Students **often engage** with deeper learning tasks and processes (independent problem solving, extended projects, productive struggle, exploring interests, self-assessment/refinement, agency over learning experiences). Teachers **often** **promote** student critical thinking and **often** **provide** additional challenging opportunitiesoutside of the main curriculum. Students **seldom** **have** the opportunity to co-teach or teach lessons. Students **often see value** in what they are learning. Teachers are **often** **supportive** of student work even when it is not their best effort; mistakes or failures are **often viewed** as an important part of learning. Teachers **often emphasize** student understanding, not grades, and teachers **often inspire** confidence in students’ ability to succeed after high school. 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, students are **often given a** **chance** to explain their behavior and **teachers often guide** rather than punish students to support appropriate behavior. Disciplinary consequences are **often equitable** across all students. Students **seldom have a say** in school rules. 4. Students **often** **feel stress** about their grades, but **most** **do not consider** the level of academic pressure unhealthy. Teachers **often** **reach out** to help students emotionally and students can **always rely** **on** their friends for emotional support. **Moderately effective** emotional support systems are in place if students need them; **most students** are **comfortable** reaching out for help. Students feel a **moderate sense of belonging** to school. | 1. Relationships between students are **often respectful,** especially with diverse students. Students are **always** **open** to inclusive friendships. Adults **always promote** and **model** respectful interactions. 2. Teachers **set high expectations** for student work and participation in upper-level courses and are **always available** when students need help. The instructional environment is **always collaborative**,and **often student centered**. Teachers **often** **use** student feedback, ideas, and interests (**more so)** to guide their instruction. Students **often engage** with deeper learning tasks and processes (independent problem solving, extended projects, productive struggle, exploring interests, self-assessment/refinement, agency over learning experiences). Teachers **always promote** students critical thinking and **often** **provide** additional challenging opportunities outside of the main curriculum. Students are **often able to** co-teach or teach lessons. Students **often see value** in what they are learning. Teachers are **always supportive** of student work even when it is not their best effort; mistakes or failures are **always** **viewed** as an important part of learning. Teachers **often emphasize** student understanding, not grades, and **always inspire** confidence in students’ ability to succeed after high school. 3. Students **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. Disciplinary consequences are **often equitable** across all students. Students **often have a say** in school rules. 4. Students **seldom feel stress** about their grades, and **most** **do not consider** the level of academic pressure unhealthy. Teachers **always reach out** to help students emotionally and students can **always rely** **on** their friends for emotional support. **Very effective** emotional support systems are in place if students need them; **most students** are **comfortable** reaching out for help. Students feel a **strong sense of belonging** to school. |
| A student with a scaled score of 30 points responds, “always true” to 0 items, “mostly true” to 27 items, “mostly untrue” to 19 items, and “never true” to 2 items. | 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 27 items, “mostly true” to 21 items, “mostly untrue” to 0 items, and “never true” to 0 items. |