

Standards Based Classroom Continuum / Self-Assessment

Criteria	GDOE Correlation High Impact Practice Implementation Rubric: Standards-based classrooms	References / Research	Level of Implementation				Artifact(s)	Observational Data
			Beginning	Progressing	Proficient	Exemplary		
Classroom procedures, and structures		Fullan (2006) p.77; Tomlinson & McTighe, (2006), p.49; Marzano & Marzano, (2003), p. 12; Strong, (2002), p. 27; Marzano, (2003a), 55		Classroom rules are posted.	Classroom rules are posted and are positively stated.	Rules are posted, positively stated, and there is a consistent system for behavior management.	-Classroom Rules / Procedures Charts -Behavior management system	-Behavior management system
	Concept #6 <i>Assessments are aligned to the GPS and used frequently to adjust instruction and provide students with feedback</i>	McTighe & O'Connor, (2005), p. 11; GaDOE (2006) p 12	Teachers have state test scores.	Teachers have access to and analyze data at the school and/or grade level.	Teachers analyzed student data at the school, grade, and classroom level.	Teachers use individual student data to plan for instruction.	-Analyzed student data (color-coded, bubble & high impact students, domain %, test utilization plans, etc)	
	Concept #4 <i>A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards</i>	Tomlinson & McTighe, (2006), p.51, Zemelman, Daniels, & Hyde, (1998), p.4-5, 8-9	Classroom structure is such that the teacher delivers instruction tied to the standards (e.g., lecture) and student is a passive consumer.	Teacher delivers instruction and learning is extended through the use of learning activities.	Teacher delivers instruction through various learning activities (whole group, small group, project based, independent learning).	Teacher intentionally chooses from a variety of appropriate instructional delivery methods (whole group, small group, project based, independent learning) to maximize active student learning.	-Menus of choices for students -Student stations	Observations of a variety of instructional methods. Conversations with teachers and students. Lesson plans.
		Goldsmith, Mark, & Kantrov, (2000), 18		Manipulatives & instructional materials are available in the school and can be accessed by the teacher.	Students have access to materials, manipulatives, and instructional aids.	Students know when they need instructional supports and automatically go get them.	-Materials table / resource bins	-Observations of students utilizing instructional aids.

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Classroom Structure		Fullan, p. 77; Darling Hammond, p 149	Room configuration does not allow for group work.			Classroom is organized for flexibility in instruction (small group, whole group, paired learning, etc.)	-Room Arrangement	Observation of students working in different instructional configurations.
		Marzano, Pickering, & Pollack, (2001), Ch. 2 & 5; Erwin (2004), Chap. 4	Bulletin Board has been developed.	Bulletin Board is instructional.	Bulletin Board is current and instructional	Bulletin boards are instructional, current, and used by teacher and students.	Bulletin Board	Observation of instruction incorporating BB
		Erwin, (2004), p. 28; Cavanagh & Dellar, (1999).	The classroom climate is competitive and students measure their progress against that of others.			The classroom culture is risk-free and celebrates collective and individual mastery of the standard.		Student -teacher perception. Observation of student-teacher rapport. Observations of student engagement.
Standard		Tomlinson & McTighe, (2006), p.110, 142	Standards are posted.	Standards are posted and relevant to the lesson.	Standards, not the textbook, drive the instruction.	Standards & EQ's are posted, aligned, and referenced throughout the lesson.	-EQ's and Standards	Observation of standards and EQs being relevant to instruction.

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Standards	<p>Concept #1 and #2 <i>The Georgia Performance Standards are utilized as the curriculum in the school (based on the phase in plan), and there is a shared understanding of the standards.</i></p> <p><i>Standards are accessible to all students</i></p>	Bransford, Brown, & Cocking, (1999), p. 119-142		Teachers can talk about the standard they are teaching	Teachers and students can talk about the standard they are learning	Students can talk about the standard they are learning and explain where they are in learning the standard.		<p>-Observation of teacher/ student conversation.</p> <p>-Questioning of students.</p>
Lesson Structure or Framework	<p>Concept #3: <i>Teachers sequence the lesson or their instruction in a logical, predictable manner referencing standards throughout.</i></p>	McTighe & O'Connor, (2005), p. 11; Pollack, (2007), 40-41	Lesson plan includes instruction and assessment.	Unit plans are used to design instruction and assessment.	Teachers collaboratively design unit plans, which include differentiated instruction and quality assessment.	The unit planning process is cyclical (pre-assessment, planning for differentiation, instruction, assessment, and reteaching).	<p>-Unit plans</p> <p>-Collaborative planning</p> <p>-Pretests</p>	<p>Observation of collaborative unit planning.</p> <p>Differentiated instruction</p> <p>Small group instruction</p>
		Tomlinson & Eidson, (2003), p. 7		Units are based on standards.	Unit plans include culminating activities tied to the standards.	Unit / lesson planning starts with determination of what students should know and be able to do.	<p>-Unit plans</p> <p>-Culminating / performance activities</p>	
		Ubben, Hughes, & Norris (2001), 156; Tomlinson & McTighe, (2006), p.144; Pollack, (2007), 64; Strong, (2002), p. 77-86		Daily instruction (lesson framework) includes activating, instructional lesson, and summarizing.	Lesson Framework supports the standard through activating, instructional lesson, and summarizing.	Lesson Framework (Activating, instructional lesson, and summarizing) is of the highest quality and occurs in a seamless manner in order to maximize instructional time	Lesson / Unit plans	Observation of classroom lesson framework

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Lesson Structure or Framework		Marzano, (2003b), 32, 74, 88; Marzano, Pickering, & Pollack, (2001), 123		Content vocabulary is posted.	Content vocabulary is visible and taught in context	Content vocabulary is previewed, integrated into the context of the lesson, and becomes part of the classroom dialogue.	Word walls / Vocabulary displays -Graphic organizers	Observation of vocabulary being integrated into the lesson.
		Wiggins & McTighe, (1998), p. 26; Kuhn & Dean,(2004); Strong, (2002), p. 77-86; Marzano,(2003b), 18; Fullan (2006) p. 32-33	Teacher questions students primarily at the recall level.			Rigor is pervasive with higher order questioning, thinking skills, assignments, activities.	-Student Work	-Observation of quality questioning.
	Concept #8: Student performance tasks require students to show progress toward meeting the standard(s) / element(s).	Grouws & Cebulla, 2000, p. 13 Zemelman, Daniels, & Hyde, (1998), p.10-13; Goldsmith, Mark, & Kantrov, (2000), 18		Assignments / tasks are interesting to students.		Tasks are authentic, rigorous, and aligned to the standard.	-Student work	
		Strong, (2002), p. 44; Reeves, (2002), p. 113; Goldsmith, Mark, & Kantrov, (2000), 18,; Marzano (2007), p. 98-116.	Students sit and listen to the teacher.		Students are on task and attentive.	Students are interested and engaged in the learning process.		-Observation of student engagement. Questioning of students.

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Student Work	<p>Concept #7 Examples of students work are displayed for student use. Benchmarks are provided to gauge progress over time. Exemplars are provided to exemplify the standards</p> <p>#9 Students receive feedback through written commentary aligned with the standards that results in revision of work, if needed.</p> <p>#10 Student work reflects understanding of the Georgia Performance Standards.</p>	McTighe & O'Connor, (2005), p. 12, 13; Reeves (2002), p.129, 133, Erwin (2004), Ch. 4.		Student work is posted.	Student work is posted with commentary	Student work is posted with commentary that includes strengths, areas of weakness, and next steps.	-Current student work with teacher commentary	
	Concept #7, 9, and 10 (see above)	McTighe & O'Connor, (2005), p. 11		Students can tell which standard they are working on and how their work relates to the standard.		Student work exemplifies the standard and students can explain how their work relates to the standard.	Student work	Conversations with students

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Differentiation	<p>Concept #4 <i>A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards</i></p> <p>Concept #6 <i>Assessments are aligned to the GPS and used frequently to adjust instruction and provide students with feedback</i></p>	McTighe & O'Connor, (2005), p. 11; Tomlinson & Eidson, (2003), p. 7		Student groups are based on summative data (CRCT, Lexiles, EOCT) and the groups are static	Student groups may be flexible, based on summative data and unit pre-testing.	Flexible groups are developed based on pre-assessment, formative / summative assessment, and may change within the unit.	.Assessment data Student grouping documents	Observation of flexible groups and data
	<p>Concept #4 <i>A variety of delivery modes are incorporated into instruction to ensure that all students have access to and meet standards</i></p>	McTighe & O'Connor, (2005), p. 17;		Teachers are putting students in groups that reflect some components of differentiation. Decisions about groups are subjective.	Teachers use one source of student data to plan for differentiated assignments based on ability.	Teachers use a collection of student data to plan differentiated assignments based on student ability and level of knowledge.	Lesson Plans -Student Data	Observation of differentiation based on data
	<p>Concept #5 <i>Students are expected to meet the same standards and instruction is differentiated by content, process, and by product</i></p>	Tomlinson & McTighe, (2006), p. 42, 44		Differentiation of instruction is occurring for some students (2 levels-students below grade level and at grade level).		Differentiation of instruction is prevalent (tiered assignments, guided reading groups, flexible grouping, acceleration, choice, learning styles).		-Observation of group arrangements
Assessment		McTighe & O'Connor, (2005), p. 11, Marzano, (2007), p. 19.		Rubrics are used to grade assignments.	Rubrics are given to students to guide the quality of the work by students	Rubrics are developed by teachers and students based on standards and instruction.	Rubrics -Student work	

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Assessment	Concept #6 Assessments are aligned to the GPS and used frequently to adjust instruction and provide students with feedback	Marzano, (1997); Black & Williams, 1998 139-148; Wiggins & McTighe, (1998); McTighe & O'Connor, (2005), p. 12; Fullan, p37, p 76		Formative assessment are used occasionally at the end of the lesson (ticket out the door, 3-2-1, think-pair-share)	Formative assessments are used consistently at the end of the lesson.	Formative assessments are used throughout the lesson and unit to determine student progress, design and redesign instruction.	-Formative Assessments	-Observation of formative assessments -Teacher feedback
		McTighe & O'Connor, (2005), p. 15	In some cases, students are allowed to make-up their work.	Classroom policy prohibits giving "0's" as a grade	Students are given opportunities to revise work that does not meet the standard.	Students use commentary and feedback to revise their work until mastery of standard has been demonstrated.	- Student work - Class policy - Student grades	Observation of students revising their work
	Concept #2. Standards are accessible to all students #9 Students receive feedback through written commentary aligned with the standards that results in revision of work, if needed. #10 Student work reflects understanding of the Georgia Performance Standards.	McTighe & O'Connor, (2005), p. 13	Students receive graded work from teacher.			Students use a combination of teacher feedback, peer feedback and self-assessment to progress toward mastery of the standard.	Rubrics	-Observation of students self assessment and peer feedback.

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Assessment	Concept #6 <i>Assessments are aligned to the GPS and used frequently to adjust instruction and provide students with feedback</i>	Kilpatrick, Swafford, & Findell, (2001), p. 423.	Teachers give grades and positive comments (good, great, etc).		Teachers give positive comments and constructive criticism tied to the standard.	Specific, instructional feedback is given in a timely manner to guide student learning towards proficiency of the standard.	-Teacher Commentary -Revised student work -Student evidence of learning folders	-Observation of classroom dialogue.