



Standards-Based Classroom Self-Inventory



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Introduction

The specific characteristics of a standard-based classroom are grouped under four key components emphasizing that the goal is to increase student learning, that instruction and assessment support this goal, and that a mutual understanding of the content standards and standards-based system is a critical foundation. In this self-inventory the characteristics are listed in three columns, describing three points along a continuum from a classroom which is in transition to an ideal classroom which is based on standards.

Instructions

To complete the Standards-Based Classroom Inventory, simply circle one of the numbers from one to five listed below each set of characteristics, indicating where your classroom fits along the continuum. Then, in the space below that write comments adding more explanation to clarify the rating you have given yourself for that characteristic. You may also wish to add notes to yourself regarding topics about which you wish to learn more and aspects of your own teaching that you might wish to modify. In the space at the bottom of page 45 you can add general comments or summarize a personal for continuing learning and development.

Standards-Based Classroom Self-Inventory

- 1. Content Standards:** The standards-based education system and *content standards* which relate to a specific course or unit of study are fully and clearly expressed, understood by the teacher and students, and communicated to families, school staff, and other community members.

Criteria	Not Standards-Based	In Transition	Standards-Based Ideal
a. Understanding of Standards	a. No district <i>content standards</i> which relate to a specific grade, course, or unit of study, have been agreed upon, or the teacher does not understand the existing <i>content standards</i> .	a. District <i>content standards</i> exist which relate to a specific course or unit of study, but they are understood only by the teacher. Students and other interested parties have only a vague awareness of them.	a. The school district's <i>content standards</i> meet or exceed the state standards. The <i>content standards</i> which relate to a specific course or unit of study are fully and clearly expressed, understood by the teacher and students, and communicated to other interested parties.
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----
b. Importance and Relevance	b. The teacher, students, and other interested parties view the established standards which relate to a particular course or unit of study as trivial and/or irrelevant.	b. Some of the people associated with a particular course or unit of study see some of the standards as important and/or relevant, but there is not wide acceptance.	b. The teacher, students, and other interested parties accept the importance and relevance of the school district's <i>content standards</i> which relate to a specific course or unit of study.
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----
c. Alignment of Instruction	c. No connection exists between the current lesson or project and the <i>relevant content standards</i> .	c. Only the teacher understands the connection between the current lesson or project and the <i>relevant content standards</i> .	c. The teacher, students, and other interested parties understand how the current lesson or project relates to the district's <i>content standards</i> .
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----

d. Understanding of Assessment	d. The teacher does not select or develop <i>classroom assessment(s)</i> and/or <i>performance</i> criteria until near the conclusion of a course or unit. The teacher is unfamiliar with related <i>district-wide assessments</i> .	d. Though the teacher knows the <i>classroom</i> and <i>district-wide</i> assessment(s) and <i>performance</i> criteria prior to instruction, others may not.	d. The teacher, students, and other interested parties understand how student <i>performance</i> on the <i>relevant content standards</i> will be measured through both <i>classroom</i> and <i>district-wide assessments</i> . They understand the specific expectations for each <i>performance level</i> .
	1 ----- 2 ----- 3 ----- 4 ----- 5		
Comments:			
e. Student Achievement	e. The teacher, students, and other interested parties expect that each student will move through the school system at the same rate as his/her age mates, regardless of his/her <i>performance</i> on <i>assessments</i> related to <i>content standards</i> .	e. The teacher understands the focus on student achievement but has not significantly altered instructional strategies to provide variable learning time for different students.	e. The teacher, students, and other interested parties understand that each student must achieve or exceed minimum <i>performance levels</i> on <i>content standards</i> as he/she progresses through the school system. All understand that time needed to accomplish this may vary from student to student.
	1 ----- 2 ----- 3 ----- 4 ----- 5		
Comments:			
f. Beliefs and Expectations	f. Students, teachers, family members, and community believe that the teachers' covering of content is more important than the students' achievement of <i>content standards</i> . They believe that many children cannot achieve <i>content standards</i> and that the responsibility for education rests largely with others rather than with themselves.	f. The value of an education is increasing in the view of students, teachers, family members, and community. All are coming to realize that all students can learn and that teachers, family members, and community members must assist students as they take on responsibility for achieving <i>content standards</i> .	f. Students, teachers, family members, and community believe that the <i>content standards</i> describe essential knowledge and skills. They believe that students can achieve standards. They understand that each group plays an essential role in the learning process for each student.
	1 ----- 2 ----- 3 ----- 4 ----- 5		
Comments:			

2. Instruction – The curriculum, instructional techniques, and materials used by the teacher are selected in order to achieve the *relevant content standards*. The results of previous *assessments* are also used to inform instruction.

Criteria	Not Standards-Based	In Transition	Standards-Based Ideal
a. Classroom Atmosphere	a. The classroom may have problems and much time spent off task due to lack of purposeful focus on <i>relevant content standards</i> and/or isolation of some students from the learning activity.	a. Discipline problems become less frequent and a purposeful, cooperative approach develops, as all parties become aware of the importance of learning and the connection between student <i>performance</i> and progress through the school system.	a. The classroom atmosphere is one of physical and <i>emotional safety</i> , purposeful focus, cooperation, and a mutual sharing of the joys, work, and challenges inherent in the learning process. A supportive learning community is established.
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----
b. Alignment of Instruction with Standards	b. The teacher selects curriculum and instructional techniques, materials, and technology for a particular unit of study based only on professional judgment and personal preference.	b. The teacher is moving toward a reliance on <i>relevant content standards</i> and away from personal preference as the only basis for curriculum and instruction decisions.	b. The teacher uses <i>relevant content standards</i> as the primary basis for selecting <i>developmentally appropriate</i> curriculum and for selecting instructional techniques, materials, and technology for a particular course or unit of study.
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----
c. Instructional Variety and Individualization	c. The teacher relies on one or two instructional methods, expecting that all students who wish to learn will be able to do so.	c. The teacher begins to diversify his/her repertoire of instructional techniques and to develop more skill in matching the appropriate instructional approach to each unique learner in the classroom.	c. The teacher varies instructional techniques, materials, and technology to meet the needs of diverse learners. Accordingly, he/she offers students appropriate choices to ensure that each student has ample opportunity to improve <i>performance</i> .
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----

<p>d. Use of <i>Assessment</i> Result in Instructional Design</p>	<p>d. The teacher uses the results of <i>assessments</i> only to report on student <i>performance</i>. <i>Assessment</i> results have little influence on planning or instruction.</p>	<p>d. The teacher begins to use the results of <i>classroom</i> and <i>district-wide assessments</i> to evaluate the success of previous instruction, sometimes modifying future instruction for both group and individuals. The teacher sometimes reteaches concepts and skills to groups and individuals who have not yet demonstrated an acceptable <i>level of performance</i>.</p>	<p>d. The teacher uses the results of both <i>classroom</i> and <i>district-wide assessments</i> to evaluate the success of previous instruction and to modify future instruction for all students. The teacher reteaches concepts and skills to groups and individuals who have not yet demonstrated an acceptable <i>level of performance</i>. The teacher provides enrichment and/or acceleration for those who have demonstrated a high level of <i>performance</i>.</p>
<p>1 ----- 2 ----- 3 ----- 4 ----- 5</p>			
<p>Comments:</p>			
<p>3. Assessment – The <i>classroom</i> assessments are <i>valid</i> and <i>reliable</i> measures of the <i>relevant content standards</i>.</p>			
<p>Criteria</p>	<p>Not Standards-Based</p>	<p>In Transition</p>	<p>Standards-Based Ideal</p>
<p>a. Assessment Variety, Validity, and Relevance</p>	<p>a. The teacher relies primarily on one <i>assessment</i> technique. He/she frequently evaluates student <i>performance</i> using items and criteria which do not relate to the <i>relevant content standards</i>. Tests are sometimes <i>invalid</i> measures of the standards or are <i>developmentally inappropriate</i>.</p>	<p>a. The teacher begins to use a larger variety of <i>assessment</i> types and to take more care that assessment tasks and evaluation criteria align with the <i>relevant content standards</i>. Some <i>assessment</i> tasks are <i>real-world</i>.</p>	<p>a. The teacher uses various appropriate <i>assessment</i> techniques --including <i>selected response</i>, short answer, essay, performance, demonstration and/or other types-- as valid measures of student achievement of <i>relevant content standards</i>. <i>Real-world tasks and audiences</i> are used wherever appropriate.</p>
<p>1 ----- 2 ----- 3 ----- 4 ----- 5</p>			
<p>Comments:</p>			

<p>b. Assessment Bias</p>	<p>b. Due to oversight or lack of awareness, bias in the <i>classroom assessments</i> and/or scoring systems gives some students an advantage over others because of their gender or cultural background, or because of the teacher's attitude toward them as individuals.</p>	<p>b. The teacher is beginning to understand and to take into consideration potential sources of cultural, gender, and/or personal bias in his/her <i>classroom assessments</i> and/or scoring systems.</p>	<p>b. The teacher designs content, format, and scoring of <i>classroom assessments</i> to minimize bias.</p>
<p>1 ----- 2 ----- 3 ----- 4 ----- 5</p> <p>Comments:</p>			
<p>c. Timing of Development and Sharing of Assessments</p>	<p>c. The teacher may not know the <i>assessment</i> task and scoring criteria at the start of a course or unit of learning. The <i>assessment</i> task and scoring criteria may not be shared with the students until the end of the course or unit.</p>	<p>c. The teacher sometimes develops <i>assessment</i> tasks and scoring guides prior to a new course or unit of study. The teacher sometimes shares specific information about these with students at the beginning of the course or unit.</p>	<p>c. Near the beginning of a unit, the teacher shares with the students <i>assessment(s)</i> and scoring criteria similar to those to be used during the unit of study. Students also view samples of responses which represent each <i>performance level</i>, wherever possible.</p>
<p>1 ----- 2 ----- 3 ----- 4 ----- 5</p> <p>Comments:</p>			
<p>d. Collegial Assessment Development</p>	<p>d. The teacher develops <i>classroom assessments</i> working in isolation, trusting only his/her professional judgment regarding the <i>validity</i> of those <i>assessments</i>.</p>	<p>d. The teacher begins to consult with colleagues regarding the <i>validity</i> of <i>classroom assessments</i> he/she has developed and/or begins to work with colleagues to develop <i>assessments</i>.</p>	<p>d. The teacher develops many of the <i>classroom assessments</i> in cooperation with colleagues and/or seeks critique from peers regarding the <i>assessments</i> he/she has developed, in order to increase the <i>validity</i> of those <i>assessments</i>. The teacher may develop <i>interdisciplinary assessments</i> that measure <i>relevant content standards</i>.</p>
<p>1 ----- 2 ----- 3 ----- 4 ----- 5</p> <p>Comments:</p>			

e. Number and Frequency of Assessment Opportunities	e. The teacher assesses each student only once on each <i>relevant content standard</i> .	e. The teacher provides an increasing number of opportunities for each student to demonstrate his/her knowledge and skill in relation to each <i>relevant content standard</i> .	e. The teacher provides frequent and varied opportunities to demonstrate knowledge and skill in order to establish a <i>valid</i> and <i>reliable</i> measure of the student's ability.
	1 -----	2 -----	3 ----- 4 ----- 5
Comments:			
f. Assessment Adaptations	f. All students are required to take all <i>assessments</i> only under <i>standardized conditions</i> .	f. The teacher begins to individualize the administration of <i>assessments</i> , providing <i>accommodations</i> for individuals, where appropriate, and <i>modifications</i> for identified special education students when prescribed by their Individualized Educational Plans (IEP's).	f. The teacher uses <i>adaptations of assessments</i> whenever feasible and appropriate to ensure that all students have an opportunity to demonstrate their best work.
	1 -----	2 -----	3 ----- 4 ----- 5
Comments:			
g. Collegial Assessment Scoring	g. The teacher scores all <i>classroom assessments</i> alone, trusting only his/her own professional judgment.	g. The teacher begins to score some <i>classroom assessments</i> in cooperation with colleagues or begins to ask peers to verify his/her own judgments of student work.	g. The teacher scores some <i>classroom assessments</i> in cooperation with colleagues and/or asks peers to score a sampling of the <i>assessments</i> he/she has already scored, in order to increase the <i>interrater agreement</i> .
	1 -----	2 -----	3 ----- 4 ----- 5
Comments:			
h. Evidence of Student Achievement	h. The teacher maintains grade records but collects no data or sample work related to students' <i>performance</i> levels on <i>relevant content standards</i> .	h. The teacher begins to keep records of students' <i>performance levels</i> on <i>relevant content standards</i> and to collect samples of student work to corroborate those records.	h. The teacher develops, maintains, and generates reports from a body of evidence regarding student <i>performance</i> , including both accurate <i>assessment</i> records and samples of student work.
	1 -----	2 -----	3 ----- 4 ----- 5
Comments:			

4. Student Learning - The learning methods used by the students connect logically with the *relevant content standards* and *assessments*. The students' attitudes support personal achievement of *relevant content standards*.

Criteria	Not Standards-Based	In Transition	Standards-Based Ideal
a. Alignment of Student Learning Targets	a. Most students respond to short-term <i>lessons</i> , activities, and assignments without understanding the ultimate goal.	a. Where <i>developmentally appropriate</i> , most students begin to develop personal performance goals as they begin to understand <i>content standards</i> and upcoming <i>assessments</i> , evaluation criteria, and sample student responses.	a. Where <i>developmentally appropriate</i> , each student studies the <i>content standards</i> and upcoming <i>assessments</i> , evaluation criteria, and sample student responses to understand exactly what is expected and to establish personal learning and <i>performance</i> targets.
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----
b. Student Plan of Study	b. Since students have no understanding of <i>content standards</i> and have developed no personal <i>performance</i> targets, their primary study approach is trial and error, fragmented, and short-term.	b. Where <i>developmentally appropriate</i> , most students use their emerging understanding of district, classroom, and personal learning goals to begin developing informal and formal plans for learning.	b. Where <i>developmentally appropriate</i> , each student establishes and executes formal and informal plans of study to achieve his/her <i>performance</i> targets.
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----
c. Student Participation and Attitude	c. Many students are disengaged from classroom activities, taking no responsibility for their own learning.	c. Most students are becoming more actively involved in classroom activities, accepting more responsibility for their own learning and <i>performance</i> .	c. Each student is actively and constructively engaged in learning activities within and beyond the <i>classroom</i> , accepting his/her responsibility for achieving <i>relevant content standards</i> .
Comments:	1 ----- 2 -----	3 ----- 4 -----	5 -----

d. Student Self-Evaluation	d. Most students do not evaluate their own work, but rather accept the teacher's evaluation with little question. Most students see their role as producer and the teacher's role as evaluator.	d. Most students begin to evaluate the quality of their own work before the teacher does. Most students begin to realize that they cannot improve their <i>performance</i> if they do not understand the expectations and adopt a critical view of their own work.	d. Each student frequently evaluates his/her own work before the teacher does, using the same set of criteria and <i>performance levels</i> as those used by the teacher. This allows the student to develop a more realistic and specific understanding of the expectations represented by the <i>content standards</i> .
Comments:	1 ----- 2 ----- 3 ----- 4 ----- 5		
e. Student use of Assessment Results in Study Planning	e. Most students consider briefly the grade earned on each <i>assessment</i> when it is returned to them but do not think about how their work might be improved.	e. Most students begin to look beyond the grade earned on each assignment, focusing in addition on specific ways in which their work might be improved. They begin to evaluate the approaches they have taken toward assignments to determine their effectiveness.	e. Each student studies the teacher-generated scores on his/her classroom and <i>district-wide assessments</i> to evaluate his/her <i>level of performance</i> . Each student alters his/her study plan when the <i>performance levels</i> are not up to personal and district standards.
Comments:	1 ----- 2 ----- 3 ----- 4 ----- 5		
General Comments/Personal Plan:			

An Opportunity for Reflection on the Standards-based Classroom Self-Inventory...

In which area is your classroom mostly standards-based?

Content Standards

Assessment

Instruction

Student Learning

In which area is your classroom least standards-based?

Content Standards

Assessment

Instruction

Student Learning

What resources or information do you need to move your classroom(s) toward Standards-based Education?

What questions/comments/concerns do you have about the self-inventory?

