

# INDICATORS OF STANDARDS-BASED TEACHING AND LEARNING

	Implemented Consistently	Partially Implemented	Planned, But Not Implemented	Aware But No Action
1. The local district has adopted clear statements of what students should know and be able to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards apply to all students with high expectations for their success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The teacher understands how each lesson relates to local and state content standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students are aware of what they are learning, what standards relate to the topic, and why they are studying this topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Standards are constant; assessment, instructional strategies, learning activities, and time allocations are the variables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Planning begins with standards rather than student activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Learning activities are clearly aligned to standards with the student as worker and the teacher as coach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Commercial curriculum and instructional materials are fully referenced to standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students know how the teacher expects them to demonstrate what they have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students frequently assess their own work before the teacher does, using the same criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Feedback to students is associated with performance levels on standards and not on comparisons with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Student performance data is used to revise curriculum and instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Students have multiple opportunities to demonstrate achievement of standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The assessment system includes a balance of external tests for program evaluation and classroom assessments for individual student diagnosis and instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Because of common performance indicators, assessment of student achievement is consistent across teachers and schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teachers work with colleagues to share and compare scoring of classroom-based assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>