



Putting Together The Standards-Based Puzzle



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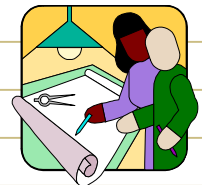
Standards


- [Content Standards](#) - What every student should know and be able to do by the time they leave high school
- [Benchmarks](#) are a subset of the standards that define what students should know and be able to do by the end of K-2, 3-5, 6-8, and 9-12
- [Curriculum Objectives](#) are a subset of the Benchmarks which define what students should know and be able to do at each grade level
- [Performance Standards](#) define how good is good enough (quality) on multiple measures to demonstrate proficiency of the benchmarks and curriculum objectives

(Under Construction)

This includes for each standard:

- ◆ Required and optional assessment tools
- ◆ Standard specific scoring guide
- ◆ Examples of advanced proficient and proficient work
- ◆ Written commentary about these samples





**CURRICULUM &
INSTRUCTION**

STANDARDS

Curriculum

- Course Outlines - a description of the content to be learned
 - Performance objectives
 - Outline of content
 - Time allotment
 - Methods to be used
 - Materials
 - Evaluation

Curriculum

- Curriculum Mapping is a long-range plan captured in a graphic organizer that represents a collection of Standards-based units. It is informed by the benchmarks and curriculum objective, student data, including an analyses of student work and projected assessment timelines. It is a document that should be modified based on student needs and reviewed and revised yearly.

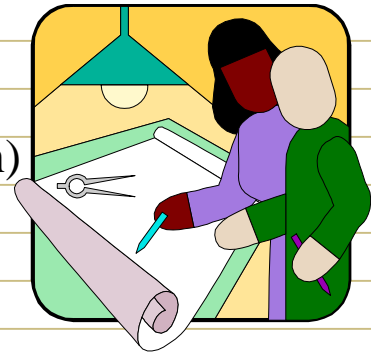
Curriculum

- A **Standards-based unit** is a subset of a *curriculum map*. It provides a plan of action for implementation of the *benchmarks* and *curriculum objectives*, anchoring them in a real world context through *essential questions*.

A unit includes:

- Essential questions
- Benchmarks and curriculum objectives
- Ongoing and culminating assessments
- Instructional resources such as textbooks, literature, technology, etc.

(Under Construction)



Instruction

- **Essential Elements of Effective Instruction** -the foundational pedagogy of teaching and learning, e.g.
 - Principles of learning
 - Task analysis
 - Set objectives and provide feedback
 - Monitor the progress of the learning and adjust the teaching
 - Lesson Design
 - Active Participation
 - Classroom Management

Instruction

- **Strategies for Instruction**
 - Direct instruction
 - Grouping - small and large
 - Hands on
 - Cooperative Groups
 - Technology integrated instruction
 - Summarizing and note taking
 - Non-linguistic representation
 - SDAIE
 - Graphic Organizers
 - Multiple Intelligences
 - Differentiated Instruction

Instruction

- **Interventions** - Supplemental structured opportunities using *alternative methods* and/or *additional time* to enable students to achieve the benchmarks and curriculum objectives. The interventions may occur *during the school day, before or after school, on Saturdays* or during *inter-sessions/summer school*.

Instruction

- **Instructional materials** are tools defined in the unit, which are used to develop the content and skills reflected in the benchmarks and curriculum objectives. An effective unit includes *multiple* instructional materials to address the needs of all students. Tools may include:
 - textbooks
 - literature
 - technology
 - primary sources
 - manipulatives

**CURRICULUM &
INSTRUCTION**

**ASSESSMENTS
(multiple
measures)**

STANDARDS

Assessments

ASSESSMENTS
(multiple
measures!)

- National Assessment System

- **National Assessment of Educational Progress:** A national norm referenced test required for selected Middle School students.
- **Advanced Placement:** A national series of end of course exams designed by the College Board for high school students.
- **Pacesetter:** A national series of end of course exams designed by the College Board for high school students.

Assessments



ASSESSMENTS
(multiple
measured)

- **State Assessment System**

- **Stanford 9** – a state mandated norm-referenced achievement test
- **Augmentation** – a state mandated standards-based assessment in Language Arts, Math (2-11), Science and History (9 - 11)
- **Writing Performance** – a state mandated standards-based performance in grades 4 and 7
- **Physical Fitness** – a state mandated standards-based assessment in grades 5, 7 and 9
- **High School Exit Exam** – a state mandated standards-based assessment required for graduation. (2000 - 2001 grade 9 only-optional)
- **Golden State Exam** - A state developed series of end of course exams
- **ELD State Assessment** (Name TBA)

Assessments

ASSESSMENTS
(multiple
measures)

District Level Standards-Based Assessment System

- **End of Course Exams** currently available in Math K-12, and History 6-8.
- **Direct Writing Assessment**, currently given in grades 2, 3, 5, 6, 8 and 10 and 11.
- **Standards Portfolios/Folders** which include the curriculum embedded assessments - Reading K-5, Writing 2-8, Math 1-8, History 6-8
- **Analysis** of student work.

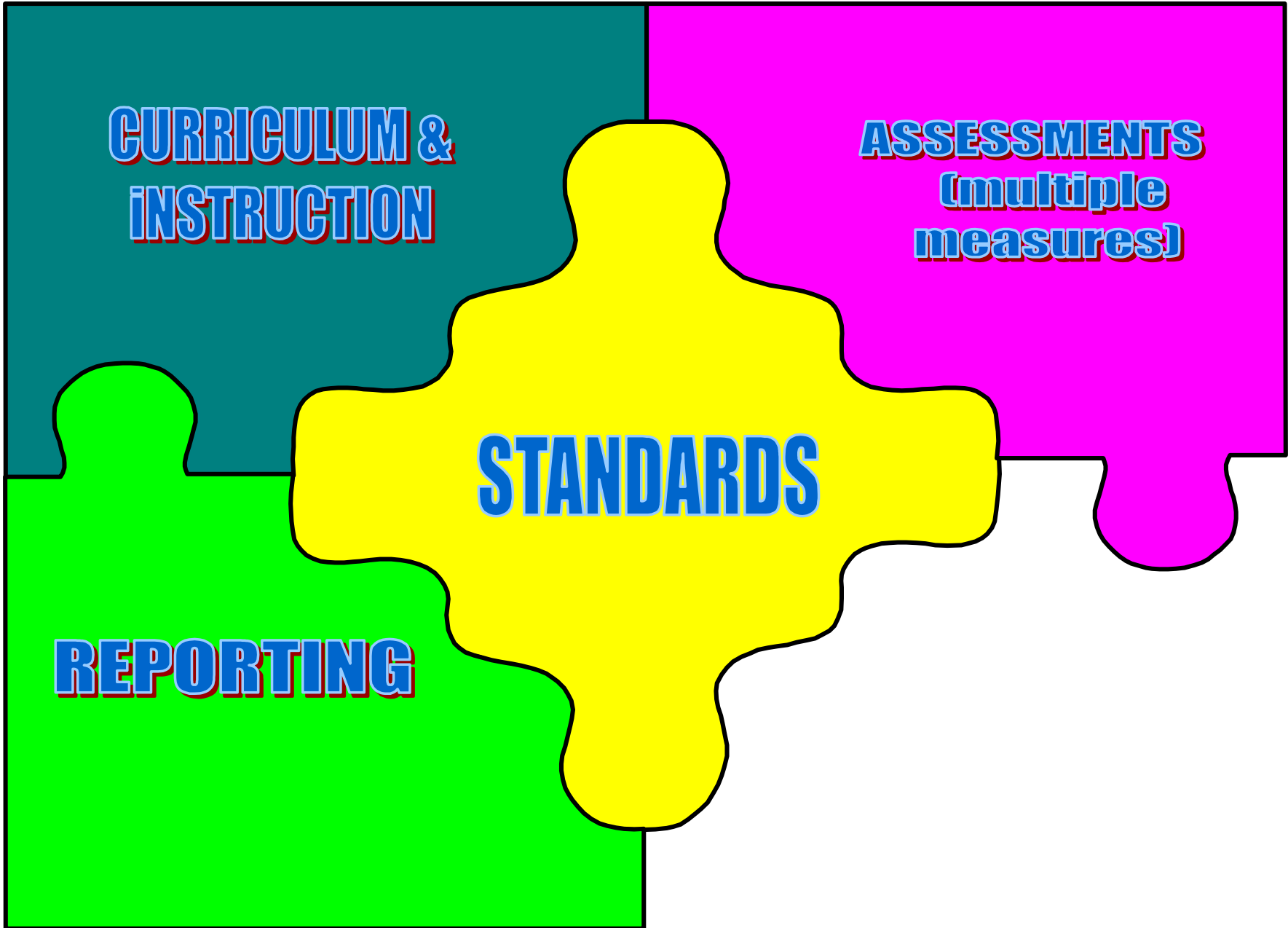
The district level standards-based assessments are components of the Performance Standards.

**CURRICULUM &
INSTRUCTION**

**ASSESSMENTS
(multiple
measures)**

STANDARDS

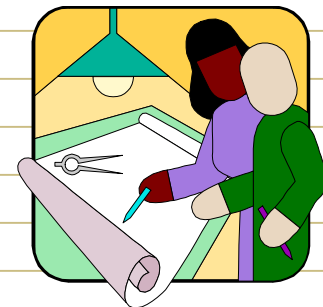
REPORTING



Reporting

- Academic Profile
- Student Lead Conferences (proposed)
- Parent Conferences
- Standards-based Grading Criteria (sample)
- Standards-based Report Cards

(Under Construction)



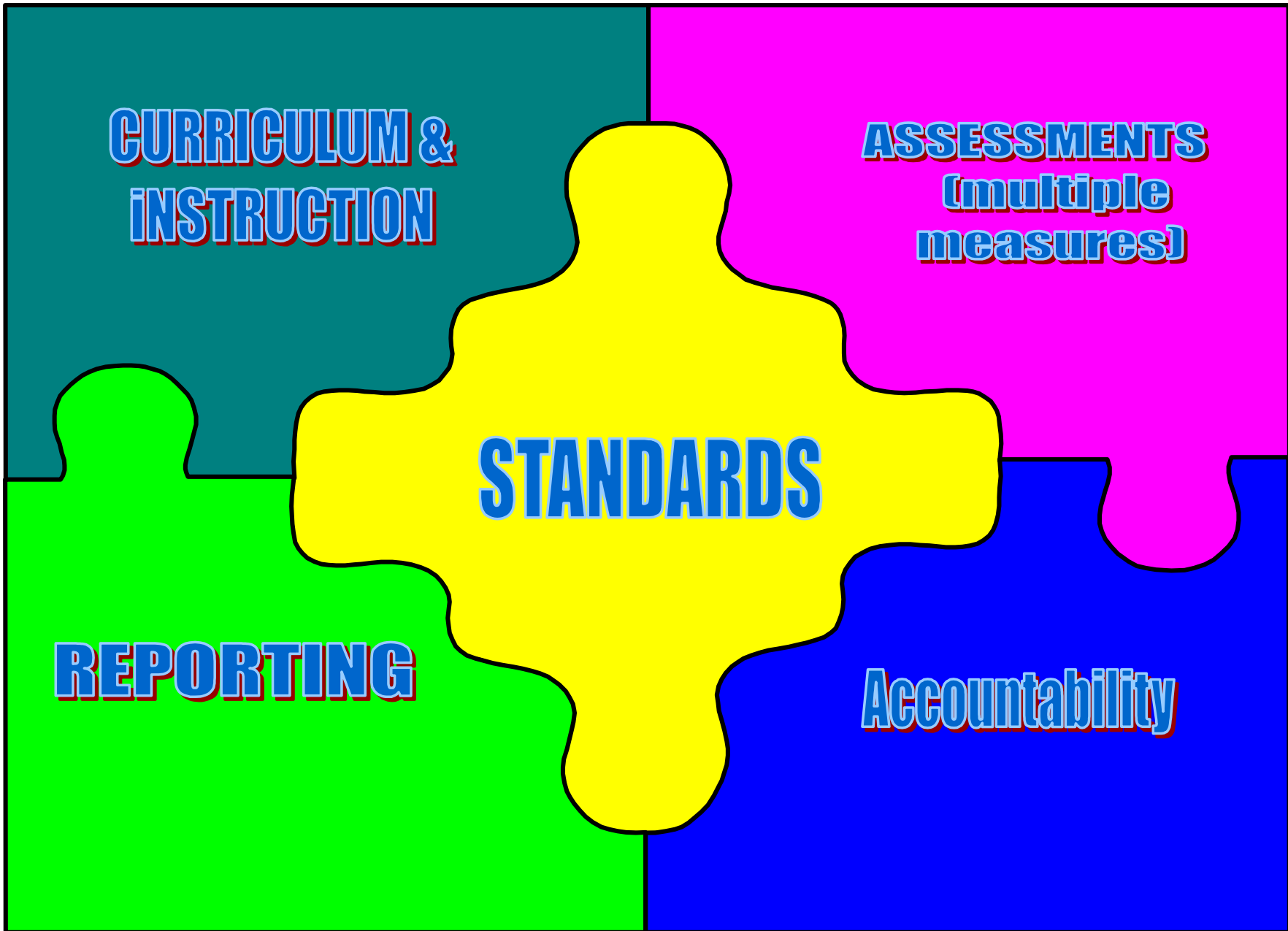
**CURRICULUM &
INSTRUCTION**

**ASSESSMENTS
(multiple
measures)**

STANDARDS

REPORTING

Accountability



Accountability

- Academic Performance Index
- Retention Policies
 - Mandated Summer School
 - Long Beach Preparatory Academy



Professional Development Parent Education Leadership

