

Douglas County School District – Learning Services  
Standards-Based Education – Configuration Map

**Component #1 – Adjustment of Instruction:** (adjusts instruction, basis for adjustment)

(I)

Instruction is based on textbook or curriculum sequence with **little or no adjustment**

(II)

Adjustment of instruction is based on **student or group engagement with an attitude toward instructional activities.**

(III)

Adjustment of instruction is based on evaluation of the group’s learning as a whole at **the end of a unit, project or lesson.**

(IV)

Adjustment of instruction is based on **whole class progress** toward meeting the standards or checkpoints.

(V)

Instruction is routinely differentiated for **individual students** based on **student progress** toward meeting the standards or checkpoints.

**Examples:**

“I feel like some kids don’t understand this stuff, but I have a lot to cover and I don’t have time to reteach it.”

“The students were really bored today; so tomorrow I need to try something different.”

“Most kids didn’t score well on the unit test. I think we will review the important concepts and take the test again. Maybe some kids test out.”

“After interviewing students about Checkpoint 3, it is clear that most students are really struggling. I need to reteach these specific points tomorrow.”

“Based on the pretest I gave in math today, I need to create plans for several groups since the kids are in such different places in terms of their progress toward meeting the geometry checkpoints for our level.”

“I taught a lesson on paragraphing today, and I think most of the students understood it which is good, because we will need to move on tomorrow.”

“My fourth period class really understands the concept of communism vs. socialism, but fifth period doesn’t understand it as well. I guess I can go forward with next week’s plans with 4<sup>th</sup> period, but I’ll need to replan for 5<sup>th</sup>.”

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**Component #2 –Feedback on Student Progress:** (feedback to students in meeting standards or checkpoints)

(I)	(II)	(III)	(IV)	(V)
Feedback to <b>students is a letter grade based on the requirements of the class</b> at the conclusion of the course or unit, but does not include feedback to students about their progress toward meeting standards or checkpoints.	Feedback to <b>students is a grade and individual students may get feedback about why they received a particular grade.</b> This feedback does not include information about their progress toward meeting standards or checkpoints.	Feedback to <b>individual students and/or whole class is about their overall performance in the class</b> , but the teacher does not provide information about individual progress toward meeting standards or checkpoints.	Feedback to the <b>class as a whole</b> relates to their overall progress toward meeting the <b>standards or checkpoints.</b>	Students receive <b>specific feedback</b> about their individual progress toward meeting the <b>standards or checkpoints.</b>

**Examples:**

“Your grades are posted by student ID number.”  About 70 percent of my students received a C or better, but I’m not sure they can all read grade level material.”	“You need 80 points to get a B on this assessment.”  “You got an A- because you didn’t turn in one of the homework assignments.”	“Most of the kids in this class have mastered the appropriate language conventions, but they are having trouble adjusting their tone and style to fit specific audiences. I will have to put more emphasis on that in the next unit.	“After reviewing the results of the performance assessment we just completed, it is clear that this class needs to spend some more time working on _____.”	“Suzie, you need some help on Checkpoint #2. That’s the one about linking two variables in a problem statement when generating hypotheses. Here are some things you can do to get better at that.....”
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**Component #3 - Professional Collaboration about Student Learning:** (level and frequency of collaboration, focus of conversations, purpose of dialogue, horizontal/vertical articulation)

<p>(I)  <b>Occasionally there is talk about the standards or checkpoints.</b></p>	<p>(II)            Educators talk with colleagues in <b>horizontal articulation groups</b> (e.g., grade level teams in a school, middle school administrators across a district) <b>about standards or checkpoints</b> in order to reach a <b>common understanding</b> of them.</p>	<p>(III)            Educators <b>regularly dialogue</b> with colleagues in <b>horizontal articulation groups</b> (e.g. 3<sup>rd</sup> grade teachers within a school all Algebra I teachers within a feeder area) about <b>student learning in relation to standards and checkpoints</b> for the purpose of <b>improving</b> their <b>students’ performance</b>.</p>	<p>(IV)            Educators <b>regularly dialogue</b> with colleagues in <b>horizontal articulation groups about student learning in relation to standards and checkpoints</b> and engage in <b>collaborative action</b> to improve the <b>performance of all students in the group</b>.</p>	<p>(V)            Educators <b>regularly dialogue</b> with colleagues in <b>vertical and horizontal articulation groups</b> (e.g., K-6 team, elementary, middle, and high school feeder area group, Language Arts department) about <b>student learning in relation to standards and checkpoints</b> and engage in <b>collaborative action to improve student performance across the groups</b>.</p>
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**Examples:**

“Which standards do we have to report out on? How are you organizing your grade book?”

“Let’s get together with seventh grade language arts teachers from the other middle schools and make sure we all see these checkpoints in the same way.”

“At the inservice next week we will be discussing the checkpoints in grade level teams so we will all know what they mean.”

“On the last writing assessment most of my students did not do very well on ‘voice’. I want them to improve. Can I see some of the activities you used to teach your students ‘voice’?”

“A few students in my class and a few students in your class are struggling with estimation. Let’s combine these students into one group, and I will work with them on estimation. You can take the rest of the students and work on another topic.”

“Our data shows that kids in this elementary are having trouble making inferences from their reading. Let’s spend our next inservice day planning instructional and assessment strategies for each grade level to use. This way we can make sure our students can make inferences from Their reading before they leave elementary school.”

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### Component #4 - Role of Assessment: (function of assessment for teacher and students, timing of assessment development, use in the process of instruction)

(II)  
Assessment of standards or checkpoints occurs **after instruction has occurred** in order to **evaluate student progress** toward meeting standards or checkpoints.



(I)  
Classroom assessments are used only generate student grades.

(III)  
Assessment of standards or checkpoints occurs **as instructions proceeds**. Assessments serve to **clarify a teacher’s understanding of the standards or checkpoints and are used for instructional planning** and as summative evaluations.

(IV)  
Assessments are developed **prior to instruction**. Results of assessment of standards or checkpoints are the **basis for instructional planning** and are used to **evaluate overall student progress** toward meeting standards or checkpoints.

(V)  
Assessments are developed **prior to instruction**. Results of assessment of standards or checkpoints are the **basis for instructional planning** and are used to **build a shared understanding with students** of what they are supposed to know and be able to do before instruction begins and to **evaluate overall student progress** toward meeting standards or checkpoints.

(VI)  
Assessments are developed **prior to instruction**. Results of assessment of standards or checkpoints are the **basis for instruction** and are used to **build a shared understanding with students** of what they are supposed to know and be able to do before instruction begins. Assessments **are integrated into instruction** and are used as **instructional tools** and as **regular feedback mechanisms for students** and for **summative evaluation**.

#### Examples:

(II)  
“A score of \_\_\_ on the exam indicates you met the checkpoints.”



(1)  
“This test counts for 40% of your grade.”

“Now that I have finished the rubric for this project I am more clear about what I want the kids to know. I will need to change my lesson plans, so they are more focused on those specific skills.”

“The assessments for this standard are two projects, several multiple choice tests, and a writing piece. On the last project most kids did well on \_\_\_\_, so I will organize next week’s lessons around \_\_\_\_.”

“Before we start this unit, let me show you what you have to do to be proficient on this standard. You will need to get a ‘3’ on this rubric in order to meet the standard. Let’s take a look at the rubric and the exemplar and see if you can tell why this paper received a high rating.”

“Today we will be reviewing your work from last week. Using the rubric, describe what you would do to improve your work. Remember, you will be using this paper to along with your other work to demonstrate proficiency at the end of the course.”

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**Component #5 -Student Ownership and Understanding of Learning:** (understanding of standards or checkpoints, understanding of progress in relation to standards or checkpoints, understanding of what is needed to improve performance in order to achieve standards or checkpoints)

<p>(I)          Students' focus is on the <b>current activity</b>.</p>	<p>(II)          Students' focus is on the <b>requirements of the class</b> and the <b>grade</b> they receive.</p>	<p>(III)          Students can use the <b>"language" of standards</b>. They <b>can state the standards and checkpoints</b> that they are expected to learn, but are <b>unclear about where they are</b>. In meeting the standards or checkpoints or <b>what they need to do</b> to achieve them.</p>	<p>(IV)          Students <b>understand</b> what they are <b>expected to know and be able to do</b> and can <b>articulate in specific terms</b> what it means to reach the standards or checkpoints. They can <b>describe where they are</b> in regard to the standards or checkpoints but are <b>unclear what they need to do</b> to achieve them.</p>	<p>(V)          Students <b>understand</b> what they are <b>expected to know and be able to do</b> and can <b>articulate in specific terms</b> what it means to reach the standards or checkpoints. They can <b>describe where they are</b> in regard to the standard and know what they <b>need to improve</b> to achieve it.</p>
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**Examples:**

<p>"We are reading <i>The Diary of Anne Frank</i>, and I will be writing some kind of report when we are finished."</p>	<p>"We are studying how to use primary source materials. I need to get at least a B on the final report."</p>	<p>"I know that we are studying how to select and evaluate primary source materials as related to the Holocaust. I'm not sure exactly what I'll need to know about primary sources, or if I am any good at using them."</p>	<p>"I know that we are studying primary source materials as related to the Holocaust, and that's why we are reading <i>The Diary of Anne Frank</i>. I know that we will be evaluating and interpreting sources for their usefulness in understanding the Holocaust. I can find sources, but I am not sure how to evaluate their relevance and quality. I am not sure what I'll need to do to become proficient in evaluating these sources.</p>	<p>"I know that we are studying primary source materials as they relate to the Holocaust and that's why we are reading <i>The Diary of Anne Frank</i>. I know that we will be evaluating and interpreting sources for their usefulness in understanding the Holocaust. I am pretty good at locating primary sources, but I have trouble knowing whether they are really quality sources. My teacher has shown some interesting ways to judge the quality of a source, but I need some more practice with them."</p>
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