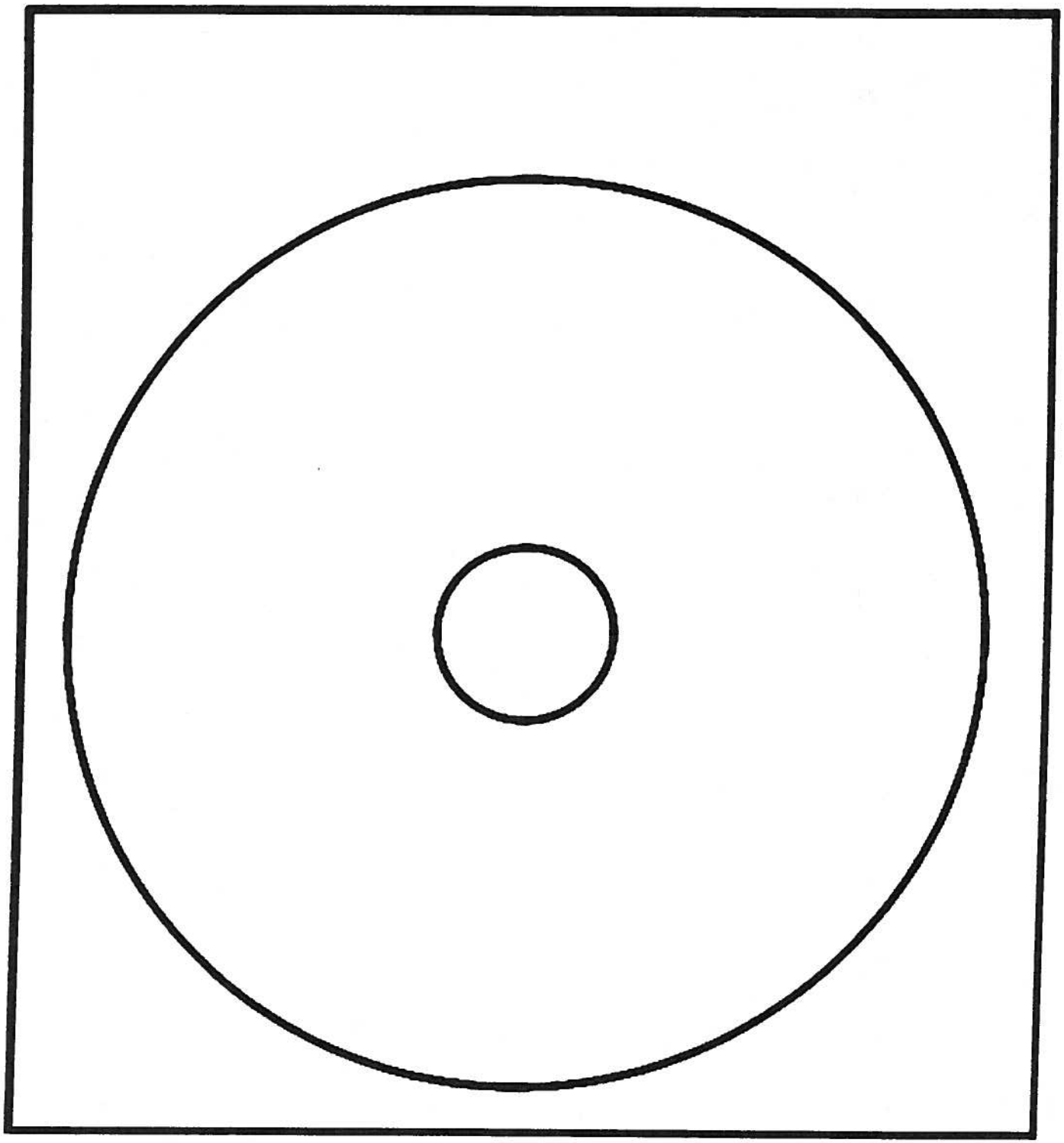
Equity Checklist for the Standards-Based Classroom

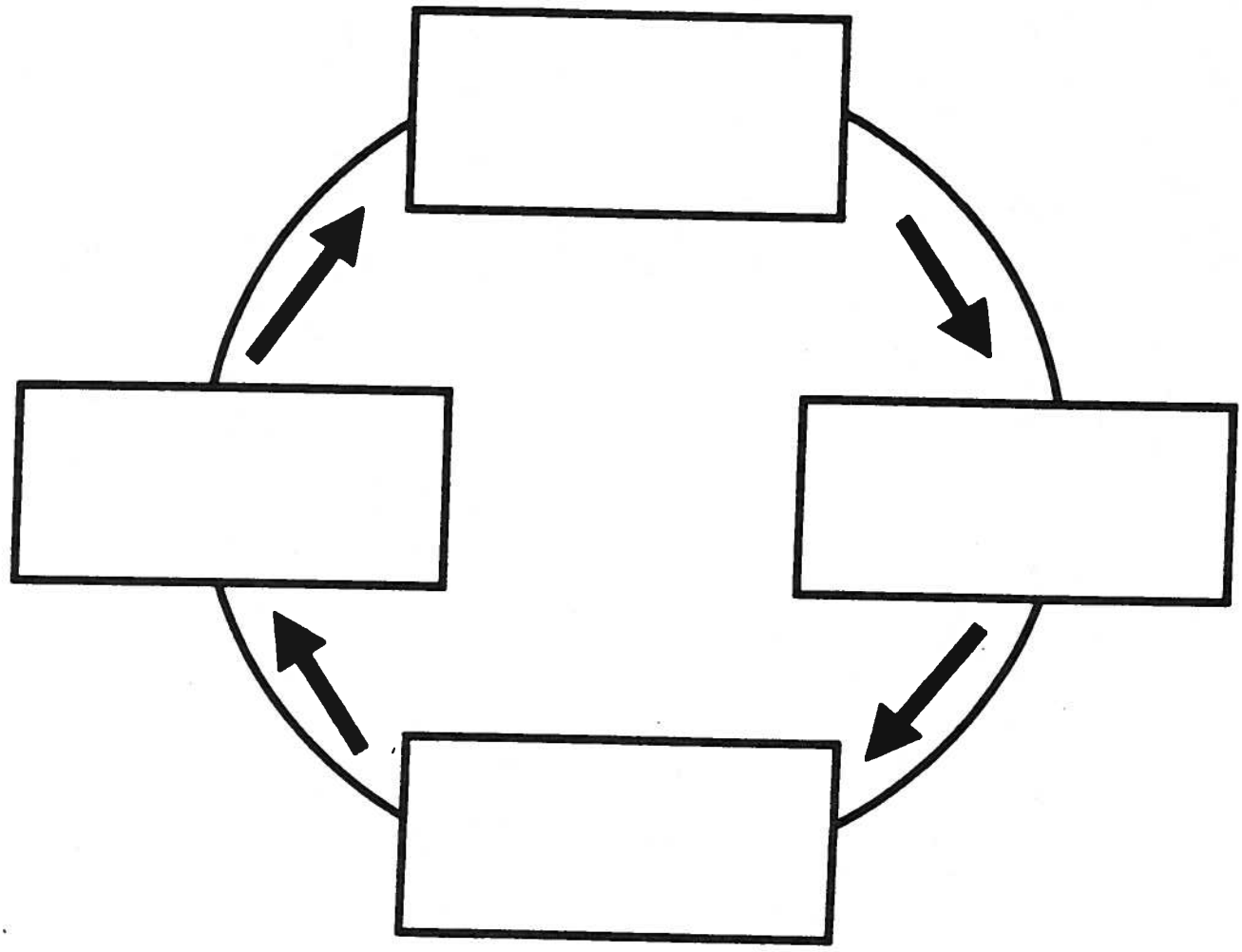
Use this checklist to reflect on your classroom practices

	yes	Not sure	no
1. I use the GPS standards to collaboratively plan for instruction and assessment.			
2. My students articulate a common understanding of what they are expected to know, understand, and be able to do based on the GPS.			
3. I expect students to use the language of the standards to describe their work.			
4. Students use the language of the standards to support their work and answers.			
5. Students use the language of the standards when they provide feedback to other students.			
6. I expect students to explain the standards and/or elements they are applying during the sequence of instruction.			
7. Students can explain the sequence of instruction and how they apply the standards and elements to the resulting work.			
8. I utilize work groups and flexible grouping that support the learning goal of the standard.			
9. My delivery modes support the learning goals of the standard and students' needs.			
10. My students make progress toward meeting standards and apply new knowledge to real-world tasks.			
11. I monitor students' progress and revise content, process, and product as necessary.			
12. I meet collaboratively with other teachers to develop common formative and summative assessments.			
13. My students utilize summative and formative assessment results to set learning goals toward meeting standards.			
14. I collaborate with other teachers to collect benchmark work (anchor papers).			
15. I utilize the anchor papers to help students identify where their work falls in relation to the anchor papers.			
16. My students can utilize anchor papers to identify next steps toward meeting standards and revise accordingly.			
17. My assigned performance tasks help students connect to other content areas and real world situations.			
18. My students apply their understanding of the standards in their performance tasks.			
19. I consistently give my students written or verbal commentary using the language of the standards that results in revision of students' work.			
20. I have collaboratively aligned my assessments and instruction to the GPS.			
21. My students can analyze the quality of their own work and articulate why it meets, exceeds or does not meet standards.			



Vocabulary Prediction

Words	Predicted Meaning	Correct Meaning
Standards-Based Classroom		
Performance Based Standards		
Academic Standards		
Diagnostic assessments		
Summative assessments		
Formative assessments		
Differentiated Instruction		
Anchor Papers		
Benchmark assessments		
Rubrics		
Rigor and Relevance		
Standard Articulation		



Previewing a Standard

1. Post the standard/element that is being taught. Be sure is it large enough to be visible for all students. Do not post all content standards/elements at once. Post and preview the standards/elements that are being taught in a unit/lesson.

2. Begin the lesson by referring to and discussing the standards/elements.

3. Remember to stay within a time frame and do not bog down. Take no more than 3 to 5 minutes to develop the understanding of the standards/elements.

4. Take time each day to review the language of the lesson standard/element.

5. The language of the standard can be made clear by using student friendly language.

6. Do not require students to write, quote or memorize the standards/elements.

Let's Preview a Standard

M3N3. Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.

a. Describe the relationship between addition and multiplication, i.e. multiplication is defined as repeated addition.
b. Know the multiplication facts with understanding and fluency to 10 x 10.
c. Use arrays and area models to develop understanding of the distributive property and to determine partial products for multiplication of 2- or 3-digit numbers by a 1-digit number.
d. Understand the effect on the product when multiplying by multiples of 10.
e. Apply the identity, commutative, and associative properties of multiplication and verify the results.
f. Use mental math and estimation strategies to multiply.
g. Solve problems requiring multiplication.

Previewing Standards and Elements

Standard/Elements		
Key Concepts To Know *Nouns/Terms/Phrases*	**Application-Able to Do** *Verbs/Action/Process*	**Performance Tasks** *Involves the application of knowledge and skills rather than recall. Resultst in tangible products or observable performances.*

Artifacts For Standards Based Classroom

- Classroom rules
- Procedures charts
- Behavior management system
- Menus of choice for students
- Students station charts
- Materials table/buckets
- Analyzed student data (color-coded bubble and high impact students)
- Room arrangement
- Bulletin Board
- EQ charts and Standards displayed
- Diagnostic testing
- Word Walls
- Graphic Organizers
- Student work with commentary
- Conversations with students
- Assessment data
- Lesson plans on the framework
- Rubrics
- Anchor papers
- Formative assessments (different types)
- Students revising their work
- Student evidence of learning folders