

Elements of Standards-Based Education

Instruction	Assessment	Grading
<ul style="list-style-type: none"> ● Multi-Tiered Instruction (MTSS) ● Research-based practices ● Differentiated - meet needs <u>all</u> learners ● Rigorous (deep not wide) ● Based on Iowa Core/National Standards ● Focused on identified learning expectations (priority standards) ● Designed using backwards design ● Specific scope and sequence in and between grade levels ● Learning from mistakes - struggle is good ● Growth Mindset ● Student-led ● Focused on student engagement ● Higher-order thinking ● Reteach and enrichment based on assessment data ● Teachers and students create goals 	<ul style="list-style-type: none"> ● Multiple forms ● Multiple opportunities - continuous process ● Equitably taught to mastery ● Focus on continual feedback ● Directly tied to instruction ● Pre-assessment ● Common Assessments ● Student self-assessment ● Assessment FOR learning (formative) ● Assessment OF learning (summative) ● Guides instructional decisions ● Rubrics and exemplars provided ● Application of learning - not just regurgitation of information ● Time to learn varies - achievement is fixed ● Professional development for teachers embedded 	<ul style="list-style-type: none"> ● Source of feedback ● Rubric driven ● Measures mastery ● Guides teacher instruction ● Communicated to families ● Common scoring guides ● Continuous measurement ● Only reflects learning ● Grades can be improved based upon new learning ● <u>All</u> students can achieve standards

Basic Assumptions:

1. All students can achieve at high levels.
2. It is the responsibility of the teachers and staff to ensure all students learn at high levels.