

Standards Training

Quality Criteria #4

The quality criteria shall consist of the following quality measures, which shall be required to be in place at each school: format training for teachers regarding the state assessments and curriculum standards.



Philosophy and Rationale

**What is a standard, benchmark,
and/or indicator?**

Standard

Curriculum standard is a general statement of what a student should know and be able to do in academic subjects.



Benchmark



A benchmark is a specific statement of what a student should know and be able to do at a specific time in his/her schooling.

Indicator

A statement of the knowledge or skills which a student demonstrates in order to meet the benchmark.



Extended standards are embedded in the general education standards.

Students who are in the learning resource room must perform on the same assessment as general education students. Extended standards are for those students taking the alternate assessment.



Process for Developing Assessed Standards

- ❑ Committee member identification
- ❑ Board Approval
- ❑ Meetings and 1st draft to board
- ❑ During this time work on extended standards
- ❑ Meetings and 2nd draft
- ❑ National Review and Public Hearings
- ❑ Meetings and 3rd draft
- ❑ Board Approval



Process for Non-Assessed Standards

- ❑ Identify committee members
- ❑ Committee meetings and two drafts
- ❑ Public hearing
- ❑ Third draft to board
- ❑ Board approval

Standards writing process
lasts about 18 months.



Curriculum Revision Cycle

Content Area	Last	New
History/Government	2004	
Math	2003	
Reading	2003	
Science	2005	
Writing	2005	
Non-assessed areas also have a revision cycle		



What are the similarities of the standards document?

- All include standards, benchmarks and indicators.
- All tested indicators are marked by a delta.
- All are listed by grade level as well as by standard.
- All have extended standards for students taking alternate test.
- All have a glossary.



What might Standards document look differently?

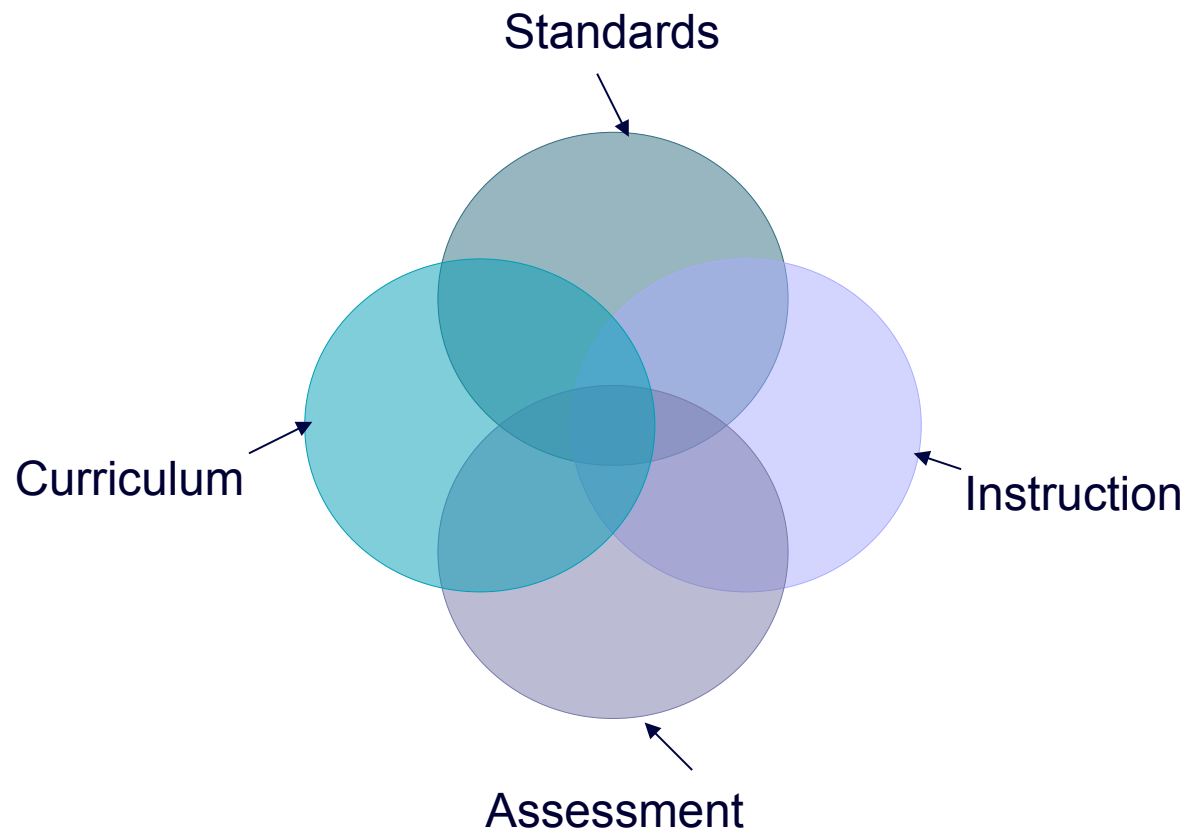
- Scope and Sequence – depending on content area table may look different.
- Some are by grade level; some are identified by proficiency.
- Allows teachers to see what should have been learned previously and what should be mastered for future learning.



As a small group...

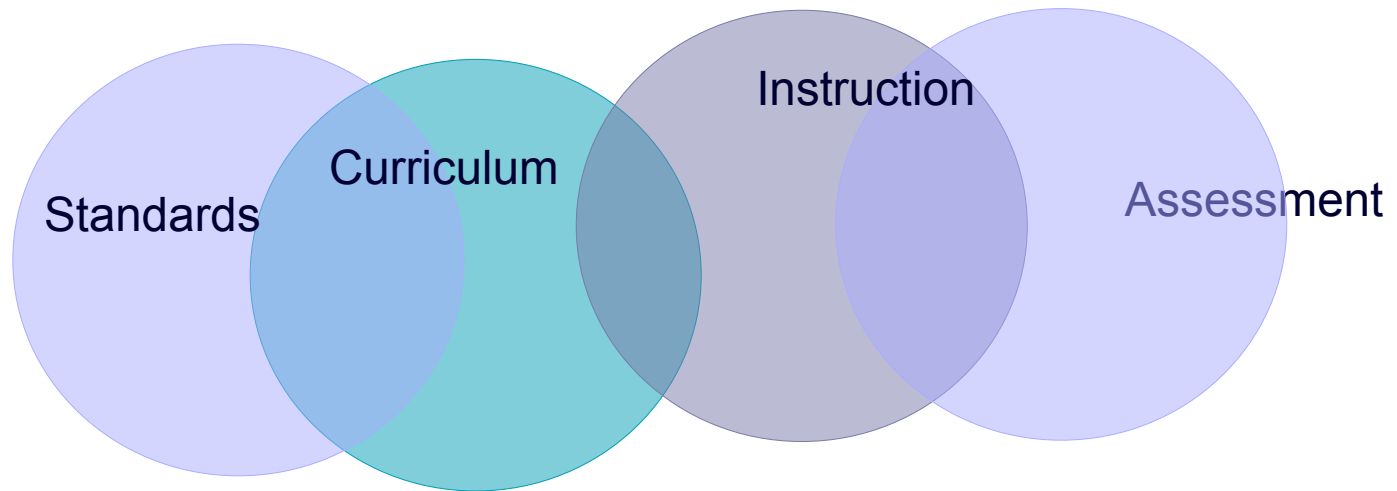
- Compare the core standards, benchmarks and indicators to the non-core standards and benchmarks, and indicators.
- Were grade levels or proficiencies used?
- Did both examples use knowledge and applications?
- What does your state written document use?

Is everything aligned?





Alignment



Of Teaching and Learning

How are Kids Assessed by the State?

NAEP – required by state when invited.

State Assessments – given every year 3rd – 8th in reading and math, alternate years in history/government, science and writing.

Locally Chosen – Can be a variety of assessments. For BV it is MAP, DIBELS and locally designed assessments.

Quiz Time



Quiz Time

Answer True or False

1. Kansas Legislature directed the Kansas State Board to develop curriculum standards and statewide assessments in 1990.

2. In Kansas, standards are defined as a general statement of what a student should know and be able to do in a given academic subject.



Quiz Time

Answer True or False

3. Benchmarks and Standards are defined the same.

4. Extended standards are used for students who qualify for the alternate assessment.

5. Standards are the foundation of an assessment system.

6. Content standards are developed by KSDE staff.



Quiz Time

Answer True or False

7. Can a classroom teacher be a member of the state standards advisory committee?

8. Assessed standards are labeled as adopted by The Kansas State Board of Education.

Content Standards

Standards stay the same across all grade levels

Benchmarks may not stay the same across grade levels.



Standards

- There are usually three formats of the standards: by standard, grade level and in scope and sequence.
- Extended standards are a part of document.
- Includes K-12 standards. Some standards are written in bands such as K-2, 3-5, 6-8, 9-12.

Practice reviewing standards



Questions to answer

- How many standards do the core content areas have?
- What are they?
- How do the benchmarks read?
- What format is used?



Questions to answer....

- ❑ What are the primary codes?
- ❑ What vocabulary stands out in the language of the standards?
- ❑ Does one content area seem clearer than others?

Scope and Sequence



Review Scope and Sequence

- How was the scope and sequence written?
- How do the different scope and sequences differ across content areas?
- Do they give the reader a sense of how the students are growing academically?

Quiz Time



Quiz Time – answer True or False

- Standards are only available by grade level.
- Items that are marked with a Delta are those assessed.
- Only the tested items should be taught.
- The standards, benchmarks and indicators were written by the Dept. of Education with no input from teachers.
- The state continues to use the 6-trait model.



Quiz Time – answer each True or False

- ❑ Each scope and sequence looks the same.
- ❑ Scope and sequence can be helpful in aligning the curriculum.
- ❑ The shaded areas of the S and S indicate non-tested indicators.
- ❑ Tested indicators are always identified in the S and S.

Thank you for your time.
