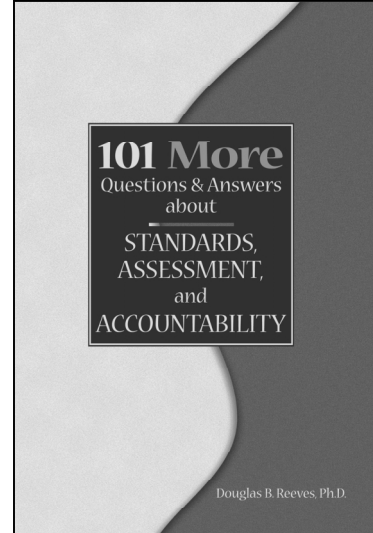


Study Guide for:

101 More Questions & Answers about Standards, Assessment, and Accountability

By Douglas B. Reeves, Ph.D.



Suggestions for effective book studies:

1. Set the dates with specified readings well in advance.
2. Ensure that participants have a personal copy of the book.
3. Provide the book study guide before starting to read the book.
4. Select a location that allows for the participants to be able to spread out books and writing materials.
5. Provide a comfortable meeting place with plenty of light.
6. Beverages and snacks are always welcome.
7. The role of the facilitator is to ask open-ended questions and stimulate discussion, not to lecture. Consider changing the role of facilitator and being very clear about norms for participants and facilitators.

Advanced Learning Press provides study guides to complement your comprehensive professional development plan. These guides represent the author's suggested questions and activities to lead to full comprehension and implementation of the ideas in the publication. Focused group discussion leads to individual reflection as well as having the group develop common understandings and language regarding the book's content. For additional insights or questions, please email the author at info@MakingStandardsWork.com. You will receive a response within two business days.

This guide and other study guides are available as a free download at <http://www.makingstandardswork.com/ResourceCtr/index.php>

Chapter 1: Power Standards

1. Define standards and how you use them in your classroom.
2. What happens when we use different words to mean the same thing throughout our schools and districts?
3. What are the three filters of Power Standards?
4. Examine the difference between standards and standardization. How do these terms affect students in the classroom now? How should they affect students?
5. In conjunction with Power Standards, describe other ways that help increase student achievement. Why are Power Standards alone not the silver bullet to student achievement?
6. Review Appendix B: Standards Implementation Checklists beginning on page 175. Evaluate yourself, your school and/or your district. Create a timeline showing how you would implement standards or improve on the implementation of standards.
7. Why is a small quantity of Power Standards needed as compared to a vast amount of standards taught?
8. How can grades and Standards Based Education be joined together?
9. What is the essence of Power Standards?
10. What are the obligations of teachers and school leaders in reference to standards? What is the process that will lead to that understanding?
11. Turn to Appendix C: How to identify Power Standards. Choose one of your standards completing the process outlined on pages 191-207.
12. Review pages 199-200. Determine whether each standard has endurance, leverage, and answers what is really necessary for the next grade. Share your reasoning with a written explanation.

13. Complete the thought with the five key points located on page 15. “When standards (as opposed to student-to-student comparisons) are used to evaluate student achievement, and when these standards are linked to classroom instruction, and when these standards are clear, rigorous, and consistent:

- 1.
- 2.
- 3.
- 4.
- 5.

Explain why clear, rigorous, and consistent standards bring such growth.

14. List other resources where you can find information on standards.

Chapter 2: Standards-Based Performance Assessment

1. Divulge the real meaning of Standards Based Assessment?
2. Respond to the question on page 22, “How will next quarter be different from last quarter based on what you now know about student achievement in your school?”
3. Common assessments are _____. What is the purpose of common assessments? How can you identify and implement common assessments within your school? Your district?
4. What are the four key steps that develop a Performance Assessment? Describe each step in your own words.
5. Paraphrase the importance of students expressing ideas in a variety of ways. Share the caveat(s) of too many choices.
6. When asking the question on page 26, “What are the knowledge and skills that a student needs in order to enter high school with success and confidence?” What information will you more than likely identify? Why is this information important to understand from grades preceding and succeeding your level?

7. Explain why one-shot assessments and pacing charts have very little if any value. Dissect the practical ideas on page 30-31 to implement and combat the one-shot assessment or pacing guide?
8. Evaluate your own beliefs and perceptions of real life. Compare those beliefs and perceptions to Dr. Reeves answer in helping teachers move to the philosophy of relearning and reassessing.
9. Do you believe it is critical to have a professional consensus among buildings and teachers of what the word proficient means? Explain why or why not.
10. _____ is the best way to improve performance on state tests. What should writing be accompanied by? Find a partner and score your classroom collaboratively. Discuss why you agree and why you disagree your ratings. Come to a consensus on the score of each paper.
11. What does the research say about Performance Assessments?

Chapter 3: Reading and Student Achievement

1. Explain why increase reading perpetuates increases in test scores.
2. List what assessments you have in place in your classroom, at your school, or at your district. Analyze each assessment to understand what each measures. How are you using these assessments to teach reading?
3. Develop a plan for students to respond to reading. Apply this plan for two weeks keeping daily samples of three to five students. At the end of 10 days, evaluate their growth and your teaching.
4. List the six activities beginning on page 43 and continuing on page 44. Determine the importance of each. Choose one and implement the idea into your reading instruction, no matter the level you teach.
5. What matters most when it comes to the implementation of reading programs?

6. Critique what teachers use to see higher achievement and a closing of the equity gap.
 7. How do I implement successfully Sustained Silent Reading?
 8. Restate the criteria for Sustained Silent Reading. What does each criterion look like from the student's point of view? From the teacher's point of view?
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Chapter 4: Writing and Student Achievement

1. Tell why daily non-fiction writing is critical in improving test scores. What skills does writing teach students?
2. Describe the considerations suggested when it comes to writing in the content areas.
3. What are the standards for journal writing?
4. Review the ideas on page 63-64. How can you use these ideas to enhance team meetings, staff meetings, and staff development? Create an action plan to add one or two ideas into your next meeting. Write the objective for the meeting and intended outcome you want from the implementation of one of these ideas.
5. What is the key to writing? When building the foundation of writing, what is the suggested order of genre to teach? Why is this order suggested?
6. Name 3 ways students can write to the curriculum. Choose one to implement in tomorrow's lesson plan. What trends or patterns developed from the responses?
7. What are ways parents can support their adolescent at home with writing?
8. List the steps of the writing process. Write an analogy answering the question, "Why is the writing process a basic life skill?"
9. List the tools you use to score student writing in your own classroom or school. How do you score writing?

10. Explain how student achievement would improve when separating content and writing. What types of genre are students able to write in grades three through six? How do the writing skills mastered in Kindergarten through second grade support the upper grades in writing? Share how this benefits student educational development.
11. Locate where you can find more information on writing. Choose one of the pieces of literature here and make a commitment to read and discuss new learning with a colleague.

Chapter 5: Classroom Issues

1. Do you have a welcome center in your school? What are the components and purposes of a welcome center? Describe the reward for students. For teachers.
2. Do you have students who are not proficient in math and literacy at the level you teach? Share examples of how schools can rearrange schedules to make sure students gain the essential knowledge of literacy and math.
3. Review pages 199-200. If these skills were the essentials every student needed to master, how would your instruction change to meet the needs of all students?
4. Model how you communicate with parents on student achievement levels relating to standards. What could you do differently?
5. Summarize the four common guidelines when teaching ESL students. How could these guidelines increase achievement with all students?
6. Justify why feedback in small steps is critical for ESL learners? Students with IEPs? Regular education students? Gifted and Talented students?
7. Create an Individualized Learning Plan for each after school program attendee. Include test scores, specific skills assessed, evidence of where students are in the specific skills assessed. Continue to monitor progress throughout the year. Use the information to plan for instruction and grouping.

8. On page 90, Dr. Reeves asks, “How much time is sufficient?” What two things will happen if you use multiple opportunities to become proficient and set the standard that non-proficient performance receives no credit?
 9. Take five minutes to answer the question. Why do you assign homework? List the criteria for assigning homework. Compare your answer to the criteria given. What did you learn from this exercise?
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Chapter 6: Grading and Reporting

1. Explain the importance of having students redo work. Why types of lessons can be learned from this practice?
 2. Have you ever give a zero for a missing assignment? What has happened to the student’s motivation and work ethic? Did it improve? What are ways to combat this situation when it occurs again?
 3. Using a Venn diagram compare your method of grading to the method and explanation in question 77.
 4. Evaluate your own belief system by answering the six questions on pages 102-103 in two to three sentences.
 5. Justify in your own words why students are not proficient in October of the current grade year.
 6. What is a cohort comparison? Apply this type of comparison with students in your building. What did you learn? What do students need in your school that you did not know before you completed the cohort comparison?
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Chapter 7: Successful Schools: 90/90/90 and Beyond

1. Explain what the evidence says about the 90/90/90 studies.
2. Define the criteria for the 90/90/90 schools. Describe what makes a profound difference in student achievement.

3. Summarize in one sentence each of the five numbered points on pages 116-117.
 4. Illustrate the common characteristics in equity and opportunity at the secondary level?
 5. Locate where you can find compelling research on 90/90/90 Elementary, Middle Schools, and High Schools from around the nation.
 6. Examine the behavior of your school improvement team. What ways can you use further developing team dialogue and leadership with rigor and focused intent?
 7. In response to question 91, what do all of these schools have in common? On a scale of one to four, rate how your school or district measures.
 8. Explain why there is no such thing as a “nonacademic” subject in school.
 9. Define flexibility, sense of purpose, and prioritization. Exemplify what each would look like.
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Chapter 8: Uniting Stakeholders for Student Achievement

1. What focus areas have the greatest impact in student achievement if implemented tomorrow?
 2. Dissect the steps on pages 138-139. Relate the information to your past experiences. What components were utilized?
 3. Give an example of how you place creativity in to your classroom.
 4. Hypothesize what would happen if your school or class implemented a Parent Report Card or a Parent Engagement Record. Why and how would student achievement increase?
 5. Read Appendix D: Getting Everyone Involved in the Process. What insights do you gain from getting everyone involved?
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To order this book call (800) 844-6599
\$16.95 - Quantity discounts are available

Additional publications available from the Center for Performance Assessment:

- *101 Questions & Answers About Standards, Assessment, and Accountability*
- *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District*
- *Performance Assessment Series: Elementary School Edition*
- *Performance Assessment Series: Middle School Edition*
- *Power Standards: Identifying the Standards that Matter the Most*
- *“Unwrapping” the Standards: A Simple Process to Make Standards Manageable*

About the study guide author:

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