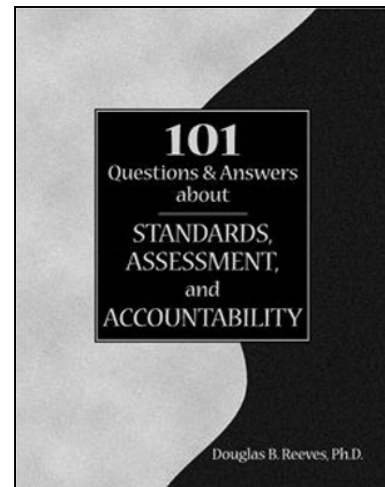


Study Guide for:

101 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: Standards

1. What are standards? How are standards used in your classroom, school, and district? What standards terminology is used in your state and what does each term mean? Write the names of your own terminology and give an example of each.
2. Why is it important for all students to be measured with the same expectations? How can the same expectations increase motivation and engagement, as well as accountability for student learning?
3. What are the five critical steps in implementing standards into your practice? Why is each step considered critical? What would happen if one area were omitted?
4. When you use standards as an instructional planning tool for what students must know and understand, how will student achievement increase?
5. If teachers have a variety of expectations, what are the detriments to student achievement and understanding of knowledge?
6. A Norfolk City Public Schools mission includes the statement, “All means all.” What does this tell you about the belief system of student achievement and does all really mean all within your classroom, school, and district?
7. Refer to Appendix A on page 153 and rate yourself using progressing, proficient, and exemplary. Choose one to two areas that will be the most useful to your students. Make a commitment to implement these areas within the next two to three months. Remember to build on your strengths.

Chapter 2: Standardized Tests

1. How are standardized tests used within your school and district? What is the difference between a norm-referenced test and a criterion-referenced test? How can you balance instructional time and pace when thinking about standardized testing?
2. How can you analyze the data from standardized tests to drive instruction and learning? After the analysis, what goal would you set?

3. How could you use this information to dialogue about instructional practices and student work?
 4. What does test prep look like in your school? What should test prep look like in your school? Create a T-chart showing the differences between the two.
 5. What raises test scores in every subject area? Why is writing the key?
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Chapter 3: Performance Assessments

1. What is a performance assessment? What is the purpose in using performance assessments? How do they differ from other kinds of assessments?
 2. On page 42, Dr. Reeves shares the three major points of what a performance assessment entails. What are they and what is the importance of each point.
 3. State the possible roadblocks of performance assessments and describe how others bypassed these roadblocks?
 4. Explain in writing your grading system. Does your system include letter grades? If so, what does each letter grade really mean? How do letter grades communicate what a student really knows and can demonstrate proficiently? How can standards be translated into letter grades?
 5. List the benefits of giving the scoring guide or rubric to students before assignments, quizzes, and tests are given. What are the benefits for you?
 6. How does analysis of assessment data transform teaching and learning?
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Chapter 4: Writing to Achieve

1. What is the bottom line of writing?
 2. In the response to question 48, what relationships are described through metaphors about writing?
 3. How can writing and writing assessment be implemented throughout the content area curriculum?
 4. Review the writing scoring guides on pages 70-71 and 177-181. How can you implement one of these scoring guides into your classroom or school. Compare your own scoring guide to one of the ones here. What changes would you make and why?
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Chapter 5: Standards and Electives

1. Think of a time when you were involved in an elective or an extracurricular activity. What valuable skill did you learn from your experience? Now, what part do electives play in student achievement? Do students still learn valuable lessons they can apply in a multitude of areas throughout their lives? Explain.
 2. How can we prioritize our reading, writing, and math student needs, along with justification of art, music, physical education, and technology lab?
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Chapter 6: Student Motivation

1. How do you motivate students? Give specific examples. Explain why you chose that particular tool to motivate the student instead of a different tool you have.
 2. Review the suggestions for motivating students. Have you ever used one of these ideas? If so, what happened to the student's motivation over a period of time? Choose one idea and try it for 2 to 3 weeks.
 3. How can you use student work to increase motivation?
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Chapter 7: Interventions for Underperforming Students

1. When do you intervene when students do not perform?
 2. What are three different ways to fight the retention temptation? How are they utilized within your school or district? Why are multi-age classrooms, looping, and intervention better ways to increase student performance than retention?
 3. What makes multi-age classrooms, looping, and interventions so successful?
 4. What needs to be considered when providing time for multiple attempts in becoming proficient by the end of the year?
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Chapter 8: Accountability

1. What is the purpose of an accountability system? Why do we need accountability in our schools? How does an accountability system improve student learning? Explain the three key components of an accountability system.
2. What do you do when students do not meet standards?
3. What is the difference between an autopsy and a physical on page 109? What do you use to show improvement and how do you know you are improving?
4. Why would resources need to be re-allocated to intervene swiftly and with certainty?
5. Explain the statement on page 109: Stick to your goals.
6. What is the process that guides the use of data to improve student achievement? If you were to use this process, what would teachers, students, and stakeholders know about teaching and learning?
7. How can you sort test scores to better analyze the information? Using the four ways to classify data, sort a classroom set of scores. Create an organizer to represent the information.

8. How can you be proactive when a student enrolls in the school right before the state test?
 9. What is the single largest ingredient of student achievement? What does the percentage represent? Analyze what you do in the classroom. Would this percentage be accurate in rating your own instruction?
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Chapter 9: 90/90/90 Schools

1. What is a 90/90/90 School? What are the characteristics of the 90/90/90 schools? Evaluate your own school. Are you a 90/90/90 school? What characteristics of the 90/90/90 schools are in place in your classroom? At your school site? In the district?
 2. Read question 88. Have you ever felt this way? Now, read through the guidelines on pages 123-125 that give you ideas to maintain clear professionalism and maintain high expectations for all students. How can these guidelines provide ways to uphold high expectations for all?
 3. What are the common characteristics of successful schools in high poverty areas? Give examples from your own experience demonstrating how focus, writing, and collaborative scoring created a profound wealth of knowledge.
 4. What are the methods that work for the 90/90/90 schools? What steps have you implemented already in your school? What steps need to be tweaked? What are your major growth areas? Choose one to two areas for a focus, set a goal, and create an action plan.
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Chapter 10: Leadership Issues

1. What four steps can start your journey toward effective leadership?
2. How can we more effectively use teacher evaluation forms to promote usage of standards in the classroom?
3. Page 140 states, “Change, which is what learning certainly is, requires an abandonment of the commitment to comfort.” What can you do to implement change, knowing that learning is uncomfortable?
4. What is effective staff development? What can you do to make sure staff development is effective?

**To order this book call (800) 844-6599
\$16.95 - Quantity discounts are available**

Additional publications by Douglas B. Reeves, Ph.D.:

- *101 More Questions & Answers about Standards, Assessment, and Accountability*
- *Accountability for Learning: How Teachers and School Leaders Can Take Charge*
- *Accountability in Action: A Blueprint for Learning Organizations*
- *Holistic Accountability: Serving Students, Schools, and Community*
- *The Leader’s Guide to Standards: A Blueprint for Educational Equity and Excellence*

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