

# Characteristics of a Standards-Based Classroom

- **Content standards** are the focus of what we teach toward. Standards are posted in the room in student-friendly language and referred to when teaching. Assessments are designed up front so that we are clear about what we will accept as evidence that students have met the standard.
- Students are able to **explain** the relationship between the current lessons or project and the **content standard** at which we want them to be proficient.
- Instructional adjustments are in evidence for students who have not reached proficient performance levels. Students are given opportunities to **rehearse** and **improve** their performance.
- **Assessment results** are used to guide instruction (data-driven instruction).
- A **variety of assessments** (selected response, short answer, dialogue, performance assessments) are utilized to provide evidence of student proficiency toward the standards (body of evidence).
- Students know where they stand in relation to the performance level and are given specific **feedback** on what they might need to do to improve.
- There is evidence that students are **self-assessing** their work against performance criteria.
- Where appropriate, students are given criteria for proficient work in **advance** of their performance.
- The students are **actively engaged** in their tasks and clearly understand it is their obligation to perform.
- Information from **best practice, research-based, instructional strategies** that is known to increase both student achievement and student motivation is incorporated into classroom instruction.

