



WAYS TO USE KASC'S STANDARDS FORMATS To Improve Student Performance

Use KASC's *Kentucky Academic Standards* formats in ways that work best for your school. KASC has included some ideas below. For each idea you will see the icons showing which format(s) we believe best matches the activity.

ACADEMIC STANDARDS COMPARISON

Subjects: reading & writing; math

Format:

- ✓ two column comparison of old standards and new standards
- ✓ domain, cluster, and code included

CHECKLISTS

Subjects: reading & writing; math; science; PE; health; computer science

Format:

- ✓ electronic use
- ✓ ready-to-print, if a hard copy is needed

CARD STRIPS

Subjects: reading & writing; math

Format:

- ✓ one standard on each card strip, ready-to-print
- ✓ domain, cluster, and code included with each standard
- ✓ color coordinated by domain

SORTABLE STANDARDS DATABASE

Subjects: reading & writing, math, science, PE, health, and computer science

Format:

- ✓ domain, cluster, and code included with each standard
- ✓ Excel

SCHOOL FACULTY

Grade Level(s) EL MS HS	Processing Standards Changes	Format(s) to Use
<p>When there are changes, especially in something as big as the academic standards, there can be anxiety and feelings of being overwhelmed. Use the ACADEMIC STANDARDS COMPARISON document to provide an overview of the changes and ease fears.</p> <p>Have teams/departments/PLC's divide up the standards in a way that makes sense for what each person teaches.</p> <p>Individuals go through the assigned ACADEMIC STANDARDS COMPARISON document and make note of the kind and scope of changes and anything noteworthy to share with the rest of the group.</p> <p>The group gets back together to share findings and create a very short summary (1/2 page or less with bullets) of the changes by grade level, department, and/or subject.</p>		

SCHOOL FACULTY continued

**ACADEMIC
STANDARDS
COMPARISON**



CHECKLISTS



CARD STRIPS



**SORTABLE STANDARDS
DATABASE**



Grade Level(s)

EL MS HS

Communicating with Students, Families, and Staff
(use the summaries from the *Processing Standards Changes* activity above)

Format(s) to Use



Take the state's update and revision of the ***Kentucky Academic Standards*** as an opportunity to focus more on what students are expected to know, understand, and be able to do. Reinforce the importance of everyone being part of the learning team by doing the following:

- Share that the state has updated the standards and provide information about where the standards are on the KDE website and how students, families, and/or staff can get the KASC standards documents.
- Share how the standards are or will be used regularly in classroom instruction, assessment, etc.
- Use the summaries created from the ***Processing Standards Changes*** activity to communicate the changes in standards.
- Set up opportunities for anyone who is interested to learn more.

Grade Level(s)

EL

for self-contained classes

Standards Inventory

Format(s) to Use



A standards inventory could be done with the entire faculty, with grade levels, or with team leaders.

Give each group a set of the applicable STANDARDS CARD STRIPS. Ask each teacher to write their units on a separate sheet of paper. Spread those across the table. Next, ask them to put the CARD STRIPS under the unit where that topic is taught. Goal: to find the STANDARDS CARD STRIPS not being taught in units among the teachers in that group. When all the CARD STRIPS now being taught have been distributed, put a rubber band around the cards for each unit. Of the remaining cards, can any be intentionally taught in existing units?

Bring all groups together to report on the CARD STRIPS that aren't being taught. Use the STANDARDS CHECKLISTS to record the standards from the CARD STRIPS that aren't being taught and brainstorm ways to begin teaching to those standards. Give the CHECKLISTS and the brainstorming to the curriculum chair. The curriculum committee will present the findings to the council and discuss the steps to be taken to ensure students have opportunities to learn all the standards. This same process could be used to examine common assessments to ensure that standards have been assessed formatively and summatively.

SCHOOL FACULTY continued

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



**SORTABLE STANDARDS
DATABASE**



Grade Level(s)

MS HS

Curriculum Inventory

Format(s) to Use



Figure out which departments should deal with which subjects. Then ask those departments to sort their STANDARDS CARD STRIPS into three piles...This standard is:

1. taught in a **required course** (for every student)
2. included in our **elective courses**
3. **not taught** in our department

Pass around each department's elective CARD STRIPS to other departments, ask those teachers to pull out CARD STRIPS taught in their required courses and paperclip a note to any taught in electives. Do the same with "not taught" CARD STRIPS. Next, each department drafts a plan for the CARD STRIPS that come to them, building into required courses if possible. Next, the department uses the SORTABLE STANDARDS or the CHECKLISTS to record the remaining CARD STRIPS. Make notes on the SORTABLE STANDARDS or CHECKLISTS for electives that address each standard. Turn the final information over to the counselor to record how many students take each elective.

Grade Level(s)

EL (w/departmentalization) MS HS

Curriculum Integration

Format(s) to Use



In order to integrate curriculum or do cross-curricular projects, consider the teachers and subjects that have the strongest possibilities for integration.

Group the standards together to form a number of groups that are manageable for the faculty involved.

Have teachers pick the subject(s) they teach. Once the groups are set, assign partner groups that combine logical sets of standards, for example: Math and Computer Science; Reading & Writing and Science; PE and Health, etc.

Ask each of the groups to look through their CARD STRIPS and pick 10 they want to challenge their partner group to integrate. Pick some ambassadors to take the cards to the partner group's table. Ambassadors work with the other group for 20 minutes discussing ways the 10 cards could be integrated.

(record the ideas) Partner groups get together. Using the SORTABLE STANDARDS lists **or** the CHECKLISTS, make note of who will integrate the standards. Discuss the integration brainstorming, including any resources, support, etc. needed to integrate in a way students can learn. Record any needs in the SORTABLE STANDARDS lists **or** in the notes section of the CHECKLISTS.

Post the lists online where they are accessible to everyone working on the integration. Decide when/how you will follow up.

SCHOOL FACULTY continued

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



SORTABLE STANDARDS
DATABASE



Grade Level(s)

EL (w/departmentalization) MS HS

Analyzing Congruency of Standards and Instruction

Format(s) to Use



ANALYZING STUDENT WORK IN TEACHER TEAMS:

Teaching Teams, Departments, or PLC's collect their classroom assignments/tests AND student work samples. Identify the standard(s) that students are expected to show mastery of through this assignment/test.

Pull the standard(s) up on a screen from the SORTABLE STANDARDS lists or if you prefer hard copies, use the STANDARDS CARD STRIPS or the STANDARDS CHECKLISTS. Each group member reads the same assignment/test AND student work samples and while mentally ask this question: "If students do this work/test, will they know, understand, and be able to apply this standard(s)."

Then the group discusses the question and responses aloud with the purpose of providing collegial feedback.

(There are many free protocols for analyzing student work, if you don't already have a procedure to follow.)

ANALYZING CONGRUENCE THROUGHOUT THE SCHOOL:

To get a snapshot of schoolwide congruence of standards to classroom assignments/tests to student work:

At least four times a year, collect random samples across the school. Depending on who is part of the review group, you might want to eliminate teacher and student names from the student work. In this case, the program, not the individual, is being analyzed. Once the results are completed, report findings to the curriculum committee and the SBDM councils and discuss next steps.

SCHOOL COUNCIL AND COMMITTEES

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



**SORTABLE STANDARDS
DATABASE**



Grade Level(s)

EL MS HS

Instructional Materials or Textbook Review

Format(s) to Use



The Textbook/Instructional Materials Committee pulls the applicable subject area standards in the format of their choice. Divide up the standards for the subject being adopted and document how well the materials or textbook align with the standards. Come together and put all the standards information together and document which standards are not addressed.

Important note: Be sure to dig deeper than just the standard being listed. When you look more closely this may be a surface connection and not up to the rigor of the standard.

This process can also be used as an analysis for current texts and instructional materials.

Grade Level(s)

EL MS HS

Council Focus on Learning

Format(s) to Use



Goals: a) To provide regular reminders about the standards students are expected to master b) To put the standards on the council agenda to keep a focus on standards c) To supply the council with formal information about how the school is focusing on standards

Three times a year, ask the curriculum committee to use their choice of standards formats and have the following discussion with the council during a meeting:

Take one subject area and explain to the council how you classified up to ten of the major concepts from the standards into three categories:

1. "We know this concept is being taught well and mastered. Here's how we know..."
2. "We know this concept needs work. Here's how we know... AND Here's what we're doing to get better..."
3. "We don't know whether students are mastering this concept ... AND Here's what we're doing to get information so we can address needs..."

The committee and the principal should talk to the council about next steps, what support is needed from the council to improve, etc.

PARENTS AND STUDENTS

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



SORTABLE STANDARDS
DATABASE



Grade Level(s)

EL MS HS

PTO/PTA Introduction to What Kids Need to Learn

Format(s) to Use



Set up six tables, each with CARD STRIPS for one or two subjects on it and some sort of container marked “We’re curious.” Create six groups of parents. Ask each group to start at a table, look at all the CARD STRIPS, and leave three that they’d like to hear more about in the “we’re curious” box. Then ask them to move to another table, look at all the CARD STRIPS, and put three more in the box, and so on. When everyone has seen all the CARD STRIPS and 18 CARD STRIPS are face up on each table, let the parents have refreshments. Meanwhile, the teachers in groups that make sense to them (team? grade? subject?) move from table to table picking up the CARD STRIPS they can explain how they teach. Then the principal gets to pick up the others. When the parents are refreshed, the teacher groups can start reporting on the CARD STRIPS they picked up, with a limit of 5 minutes (or less) per group. After that, the principal can report on what was left and take questions. Keep in mind, this is a time to educate parents about the standards and answer questions.

Grade Level(s)

EL MS HS

Student Work Review

Format(s) to Use



This idea works best when a teacher or experienced parent models doing this for parents first. This could be done individually, in small groups, or in a PTA meeting.

Parents collect classroom assignment and test samples from their child or children. Read the test and work samples, and think about the question: “*When my child did this assignment (or took this test), what standards would he or she have to know, understand, and/or apply to be successful?*” Using the standards format of your choice, pull out the standard(s) and make notes on your answer.

Next, make notes on your thoughts on these questions: *Did the assignment/test hold my child to the level of the standard(s)? Did the assignment/test allow my child to show what he/she knew?*

This is a snapshot way to help parents understand the expectation of the standards and the related quality of work students are doing.

PARENTS AND STUDENTS continued

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



**SORTABLE STANDARDS
DATABASE**



Grade Level(s)

EL MS HS

Advanced Student Work Review

Format(s) to Use



Parents select a subject and grade level to review.

Complete the following four steps:

- 1) Review homework and completed school work and check off the standard your child had an opportunity to learn.
- 2) Look in the classroom and in the halls for evidence of standards being learned.
- 3) Schedule a conference with your child's teacher to ask what standards the students will learn during this year.
- 4) Schedule a conference with the principal to discuss standards that aren't expected to be learned in the classroom. What kind of integration assures students have the opportunity to master the rest of the standards from the subject you selected?

— From Commonwealth Institute for Parent Leadership

Grade Level(s)

EL MS HS

Home Needs Assessment

Format(s) to Use



Pick a subject you're a little concerned about and one at a time, ask your child to tell you what they know about a CARD STRIPS for that grade as you show it. (Or use the CHECKLISTS) Be sure to give your child some time to "retrieve" what he/she knows, so don't rush.

Sort the CARD STRIPS (or label the CHECKLIST items) by *My child...*

- 1) Knows well
- 2) Has some understanding
- 3) Needs improvement

At a parent-teacher conference discuss with the teacher the ways your child will still have opportunities to learn the standards you've identified in class AND ask for ideas on how you can help your child learn more at home.

CLASSROOM TEACHERS AND STUDENTS

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



SORTABLE STANDARDS
DATABASE



Grade Level(s)

EL MS HS

Format(s) to Use

Retrieval Practice



Retrieval Practice is a learning and remembering strategies with decades of evidence to back up its effectiveness.

It is the intentional practice of bringing information to mind, not just looking at or reading information over and over.

In order to strengthen memory and build on understanding, your brain needs to actively recall the information — the struggle needs to be real; the struggle helps your brain grow and strengthens your memory.

Teach students how to use the STANDARDS CARD STRIPS to do retrieval practice activities, some examples include:

- Students take turns with a CARD STRIPS, having each person tell all they know about that standard. (Make note of anything that doesn't sound right to both partners and ask the teacher for more information.)
- A team of students passes around a set of CARD STRIPS with the standards about which the students have been learning in class. Each student writes down something they know about the standard that hasn't been written yet. Once the CARD STRIPS are complete, each team joins with another team and compares information and looks up anything that doesn't sound right to everyone and/or asks the teacher for clarification.

Grade Level(s)

EL MS HS

Format(s) to Use

Standards-Based Assessment



For assignments, tests, etc. teachers group the prompts/questions under the standard that's being assessed.

Students can be given "credit" for the standards for which they met expectations and continue working on the standards on which they have not yet mastered.

CLASSROOM TEACHERS AND STUDENTS, continued

ACADEMIC
STANDARDS
COMPARISON



CHECKLISTS



CARD STRIPS



**SORTABLE STANDARDS
DATABASE**



Grade Level(s)

EL MS HS

Teacher's Record of Mastery

Format(s) to Use



Each teacher has a set of STANDARDS CARD STRIPS that includes only the cards that the students are expected to master in his or her class. When the class has mastered the Academic Standards on that Card, he or she keeps an electronic or hard copy with lesson plans. Or the teacher could check off each Academic Standards topic the student mastered on a CHECKLIST that is kept with lesson plans.

Grade Level(s)

EL MS HS

Student's Record of Mastery

Format(s) to Use



Each teacher has a set of STANDARDS CARD STRIPS for each student for the standards they are expected to master in his or her class. When the student has demonstrated his or her proficiency with that Academic Standards topic, the teacher can give the CARDSTRIP as an "award" to the student. Make it fun, funny, silly; but make it special. The cards can be stapled into a folder or hole-punched and put on a ring. And/or the students could each have a CHECKLIST where they get to keep track of standards as they are mastered.