

## Traditional Classroom vs. Standards-Based Classroom

Traditional Classroom	Standards-Based Classroom
Teachers select topics from the curriculum.	Teachers <b>identify and analyze concepts and skills</b> to be learned based on the district's curriculum framework and pre-assessments of student performance.
Teachers use textbooks or published materials as a basis for planning instruction.	Teachers first identify <b>what students must learn and how they will demonstrate that learning at a mastery level</b> , and then plan instruction based on those learning targets, i.e., <b>backwards design</b> .
Teachers create and/or administer tests at the end of lessons or units.	Teachers use a <b>variety of assessments</b> throughout a lesson or unit to ensure students are learning.
Lessons focus on teacher-directed activities.	The focus of lessons is on <b>what type of thinking and learning</b> students will engage in.
Focus is on the teacher's instruction and performance.	The focus is on instruction that leads to <b>student engagement in learning and mastery of grade-level expectations</b> .
Teachers give a grade and record that grade as part of a final grade or report card.	Teachers provide <b>ongoing feedback to students</b> regarding their learning and <b>additional opportunities to learn</b> , practice, and demonstrate their knowledge and skills.
Teachers cover the curriculum within pre-planned units and time frames.	Teachers continually <b>monitor and adjust their instructional practices</b> to ensure students have learned before moving on to new topics or units.

## Traditional Grading vs. Standards-Based Grading

Traditional Grading System	Standards-Based Grading System
Based on assessment methods (quizzes, tests, homework, projects, etc.). One grade/entry is given per assessment.	Based on learning goals and performance standards. One grade/entry is given per learning goal.
Assessments are based on a percentage system. Criteria for success may be unclear.	Standards are criterion or proficiency-based. Criteria and targets are made available to students ahead of time.
Use an uncertain mix of assessment, achievement, effort, and behavior to determine the final grade. May use late penalties and extra credit.	Measures achievement only OR separates achievement from effort/behavior. No penalties or extra credit given.
Everything goes in the grade book – regardless of purpose.	Selected assessments (tests, quizzes, projects, etc.) are used for grading purposes.
Include every score, regardless of when it was collected. Assessments record the average – not the best – work.	Emphasize the most recent evidence of learning when grading.