

Traditional Classroom vs. Standards-Based Classroom

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

Adapted by D. Benson from *Aiming high: high schools for the twenty-first century*. California Department of Education (2002) and *Where great teaching begins: Planning for student thinking and learning*. Anne Reeves (2001). Alexandria, VA: Association for Supervision and Curriculum Development.