



Principal's Implementation Checklist

Feedback: Exciting Teachers and Improving Student Achievement with Standards-Based Data – Sandy Sanford

Subject Area: All Content Areas, Grades K-8

Course Objectives:

Participants will:

1. Explain the difference between “data that judges” and “data that informs” and why both are important.
2. Explain the difference between norm-referenced tests (NRTS) and criterion-referenced tests (CRTS).
3. Describe the value of measurement in a standards-based environment.
4. List the characteristics of teacher-friendly assessment data.
5. Describe the concept of wrong response analysis as it applies to standards-based, criterion-referenced measurements.
6. Demonstrate the use of the “WHAT” process for informing instruction in a standards-based environment.

During a brief classroom “walkthrough” observation, the school principal can use the following checklist to note activities and strategies taught in the course and implemented in the classroom.

Teacher:	Date:	School:			
	Degree of Implementation				
<i>Strategies</i>	<i>1 (low)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 (high)</i>
Teacher displays evidence of using assessments that measure achievement toward a standard					
Teacher displays evidence of questioning techniques that gather data for information purposes					
Teacher analyzes reports of student assessment and looks at individual responses to questions using “Wrong Answer Analysis”					
Teacher collaborates with colleagues to discuss developing strategies for					

