



## How to Use the Standard Checklists

Login to Virtual Learning Academy account: <https://virtuallearningacademy.net>

Username and Password information will be emailed to you. Open the standard checklist on the left side of your screen, then click the STANDARD CHECKLIST link

### Search Standards

You can search for a specific standard in the search box by typing the individual standard code including periods.

Example RL.2.1

OR

### Select Grade Level(s)

Search standards by grade level. Go to Select Grade Level and click one or more desired grade levels.

### Select Template Type

Templates for a standard checklist will be generated as a Single standard by clicking One Column.

The *1 Column* checklist option has the single standard at the top and allows for activity description or subskill to be added to the vertical column headers.

The *2 Column* option allows for 2 standards to be listed on one sheet.

The *4 Column* option checklist allows for 4 standards to be listed.

The Intervention Checklist provides a place for standard title, Intervention description, Minutes per session, and date of intervention. You may also choose to print blank templates.

Select the Template Type by clicking on the chosen box.

### Select Area

Click the drop-down arrow and click on the subject of choice.

### Select Strand

Select the strands by clicking on the boxes. After selecting the strand you will be ready to choose specific standards.

**Standards** Select the standards that you are assessing.

Some teachers select the standard for the day, others print out all of the standards that they will intentional model and measure for the week. While others choose to match a pacing guide, they will print out standards for the entire quarter and will be able to see which ones have or have not been assessed.

### Generate Template

After selecting standards go down to the lower box on the left and click on Generate Template.

## Checklists in Excel Template

All standard Checklists will open in excel, if you do not have excel you can load and save them as a google sheet. After entering the student names for the first time – you will be able to save the file on your computer, desktop, or save them as a file upload for a Google Sheet. You can then **copy and paste** the student names every time you make a new checklist. You may need to click Enable Edit to type into the template.

To Save the excel checklist go to FILE and click on file save. You can also do a SAVE as and drop it into a file. Some teachers are using class periods to name files, ELA Period 3. Others are naming files by standard codes or strands. Whatever makes it easiest for you to retrieve data or revisit that standard in the future.

When using the single checklist, columns are available to add specific description of activity, or of the subskill that you are working on to reach that standard. Extended standards can also be listed in the assessment opportunity Activity Description columns. It's also helpful to indicate DOK level of the task. Mastery of the standard may come in a progression of extended experiences.

There is a Clear tab available in the upper right corner to clear previous template information.

### ***Do's and Don'ts...Implementation tips***

Do Relax and start with small steps!

Do remember this is to capture a **formative snapshot** of student's level of understanding of the standard.

**Do try to use a leveled numerical recording system** rather than check or plus. This defines severity of deficit for at risk learners: both levels 1 & 2 identify at risk learners. Level 3 is adequate, and level four identifies learners that need to be enriched or stretched.

### ***Levels of Understanding***

***4 = Mastery understanding***

***3 = Adequate Progress***

***2 = Not Yet Adequate, but showing some growth***

***1 = Not Yet Adequate, little or no growth***

**4's are easy to identify, 1's are easy to identify.** When in doubt between adequate or not, deciding between the 3 or the 2, always go low. If in doubt, it is better to mark as Not Yet Adequate, as a 2, rather than assuming adequate progress and understanding.

**This checklist is not a grade – it is a formative tool** to guide instruction and learning and is typically used *during* the learning. When you notice someone didn't get something, jot down a 1 or 2 by her name. Monitor the level of understanding.

Some days you will only have a few students marked on a checklist from observation or small group activities. Other days you might as the whole class to turn in an exit sheet. Some lessons lend themselves to formative checks while kids are conversing or doing turn and shares.

Some lessons you will say, "Class, I'm doing a standard check, will you all please do question 7 first while I circulate?"

Standard-based progress monitoring allows for clarity immediately indicating who needs follow-up, something different or something in addition.

Don't try to get to every student every day. Relax. Some days you might just want to mark the 4's. or perhaps just mark who didn't get it with 1's or 2's.

Don't try to work backwards. This is a formative checklist to use while you are teaching a skill, it isn't an extra step to add to summative assessments. It is very time consuming to use a final summative test and then try to enter it as formative data. On occasion, if you are using the data to regroup or reteach this could be effective, but generally speaking if you have finished a unit, no need to then transpose information to a formative checklist.

The checklist data should be actionable. The data should allow teachers to do something differently. While you were intentionally teaching that lesson, and who was getting it who was not? Make a quick note! And then decide what that data drives you to do differently.

No worries if you intended to get to the whole class and you were sidetracked with teaching or guiding students with standard –based feedback as you circulate the room. Recording even a few students that were not progressing is awesome! That is the intention, identify learner need, give feedback and redirect learning according to standard growth and mastery goals. No worries if you did not get every child recorded.

***Use Standard- Based data to:***

- Evaluate the impact of the lesson on student learning
- Use High Quality Student Data as a tool for improving instructional outcomes
- Guide standard –based lesson planning
- Practice intentional standard-based assessment
- Guide intervention blocks
- Diagnose learning needs
- Guide stations or small group instruction
- Track standards that have been assessed
- Guide TBT discussions
- Set Growth Goals
- Assist in RTI/MTSS decisions
- Stretch kids that demonstrate standard mastery
- Meet standard-based assessment criteria for OTES 2.0 including HQSD



**INSTRUCTIONAL GROWTH**  
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Ohio Learning Standards are ready for immediate standard-based monitoring. Checklists align to expectations for High Quality Student Data improving instructional outcomes.