Standards Literacy Professional Learning Modules Pre-Assessment

The purpose of this assessment is to establish a baseline of teacher’s standards literacy. This assessment should be administered prior to beginning the Professional Learning Modules.

1. How do you define disciplinary literacy?
2. A term used by English teachers to describe how disciplined students are in reading and writing.
3. A curriculum aligned to elementary reading and writing standards.
4. A tool for teaching comprehension across the curriculum including building content knowledge, skills, and understanding.
5. An emphasis on knowledge and abilities possessed by those who create, communicate, and use that knowledge within the disciplines.
6. Why is disciplinary literacy important?
	1. Because it provides a set of study tools and more generalizable strategies to grasp the meaning of a particular text.
	2. Because it invites students to engage in the academic discipline while developing a voice as a member of that community.
	3. Because it invites students to demonstrate verbally and in writing, their understanding of the Colorado Academic Standards.
	4. Because it encourages educators to engage in cross-content and grade-levels teams.
7. What are standards?
	1. The roadmap for students’ learning over a given period of time.
	2. Broad goals articulating what students should know, understand, and be able to do over a given time period.
	3. Requirements for students to graduate.
	4. All of the above.
8. Why are standards important?
	1. They aren’t. They make teaching rigid and take creativity out of the classroom.
	2. They provide a comprehensive cross-content framework for instructional strategies.
	3. They dictate all curricular, instructional, and lesson planning processes.
	4. They advance the equity of outcomes for all students.
9. What is curriculum?
	1. An organized plan of instruction; a sequence of instructional units.
	2. The scope and sequence of a textbook series.
	3. The content found in a textbook.
	4. A state mandated set of instructional requirements.
10. What is instruction?
	1. Strategies for students to learn required content.
	2. Prompts within a lesson.
	3. Learning experiences designed to meet the needs of students.
	4. All of the above.
11. How are standards, curriculum, and instruction connected?
	1. Standards are the framework that guides the development of curriculum, which in turn, informs classroom instruction.
	2. Standards are aligned to the textbook which is used for lesson planning.
	3. Standards and curriculum are the same thing, both of which inform classroom instruction.
	4. Standards, curriculum, and instruction are all part of expectations established by the state for teaching in Colorado.
12. What are the elements of the current standards document in your content area?
	1. Prepared Graduate Statements, Grade Level Expectations, Academic Concepts, and 21st Century Skills and Readiness Competencies.
	2. Prepared Graduate Competencies, Grade Level Expectations, Disciplinary Literacy, and Colorado Essential Skills.
	3. Prepared Graduate Competencies, Grade Level Expectations, Evidence Outcomes, and 21st Century Skills and Readiness Competencies.
	4. Prepared Graduate Statements, Evidence Outcomes, Inquiry Questions, and 21st Century Skills and Readiness Competencies.
13. What is the connection among the elements of the standards? Select all that apply
	1. The Grade Level Expectations are the standards for specific grade levels.
	2. The Grade Level Expectations represent the Prepared Graduate Competencies at specific grade levels.
	3. The Evidence Outcomes list the sequence of what should be covered in a grade level or subject within the Grade Level Expectations.
	4. They are not connected. The Grade Level Expectations and the Evidence Outcomes are not connected.
	5. The 21st Century Skills and Readiness Competencies illustrate the context of the Evidence Outcomes.
	6. The Evidence Outcomes are an indication that a student is meeting the Grade Level Expectation.
14. Does your school or district have a standards aligned curriculum for your subject area?
	1. Yes
	2. No
	3. I don’t know
15. What evidence do you have that your school or district has mapped or aligned standards and curriculum?
16. What Grade Level Expectations and/or Evidence Outcomes are missing in your current curriculum?
17. How do you use the standards to inform your district/school curriculum?
	1. I don’t currently consider the standards when implementing my district/school curriculum.
	2. I don’t feel I am in a position to use the standards to inform my district/school curriculum.
	3. I use my district curriculum document which is currently aligned to the Colorado Academic Standards.
	4. I don’t develop curriculum. I use the textbook.
18. How do you use the standards to inform your instructional planning?
	1. I don’t currently use the standards when planning my lessons.
	2. I plan my lessons and then look to see which Evidence Outcomes fit the lesson.
	3. I use my district or school’s standards aligned curriculum document to inform my lesson planning.
	4. I don’t, I use the same lesson plans year after year.
19. How is the language of the standards incorporated into your lesson planning or instruction?
20. What resources would you like to have to support your implementation of the 2020 Colorado Academic Standards? Check all that apply.
	1. Parent friendly brochure explaining the Colorado Academic Standards
	2. Parent and family guides for grades K-12, explaining the Colorado Academic Standards, in both English and Spanish
	3. Videos describing the elements of the Colorado Academic Standards
	4. FAQs designed to provide answers regarding the Colorado Academic Standards
	5. Assessment frameworks which specify the Evidence Outcomes that are eligible for inclusion on the state assessments
	6. Listing of the power standards identified in the Colorado Academic Standards
	7. An outline of the process for unpacking the Colorado Academic Standards