

## NH PACE READINESS TOOL

DISTRICT NHPACE READINESS INDICATORS	PERFORMING	DEVELOPING	INITIATING
COMPETENCIES AND STANDARDS	<ul style="list-style-type: none"> <li>• COMPETENCIES ARE IDENTIFIED FOR EVERY COURSE IN THE DISTRICT</li> <li>• COMPETENCIES INCLUDE EXPLICIT, MEASUREABLE, TRANSFERABLE LEARNING OBJECTIVES THAT EMPOWER STUDENTS</li> <li>• COMPETENCIES ARE TRACKED AND REPORTED TO STUDENTS AND PARENTS</li> <li>• LEARNING OUTCOMES EMPHASIZE COMPETENCIES THAT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF IMPORTANT SKILLS AND DISPOSITIONS.</li> <li>• STUDENT CHOICE IS EVIDENT IN PRODUCTS PRODUCED</li> </ul>	<ul style="list-style-type: none"> <li>• COMPETENCIES ARE IDENTIFIED IN SOME COURSES</li> <li>• COMPETENCIES PROVIDE SOME EXPLICIT, MEASUREABLE, TRANSFERABLE LEARNING OBJECTIVES THAT EMPOWER STUDENTS</li> <li>• SOME COMPETENCIES ARE TRACKED</li> <li>• SOME STANDARDS ARE ALIGNED WITH COMPETENCIES</li> <li>• LEARNING OUTCOMES INCONSISTENTLY EMPHASIZE COMPETENCIES THAT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF IMPORTANT SKILLS AND DISPOSITIONS.</li> <li>• SOME STUDENT CHOICE EVIDENT</li> </ul>	<ul style="list-style-type: none"> <li>• COURSES ARE ORGANIZED BY UNITS</li> <li>• COMPETENCIES ARE NOT IDENTIFIED</li> <li>• COMPETENCIES ARE NOT TRACKED</li> <li>• STANDARDS ARE NOT ALIGNED WITH COMPETENCIES</li> <li>• LEARNING OUTCOMES DO NOT INCLUDE APPLICATION AND CREATION OF KNOWLEDGE ALONG WITH THE DEVELOPMENT OF IMPORTANT SKILLS AND DISPOSITIONS.</li> <li>• NO STUDENT CHOICE IN LEARNING</li> </ul>
WORK STUDY PRACTICES	<ul style="list-style-type: none"> <li>• WORK STUDY PRACTICES ARE MEASURED IN ALL COURSES AND FOR ALL STUDENTS</li> <li>• WORK STUDY PRACTICES ARE REPORTED TO PARENTS AND STUDENTS</li> <li>• WORK STUDY PRACTICES ARE IDENTIFIED FOR PERFORMANCE ASSESSMENTS AND EVIDENCE IS COLLECTED ON HOW THOSE PRACTICES IMPACTED THE QUALITY OF THE PRODUCT</li> </ul>	<ul style="list-style-type: none"> <li>• WORK STUDY PRACTICES ARE IDENTIFIED FOR STUDENTS</li> <li>• WORK STUDY PRACTICES ARE NOT MEASURED OR REPORTED TO PARENTS AND STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li>• WORK STUDY PRACTICES ARE NOT IDENTIFIED</li> <li>• WORK STUDY PRACTICES ARE NOT MEASURED</li> </ul>
CURRICULUM AND INSTRUCTION	<ul style="list-style-type: none"> <li>• CURRICULUM MATERIALS AND RESOURCES ALLOW TEACHERS THE FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING.</li> <li>• LEVELED READING MATERIALS ARE AVAILABLE TO STUDENTS IN ALL CONTENT AREAS.</li> <li>• CLASSROOM INSTRUCTION REFLECTS A STUDENT DRIVEN LEARNING ENVIRONMENT.</li> <li>• INSTRUCTIONAL PRACTICE IS FOCUSED ON MASTERY OF SKILLS AND KNOWLEDGE RATHER THAN “GETTING” THROUGH THE CURRICULUM</li> <li>• STUDENTS ARE ASKED TO SOLVE REAL WORLD AND AUTHENTIC CHALLENGES</li> </ul>	<ul style="list-style-type: none"> <li>• CURRICULUM MATERIALS AND RESOURCES ALLOW TEACHERS SOME FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING.</li> <li>• LEVELED READING MATERIALS ARE AVAILABLE TO STUDENTS IN LIMITED CONTENT AREAS.</li> <li>• CLASSROOM INSTRUCTION REFLECTS SOME STUDENT DRIVEN LEARNING ENVIRONMENTS.</li> <li>• INSTRUCTIONAL PRACTICE IS FOCUSED LITTLE ON MASTERY OF SKILLS AND KNOWLEDGE AND MORE ON “GETTING” THROUGH THE CURRICULUM</li> <li>• STUDENTS ARE ASKED TO SOLVE SOME REAL WORLD AND AUTHENTIC CHALLENGES BUT THEY ARE THE EXCEPTION</li> </ul>	<ul style="list-style-type: none"> <li>• CURRICULUM MATERIALS AND RESOURCES DO NOT SUPPORT TEACHER FREEDOM TO OFFER STUDENTS CHOICE WHEN LEARNING.</li> <li>• LEVELED READING MATERIALS ARE NOT AVAILABLE TO STUDENTS IN ANY CONTENT AREAS.</li> <li>• CLASSROOM INSTRUCTION REFLECTS NO STUDENT DRIVEN LEARNING ENVIRONMENTS.</li> <li>• INSTRUCTIONAL PRACTICE IS FOCUSED ONLY ON “GETTING” THROUGH THE CURRICULUM</li> <li>• STUDENTS ARE NOT ASKED TO SOLVE SOME REAL WORLD AND AUTHENTIC CHALLENGES</li> </ul>
ASSESSMENT	<ul style="list-style-type: none"> <li>• ASSESSMENTS ARE CREATED USING DEPTH OF KNOWLEDGE (3-4) TO ASSESS COMPETENCY</li> <li>• STUDENTS ARE REQUIRED TO APPLY THEIR UNDERSTANDING, KNOWLEDGE, AND SKILLS FOR SUMMATIVE ASSESSMENTS (PERFORMANCE ASSESSMENTS)</li> <li>• STUDENTS DESIGN THEIR OWN PRESENTATION OF COMPETENCY</li> <li>• STUDENTS HAVE OPPORTUNITIES TO RELEARN MATERIAL AND REASSESS</li> <li>• TEACHERS USE PROGRESSIONS TO MONITOR STUDENT LEARNING</li> </ul>	<ul style="list-style-type: none"> <li>• ASSESSMENTS INCONSISTENTLY DESIGNED WITH DOK 3-4</li> <li>• TRADITIONAL ASSESSMENTS WITH LOW DOK ARE INCLUDED AS EVIDENCE OF COMPETENCY</li> <li>• SOME EVIDENCE OF STUDENT PRESENTATION OF COMPETENCY</li> <li>• SOME OPPORTUNITY FOR RELEARNING/REASSESSMENT</li> <li>• SOME EVIDENCE OF THE USE OF PROGRESSIONS TO MONITOR STUDENT LEARNING</li> </ul>	<ul style="list-style-type: none"> <li>• ASSESSMENTS ARE NOT DOK 3-4 FOR COMPETENCY</li> <li>• ASSESSMENTS ARE TRADITION</li> <li>• NO EVIDENCE OF STUDENT PRESENTATION OF COMPETENCY</li> <li>• NO OPPORTUNITY FOR RELEARNING/REASSESSMENT</li> <li>• NO USE OF PROGRESSIONS TO MONITOR STUDENT LEARNING</li> </ul>
GRADING	<ul style="list-style-type: none"> <li>• GRADING PRACTICES ARE ALIGNED WITH COMPETENCY-BASED EDUCATION</li> <li>• GRADING PRACTICES SEPARATE BEHAVIOR FOR COMPETENCY GRADES.</li> </ul>	<ul style="list-style-type: none"> <li>• GRADING PRACTICES ARE ALIGNED WITH STANDARDS-BASED EDUCATION</li> <li>• GRADING INCLUDES BEHAVIOR</li> </ul>	<ul style="list-style-type: none"> <li>• GRADING PRACTICES ARE NOT ALIGNED WITH COMPETENCIES OR STANDARDS</li> <li>• GRADING INCLUDES BEHAVIORS</li> </ul>
PROFESSIONAL LEARNING COMMUNITIES STUDENT WORK REVIEW	<ul style="list-style-type: none"> <li>• DISTRICT/SCHOOL HAVE ESTABLISHED TIME (WEEKLY) TO REVIEW STUDENT WORK</li> <li>• STUDENT WORK REVIEW RESULTS IN CHANGES TO INSTRUCTIONAL PRACTICE AND IMPROVEMENTS TO ASSESSMENTS</li> </ul>	<ul style="list-style-type: none"> <li>• DISTRICT/SCHOOL HAVE SOME OPPORTUNITIES FOR REVIEW OF STUDENT WORK</li> <li>• SOME CHANGES ARE MADE TO INSTRUCTION AND ASSESSMENTS AS A RESULT OF THESE REVIEWS</li> </ul>	<ul style="list-style-type: none"> <li>• DISTRICT HAS NO OPPORTUNITIES ESTABLISHED FOR REVIEW OF STUDENT WORK.</li> </ul>