SCHOOL SELF-ASSESSMENT TOOL:
DOES YOUR SCHOOL PROVIDE ACCESS TO CHALLENGING CURRICULA FOR ALL STUDENTS?

This self-assessment will help you determine the extent to which your school provides access to challenging curricula for all students. Consider working with a team of teachers, administrators, parents, and students to respond to these questions. (One could invite participants to provide individual ratings.) Completion of the self- assessment will generate a picture of the school's current practices. By utilizing the same process annually or semi-annually, the school can assess progress toward developing excellent access to challenging curricula for all students. Rate the following on a scale of 1 to 5, with 1 representing NOT LIKELY and 5 representing VERY LIKELY.

1. How likely is it that all teachers who teach the same grade level and/or same subject at your school will share a common understanding of the meaning behind each key standard they teach?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

2. How likely is it that all teachers who teach the same grade level and/or same subject at your school will use the same assessment tool to determine whether or not students have mastered key academic standards?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

3. How likely is it that classroom observations would confirm that when teachers endeavor to teach the same content standard, they do so with a focus on the same high level of rigor?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

4. How likely is it that teachers in extra-curricular or co-curricular areas (e.g., art, music, drama) regularly integrate academic standards from core academic subjects into their lessons and activities?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

6. How likely is it that teachers in core academic subjects regularly integrate art, music, drama, and other extra-curricular/co-curricular activities in their lessons?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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7. To what extent does the master schedule help ensure that all students have abundant opportunities to access instruction in extra-curricular/co-curricular areas?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

8. How likely is it that students who need high levels of additional academic assistance will regularly participate in lessons and activities that focus on art, music, drama, and other extra-curricular/co-curricular subjects?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

9. How likely is it that English learners will receive academic instruction, focused on the same challenging objectives taught to students who are proficient in English?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

10. How likely is it that students with mild-to-moderate disabilities will receive academic instruction, focused on the same challenging objectives taught to students who do not have disabilities?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

11. When students are grouped by ability for instructional purposes, how likely is it that students will move into different groups several times during the year, as they master specific standards and objectives?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

12. How likely is it that teachers who teach the same grade level or the same subject area agree upon which standards and objectives they will give high priority and which standards and objectives will not receive high priority?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

13. How likely is it that teachers in core academic subjects regularly integrate art, music, drama, and other extra-curricular/co-curricular activities in their lessons?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

14. To what extent does the master schedule help ensure that all students have abundant opportunities to access instruction in extra-curricular/co-curricular areas?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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15. How likely is it that students who need high levels of additional academic assistance will regularly participate in lessons and activities that focus on art, music, drama, and other extra-curricular/co-curricular subjects?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

16. How likely is it that English learners will receive academic instruction, focused on the same challenging objectives taught to students who are proficient in English?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

17. How likely is it that students with mild-to-moderate disabilities will receive academic instruction, focused on the same challenging objectives taught to students who do not have disabilities?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

18. When students are grouped by ability for instructional purposes, how likely is it that students will move into different groups several times during the year, as they master specific standards and objectives?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

19. How likely is it that teachers who teach the same grade level or the same subject area agree upon which standards and objectives they will give high priority and which standards and objectives will not receive high priority?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

20. How likely is it that teachers in all subject areas use writing assignments to help students formulate and demonstrate deep understandings of academic content?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

21. To what extent do teachers meet (at least once per semester) with teachers who teach students in adjacent grade levels or subject levels to calibrate expectations and ensure that students are being prepared to access high levels of rigors throughout their schooling experience?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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21. How likely is it that English learners will receive effective learning support in their regular classroom, focused on the same rigorous academic standards being taught to students who are proficient in English?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

22. When students need assistance that requires them to be pulled out of the regular classroom, how likely is it that the assistance will not reduce their access to the academic content taught in the regular classroom?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

23. How likely is it that teachers will identify which students need intervention or additional assistance within five days after the conclusion of instruction on a specific objective?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

24. When teachers identify students for intervention, how likely is it that the intervention will focus on the student's specific misconceptions or errors?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

25. When teachers identify students for intervention, how likely is it that, after intervention, students will demonstrate mastery of the specific standards/objectives that were the focus of instruction?

NOT LIKELY 1 2 3 4 5 **VERY LIKELY**

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