

Comparing an Educational System which is Organized
Primarily to *Sort and Select* with a Standards-Driven
System which is Structured to *Teach and Learn*

TIME FACTORS

Educational Factors	Sort and Select	Teach and Learn
Learning Time	Equal for all.	Variable by need.
Time per Course	Equal for all.	Variable by standard.
Interventions	Provided after course.	Provided during and after course.
Teacher Workload	How many minutes or periods do teachers teach?	For how many students can a teacher realistically provide feedback and teaching?
Student Workload	How many credits does a student take?	How much concurrent learning can a student master?
Grouping	Semester, year-long, or course-long tracking.	Flexible and temporary based upon level of mastery.
Repeating Courses	Repeat whole course.	Repeat course faster.
Degrees of Failure	Repeat whole course regardless of the "degree of failure."	Repeat only those objectives which have not been mastered.

TEACHING FACTORS

Educational Factors	Sort and Select	Teach and Learn
Revising Work	Not allowed.	Encouraged and expected; students need to master course content.
Responsibility for learning	Teacher covers the material; students have an opportunity to learn it.	Shared responsibility for student learning.
Cooperative Learning and Peer Tutoring	Don't use my child as a tutor.	Help our school meet the 70% level.
Individual Attention	No time for this; teacher judged by mean scores.	Necessary; teacher judged by passing rate.
Resource Teachers	An imposition.	A needed aid to student success.
Readiness for Learning	Home responsibility.	Shared responsibility.
Materials for Learning	Home responsibility.	Shared responsibility.
Make-up Work	If accepted, credit is reduced.	Necessary to ensure students' learning; permitted and supported.
Retaking tests.	Not permitted.	Permitted and encouraged; mastery is the goal.

ASSESSMENT FACTORS

Educational Factors	Sort and Select	Teach and Learn
Purpose of Assessment	To sort and select.	To identify who has mastered course objectives, who needs more time to learn, and what the teacher needs to re-teach.
Content of Assessment	Students try and figure out what will be on the test.	Curriculum standards are (should be) clearly delineated and aligned with the test.
Grading Timetable	Formative and summative grading.	Formative feedback; summative grading.
Content of Grade	Academic and behavior.	Academic only; the reports are separated.
Knowledge of Students' Progress	The teachers' and students' secret.	Public.
Reporting to Parents	How does the student compare with other students?	How much did the student master?
Conferencing	Teacher to parent.	Teacher <u>with</u> parent and student.

SCHOOL POLICY FACTORS

Educational Factors	Sort and Select	Teach and Learn
Attendance	Automatic failure once a certain absence threshold is reached.	Opportunities to make-up missed school time are provided.
Tardy	Tardy students caught in a “sweep” miss an entire class. Tardies count toward the automatic failure absence threshold.	Class time is protected; students pay “comp” time for tardies.
Grades on Transcript	All grades for repeated courses are recorded on the transcript.	Students may repeat a course for a higher grade which replaces the lower grade on the transcript.
Class rank	Students manipulate system and choose courses based upon their positive effect on “class rank.”	Students take courses based upon interest or the potential contribution to career readiness and/or college preparation.
Transcript vs. Report Card	Both instruments serve the same purpose.	The report card explains progress (and missteps) to students and parents; the transcript reports the level of final mastery to prospective employers and colleges.