

# *Standardissimo*

Save time. Improve instruction.

# Young Teachers . . .

- can't find aligned content chunks or learning objects
- have to manipulate and edit documents constantly
- can't asynchronously collaborate
- have little awareness of other classrooms
- can't find aligned expert lessons
- TRY TO USE THE INTERNET!!!!

Content.aligned

Cooperation.aligned

Improvement.aligned

# *Content*

Aligned Content Discovery and  
Publishing.

# Discovery

- Manage Standards
- Tag resources
- Find aligned resources

The screenshot shows a web interface for 'Standardissimo'. At the top, there is a search bar with the text 'chemical reactions' and a 'Search' button. Below this is a section titled 'Standard Manager' with a large empty box and a 'Go! | Clear' button. At the bottom of this section, there are two green circular icons with upward arrows and the text 'Drag standards into this box'.

**10** The student understands the effects of migration and immigration on American society. The student is expected to: [view](#) [edit](#) [destroy](#)

**A** analyze the effects of changing demographic patterns resulting from migration within the United States; and [view](#) [edit](#) [destroy](#)

**B** analyze the effects of changing demographic patterns resulting from immigration to the United States. [view](#) [edit](#) [destroy](#)

**11** The student understands the relationship between population growth and modernization on the physical environment. The student is expected to: [view](#) [edit](#) [destroy](#)

**A** identify the effects of population growth and distribution and predict future effects on the physical environment; and [view](#) [edit](#) [destroy](#)

**B** trace the development of the conservation of natural resources, including the establishment of the National Park System and efforts of private nonprofit organizations. [view](#) [edit](#) [destroy](#)

**12** The student understands domestic and foreign issues related to U.S. economic growth from the 1870s to 1920. The student is expected to: [view](#) [edit](#) [destroy](#)

**A** analyze the relationship between private property rights and the settlement of the Great Plains; [view](#) [edit](#) [destroy](#)

**B** compare the purpose of the Interstate Commerce Commission with its performance over time; [view](#) [edit](#) [destroy](#)

**C** describe the impact of the Sherman Antitrust Act on businesses; [view](#) [edit](#) [destroy](#)

**D** analyze the effects of economic policies including the Open Door Policy and Dollar Diplomacy on U.S. diplomacy; and [view](#) [edit](#) [destroy](#)

**E** describe the economic effects of international military conflicts, including the Spanish-American War and World War I, on the United States. [view](#) [edit](#) [destroy](#)

# Publishing

- Share resources
- Control audiences

**C** analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants. [view](#) [edit](#) [destroy](#)

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### Tag Cloud

immigration urbanization child labor growth of cities

Tag this standard:  [Add Tag](#)

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Media (0) Lessons (0) Questions (2) Images (0)

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**In the late 19th century, immigration most affected American cities by contributing to which of the following?**

a. Overcrowded housing

b. Movement to the suburbs

c. Development of city parks

d. Financing railroad construction

Add New

#### Additional Info

Contributed by: Texas Education Agency

Importance:

Challenge:

Year published:

Votes: 1

Bloom's: knowledge

# *Cooperation*

Pacing across classrooms.

Collaboration on Units and Assessments.



# Pacing

- Maintain awareness accross classrooms

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	1	2

## My Units

[Next Unit >>](#)



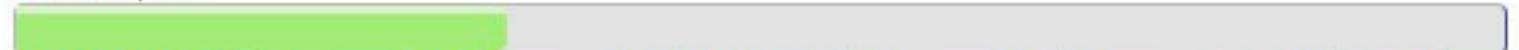
### Immigration and Society

Start Date: 07/28/2008

End Date: 08/10/2008

[view »](#)

33% complete



**Standards (1)**

**Questions (0)**

**Images (0)**

**Media (0)**

**Lessons (0)**

**Assessments (0)**

**Bank**



**10** The student understands the effects of migration and immigration on American society. The student is expected to: [view](#) [edit](#) [destroy](#)



**A** analyze the effects of changing demographic patterns resulting from migration within the United States; and [view](#) [edit](#) [destroy](#)



**B** analyze the effects of changing demographic patterns resulting from immigration to the United States. [view](#) [edit](#) [destroy](#)

JULY 20, 2008

Voting Rights Unit proposal end date met

Jul 20, 2008

JULY 17, 2008

Voting Rights Unit completion Update for Bellaire High School US History PLC

Jul 17, 2008

1 Michael Staton

75 %





# Collaboration

- Cooperative Unit Building
- Cooperative Assessment Building

**Standard Manager**

- trace the development of the conservation of ...
- compare the purpose of the Interstate Commenc...

Go | Clear



Drag standards into this box

**Bank Information**

**Title:**

**Description:**

**Course:**

**Level:**

**Public:**

**Bank Administrators**

California Department of  
George Deglin  
George Deglin  
test name  
Michael Staton  
Texas Education Agency  
James

>>>

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Michael Staton  
Kate Klingensmith

Save

# *Improvement*

Assessments and Analytics.

Feedback for Data Driven Instruction.

# Assessments

- One-click assessments

**Generate assessments**

Refine your criteria		Standards Assessed	
Number of questions:	<input type="text"/>	<input type="button" value="▼"/> <input type="button" value="Add"/>	
Knowledge questions:	<input type="text"/>		
Comprehension questions:	<input type="text"/>		
Application questions:	<input type="text"/>		
Analysis questions:	<input type="text"/>		
Synthesis questions:	<input type="text"/>		
Evaluation questions:	<input type="text"/>		

# Data-Driven Instruction

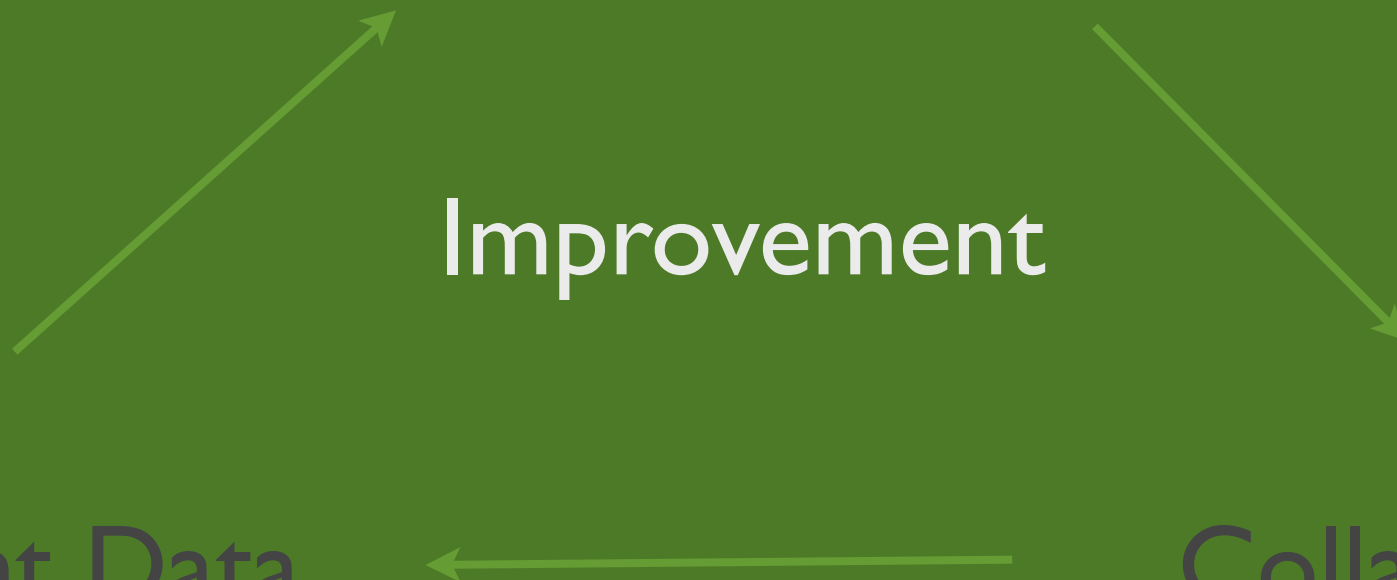
Feedback Loop

Content

Improvement

Assessment Data

Collaboration



# The Napkin pitch



TFA

*Standardissimo*



100K value.

Free.

+ Good PR 😊

- Mutually beneficial relationship