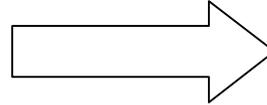


# FLOW OF ASSESSMENT DRIVEN INSTRUCTION: For the purpose of moving kids towards Demonstration of Mastery

## 1. Clear Daily Teaching Point

- Reflects what is being worked on in THIS
- Pulled from Department Skills Spiraling / Content Spiral
- Is a chunk of a larger/umbrella Skill or EU from unit; clearly follows a previous step and clearly leads to a next step for skill or concept attainment.
  - clearly states how students will demonstrate understanding of content, today or what skill students will be able to demonstrate today.
- Building towards a significant project, test, performance – Demonstration of Mastery for unit skills/EUs.
- Includes ‘action’ language that identifies what students will DO in the period to demonstrate understanding or progress (identify, conclude, highlight).
  - Using Bloom’s Taxonomy provides language for naming what you are asking students to demonstrate in a period.
  - This language pinpoints what will be assessed or observed this period.
- Includes the ‘why’ – “we are doing this in order to...”; leading to a Significant understanding or transferable skill.



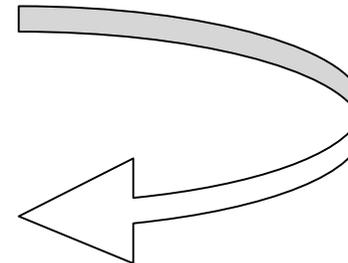
## 2. Activities Allow Students to Achieve Teaching Point

- Launch lesson by stating teaching point, explaining the ‘why’, and stating what you are observing in the lesson.
  - There is sufficient think time for students to really work on teaching point, and for Special Ed teachers to work with students on teaching point.
- The model demonstrates how students are to work
- The group, individual, or partner activity allows students to really work on the day’s teaching point.

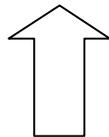
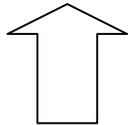


## 3. During Class and/or End of Class Assessment of Teaching Point

- Making observations about how students are getting/not getting the teaching point in order to plan following lesson of unit.
- Notes on a clipboard, nb, etc about how students are getting / not getting the teaching point today and what they need to be pushed or helped to get skills/EU in unit.
- Exit Card to either further assess how students’ are getting the teaching point or as a pre-assessment for next teaching point.



## 5. DEMONSTRATION OF MASTERY OF UNIT SKILLS AT END OF UNIT & PLAN TEACHING POINTS FOR NEW UNIT



*Tasks on Demand  
Student Self-Reflections  
Tests, Performance assessment*

## 4. Differentiation Based on Assessments

- Students begin working on a path towards Demonstration of Mastery of unit goals that reflects their readiness. Some are working on ‘the next step’; some have more practice with the basic skill & some need to be re-taught in a guided group; use of flexible grouping, different work, and guided groups to achieve this.
- Consider Differentiation in terms of content, product, and process.