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.

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.

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]