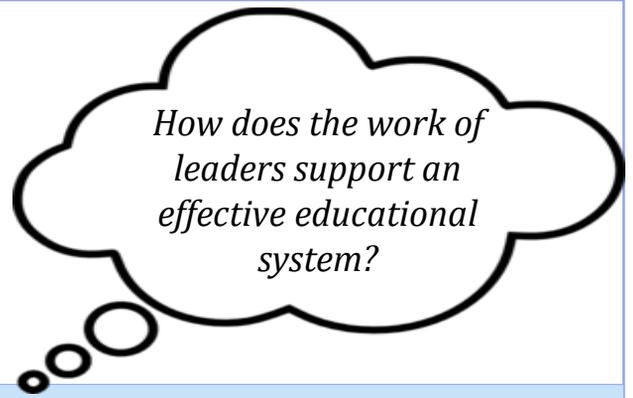


Critical Question #2:

How do we teach effectively to ensure students are learning? (DO)



Fundamental Practice 6. *Pre-assessment of current performance levels informs planning and instruction.*

While instruction should clearly focus on the learning expectations for the grade level and content area, lessons must be designed based on students' readiness to engage in that level of content. This implies that an assessment and analysis of students' current level of background knowledge and competence in the expected learning is necessary to appropriately design instructional units or lessons. Learning progressions, or a task analysis of the required grade-level expectations, provide a sequence of knowledge, concepts, or skills that are pre-requisites for students to meaningfully engage in the learning and can provide a foundation for developing pre-assessments for any given grade and content area.

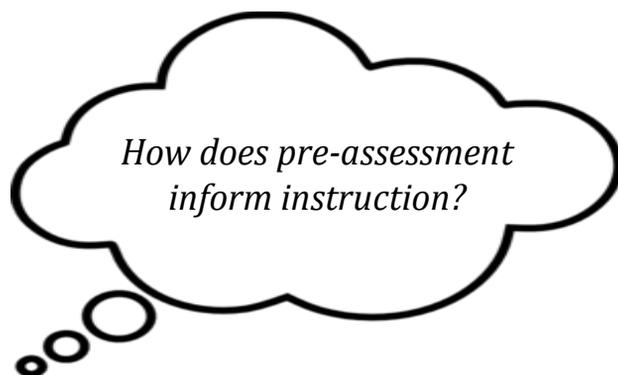
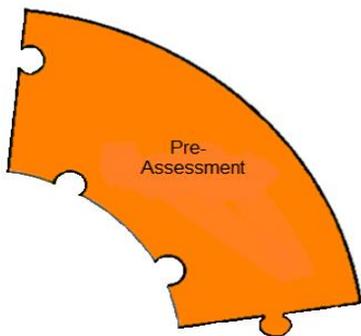


Guiding Questions:

- How are teachers pre-assessing students' level of mastery in learning goals?
- How are teachers using pre-assessment information to plan instruction?
- How are pre-assessments used to inform students of their current level of knowledge or skill?
- How might teachers connect pre-assessment with classroom formative or interim assessments of learning?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____



In her article, *Tiered Instruction: Beginning the Process*, Bertie Kingore (2006) suggests that in order to meet the academic needs of every student, tiered instruction should be utilized. “Tiered instruction blends assessment and instruction. Before initiating each segment of learning, the teacher completes a pre-assessment to determine what students know and then prescribes content materials and learning experiences that promote continued learning for each student. As teachers consider students’ assessed readiness levels, it becomes obvious that everyone is not at the same place in their learning and that different tiered tasks are needed to optimize every student’s classroom experience. Tiered instruction allows all students to focus on essential concepts and skills yet still be challenged at the different levels on which they are individually capable of working.”

In their book, *Developing the Theory of Formative Assessment* (2009), Black and Wiliam state if teachers administer assessments but do little or nothing to modify their teaching/learning plans, the assessments were a waste of valuable time. In fact, an assessment does not qualify as pre- or formative unless teachers use evidence from the assessment to adapt their teaching to meet student needs. In her whitepaper, *Assessment and Student Success in a Differentiated Classroom*, Carol Ann Tomlinson (2015) suggests that once teachers have examined student assessment results and determined achievement patterns that suggest varied needs for instructional supports, they then need to think broadly about an upcoming instructional sequence in terms of whole class, small group, and individual needs.

Guidelines for Tiered Instruction

1. Ensure that group membership is flexible.
2. Plan the number of levels most appropriate for instruction. Different quantities of tiers are needed for different curricula areas, concepts, and skills in relation to different learners’ needs.
3. Recognize that complexity is relative.
4. Promote high-level thinking in each tier.
5. Provide teacher support at every tier.

To view this article in it’s entirety please visit:
www.bertiekingorea.com/tiered instruct.htm

Connect to Resources

For additional resources on this topic, visit the critical question 2, fundamental practice #6 section of the toolkit.

Strategies for Scaffolding and Extending Student Work

Scaffolding Student Work	Extending Student Work
Assigning multipart tasks one part at a time	Providing models at high levels of excellence
Providing text and directions at appropriate reading level	Designing tasks that require making connections across times, places, and content areas
Providing information in multiple formats and media	Putting extended emphasis on student choices related to content, process, and product—other than those necessary for initial rigor

To view entire list of strategies please visit:
www.ascd.org/ASCD/pdf/siteASCD/publications/assessment-and-di-whitepaper.pdf