

Structures for Effective Instruction and Assessment

*Aligned with CPS Framework for Teaching Domain 1—Planning Standards-Based Curriculum and Domain 3—Instruction
Integrating Principles of Effective Accommodations*

Focus Clearly

- ❑ **pre-assess** for learning **interests, challenges** as well as knowledge, skills
- ❑ **clear directions**, posted, explained with **examples**
- ❑ set **explicit objectives** and **criteria aligned with standard**
- ❑ **model—think out loud**

Develop with Depth

- ❑ ask **challenging questions** with “**think time**”
- ❑ **guide learning strategies**—listening, collaboration, note-taking, time management
- ❑ model with **example problems**
- ❑ **demonstrate use of graphic organizers**
- ❑ incorporate **games**
- ❑ **gradual release of responsibility each day and across the week**
- ❑ **students demonstrate**
- ❑ students **write to clarify and apply what they learn**
- ❑ **emphasize transfer of knowledge and skills**

Assess to Advance

- ❑ use **differentiated assessments**
- ❑ students **self-assess**
- ❑ **check for understanding** daily
- ❑ **specific feedback**—how to improve or advance
- ❑ weekly synthesis

Formative Assessment Approaches

Specific informal assessment; Complete graphic organizer; Student-made self-guide; Students construct questions and answers (with explanation); Student-made glossary; Students explain/justify response/solution; “response cards”

Instruction Strategies:

pre-assess to determine initial status; check for understanding/misunderstanding daily; model; post-assess to determine and validate progress; link to meaningful context; demonstrate then guide strategies using “I do, We do”; post examples and steps; focus on one outcome each week, specify objective for each day related to that outcome and confirm and clarify progress to meet it; adjust level of challenge to accommodate students needing support *and students who can advance*; organize application activities that involve students in adjusting or adding to the activity; students demonstrate; students self-assess, then improve; students co-assess (pair; compare; repair); peer tutoring and reciprocal tutoring; post student-made guides and examples

This guide includes strategies from [Powerful Practices for High Performing Special Educators](#).