

Preventing Failure to Learn Checklist

Collecting meaningful data impacts teaching as it provides leading indicators of learning.

Using **rapid formative assessment** is critical to spot leading indicators. Integrating a short-cycle formative assessment during lessons provides feedback to teachers.



For this to happen, there are some criteria for the feedback. The feedback must be:

- Be clear and purposeful
- Be directed at the right level
- Occur as the students are learning
- Provide information to students on how, why and strategies to help redirect the thinking

☑ **All data is not created equally.**

Are you looking at summative data or in-the-moment feedback that can help identify misconceptions in order to address them quickly and immediately?

☑ **Drive instruction and timely intervention using actionable data from real-time assessments.**

Using information timely so you can intervene so learning can continue.

☑ **Drive teaching using data about student learning.**

When student learning is personalized, results in achievement can be seen.

☑ **Deciding when and how you use data to inform teaching matters.**

The earlier an issue or misconception is identified in the process, the more likely it will be resolved.

☑ **Feedback should help students answer 3 questions.**

- *Where am I going?*
Teacher creates a transparent goal for the lesson.
- *How am I getting there?*
Using rapid formative assessment is useful to help students see how they will get to the goal.
- *Where to next?*
Students choose the most appropriate challenge which can lead to them developing self-regulation of the learning process.

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