



Assessing student mastery is the final stage of the lesson cycle. It is when the teacher evaluates the learning outcome(s) of the lesson by measuring each student's level of understanding. The teacher may use different assessment tools which can include (but are not limited to), short quizzes, tests, class discussions, hands-on experiments, cooperative learning activities, and/or graphic organizers. With the results, the teacher can identify causes for success or failures; make better decisions about what each student knows and what he/she still needs to learn; and devise appropriate solutions to help them achieve mastery.

- ☐ Prior to teaching the lesson, identify the learning targets.
- ☐ Determine an outcome students will be expected to meet that will show evidence of having achieved the goal.
- ☐ If materials are needed, prepare them beforehand.
- ☐ Communicate explicitly how students are going to be evaluated during the lesson. Provide a scoring guide or a rubric that reflects how the work will be assessed.
- ☐ Explain the steps of the assessment process to students and demonstrate if needed.
 - If using performance or product based assessments, use examples and models of strong and weak work.
- ☐ Administer the assessment.
- ☐ Score the assessment.
- ☐ Record assessment data.
- ☐ Analyze and interpret the results.
- ☐ Use results data to direct future instruction.
 - If the student demonstrates mastery, celebrate and plan for the next lesson.
 - If the student does not demonstrate mastery, use corrective strategies until mastery is achieved.
- ☐ Provide student(s) with descriptive and precise feedback.



Additional Tools

3-2-1 Summary

3-2-1 Summary is an oral or written activity that asks students to share 3 key ideas from the lesson, 2 interesting things that caught their attention and 1 question they may still have. This is an effective way to culminate a lesson because students make their own personal connections to what they are learning through meaningful discussions based on their ideas and questions.

Chalktalk

Chalktalk is a silent way to check for understanding or reflect on the day's lesson. The teacher writes a question in a circle on the board (e.g. What did you learn today?) and places many pieces of chalk (or markers) at the board. The students are invited to cluster around the board and encouraged to randomly step forward to write their thoughts. The teacher may respond to a student's comment by writing a follow-up question or circling other interesting ideas to invite more discussion. If a student wishes to respond to a classmate's idea, a connecting line is drawn to the comment. This is a productive strategy because it gives groups a change of pace and promotes thoughtful contemplation.

For more strategies and/or resources, visit houstonisd.org/EffectivePractices



ALERTS

Closure should come from the students stating what they learned during the class. The intellectual work should be done by the students and not by the teacher. Oftentimes, teachers leave off the closure. It is the first thing to get cut off if time is running out at the end of the lesson. Use a timer or an online stopwatch to pace the lesson or have a student be responsible for reminding the teacher.



QUICK TIPS

Consider asking students to write down one potential test question from that day's lesson as an Exit Ticket. Have them exchange their paper with a classmate to answer.