Planning for the Assess – Respond – Instruct Cycle

- Personal understanding of these concepts
- Comparison to the standards
- Involves a standard or strand

- Consult with department about vertical alignment
- Mapping connections
- Grouping concepts into logical clusters

- Determine pre-skills and understandings necessary for success in **this** math concept
- Cluster pre-skills into logical themes

- Each question assesses ONE math idea
- Each section of the assessment matches each of the clusters for pre-skills

<u>If they do know:</u>

- Create a collection of engaging activities from open to guided inquiry
- Allow students to experience mathematics in a deeper way.
- Create, critique, curate, context

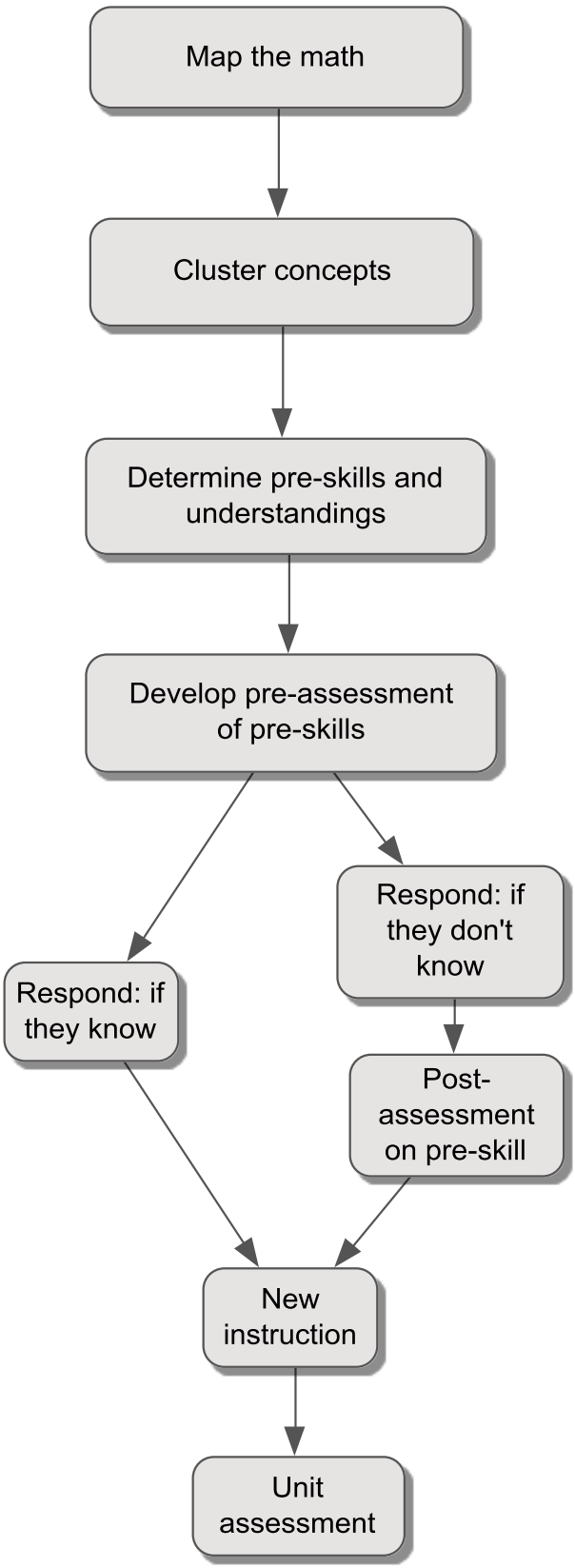
<u>If they don`t know:</u>

- Organize around the idea of 5 different ways to learn and understand a concept:
  - Concrete
  - Pictorial
  - Written/ symbolic
  - Games
  - Video/media
- Create a post-assessment

- Based on an instructional sequence for this concept, develop instruction and assessment ideas

Unit Assessment

- Assess new instruction only



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Mathematics Assess – Respond – Instruct Planning

<table>
<tr><td>Standard(s):</td><td colspan="2">What is the Learning Destination?</td></tr>
<tr><td>Introduction</td><td colspan="2">How might you help students understand this learning destination?</td></tr>
<tr><td rowspan="2">Pre-skills for Readiness:</td><td rowspan="2">Pre-assessment: What foundational skills are required in order for a student to understand this concept?</td><td>Responsive Instruction: What can I do if my students don’t know?
<table>
<tr><th>Content</th><th>Instruction</th><th>Assessment</th></tr>
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<tr><td>Responsive Instruction: What can students do who DO know?</td></tr>
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	Concept	Instruction	Assessment
New Grade-Level Instruction			
Whole Unit Review			
Unit Assessment	How are the outcomes of this unit best assessed?	**Responsive Instruction: What do students do if they are not successful with specific concepts on the Unit Assessment?**	
Where does this outcome lead?			

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