

# Intentional Instructional Moves

Strategic Steps to  
Accelerate Student  
Learning

## Companion Guide

Chapter 10: Intentional Step Two



## Chapter 10

### Intentional Step Two: Incorporate Career and SEL skills

As we've discussed, all of the incredible work teachers do in the classroom should contribute to more than ensuring students can pass the state assessments. We also want to equip them with the necessary skills and competencies for success beyond the classroom. This means we need to create an environment where students are encouraged to develop and apply practical skills that will help them progress as learners. These skills should be relevant to real-world settings so students can see how they might apply them to different situations in the future.

When designing summative assessments, we have the opportunity to fold in career and social-emotional skills in ways that help students recognize the importance of mastering these critical capabilities. Making assessments more relevant will shift how students think about themselves as learners and their academic achievement. They won't be so inclined to throw away their notes at the end of the term because the skills they're learning will be useful for the rest of their lives.

To create this kind of real-world relevance, summative assessments should present tasks that students would be expected to complete with that content knowledge in the field. For example, if the assessment is to write an editorial, then teachers can make the connection between how a journalist would use those same skills to write a piece. Students must then think about the components that make up an editorial, where to get their sources, how to present the material, and how to edit it for publication.

#### Strategy 1: WEF Skills Handout

Final assessments become more engaging, rigorous, and relevant when we're able to demonstrate to students how they might use those content and skills in the real world. See the corresponding handout for a list of the Most Valuable Career Skills students will need by 2025 (and beyond). Reflect on ways students can demonstrate these skills during an assessment and how to track their progress. Then, work on creating assessments that ask students to apply these skills.

### Strategy 2: SEL Skills Handout

Assessments also become more personally relevant and meaningful when we build in social-emotional skills. Similar to career skills, teachers should conscientiously plan for how to incorporate SEL skills into their assessments and how to measure students' progress. See the Ideas to Support SEL handout for helpful tips to encourage students to reflect on SEL skills.

### Strategy 3: Relevance Reflection Questions

To help connect assessments to real-world applications, teachers can refer back to the list of Relevance Reflection Questions in Chapter 6. These questions help ensure that students are engaging in meaningful work, using authentic resources, and making powerful learning connections. Much like the rigor questions, these prompts help teachers understand their current assessment practices and make positive changes.

These three strategies invite teachers to reflect on how they're currently assessing students at the end of a unit or term, and how they can bring real-world skills into that assessment to make it more relevant. As students acquire and hone these skills, we want to be

sure they have opportunities to apply their knowledge to new scenarios and contexts. This allows them to practice transfer strategies, which Hattie assigns a .86 effect size.