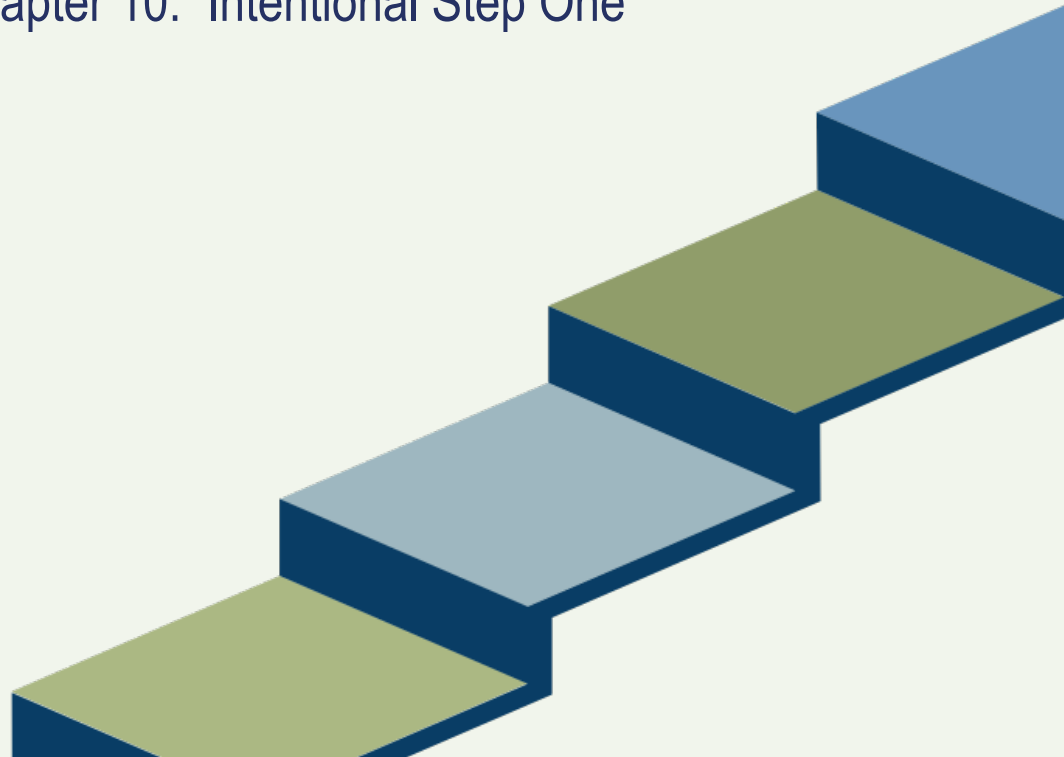


Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 10: Intentional Step One



Chapter 10

Intentional Step One: Assess the Quality of Current Assessments

As we rethink our use of AOL in the classroom, we should begin by examining the quality of current assessments. Do they align to our standards? Do they give students opportunities to demonstrate the knowledge they've learned? Who is doing the thinking and who is doing the work? Engaging, rigorous, and relevant assessments of learning ask students to do more than recall information. They invite students to integrate the content and skills they've learned and apply them to a variety of appropriately challenging tasks. These tasks promote deeper levels of thinking that can support and reinforce students' cognitive development.

Strategy 1: Rigor Reflection Questions

To help guide the process of creating more rigorous tasks and questions for assessments, teachers can refer back to the list of Rigor Reflection Questions in Chapter 5. These questions are designed to prompt more thoughtful work, high-level questioning, and academic discussions among students. They will also provide useful insights into a teacher's current teaching and assessment practices.

Reflecting on our current teaching and assessment practices and how they impact students can have a significant impact on student learning and achievement. According to Hattie, evaluation and reflection have an effect size of .75. Moreover, self-evaluation of instructional practices is an essential component of cultivating successful teachers. When teachers understand the impact of their methods on students, they can make meaningful changes that help students flourish. Additionally, more rigorous assessments can invite students to perform cognitive task analysis (1.29), where they must analyze someone else's thinking or approach to a task.