

1. Pre assessment
  - a. How can that look different? Does NOT have to be all multiple choice
  - b. Item analysis
  - c. Entry point
2. Post assessment-working through the task
3. Pace/Pathway
  - a. Kids should be at different places
  - b. Move away from/remove DOK1
    - i. Support for students who need remediation should be small group direct instruction based on their pre assessment
  - c. Start with the task-should be a culminating task for the unit
    - i. Build checkpoints within the task for feedback, checking for understand
      1. Example: Could upload their checkpoints into LP and go through the feedback loop
    - ii. If they aren't getting it, determine groups who need that support and get with them the next day, etc
    - iii. There are resources available for performance tasks. Use those resources and modify if needed.
4. Build a rubric to assess using the scoring criteria rubric (copy paste to build one from the Excel document)
5. Determine what the overall competency and the performance indicators are asking them to do
  - a. Don't create a DOK3 task for a PI if it's not asking for that
  - b. ALL Graduation Competencies are written to a DOK 3 level
    - i. **Example:** Graduation Competency: Students will understand and analyze atoms, matter, reactions, and interactions through the scientific processes and practices"
      1. This is a DOK3
  - c. Performance indicators are NOT necessarily a DOK 3 level
    - i. **Example:** Performance Indicator B: "Develop and use a model to compare and contrast pure substances (elements and compounds) and mixtures."
      1. In this PI, a student is competent if they can compare and contrast pure substances, which is only a reasoning target

at the DOK 2 level. This builds on the overall competency.

6. Students should not be redoing work for a “higher grade” if they have shown mastery. This is defeating the purpose of mastery and are causing students to “do more work” with no purpose.
7. Text Complexity-Students should be reading text at various levels. If a student has a Lexile level of 1070L, they should not be reading text at a 640L.