# Assessment + Instruction
## In a Mastery-Based System

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher’s Role</th>
<th>Student’s Role</th>
<th>School Leader’s Role</th>
</tr>
</thead>
</table>
| Where am I going?| - Give students clear statements of the performance indicators and learning targets  
                   - Unpack performance indicators and learning targets with students  
                   - Share exemplars of student work  | - Put learning targets and indicators in my own words  
                   - Develop a clear understanding of quality work (ideally using scoring criteria and exemplars)  
                   - Consider what I know and can do based on targets, indicators  | - Guide and support teachers with research-based professional development  
                   - Build time into the school day, week and year for professional learning and planning to ensure consistency among teachers’ expectations for student learning |
| Where am I now?  | - Pre-assess student knowledge & skills  
                   - Give students specific, descriptive feedback  | Reflect:  
                   - What are my strengths?  
                   - What do I need to work on?  | - Support professional learning group review of student work to ensure consistency in calibration of what “proficiency” looks like |
| How do I close the gap? | - Help students self-assess and set goals  
                   - Ensure feedback consists of advice that is clear and can be acted upon  
                   - Deliver nonjudgmental feedback within an environment that celebrates mistakes as learning opportunities  
                   - Design learning opportunities to focus on one learning target or aspect of quality at a time  
                   - Differentiate learning opportunities to meet varying student needs  | - Set measurable, attainable goals  
                   - Respond to feedback  
                   - Use mistakes as learning opportunities  
                   - Expect to make multiple attempts and don’t give up  
                   - Embrace a variety of learning opportunities  
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                   - If unclear about feedback or expectations, ask  | - Lead and support regular analysis of student learning data  
                   - Conduct regular classroom visits to offer formative feedback on instructional practices that support equitable learning opportunities  
                   - Communicate student learning progress with parents and the broader school community  
                   - Advocate for those students whose learning needs are not being met in the daily learning environment |