### Assessment + Instruction
**In a Proficiency-Based System**

<table>
<thead>
<tr>
<th>Question</th>
<th>Teacher’s Role</th>
<th>Student’s Role</th>
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</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  
▪ Create my own definitions of quality work (ideally using scoring criteria and exemplars)  
▪ Consider what I know and can do based on these targets and indicators |
| **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? |
| **How do I close the gap?** | ▪ Help students self-assess and set goals  
▪ Limit feedback to the amount of advice a student can act 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 |