# Mastery-Based Learning Self-Reflection

*Pick one or two components of a mastery-based learning system and reflect on your own classroom.*

*Which are already a part of your practice and where are there opportunities for growth?*

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| **Essential Components** | **Examples in Practice** | **Current Practices**  *What is one way that this element shows up in your own classroom or school?* | **Opportunities**  *Where in your own classroom or school community could this happen?* |
| **Learning goals** are meaningful and empowering | * **Discipline-specific skills** aligned to the Common Core or other key standards have been identified for students to demonstrate * **Two to ten rigorous skills** have been identified for students to demonstrate at a high level of Depth of Knowledge (DOK) in order to pass * Two to ten skills identified for students to demonstrate **connect across multiple disciplines** |  |  |
| **Assessments** and **instruction** are **aligned** to the learning goals | * **Rubrics** are aligned to learning goals and are used to **design assessments** * **Rubrics** break down learning goals into **smaller subskills** * Instructional tasks are **strategically sequenced** for students to gradually progress to deeper levels of skills * Instructional tasks include opportunities for teachers to model and students to **practice skills at multiple levels of depth** |  |  |
| **Grades** help students know where they are and where they are going in relation to mastery | * The **rubrics** used to grade work are **aligned to learning goals** * Grading policies **communicate grades as a threshold** number of learning goals that students must demonstrate to succeed * Grading policies and practices make it clear **how, when, and how many times** students can **attempt an assessment** to demonstrate mastery * Grading policies and practices show that each individual student’s **progress is toward mastery** of a set of learning goals |  |  |
| Students receive **individualized feedback** and targeted support | * **Learning goals** for classes are shared with students through instruction and in **progress reports** * Students receive **feedback** that is **specific, actionable, growth-oriented,** and aligned to learning goals at least every other week * Students proactively **check their own progress** and set and discuss goals with teachers |  |  |