# Note Catcher

## Objectives:

1. Understand that in a mastery-based learning system, learning goals are grounded in skills and knowledge; assessments and instruction are aligned to goals; and grades and feedback reflect students’ progress toward goals
2. Explore how instructional and grading practices support mastery-based learning

## Analyze a Metaphor for Mastery:

## Read the following three reports of the car’s journey. What does each tell us? What does each leave out?

1. On average, the car was at 52nd Street.
2. By the end of the trip, the car made it to 86th Street.
3. The car made two lengthy stops—one for 20 minutes and another for 10 minutes—that exceeded the estimated time it should have taken.

Which one do you think best reports on a student’s learning “journey”?

How might you describe that journey differently?

## Share Reflections:

What reflections or questions arose for you about ways of reporting on student learning?

How might you “grade” a student’s journey differently?

## Explore Mastery-Based Learning:

|  |  |
| --- | --- |
| What is one takeaway you **agree** with?  | What is one **assumption** the author makes?  |
| What is one thing you would **argue** with?  | What is one thing from the research you **aspire** to do? |

## Discuss:

## How does this research reinforce, extend, or challenge your existing thinking about learning, assessment, and grading?

## Self-Reflect:

Use the **Mastery-Based Learning Self-Reflection** to self-assess both your own classroom and your school.

**Consider Steps to Apply:**

What are one or two small next steps you could take to strengthen or incorporate an essential component of mastery-based learning in your classroom?