

Making Mastery Accessible: Guide to Selecting Learning Assets

There are a number of key considerations to take into account when selecting learning assets — curriculum, content, and assessment sources — to support your instructional program. Below is a set of checklists to help you identify the most important questions you’ll need to ask about the learning assets under consideration in order to prioritize your needs and come to the right decision for your learning community.

LEARNING ASSETS REVIEW - CHECKLISTS

COMPETENCY / STANDARD ALIGNMENT	Yes	Partial	No
<input type="checkbox"/> Aligns to Common Core learning standards and other key standards or competency sets of your model			
<input type="checkbox"/> Customizable to allow for learning experiences and assessments aligned to your own competencies			
<input type="checkbox"/> Content focus areas meet requirements of external examinations (e.g. subject area state assessments)			
<input type="checkbox"/> Content meets performance level and/or grade level needs of your instructional program			
NOTES / WHAT WE'VE LEARNED:			

INSTRUCTIONAL DELIVERY MODEL	Yes	Partial	No
<input type="checkbox"/> Allows for independent, self-paced/asynchronous learning			
<input type="checkbox"/> Requires teacher facilitation / lesson delivery			
<input type="checkbox"/> Is adaptive; does not require teacher action for managing individualized learning sequences			
NOTES / WHAT WE'VE LEARNED:			

STUDENT KNOWLEDGE, SKILLS, EXPERIENCE	Yes	Partial	No
<input type="checkbox"/> Interface and/or materials are age-appropriate, engaging, and user-friendly			
<input type="checkbox"/> Provides learning activities and experiences that are challenging, engaging, and meaningful			
<input type="checkbox"/> Embeds necessary scaffolds to support diverse learners in achieving learning targets			
<input type="checkbox"/> Provides access to recuperation			
<input type="checkbox"/> Provides access to acceleration			
<input type="checkbox"/> Has robust supports for students with IEPs			
<input type="checkbox"/> Has robust supports for ELL students			
<input type="checkbox"/> Provides opportunities for student collaboration and the development of interpersonal/nterpersonal skills			
<input type="checkbox"/> Provides opportunities to practice applying new skills and knowledge in different contexts			
<input type="checkbox"/> Provides opportunities for students to develop speaking and listening skills, in addition to reading and writing			
<input type="checkbox"/> Provides opportunities for students to reflect on how and what they are learning			
NOTES / WHAT WE'VE LEARNED:			

ASSESSMENTS	Yes	Partial	No
<input type="checkbox"/> Includes both formative and summative assessments			
<input type="checkbox"/> Includes tasks that ask students to work at the highest levels of Bloom’s Taxonomy: analysis, evaluation, synthesis, creation			
<input type="checkbox"/> Includes authentic performance tasks and/or authentic audiences for the work			
<input type="checkbox"/> Provides opportunities for students to engage in revision cycles and see progress and improvement over several iterations of their work			
<input type="checkbox"/> Provides opportunities for students to practice the methods and processes of a discipline			
<input type="checkbox"/> Includes customizable scoring rubrics and a rating system/grading scale			
<input type="checkbox"/> Includes the ability to adjust grade composition formulas to allow for “trend,” “power law,” or “decaying average” approaches			
NOTES / WHAT WE’VE LEARNED:			

TEACHER KNOWLEDGE, SKILLS, EXPERIENCE	Yes	Partial	No
<input type="checkbox"/> Training and professional development is available to support teachers and leaders in using the program effectively			
<input type="checkbox"/> Allows teachers to request customer support			
<input type="checkbox"/> Allows teachers to add or subtract content in order to customize content and assessments for their students (course level, class level, or individual student level)			
<input type="checkbox"/> Allows teachers to customize the rating system and scoring rubrics			
NOTES / WHAT WE’VE LEARNED:			

PROGRESS TRACKING/REPORTING	Yes	Partial	No
<input type="checkbox"/> Allows for standards/competency-based scoring & reporting			
<input type="checkbox"/> Allows for differentiated assessments for students units/ courses/modules that can be shared across multiple educators in the school/district			
<input type="checkbox"/> System allows parents to access the system to track their child's progress			
<input type="checkbox"/> System allows for item analysis across students in multiple classes			
<input type="checkbox"/> System allows for the tracking of competencies/ standards across multiple courses and grade levels for each student			
<input type="checkbox"/> System allows for the tracking of competencies/ standards across multiple students for each teacher and course			
NOTES / WHAT WE'VE LEARNED:			

TECHNOLOGY PLATFORM & FEATURES	Yes	Partial	No
<input type="checkbox"/> The program includes a way for students to submit work electronically			
<input type="checkbox"/> The program's operating system (OS, Windows, Android) and its format (software, web-based, app) are supported by our devices and/or aligns with our technology plan			
<input type="checkbox"/> The system is actively being developed and improved based on user feedback			
<input type="checkbox"/> The costs of the program or tool work within our budget			
NOTES / WHAT WE'VE LEARNED:			

REFERENCES

“Research-based Practices.” *Our Work/Research*. Educurious, 2015. Web. 31 July. 2015. < <http://educurious.org/work/research/>>

“Selecting an Online Grading and Reporting System.” *Proficiency-based Learning Simplified*. Great Schools Partnership, 2015. Web. 31 July 2015. < <http://www.greatschoolspartnership.org/proficiency/grading-reporting/>>