



## Standards-Mastery and More Questions



How do you ensure students master the standards?

<p><b>What IS mastery?</b></p>	<ul style="list-style-type: none"><li>▪ What are the specific criteria required to <i>meet</i> the standard? The goal may be very high, but <i>what is the minimum</i> required to continue in the learning and process and reteaching and reassessing is not needed?</li><li>▪ The target for mastery should not be so high that only a few students can reach the target.</li><li>▪ If a student does not prove knowledge of the standard, reteaching and reassessment are needed.</li><li>▪ What score is considered a <i>passing</i> score toward mastery of any standard?<ul style="list-style-type: none"><li>• Some researchers define mastery as 90% or above.</li><li>• Mastery of the content enables a student to use the knowledge to solve new problems.</li><li>• 100% mastery by each student is very unlikely. 100% mastery will require a lot of reassessments.</li><li>• 90% mastery still sets a very high expectation for ALL students. Can 90% be expected by all students on the first assessment toward mastery?</li></ul></li><li>▪ How often should a student have the opportunity to re-test for a better grade?</li><li>▪ How much time can or should be devoted to reteaching and reassessing?</li><li>▪ Mastery of the standard must correspond to the required outcome.<ul style="list-style-type: none"><li>• WE must know what we want of the students. What are the performance expectations?</li><li>• What mastery percentage is <i>enough</i>? What is enough to carry the student through the next level of content? What is enough for success in the next course?</li></ul></li></ul>
<p><b>How is mastery identified in the classroom?</b></p>	<ul style="list-style-type: none"><li>▪ Student goals must be set and identified by student and teacher</li><li>▪ Informal/ formative assessments are used to <b>evaluate steps/progress</b> towards goals—mastery levels may vary according to standard and individuals</li><li>▪ Frequent authentic (variety and student developed) assessments using rubrics/checklists</li><li>▪ For some teachers, mastery is measured as 100% on standards-based assessments</li><li>▪ For some instruction, mastery is set on a scale: evidence, operational, exemplary doesn't meet, meets, exceeds OR</li><li>▪ Rubrics—pre/post tests</li><li>▪ Identify performance mastery with exemplary student products (students compare and contrast their work to the exemplary model)</li></ul>
<p><b>Strategies to Reach Mastery</b></p>	<ul style="list-style-type: none"><li>▪ Regrouping (flexibility) based on assessments</li><li>▪ Clearly defined remediation for students who have not mastered standards</li><li>▪ Exemplary student work posted with teacher commentary to guide students to mastery</li><li>▪ Students use the language of the standards to identify how they mastered the standard</li></ul>