

A Simple Decision-Making Framework for Teachers

Here's a clear, practical framework teachers can use to help select instructional strategies based on assessment results, not preference or habit.

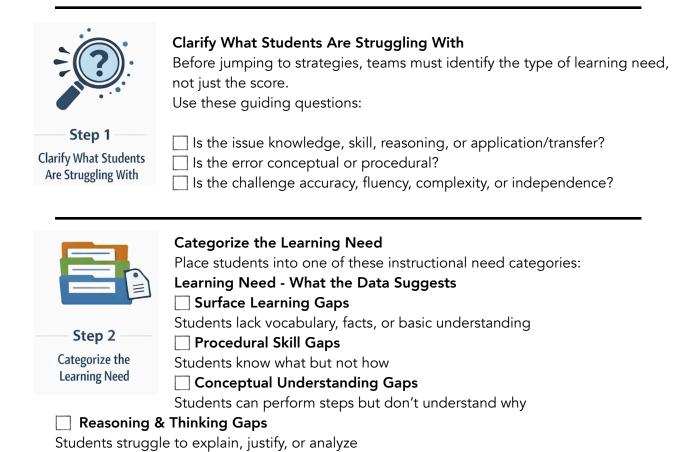


Core Principle

Transfer Gaps

Students succeed in practice but fail in new contexts

Assessment results don't tell us what students *are*, they tell us what students *need next*. The purpose of assessment is instructional decision-making.





Match Instructional Strategies to the Need This is the most important move.

Hint: If the strategy doesn't directly address the need revealed by the data, it's the wrong strategy.

Strategy Matching Guide

Identified Need	High Impact Instructional Strategies
Surface Learning	Explicit instruction, modeling, worked examples, vocabulary routines
Procedural Skills	Guided practice, error analysis, gradual release
Conceptual Understanding	Visual models, representations, discussion protocols
Reasoning	Sentence starters, academic discourse, justification tasks
Transfer	Application tasks, non-routine problems, multiple contexts



Example:

"Students will use sentence starters to justify their answers during guided practice, and teachers will monitor for use of evidence and reasoning."

∀	Decide How You'll Know If It Worked Close the loop.
	Ask:
	☐ What evidence will show improvement?
Step 5	When will we check again?
Decide How You'll	☐ What will we adjust if students don't improve?
Know If It Worked	☐ This reinforces formative evaluation, not one-and-done reteaching.