

Common Instructional Strategies

Whole-group instruction/discussion/lecture
Cooperative learning
Small-group or skill-group instruction/flexible ability grouping
Peer coaching/tutoring or cross-age tutoring
Hands-on activities, projects, activity stations, experiments
Research or information-seeking (inductive) strategies
Technology-/computer-assisted learning
Supplemental instruction in or out of the classroom
Simulations/role-playing

Common Assessment Strategies

Assessments should be MAP-like
Quizzes or unit tests from textbooks (using selected responses* or constructed responses*)
Teacher-made quizzes or unit tests (using selected responses or constructed responses)
Complex performance tasks (i.e. projects, speeches, essays, concept maps*, experiments, etc.) with specific scoring guides
Peer evaluation or teacher evaluations (with written guidelines)
Generic references to "teacher observation," "unit tests," "project evaluation" without guidelines, stated criteria, or rubrics

* "Selected Responses" require only that students choose a correct response from a limited number of possibilities (e.g. multiple choice responses or various types). "Constructed Responses" require that students create their short-answer responses, instead of choosing from multiple-choice options (e.g. Give an example of an "equal but opposite force" in every life.) "Concept Maps" require that students make clear the connection between a number of related words (e.g., seed, sunlight, rain, fertilizer, weeds, and wheat).