

A Checklist for Planning for Midcourse Corrections			
	Yes	No	Notes: What should you add or adjust?
Step 1: Identifying your destination			
Do you have clear enduring understandings and learning targets?			
Can your students articulate the goals when asked?			
Have you determined what proficiency looks like?			
Have you communicated to the students what proficiency looks like through rubrics, scales, and/or models?			
Do your assessments assess the learning targets and bigger concepts?			
Are the types of assessments appropriately matched to the learning target?			
Step 2: Planning your route			
Have you determined the sequence of learning including the activities and assessments?			
Have you embedded multiple paths to learning?			
Does your progression logically build learning experiences ending with your learning targets and enduring understandings?			
Step 3: Checking your course			
Have you examined the big picture of your progression to identify places where checks for understanding should be embedded?			
Have you created and added formal and informal formative assessments throughout your plan?			
Step 4: Correcting the course			
Have you identified the possible misconceptions students might have at each stage of your plan?			
Have you identified the places where students will struggle the most?			
Have you developed alternative plans/activities for the areas you have identified?			
Have you developed scaffolds to use when students struggle too much?			
Have you developed a plan to differentiate using independent practice that helps the struggling learners and pushes the accelerated learners forward?			

Source: Wendel, M. (2022, October 5). "Reaching Your Destination with Midcourse Corrections." *ASCD Blog*.