



Must Do / Can Do

What is it?

Students have a list of assessment-driven tasks that they “must do” and a list of things that they “can do” when they are finished with the “must do”s.

Critical Attributes

- Teacher assigns activities that students “must do” based on prior Targeted Check; offers activities that students “can do”
 - Teacher checks students’ competency on the “must do” activities
 - Teacher teaches the process of flowing from one task to another and monitors it closely while providing feedback
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Why use it?

- Allows students choice, which promotes motivation and engagement
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What are the guidelines for successfully implementing this strategy?

- Use assessment to develop and assign the “must dos” and “can dos”
- Clearly explain and check for understanding of the expectations and procedures
- Align learning objectives for each activity, and for the activity as a whole
- Ensure students are engaged at the correct level of difficulty based on level of readiness
- Monitor transitions carefully and deal with departures from expected behavior promptly
- Track student progress and provide feedback
- Consider pulling a small group based on assessment or checks for understanding
- Implement a whole-part-whole format
- Build in individual accountability
- Have Anchors available for students who finish early