

Table 2.3

During-the-Unit Status Check Tool for HLTA 7—Using In-Class Formative Assessment Processes Effectively

Directions: Discuss your perception of your team’s progress on the seventh high-leverage team action—using in-class formative assessment processes effectively.			
Stage I: Pre-Initiating	Stage II: Initiating	Stage III: Developing	Stage IV: Sustaining
We do not attend to or discuss formative assessment processes in our instruction.	We have discussed formative assessment processes and do not need to do so again.	We emphasize to students the value of using formative assessment feedback during class and taking action during class.	We always use in-class formative assessment processes to inform students’ reasoning and learning.
We do not have a clear understanding of the difference between checking for understanding and formative assessment processes.	We discuss and use checking for understanding methods in class, but do not provide feedback or expect action.	We plan for student reasoning and sense making, and it is built into a formative feedback process in class.	We engage, as a team, in deep planning for formative assessment processes through the use of small-group discourse with teacher feedback and student action.
We do not know the in-class formative assessment methods used or expected by other members of our team.	We do not plan for how to engage students in formative assessment processes and practices as part of our team focus for each unit.	We plan for effective small-group student team activities as a way to promote the formative assessment process in class.	We discuss and implement well-developed formative assessment procedures to use with many of our higher-level-cognitive-demand tasks.
We do not use in-class formative feedback with student action in order to develop students’ mathematical practice and learning.	We have not yet reached team agreement on how to use differentiated and targeted in-class Tier 1 RTI supports as part of our instruction.	We do not know the Tier 1 RTI response in class by other members of our team.	We discuss and use intentional differentiated and targeted in-class Tier 1 RTI supports as students engage in common higher-level-cognitive-demand mathematical tasks.