

Figure 2.21
Connecting In-Class Formative Assessment Process Work to the End-of-Unit Assessment Tool

Directions: Select your next upcoming common assessment. Reflect on each statement individually, and then discuss several actions taking place during instruction that will prepare students for success on that common assessment instrument.					
	Strongly Disagree 1	2	Agree 3	4	Strongly Agree 5
1. Teachers on our team use a variety of formative assessment strategies to encourage students to use and persevere through both standard and invented strategies.					
2. Our students represent their learning in multiple ways—such as with tables, graphs and functions, and equations and models.					
3. Teachers on our team demonstrate that the answer to a mathematics problem or task is not all that matters in learning; reasoning and explaining why and how are also important.					
4. Our students improve proficiency with both concepts and procedures through experiences with higher- and lower-level-cognitive-demand tasks.					
5. Our students increase their problem-solving and reasoning skills by solving problems together, so teachers present students with higher-level-cognitive-demand tasks without lowering the demand during instruction and then require students to justify their responses and reasoning for the solution pathways to such tasks.					
Discussion based on your evaluation for each of the five statements:					