

Table 3.1

**After-the-Unit-Ends Status Check Tool for HLTA 9—
Ensuring Evidence-Based Student Goal Setting
and Action for the Next Unit of Study**

Directions: Discuss your perception of your team’s progress on the ninth high-leverage team action—ensuring evidence-based student goal setting and action for the next unit of study. Defend your reasoning.

Stage I: Pre-Initiating	Stage II: Initiating	Stage III: Developing	Stage IV: Sustaining
We do not discuss whether our test feedback is fair, accurate, specific, or timely.	We discuss how our test feedback should be fair, accurate, specific, and timely, but we do not know what other team members actually do.	We provide fair, accurate, specific, and timely feedback to students but do not discuss its impact as a collaborative team.	We provide fair, accurate, specific, and timely feedback to students, and we discuss the impact of this feedback as a collaborative team.
We do not provide students with opportunities to respond to the feedback from the end-of-unit assessment.	We provide some constructive feedback to students on the end-of-unit assessment, but we do not require them to respond to the feedback.	We require students to correct their errors on the end-of-unit assessment.	We require students to correct their errors and identify the learning standards that are strengths and weaknesses.
We do not know the type of end-of-unit assessment feedback other team members use.	We do not have a team process in place for student response to the end-of-unit assessment results.	We work with each student to identify a plan for improvement and action based on end-of-unit results and improvement.	We work with each student to complete and carry out a plan for improvement and action based on end-of-unit results.