

Common Unit Assessment Formative Process Evaluation

Team Common Formative Assessment Process Criteria	Description of Level 1	Requirements of the Indicator Are Not Present	Limited Requirements of This Indicator Are Present	Substantially Meets the Requirements of the Indicator	Fully Achieves the Requirements of the Indicator	Description of Level 4
1. Agreed-on essential learning standards for the unit	Essential learning standards are unclear or differ among teachers on a team.	1	2	3	4	Essential learning standards are clear and commonly worded for students and shared with students at the start and throughout the unit.
2. Common unit assessments	Teachers on the team give their own mid-unit assessments and end-of-unit assessments.	1	2	3	4	Teachers design and administer common unit assessments, analyzing and responding together to the student results by student and essential learning standard.
3. Calibration of scoring agreements and student feedback	Teachers on the team score the assessments (common or not) individually, and each gives his or her own form of feedback to students.	1	2	3	4	Teachers regularly double-score assessments to verify accurate scoring of student work (calibration) and determine the best way to provide feedback to students.
4. Student self-assessment and action after the end-of-unit assessment	Teachers do not ensure each student reflects on learning after the end-of-unit assessment to identify what the student has learned or not learned yet and to make a plan for future learning.	1	2	3	4	Team creates a system for students to self-assess by essential learning standard what the student has learned or not learned yet and creates an action plan to re-engage students in learning standards within team-created structures.
5. Student self-assessment and action from common mid-unit assessments	Teachers do not ensure each student reflects on learning after common mid-unit assessments during a unit to identify what the student has learned or not learned yet and to make a plan for future learning while still in the unit.	1	2	3	4	Team creates a formative system for students to self-assess by essential learning standard from common mid-unit assessments to identify what the student has learned or not learned yet, and creates an action plan to re-engage students in learning within team-created structures during the unit.
6. Team response to student learning using Tier 2 intervention criteria	Teachers on the team each determine how they provide students opportunities for intervention. Teachers on the team design interventions independently of one another.	1	2	3	4	Team develops a collective, just-in-time response to student learning by student and by essential learning standard, creating structures and plans for students to re-engage in and demonstrate learning as a result of teacher team actions.

Use this tool to evaluate the current reality of the mathematics assessment process quality for your grade level or course. Unlike in other evaluation tools written into the *Every Student Can Learn Mathematics* series, the six criteria present in this team discussion tool are somewhat linear. Meaning, your grade-level or course-based team should identify areas to improve in your team's formative assessment process in the order the criteria are listed.

In some sense, this tool reveals why it is so important for your students to take common unit mathematics assessments that your teacher team writes. It is in the action students take on your mathematics assessment feedback (scoring), the nature in which they embrace their errors, and then your subsequent

coordinated team effort to design equitable quality interventions that this tool will significantly impact every student's mathematics learning.

Formative feedback requires intentional team planning to determine the essential learning standards to be assessed and create common unit assessments that reveal student thinking and learning. From the data revealed through student work on the assessments, your team can plan for students to reflect and set goals for continued learning. You can also plan for how your students will re-engage in learning through the shared intervention opportunities your team provides.

The intent of students analyzing their performance on the end-of-unit assessment is to help each student

build responsibility for his or her own learning. Although each student takes ownership of his or her individual progress toward each of the essential learning standards, students may still work together to meet those standards. Students can work together when your team provides equitable feedback to students, regardless of which teacher students have.

Student goal setting during and at the end of each unit helps them to see what they learned well and what they still need to learn. Such collaboration with peers and this ownership of learning engage students more deeply in the learning process and provide evidence for each student that effective effort built on the *reflect, refine, and act* cycle of learning leads to improved mathematical understanding and success.