

ASSESSMENT: The lesson/unit regularly assesses whether students are mastering standards-based content.

Math

<p><input type="checkbox"/> Is designed to elicit direct, observable evidence of the degree to which a student can <u>independently demonstrate</u> the targeted CCSS.</p>	<p><input type="checkbox"/> Assesses student proficiency using methods that are accessible and <u>unbiased</u>, including the use of grade-level language in student prompts.</p>
<p>➤ Are the assessments that students are asked to do quality demonstrations/ performances that give you confidence that students are getting good at what you really want them getting good at?</p> <p>➤ How will formative assessment be sustained throughout the unit?</p> <p>➤ Did what you ask them to do in the assignments and tasks that you provided feedback on, really look like what we asked them to be able to do independently at the end of the unit?</p> <p>Note: Evidence of what students can do may be produced by the assessment but it may not provide evidence of proficiency of the targeted standards. When developing the unit for this criterion, developers should consider all of the assessment across the entire unit, not only the summative assessment at the end. This is not about looking good, but a true alignment of standards, tasks, and assessment.</p>	<p>➤ How will students be allowed to show what they have learned?</p> <p>➤ Does the unit support the user by providing for possible student responses to discussion questions?</p> <p>➤ Does the unit/lesson provide teacher and student with exemplars?</p> <p>➤ Does the formative and summative exemplar(s) model the standards?</p> <p>➤ Do tasks use age-appropriate contexts as well as reflect the experience of the students?</p> <p>Note: This criterion is about considering the diversity of the students in the classroom.</p>
<p><input type="checkbox"/> Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.</p>	<p><input type="checkbox"/> Use varied modes of curriculum-embedded assessments that may include pre-, <u>formative</u>, summative and <u>self-assessment</u> measures.</p>
<p>➤ Does the unit provide users with clear criteria for interpreting student work as developing toward or mastery of the targeted instruction?</p> <p>➤ Does the unit provide students annotated student work or descriptive rubrics/checklists directly aligned to the targeted standards?</p> <p>Note: The criterion speaks to enough guidance that the user can identify common student errors and the misconceptions behind them. The bottom line is the student independent at the targeted standard.</p>	<p>➤ How will students be provided enough formative assessment opportunities (quality with feedback) to know they are on their way to becoming independent with the learning targets?</p> <p>Note: While this criterion is about an assessment system it certainly speaks to materials that encourage students to monitor their own progress from a growth mindset perspective. In addition the pre-assessment is about gathering student prior knowledge or misconceptions.</p>

<u>Assessments:</u>	Type				Standards
	P	E	S	SA	

P = Pre-Assessment F = Formative S = Summative SA = Self-Assessment