Figure 12.1: Team Discussion Tool—Connecting In-Class Tier 1 Intervention to the End-of-Unit Assessment

Directions: Select your next common assessment. Reflect on each statement individually, and then discuss as a team several responses taking place during instruction that will prepare students to be successful on that common assessment instrument.

	Strongly Agree				Strongly Disagree
	5	4	3	2	1
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 number lines, tables, graphs, functions, equations, and other types of 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 expected.	☐	☐	☐	☐	☐
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; hence teachers present students with higher-level-cognitive-demand tasks without lowering the demand during instruction and require students to justify their responses and reasoning for the solution pathways to such tasks.	☐	☐	☐	☐	☐

Discussion notes: