**Purpose of a unit assessment and plan**

* Identify student performance necessary to master content and connect to end of year goals
* Establish lesson objectives and student practice that scaffolds student learning to meet the unit standards and assessment

**Elements of the unit planning process**

[**Unit Assessment**](#UnitAssessments)

Identify assessments which illustrate mastery of the content standards to determine what students should be able to do.

[**Objectives and Formative Tasks**](#ObjandFormativeTasks)

Create scaffolded lesson objectives and tasks aligned to the CCSS in order to prepare students to meet the expectations of the unit assessments.

[**Concepts and Skills**](#ConceptsandSkills)

Identify the key concepts and skills students should learn in order to master the objectives.

[**Standards**](#Standards)

Identify the content standards to be included in the unit.

**Steps to create a unit assessment and plan**

**Step 1: Understand unit content**

Understand the [**standards**](http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/standards) in the [**year-long scope and sequence**](http://www.louisianabelieves.com/resources/library/year-long-scope-sequence) and how each unit connects to previous and future units.

**Step 2: Create unit assessment and a culminating application task**

Quality assessments and tasks:

1. Reflect the three aspects of the definition of rigor
	1. Conceptual understanding
	2. Procedural skill and fluency
	3. Application.
2. Incorporate the math practice standards in a meaningful way
3. Incorporate a variety of item types
	1. Multiple choice
	2. Multiple answer
	3. Short answer
	4. Constructed response (with multiple parts/steps)

The list of resources below provides samples to determine how students will show mastery of content and practice standards.

* Sample items from [**PARCC**](http://www.parcconline.org/samples/item-task-prototypes) and [**Smarter Balanced**](http://www.smarterbalanced.org/sample-items-and-performance-tasks/)
* Sample tasks from [**Illustrative Mathematics**](http://www.illustrativemathematics.org)
* Sample [**K-2 assessments**](http://standardstoolkit.k12.hi.us/common-core/mathematics/mathematics-assessments/) from Hawaii
* Sample [**Assessment Tasks**](http://map.mathshell.org/materials/tasks.php) (grades 6 through HS) from the [**Mathematics Assessment Project (MAP)**](http://map.mathshell.org/materials/background.php?subpage=about)
* Sample [**Advanced Placement**](https://apstudent.collegeboard.org/takingtheexam/preparing-for-exams) items
* [**EngageNY**](http://www.engageny.org/mathematics) curriculum modules
* [**EAGLE**](http://www.louisianaeagle.org/): Online resource for teachers to assess students using CCSS-aligned customizable online questions.
* Additional math planning [**resources**](http://www.louisianabelieves.com/docs/common-core-state-standards-resources/guide---ccss-math-planning-resources.pdf?sfvrsn=8)

**Step 3: Scaffold learning objectives and identify math practice standards**

Create learning objectives that lead to the expectations of the unit assessments and to mastery of the standards. Create a possible pacing and sequence of the scaffolded objectives over the course of the unit. Identify appropriate Standards for Mathematical Practice to be the focus of the unit based on the expectations set in the unit assessment and culminating application task.

**Step 4: Create daily instructional tasks to determine student progress toward mastery of objectives and standards**

Daily instructional tasks prepare students to be successful on the end of unit assessments and with the culminating application task. When used during instruction, teachers formatively assess students’ progress toward the mastery of stated objectives and standards. The list of resources below provides samples to determine how students will show mastery of content and practice standards.

* Sample items from [**PARCC**](http://www.parcconline.org/samples/item-task-prototypes) and [**Smarter Balanced**](http://www.smarterbalanced.org/sample-items-and-performance-tasks/)
* Sample tasks from [**Illustrative Mathematics**](http://www.illustrativemathematics.org)
* Sample [**K-2 assessments**](http://standardstoolkit.k12.hi.us/common-core/mathematics/mathematics-assessments/) from Hawaii
* Sample [**Classroom Challenges**](http://map.mathshell.org/materials/lessons.php) (also called [**Formative Assessment Lessons**](http://map.mathshell.org/materials/background.php?subpage=formative) for grades 6 through HS) from the [**Mathematics Assessment Project (MAP)**](http://map.mathshell.org/materials/background.php?subpage=about)
	+ A [**guide**](http://map.mathshell.org/guides/map_cc_teacher_guide.pdf) for Classroom Challenges
* Sample [**Advanced Placement**](https://apstudent.collegeboard.org/takingtheexam/preparing-for-exams) items
* [**EngageNY**](http://www.engageny.org/mathematics) curriculum modules
* Additional math planning [**resources**](http://www.louisianabelieves.com/docs/common-core-state-standards-resources/guide---ccss-math-planning-resources.pdf?sfvrsn=8)

**Step 5: List concepts and skills needed to master learning objectives and standards**

Identify the concepts students need to understand and skills students need to be able to do in order to master the objectives and standards.