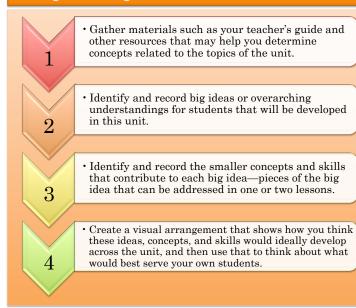
## Building a Unit Progression



- 1. Be strategic about whether you create a learning progression or use an existing one.
- 2. Create a unit progression to help define the portion of the learning progression you'll address in a unit of study and to clarify the important mathematics concepts that will be emphasized in your unit.
- 3. Use a unit progression to support your writing of your learning intentions.
- When deciding on appropriate responsive actions, consider the learning 4. progression (or at least consider information about how the relevant concepts build) to help you determine the nature of any gaps in students' understanding.

## Using a Unit Progression to Write LI and SC

- Narrow your focus to one math content standard, one unit-level Gathering Thoughts & Clarifying Focus mathematical idea (see Building a Unit Progression Resource for support), or one area of difficulty identified from diagnostic assessment data. • Review: ·The activities in the lesson •Your unit progression  $\mathbf{2}$  Teacher materials Write a first pass version of the learning intention. ·Don't worry about language, just get the idea down. 3 · Define your evidence of learning: · If students' learning is on track, they will be able to DO during the lesson. · If students' learning is on track, they will be able to EXPLAIN/ JUSTIFY during the lesson. Firm up your learning intention and success criteria.
  - ·Use the "LI & SC Guidelines" to self-assess.
  - ·Make changes as needed.

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Articulate Your LI & SC

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