<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Example(s)</th>
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| Pre-Assessment  | ● Pre-assessment opportunities are typically found early in lesson sets.  
● Pre-assessments give teachers evidence for what ideas and practice competencies students are coming into the unit or lesson set with.  
● They allow teachers to get a diverse set of ideas on the table that they can leverage throughout the unit to support argumentation and sensemaking. | ● Initial models  
● Driving questions for the DQB  
● Discussions around early class consensus models. |
| Self Assessment  | ● Self-assessments are opportunities for students to self-assess their learning and growth in the class learning community.  
● Teachers can decide wherever in the unit they would like to help students reflect on their growth.  
● In addition, specific opportunities in the unit are identified where teachers can have their students self-assess their own progress by using more generic tools that help teachers facilitate this process. | ● Student discussion protocol to apply criteria for large and small group classroom communication  
● Self review with unit rubrics |
| Peer assessment  | ● Peer assessments involve students giving and receiving feedback from each other.  
● Peer assessments are most useful when there are complex and diverse ideas visible in student work and not all work is the same.  
● Peer feedback will be more valuable to students if they have time to revise after receiving peer feedback. | ● Student models or explanations can involve peer assessment protocols such as:  
● Sticky note peer review  
● Peer review with unit rubrics  
● Group review |
| Formative Assessment | ● Formative assessments guide and advance learning by providing information that helps teachers learn about their students' strengths and weaknesses and make subsequent instructional decisions.  
● Formative assessment opportunities are built into the unit and meant to be points along the way where teachers can see where students are as they build understanding.  
● These assessments often happen as students are still working on building their understanding across the units and will often assess incomplete pieces of the final understanding. | ● Formative assessment opportunities for each lesson performance expectation in the "Lesson-by-Lesson assessment" table. |
| Summative assessment | ● Summative assessment opportunities are built into the unit and can occur at the end of each lesson set or the end of the unit.  
● Summative assessment obtain evidence of what students have learned to provide them with information on where they are in their learning (compared to where they need to be).  
● These assessments provide teachers with information to adjust future instruction and usually assign a grade.  
● Summative assessments should be closely linked to the targeted performance expectations and directly address concepts and practices that the unit focuses on developing and using. | ● Transfer tasks where students are asked to make sense of a new phenomenon  
● Final models, arguments or explanations of the phenomenon explored in the class. |