


Figure 4.15. Assessment Leadership Actions

More specifically, effective leaders of mathematics must engage teachers, teacher teams, and teacher leaders in collaborative discussions and actions to:	
1.	Increase the use and types of assessments for learning to build student confidence in themselves as learners.
2.	Focus on the coherency in and consistency of the grading criteria and accountability used for individual and team assessment purposes.
3.	Implement assessment practices and policies as a means of instructional planning and improvement. This includes but is not limited to helping teachers become competent masters of the standards students are to master, deconstructing each standard into achievement targets that help students master the standard and sharing the targets with students from the beginning of the learning using clearly defined terms and accessible language to create high-quality assessments that reflect those targets, and using those assessments (in collaboration with other teachers) with students to track improvement over time (Stiggins, 2007).
4.	Use formative assessment process on data from summative assessments to improve student learning through ongoing student feedback regarding criteria for success.
5.	Translate classroom assessment results into frequent, descriptive (versus judgmental) feedback for students, providing them with specific insights regarding their strengths as well as how to improve (NCSM, 2008).
6.	Adjust instruction continuously based on the results of formative and summative assessments (NCSM, 2008).
7.	Evaluate local assessment quality and ensure alignment with state and national curriculum recommendations.
8.	Utilize local district benchmarks to provide formative feedback loops to the teacher team as well as to the students.
9.	Use district, state, or provincial summative data as an integral part of the total analysis of student learning and mathematics program decisions.

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