

REPRODUCIBLE

Figure 6.11. EA7: Create Structures to Collectively Collect, Analyze, and Celebrate Evidence of Student Learning (Self-Reflection)

Concerns <i>Areas That Need Work</i>	Success Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
	We have a shared vision of high-quality assessment processes that include formative assessment processes that result in teacher and student action through evidence gathering and feedback.	
	I ensure that the mathematics teachers and teams utilize data-driven processes.	
	I monitor the assessment tools that are used to gather evidence of student learning. I ensure assessment tools vary in the type of questions and develop mathematical rigor, a balance of procedural fluency, conceptual understanding, and application.	
	I encourage adapting instruction and/or curriculum based on student thinking through modeling, co-teaching, or planning structures.	
	We collectively monitor student progress during intensification time to identify the success of intervention/enrichment.	
	I collect evidence of student engagement in the assessment cycle as part of continuous improvement. Feedback and action are required elements of the assessment cycle.	
	I create opportunities to celebrate the growth and success of our students.	

 Visit <https://www.mathedleadership.org/resources/summary.html> to download a free reproducible version of this figure.