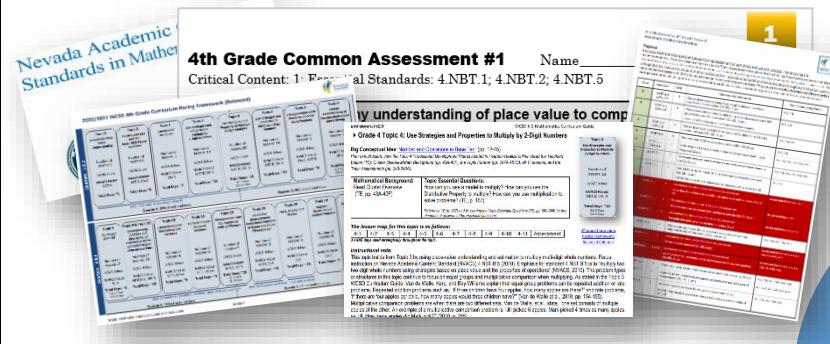


The Role of Common Math Assessments in the Cycle of Continuous Improvement

Plan:

What do WE expect our students to learn?

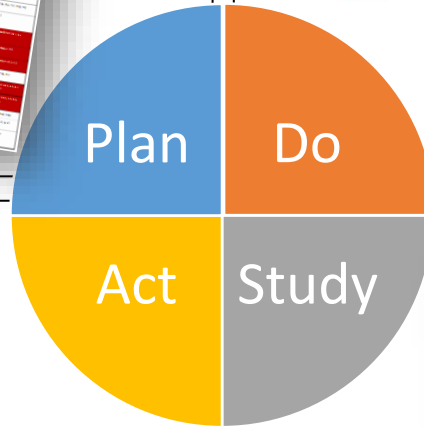
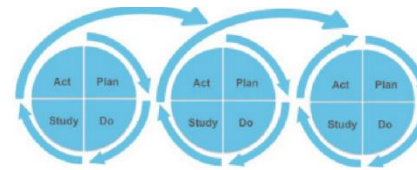
- Identify desired results (curricular aims, learning targets, success criteria).
- Determine acceptable evidence and plan for data collection.
- Plan learning experiences and instruction.



Do:

How will WE know they have learned it?

- Execute the plan and gather evidence along the way. (Quick checks, Topic Assessments)
- Adjust instruction based on evidence.
- Administer CMA during the assessment window.



Act:

What will WE do for those students who have learned it?

What will WE do for those students who haven't learned it?

- Make plans for Tier 1, 2, and/or 3.
- Develop plans for intensification, intervention, and/or enrichment.
- Set goals and develop action plans with students.

Study:

How will WE know they have learned it?

- Teachers, collaborative teams, and students study the evidence.
- Teachers, collaborative teams, and students interpret the evidence.

Evidence: assessment results, student work, and student self-reflections

