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| **Category** | **Objective** | **Progress** | **Evidence/Comments** |
|  | **Common Core State Standards Statement** | **Not Yet** | **Just Starting** | **Yes** | **Evidence of Accomplishment** |
| **Best Practice Research** | My/Our lessons and units focus on specific, grade-level Common Core State Standards for Mathematics. |  |  |  |  |
| I/We have implement best practice research-based instruction focused on student learning as defined by the Common Core State Standards for Mathematics, using multiple indicators of student performance data. |  |  |  |  |
| **Instructional Shifts** | Focus: I/we have identified the scope and sequence so students will have a strong foundational knowledge and deep conceptual understanding called for the Common Core State Standards for Mathematics. |  |  |  |  |
| Coherence: We, as a team, have documented how student learning is connected within content and across grade levels. |  |  |  |  |

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| **Category** | **Objective** | **Progress** | **Evidence/Comments** |
|  | **Common Core State Standards Statement** | **Not Yet** | **Just Starting** | **Yes** | **Evidence of Accomplishment** |
| **Instructional Shifts (cont'd)** | Fluency: Class time and homework time has been structured so students have time to practice speed and accuracy. |  |  |  |  |
| Deep Understanding: My/Our students are given opportunities to write and speak about their understanding of core math concepts applied to new situations. |  |  |  |  |
| Application: I/We give students opportunities to discover and identify math problems in their everyday world.  |  |  |  |   |
| Dual Intensity: I/We create opportunities for students to make use of skills through extended application of math concepts and participate in drills. |  |  |  |  |
| **Category** | **Objective** | **Progress** | **Evidence/Comments** |
|  | **Common Core State Standards Statement** | **Not Yet** | **Just Starting** | **Yes** | **Evidence of Accomplishment** |
| **Mathematical Practice Standards** | I/We integrate the Mathematical Practice Standards along with the Math Content Standards in lessons and units. |  |  |  |  |
| My/Our students know what is expected of them in the Mathematical Practice Standards |  |  |  |  |
| My/Our students can explain the expectations outlined in the Mathematical Practice Standards. |  |  |  |  |
| **Lesson and Curriculum Alignment (Tri-State Rubric)** | I/We share grade level units that have been aligned with the Common Core State Standards for Mathematics and reviewed for quality through Tri-State Quality Rubric. |  |  |  |  |
| Our team has developed units of instruction aligned with the Common Core State Standards for Mathematics and the Tri-State Quality Rubric. *(IIA01)* |  |  |  |  |
| Lesson and units I/we teach are all aligned with the Common Core State Standards for Mathematics and the Tri-State Quality Rubric. |  |  |  |  |
| **Category** | **Objective** | **Progress** | **Evidence/Comments** |
|  | **Common Core State Standards Statement** | **Not Yet** | **Just Starting** | **Yes** | **Evidence of Accomplishment** |
| **Formative Assessment Strategies** | I/We ask meaningful questions, increasing the wait time for student answers and have rich follow-up activities to extend student thinking, based on the Common Core State Standards for Mathematics. |  |  |  |  |
| I/We have developed, and are using, student-friendly rubrics, aligned with the Common Core State Standards for Mathematics. |  |  |  |  |
| **Use of Data to Drive Instruction** | We (as a team) meet to develop and refine units of instruction aligned with the Common Core State Standards in Mathematics and review student learning data *(ID13)* |  |  |  |  |
|  | I/We have access to, and use, data on student learning to assess strengths and weaknesses of curriculum and instructional strategies, based on the Common Core State Standards for Mathematics. *(IID08)* |  |  |  |  |