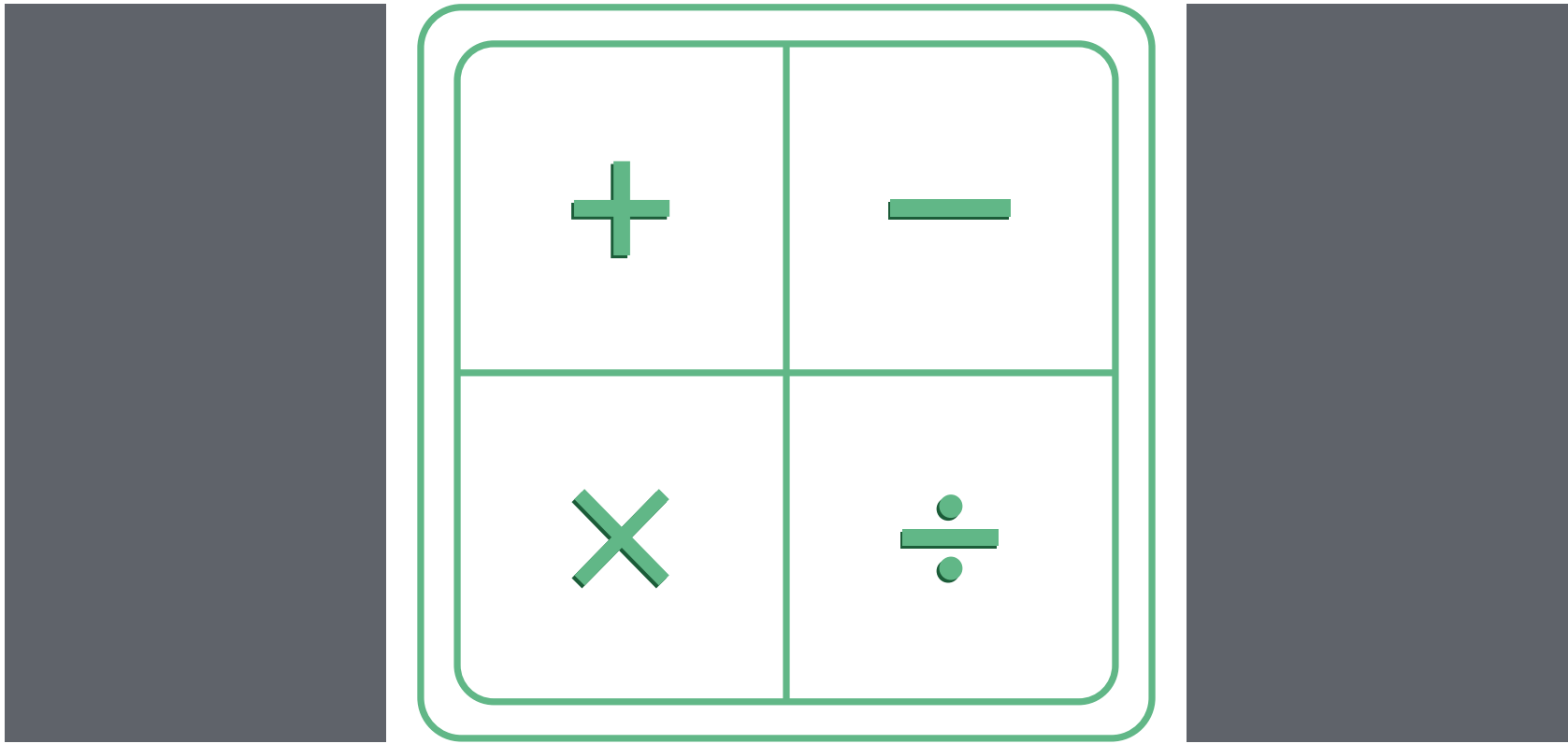


MIDDLE SCHOOL MATTERS

INSTITUTE



## Self-Assessment: Mathematics and Mathematics Interventions



**Middle School Matters Institute**  
An initiative of the George W. Bush Institute in partnership with  
**The Meadows Center for Preventing Educational Risk**

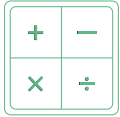


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## ABOUT THE SELF-ASSESSMENT



Before developing specific implementation goals, educators must take stock of which research-based practices are already in place and which practices are lacking or need improvement. This template guides users through a self-reflection process for **math** practices implemented throughout all content areas. Users should follow these steps for **each principle**.

## INSTRUCTIONS

**Step 1: Convene a Middle School Matters Leadership team** and set aside 1-2 hours for the self-assessment.

**Step 2: Gather all available data** (see page 4).

**Step 3: Assess current instructional practices**, using data gathered in step 2, and indicate which instructional traits are implemented:  
a) consistently, b) inconsistently, or c) not at all.

Consult the MSM Field Guide for more information:

[https://greatmiddleschools.org/wp-content/uploads/2016/05/3c\\_FieldGuide\\_Math.pdf](https://greatmiddleschools.org/wp-content/uploads/2016/05/3c_FieldGuide_Math.pdf)

**Step 4: Summarize assessment results and determine the level of implementation** according to the rubric (adapted from Fixsen, Naoom, Blase, Friedman, & Wallace, 2005).

- 1. No Implementation:** No evidence of implementation.
- 2. Exploration:** Willingness to implement, but little to no evidence of actual implementation. May be in planning stage.
- 3. Initial Implementation:** Evidence indicates that implementation has begun but is largely inconsistent.
- 4. Full Implementation:** Strong evidence of implementation of all or most of the traits and practices.
- 5. Sustainability:** Strong evidence of implementation with processes in place for continued implementation in the future.

## NEXT STEPS: GOAL SETTING AND ACTION PLANNING

After conducting this self-assessment, select a few key principles to focus on for the upcoming school year. Using the MSMI Action Plan Template (<https://greatmiddleschools.org/msmi-implementation-and-action-plan-templates/>), develop measurable goals with specific action steps and deadlines for each chosen principle.

# Self-Assessment: Mathematics and Mathematics Interventions

Applicable Content Areas: Mathematics; science and social studies (predominantly Principle 1)

Date: \_\_\_\_\_ School \_\_\_\_\_ District \_\_\_\_\_

Participating team members: \_\_\_\_\_

## SOURCES OF DATA:

### STATE/DISTRICT CURRICULUM

- Teacher Editions of math, science, and social studies curricula
- Scope and sequence of math, science, and social studies curricula
- State standards for math, science, and social studies

### SCHOOL/TEACHER INSTRUCTIONAL DELIVERY

- Range of lesson plans for math, science, and social studies classes
- Walk-through or classroom observations for math, science, and social studies classes
- Notes from department team meetings or grade level team meetings
- List of professional development sessions provided or attended over the past year
- Description of intervention groups/intervention classes, including schedule and curriculum

### STUDENT DEMOGRAPHIC AND PERFORMANCE DATA

- Demographics, including number of English learners and students in special education
- Course passing rates for math, science, and social studies
- Scores from state assessments and end-of-course assessments
- Scores from standardized achievement tests
- Scores from interim assessments and/or curriculum-based assessments
- List of students receiving intervention and their progress within those interventions

**Principle 1: Establish school wide practices for enhancing mathematics understanding within relevant content area instruction.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Encourage students to apply their understanding of mathematics concepts and procedures to draw conclusions and propose solutions about history, science, social studies, economics, and other content areas.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Content area teachers (e.g., science, social studies) assign student activities and assignments that require students to apply their understanding of mathematics concepts and procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Content area teachers require students to use mathematics to summarize, illustrate, explain or analyze information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Content area teachers require students to use mathematics to draw conclusions and propose solutions.
Consistently	Inconsistently	Not at All	<b>Practice 2: Ask students to analyze events and phenomena from a quantitative perspective and to use their analyses to develop arguments and provide justifications.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Content area teachers require students to use mathematics to analyze events and phenomena from a quantitative perspective.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Content area teachers require students to use mathematical analyses to develop arguments and provide justifications.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

**Principle 2: Use a universal screener to identify students at risk for mathematics difficulties and to determine interventions to provide these at-risk students. Monitor the development of mathematics knowledge and skills of identified students.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Identify a system for screening and progress monitoring that prioritizes content and skills that are necessary for subsequent mathematics development.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The school has a process for monitoring student progress and determining which students need intervention in mathematics.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The school consistently administers a universal screener that reflects mathematics knowledge and skills that are essential for grade-level proficiency and relates to the domain in which potential risk is being evaluated.
Consistently	Inconsistently	Not at All	<b>Practice 2: Select a cut score for screening that balances the need to help the most at-risk students with the resources available.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) In the universal screening system, cut scores are used to identify students at risk of failure along a spectrum of scores (significant risk, moderate risk, and minimal risk).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) The appropriate cut score is determined in a manner that ensures children who are in need of additional support are matched with the resources available.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

**Principle 3: Help students recognize number systems and expand their understanding beyond whole numbers to integers and rational numbers. Use number lines as a central representational tool in teaching this and other rational number concepts.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Use measurement activities and number lines to help students understand that fractions and decimals are numbers and share number properties.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers use measurement and number lines to illustrate that fractions and decimals have magnitude similar to whole numbers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers assign students tasks that require them to measure objects by using number lines with fractions and decimals.
Consistently	Inconsistently	Not at All	<b>Practice 2: Provide opportunities for students to locate and compare fractions and decimals on number lines.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide activities for students to accurately locate fractions and decimals on a number line.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide activities for students to use number lines to compare the magnitude of fractions and/or decimals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers model how to measure objects with precision by using fractions and decimals on a number line.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers instruct students how to justify the reasonableness of an answer related to measurement in fractions and decimals.
Consistently	Inconsistently	Not at All	<b>Practice 3: Use number lines to improve students' understanding of fraction equivalence, fraction density (the concept that there is an infinite number of fractions between any two fractions), and negative fractions.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers instruct students how to compare equivalent fractions using number lines.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers demonstrate fraction density by having students place increasingly smaller fractions on a number line.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers help students understand that these smaller fractions represent more precise values between whole numbers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers have students identify negative fractions on number lines.

**Principle 3: Help students recognize number systems and expand their understanding beyond whole numbers to integers and rational numbers. Use number lines as a central representational tool in teaching this and other rational number concepts.**

Consistently	Inconsistently	Not at All	<b>Practice 4: Explain that fractions can be represented as common fractions, decimals, and percentages, and develop students' ability to translate among these forms.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers demonstrate how numbers can be represented in different forms (fractions, decimals, percentages).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers develop students' understanding of how to translate among fractions, decimals, and percentages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers use number lines to demonstrate equivalence between representations of rational numbers.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability



**Principle 4: Develop students' conceptual understanding of mathematics and provide ample opportunities to improve procedural fluency.**

<b>Consistently</b>	<b>Inconsistently</b>	<b>Not at All</b>	<b>Practice 1: Use area models, number lines, and other visual representations to improve students' understanding of formal computational procedures.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers use models, number lines, and other visual representations to improve student understanding of formal computational problems.
<b>Consistently</b>	<b>Inconsistently</b>	<b>Not at All</b>	<b>Practice 2: Use meaningful fact practice activities for students lacking a strong foundation in math facts.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers assess the fluency of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) For students who experience difficulty with fluency, teachers explicitly teach early numeracy and operations concepts.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students who experience difficulty with fluency engage in daily practice activities for a short amount of time.
<b>Consistently</b>	<b>Inconsistently</b>	<b>Not at All</b>	<b>Practice 3: Address common misconceptions regarding computational procedures.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers analyze students' errors to identify students who have a misconception regarding computational procedures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers identify the specific type of misconception a student has for a computational procedure (wrong operation, computational error, or defective algorithm).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers provide targeted instruction to address specific misconceptions to prevent chronic errors.
<b>Consistently</b>	<b>Inconsistently</b>	<b>Not at All</b>	<b>Practice 4: Present real-world contexts with plausible numbers for problems.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers present mathematical problems in real-world contexts that maintain the intended mathematical ideas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers use real-world contexts that are meaningful to students and relevant to their experience.

**Principle 4: Develop students' conceptual understanding of mathematics and provide ample opportunities to improve procedural fluency.**

Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 5: Provide explicit and systematic instruction during instruction and intervention.

Consistently	Inconsistently	Not at All	<b>Practice 1: Include explicit teacher or peer modeling and demonstrate key concepts and skills.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers explicitly model and demonstrate key mathematical concepts and procedures using strategies like teacher “think-alouds”.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers use precise language and examples to present clear models.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students clearly communicate appropriate mathematical steps during peer-tutoring situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students use the language of the teacher (or a peer) when working on a similar problem.
Consistently	Inconsistently	Not at All	<b>Practice 2: Include worked examples of key concepts and skills.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Modeling includes worked examples that the teacher or peer analyzes and discusses in the context of the step-by-step algorithm or process used to work the problem.
Consistently	Inconsistently	Not at All	<b>Practice 3: Gradually transition from teacher-modeled problem solving to student-directed problem solving.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide students with a framework for problem solving such as a step-by-step checklist or mnemonic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teacher coaching and prompting fades as students become more proficient.
Consistently	Inconsistently	Not at All	<b>Practice 4: Include opportunities for students to talk aloud about the skills, knowledge, or problem-solving procedures they are learning.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers model thinking aloud while solving a problem, explaining the rationale for each step.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students are encouraged to verbalize their thinking and rationale for each step while solving a problem.

## Principle 5: Provide explicit and systematic instruction during instruction and intervention.

Consistently	Inconsistently	Not at All	Practice 5: Provide immediate and corrective feedback with opportunities for students to correct errors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide immediate and corrective feedback to students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students correct errors after receiving immediate and corrective feedback.
Consistently	Inconsistently	Not at All	Practice 6: Include sufficient, distributed, and cumulative practice and review.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide practice and review sufficient for students to develop mastery.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide practice that is distributed over time to improve retention (delayed review).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers provide practice that is cumulative by distributing types of problems across assignments.
Insert Total	Insert Total	Insert Total	Current Level of Implementation
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

**Principle 6: Instruction should include strategies for solving word and algebra problems that are based on common underlying structures.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Include systematic instruction on the structural connections between known, familiar, and novel word problems.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide an organizational strategy for setting up and solving problems (e.g., an attack strategy).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers help students identify underlying structures of problems across a range of examples to ensure generalization.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers help students understand meaningful features of a problem that are similar to other problems with the same underlying structure, rather than focusing on only key words or other superficial features of the context.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers provide instruction and practice with known, familiar, and novel word problems.
Consistently	Inconsistently	Not at All	<b>Practice 2: Teach common problem types and their structures, as well as how to categorize and select appropriate solution methods for each problem type.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Students are able to see common problem types and connect them to viable solutions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Struggling students receive explicit instruction on organizing information presented in word problems, on common problem types, and appropriate solutions.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

**Principle 7: For students who struggle in mathematics, instruction and intervention materials should include opportunities to work with representations of mathematical ideas. Teachers should be proficient in the use of these representations.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Employ visual representations to model mathematical concepts.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Intervention incorporates concrete and visual representations of mathematical concepts to develop foundational knowledge.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Instruction uses representations as a support for mathematics learning, rather than a focus of the lesson.
Consistently	Inconsistently	Not at All	<b>Practice 2: Explicitly link a visual representation or model with the abstract mathematical symbol or concept.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers help students see and understand how a visual representation can be translated into abstract numbers and number sentences.
Consistently	Inconsistently	Not at All	<b>Practice 3: Use consistent language across similar representations.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers communicate with consistent and precise language across representations of the same mathematical concept.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability

## Principle 8: Establish a school wide plan to identify and improve teachers' mathematical and pedagogical content knowledge.

Consistently	Inconsistently	Not at All	<b>Practice 1: Assess teachers' needs in relation to mathematics content knowledge and mathematics pedagogical content knowledge across content areas.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) A needs assessment is conducted that includes mathematics teachers' self-reflection of their strengths and limitations and/or an objective test of their knowledge and skills.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Because mathematical reasoning should be integrated across relevant content areas, a needs assessment is conducted for teachers responsible for such content.
Consistently	Inconsistently	Not at All	<b>Practice 2: Select and implement high-quality professional development that acknowledges different teachers' needs.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Professional development is targeted to support individual teachers' needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Professional development is delivered over time allowing for knowledge growth.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Professional development is situated within a collaborative environment such as a learning community or by encouraging discourse among colleagues.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Professional development opportunities are evaluated for alignment with these expectations prior to implementation.
Consistently	Inconsistently	Not at All	<b>Practice 3: Improve teachers' knowledge and understanding of making practice decisions based on research evidence and student data.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Leadership provides guidance and establishes an expectation that instructional decisions are based on a review of student data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Student performance data is systematically gathered before, during, and after instruction to guide instructional and programmatic decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers and administrators understand the types of data needed, how to collect and analyze the data, and how to make decisions and communicate regarding the results.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers and administrators regularly read research literature on math instruction and intervention and consider how these practices can be implemented within the local context.

**Principle 8: Establish a school wide plan to identify and improve teachers' mathematical and pedagogical content knowledge.**

Consistently	Inconsistently	Not at All	<b>Practice 3: Improve teachers' knowledge and understanding of making practice decisions based on research evidence and student data.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Leadership cultivates a school climate that allows for experimentation and implementation of evidence-based practices in a supportive environment.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Leadership works with teachers to support fidelity of implementation.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability



**Principle 9: Discontinue using practices that are NOT associated with improved outcomes for students and teachers.**

Consistently	Inconsistently	Not at All	<b>Practice 1: Examine the evidentiary bases of practices currently used in teaching mathematics and identify and eliminate practices that are contraindicated by existing evidence.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers and school administrators review research summaries and other resources for evidence regarding effective practices for teaching mathematics in the middle grades.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers and school administrators examine the evidence base of practices currently used in teaching mathematics.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Practices not supported by research evidence or local student performance evidence are discontinued.
Consistently	Inconsistently	Not at All	<b>Practice 2: Monitor student learning formally and informally and use trend data to determine whether and how to adjust current practices.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers monitor student learning formally (e.g., using summative assessments) and informally (e.g., using observation, formative assessment) and adjust practices accordingly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers use progress monitoring to identify students who need instructional adjustments to improve learning.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) School administrators use data at the student, classroom, and teacher levels to make programmatic changes, eliminating programs that are not working for their students.
Insert Total	Insert Total	Insert Total	<b>Current Level of Implementation</b>
_____	_____	_____	<input type="checkbox"/> Level 1: No Implementation <input type="checkbox"/> Level 2: Exploration <input type="checkbox"/> Level 3: Initial Implementation <input type="checkbox"/> Level 4: Full Implementation <input type="checkbox"/> Level 5: Sustainability