

**Table 5.1:
Equity Reflection Activity**

| Focus Area | Reflection Questions | Comments |
|------------------------------|---|----------|
| Access | <p>What process is used for mathematics placement into the freshman-level mathematics courses?</p> <p>Do students have opportunities to advance through the mathematics matriculation, and how does this get demonstrated or decided?</p> <p>What percentage of students are enrolled in college-preparatory mathematics courses?</p> | |
| Grading | <p>Is every team member's definition of an A, B, C, D, or F the same?</p> <p>Does the team grade the assessments together to ensure equitable grading?</p> <p>What feedback is provided to students?</p> | |
| Data-Driven Practices | <p>Are data broken down by subpopulations to ensure the needs of each learner are met?</p> <p>Are data reviewed to inform instructional practices?</p> <p>Are data collected on specific interventions and support to track and monitor effectiveness?</p> | |

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|----------------------------------|---|----------|
| Task Selection | <p>When planning a unit of instruction, do teacher teams develop common artifacts to meet the learning needs of every student?</p> <p>Does the team select or develop rich mathematical tasks for each student to use?</p> <p>Does the team identify essential skills needed for an upcoming unit of instruction?</p> | |
| Assessments | <p>Does the team use common scoring rubrics on formative assessments?</p> <p>Are assessments high quality and representative of the Common Core mathematics?</p> <p>How are students involved in the assessment cycle?</p> | |
| Interventions and Support | <p>Do teachers have time within the school day to collaborate on issues specific to student learning, students with special needs, or English learners?</p> <p>What interventions are currently being offered?</p> <p>Are students required to attend intervention if deemed not meeting the standards?</p> | |