**Maths Active Schools Assessment Rubrics - Secondary**

**Actively supports the mathematics professional learning needs of staff**

|  |  |  |
| --- | --- | --- |
| **Criteria point** | **Yes** | **No** |
| Is a current member of the Mathematical Association of Victoria |  |  |

**1. Actively supports targeted mathematics professional learning for all staff**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria point** | **Highly evident** | **Evident** | **Not evident** | **N/A** | **Comment** |
| Organises in-school mathematics professional development for all staff (including teachers and support staff) |  |  |  |  |  |
| Actively attends and/or presents at mathematics conferences, conventions or workshops, |  |  |  |  |  |
| Has mathematics as a key focus in Strategic Plan/Annual Implementation Plan (or similar document) |  |  |  |  |  |
| Is involved in mathematics professional learning with a team of like schools |  |  |  |  |  |
| Has mentoring for graduate teachers |  |  |  |  |  |
| Encourages teachers to submit mathematics articles for publication, |  |  |  |  |  |
| Participates in coaching, learning walks or similar |  |  |  |  |  |

**2. Has appropriate school structures in place to maximise the learning and teaching of mathematics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria point** | **Highly evident** | **Evident** | **Not evident** | **N/A** | **Comment** |
| Has an active numeracy/mathematics professional learning team |  |  |  |  |  |
| Regularly reviews the mathematical support resources available in school and updates as required |  |  |  |  |  |
| Has an effective whole school numeracy plan and aligns to the [Numeracy Improvement Guide for School Leaders.](https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=56c5cfa1-b65c-4335-b130-5e40f7fddb8c&SearchScope=Teacher) |  |  |  |  |  |
| Has an effective whole school assessment plan. |  |  |  |  |  |

**3. Promotes effective learning and teaching practices in mathematics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria point** | **Highly evident** | **Evident** | **Not evident** | **N/A** | **Comment** |
| Differentiates teaching to meet learning needs of all students |  |  |  |  |  |
| Structures daily mathematics lessons effectively |  |  |  |  |  |
| Uses hands-on materials to teach mathematics at all levels |  |  |  |  |  |
| Uses a variety of tools to engage students in mathematics including investigations, images, animations, video and technology. |  |  |  |  |  |
| Integrates mathematics across the curriculum |  |  |  |  |  |
| Uses Victorian Curriculum, Victorian DET resources, Australian Curriculum, and AAMT resources  |  |  |  |  |  |

**4. Uses assessment to inform teacher practice to enhance student learning outcomes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria point** | **Highly evident** | **Evident** | **Not evident** | **N/A** | **Comment** |
| Uses a range of diagnostic assessment tasks (Eg Mathematics Online Interview, Assessment for Common Misunderstandings, Factions and Decimal Online Interview, Scaffolding Numeracy in the Middle Years) |  |  |  |  |  |
| Uses other assessment tasks eg On Demand, PAT Maths, NAPLAN |  |  |  |  |  |
| Uses rich assessment tasks |  |  |  |  |  |
| Uses assessment data to inform teaching and improve learning |  |  |  |  |  |
| Invites students to participate in self and peer assessments |  |  |  |  |  |

**5. Participates in student mathematics activities**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria point** | **Highly evident** | **Evident** | **Not evident** | **N/A** | **Comment** |
| Runs a mathematical investigation for all year levels and (optionally) enters the best investigations into the state level Mathematics Talent Quest |  |  |  |  |  |
| Enters mathematics competitions (for example AAMT’s Reach for the Stars, AMC and the Mathematics Challenge) |  |  |  |  |  |
| Organises and/or participates in mathematical games days |  |  |  |  |  |
| Has programs that cater for diverse learning needs  |  |  |  |  |  |

**6. Actively demonstrated a commitment to valuing mathematics in our society by incorporating parents and the community**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria point** | **Highly evident** | **Evident** | **Not evident** | **N/A** | **Comment** |
| Has strategic plan to support parents to make connections with maths in the real world (e.g., fostering positive dialogue around numeracy and financial literacy) |  |  |  |  |  |
| Regularly has mathematics content in school newsletter, class blogs, social media or similar. |  |  |  |  |  |
| Promotes mathematics by placing displays in classrooms, around the school, on school websites or blogs/social media |  |  |  |  |  |
| Runs successful sessions/and or provides resources that explain the teaching and reporting of mathematics to parents |  |  |  |  |  |
| Engages with the local community through excursions/incursions. |  |  |  |  |  |