

**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 course?</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 is 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>	
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>	

Focus Area	Reflection Questions	Comments
Assessments	<p>Does the team use 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 disabilities, 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>	