

Mathletics Teacher Certification Self Certification Assessment Grid

Mathletics

Name	School	School Certification Code

Mathletics Certification 1			Mathletics Certification 2			Mathletics Lead Educator		
OVERALL OBJECTIVE								
My students use Mathletics as part of their learning process to improve results			I use Mathletics to develop my students as learners and ensure maximum individual results			I integrate Mathletics to target and improve whole school numeracy goals		
STUDENT ENGAGEMENT OUTCOMES								
My students regularly use Mathletics for learning			Each of my students has their own targeted learning pathway			My students belong to a connected learning community at home and at school		
11.1	My students access Live Mathletics independently at school and at home	<input type="checkbox"/>	12.1	My students' engagement is maintained with regular recognition of achievements eg presentation of certificates, special trophies, class parties	<input type="checkbox"/>	11E.1	I coordinate participation in class or school events	<input type="checkbox"/>
11.2	My students access Mathletics curriculum activities independently at school and at home	<input type="checkbox"/>	12.2	My students use Mathletics to find the information they need to answer a question eg using Support and Maths A-Z	<input type="checkbox"/>	11E.2	I administer in-school Mathletics competitions	<input type="checkbox"/>
11.3	My students understand the points and rewards systems, know how to earn a certificate and I acknowledge their success	<input type="checkbox"/>	12.3	My students can select activities from their core curriculum and Something Easier activities to direct their learning	<input type="checkbox"/>	11E.3	I provide teachers with strategies to keep students engaged in their mathematics learning	<input type="checkbox"/>
11.4	My students are encouraged to repeat curriculum activities, and are aware that questions are randomly generated and adaptive	<input type="checkbox"/>	12.4	My students use their curriculum results to reflect on their learning and what they need to do to progress	<input type="checkbox"/>	11E.4	I define and implement school-wide recognition strategies for greater school engagement	<input type="checkbox"/>
11.5	My students use Support or Maths A-Z when they need help	<input type="checkbox"/>	12.5	I use Live Mathletics to model and teach number strategies to my class	<input type="checkbox"/>	11E.5	I ensure that student achievement in Mathletics is acknowledged throughout the school	<input type="checkbox"/>
11.6	My students reflect on and connect their mathematics learning with Mathletics	<input type="checkbox"/>				11E.6	I support whole school engagement through involving parents, communicating success stories and updating the school community with developments in Mathletics	<input type="checkbox"/>
11.7	My students' parents are invited to receive weekly email reports of their child's progress	<input type="checkbox"/>						

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TEACHING OUTCOMES								
I use the Mathletics teacher console resources to enrich the learning process for my students			I use a range of Mathletics resources and strategies to develop independent learners			I support all teachers in using Mathletics effectively		
11.8	I use Student View for whole class and group teaching	<input type="checkbox"/>	12.6	I regularly create, edit and adjust groups in my class to cater for the changing needs of individual learners	<input type="checkbox"/>	ILE.7	I provide new teacher training and ongoing teacher training as part of the school professional development program	<input type="checkbox"/>
11.9	I use eBooks in Library as an additional teaching resource	<input type="checkbox"/>	12.7	I integrate eBooks/ rich tasks/interactives in my lesson to teach mathematical concepts and problem solving strategies	<input type="checkbox"/>	ILE.8	I support teachers in moving through the Mathletics Certification pathway	<input type="checkbox"/>
11.10	I use Assign to set activities for my students	<input type="checkbox"/>	12.8	I use Assign, Results and Reports to provide feedback to my students	<input type="checkbox"/>	ILE.9	I ensure that the use of Mathletics is included in school mathematics planning	<input type="checkbox"/>
			12.9	I regularly use Assign to set support and core activities for individuals and groups in my class	<input type="checkbox"/>	ILE.10	I provide expert assistance to colleagues in integrating Mathletics technologies to improve results in my school	<input type="checkbox"/>
			12.10	I use the Course area to provide personal learning pathways for my students	<input type="checkbox"/>	ILE.11	I keep abreast of Mathletics product development to provide my school community with regular insights and updates regarding teaching and learning	<input type="checkbox"/>
			12.11	I use Mathletics to develop different mathematical skills eg problem solving, mental and written calculation strategies, fact recall	<input type="checkbox"/>			
			12.12	I use Mathletics with a range of teaching and learning strategies eg group work, whole class teaching, peer teaching, collaborative learning	<input type="checkbox"/>			
			12.13	I use the pre-made lesson plans to introduce, explore and reinforce new concepts	<input type="checkbox"/>			

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ASSESSMENT OUTCOMES								
I use the Mathletics teacher console resources for assessment			I use Mathletics results to inform my teaching both formatively and summatively			I monitor numeracy progress across the school and implement support to teachers		
11.11	I use Reports to review progress in curriculum topics and Live Mathletics	<input type="checkbox"/>	12.14	I use Assign, Results and Reports to identify whole class, group or individual strengths and weaknesses and use this data to inform my mathematics planning	<input type="checkbox"/>	11E.12	I use School usage to review whole school progress and to provide feedback to teachers	<input type="checkbox"/>
11.12	I use Tests and topic tests as part of the learning process	<input type="checkbox"/>	12.15	I adjust Mathletics courses, Live Mathletics levels and class groupings, based on data from Results and Reports for individuals, groups and classes	<input type="checkbox"/>	11E.13	I use class and school results to inform long-term mathematics planning	<input type="checkbox"/>
			12.16	I use Reports to export and use results as part of my overall assessment of students	<input type="checkbox"/>	11E.14	I interpret student assessments to identify areas of improvement or trends and to provide strategies for remediation	<input type="checkbox"/>
			12.17	I use Tests and topic tests for diagnostic, formative and summative assessment	<input type="checkbox"/>	11E.15	I provide expert training for teachers in using Assign, Results and Reports to assess their classes	<input type="checkbox"/>
						11E.16	I provide teachers with a Mathletics assessment plan eg how to assess and when	<input type="checkbox"/>
						11E.17	I access training resources to support my learning through the Help Hub	<input type="checkbox"/>
MY COMMUNITY								
			I use Mathletics to build a school community of mathematics learning					
			12.18	I share my Mathletics learnings with colleagues	<input type="checkbox"/>			
			12.19	I share my experience in integrating Mathletics in the community	<input type="checkbox"/>			