DATA-**INFORMED** ≠ DATA-**DRIVEN**

① Quick Self-Assessment

On a scale of 1 (not at all) to 5 (absolutely true), rate how much you agree with the following statements.

_____ I regularly adjust instruction based on student data.

_____ My students know why they're being assessed, not just that they are.

_____ I feel pressure to narrow instruction to what will be tested.

_____ I intentionally carve out space for creative thinking, even during test prep.

_____ My assessments include opportunities for original thought or expression.

Where are you strong? Where might creativity be getting squeezed out?

② Zoom In

Think about a unit you cover that has a high testing focus. Use the prompts below to evaluate its balance.

Unit Focus: _____

What data are you prioritizing in this unit?

Where is there room for open-ended thinking or creative student input?

Where might students feel boxed in?

③ Make One **Creative** Pivot

Choose one small change that could bring creativity into an existing lesson plan or unit:

☐ Replace one multiple-choice exit ticket with a sketchnote or metaphor
☐ Let students choose the format for a formative check-in
☐ Add a "design your own test question" station
☐ Integrate a short, real-world challenge tied to the content

When will you try it? _____

How will you know it worked? _____