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| **Student Engagement*** Students are regularly explaining math strategies in class (both how and why) SMP #6, #3
* Students are asking questions of the teacher and classmates SMP #3, #6
* Teacher input is limited SMP #1

**Cite Evidence:** | **Instruction*** Real world problem solving SMP#1
* A variety of strategies are evident
* Teachers ask questions, clarify students’ comments or actions #3, #5
* Teachers listen to gain a better understanding of student’s needs
* Students are modeling mathematics with tools, pictures, diagrams, and/or equations SMP #5
* Students are expected to solve rigorous problems independent of teacher taught procedures SMP #1
* Students are allowed to solve problems in ways that make sense to them SMP #1
* Students can apply numbers or algorithms to a situation, students can apply a situation to numbers and equations SMP #2

**Cite Evidence:** |
| **Mathematical Discourse*** Students are using mathematical vocabulary SMP#6
* There is a bank of previously used math vocabulary words SMP #6
* Students and teachers are precise and explicit in their explanations SMP #6
* Students respond to or add on to the thinking of others SMP #3
* Students can provide a thoroughly written explanation of their work SMP #6

**Cite Evidence:** | **Classroom Environment*** Tools are easily accessible i.e., on tables SMP#5
* Students have the option to work in partnerships, small groups, or alone
* There is an area reserved for large group discussion
* Student created strategies are on display
* Think time/wait time is evident

**Cite Evidence:** |