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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:** |