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| **Scale Score** | **Teacher Evidence** | **Student Evidence** |
| 3 What would you see when Math Expressions is implemented well? | All lessons are taught according to the teacher manual pacing guide **within the recommended time limits** for each activity.  Teachers use the 8 Mathematical Practices in each lesson to demonstrate student understanding of concepts.  Teacher has fostered a risk-free, collaborative environment and encourages students to accept leadership responsibilities in the classroom.  Teacher supports the sense-making of **all** students through collaborative student-to-student instructional conversations focused on mathematical thinking. Teacher “stays out of the way” to allow students to interact more directly with one another.  Teachers use intentional questions and activities to focus ***Math Talk*** discussions on mathematical concepts being taught.  Teacher uses ***Math Talk*** to do continual formative assessment, to modify instruction and address errors or extend good mathematical thinking.  Math Expression ***Quick Practice***, found at the beginning of each lesson, is implemented in the first five minutes of **EVERY** **MATH** **LESSON** as a warm up activity. Teacher has prepared Quick Practice materials for easy access and use.  ***K- 2 Daily Routine*** is followed **EVERY DAY** according to directions found in teacher manual. Daily Routine occurs outside of math block instruction and should take about ten minutes. Routine is **led by student leaders**.  Basic fact fluency activities are implemented **EVERY DAY for 5-10 minutes** outside of math block instruction. Teachers explicitly teach basic fact strategies to move students to fluency following the ***Path to Fluency* (Pg. xxvi)**. K- 2 teachers concentrate on fact strategy practice. Grades 3- 5 follows the routine according to the 3rd grade Math Expressions curriculum.  Teachers and students make sense out of story problems through drawings, labels, and equations. Teachers instruct which problem type is being used.  Teachers **ALWAYS** use Math Expressions methods, strategies and proof drawings to solve equations.  ***Homework and Remembering*** pages are given after **EVERY** lesson. They are discussed, collected, used to confer and guide instruction daily.  Quick quizzes are usedat the end of each big idea to guide differentiated instruction.  Formative assessments, which are provided at the end of each lesson, are used **EVERY** day to adjust instruction.  Math Expressions unit tests are administered on time and taken independently by students according to district policy. | Students perceive the classroom as a risk-free environment where mistakes are seen as learning opportunities.  Students except responsibilities in the classroom and show respect for others.  Students comfortably ask for and receive help.  Students accept leadership responsibilities in the classroom, such as: modeling, clarifying, and explaining mathematical thinking to others.  Students interact directly through productive student-to-student discussion around mathematical thinking.  Students are active helpers and questioners during Math Talk.  Student leaders accept the responsibility for leading the Quick Practice and Daily Routines.  Students recognize that there may be several correct methods for solving a math situation.  Students use math drawings, visual models, and tools to represent a word problem situation to develop understanding.  Students understand that knowing about problem types can be useful in solving them.  Students complete the Homework and Remembering page to show understanding of mathematical concepts.  Students individually complete Math Expressions assessments to show understanding of grade level mathematical standards. |