

Summary Rubric

	The Mathematics	Cognitive Demand	Access to Mathematical Content	Agency, Authority, and Identity	Uses of Assessment
	<i>How accurate, coherent, and well justified is the mathematical content?</i>	<i>To what extent are students supported in grappling with and making sense of mathematical concepts?</i>	<i>To what extent does the teacher support access to the content of the lesson for all students?</i>	<i>To what extent are students the source of ideas and discussion of them? How are student contributions framed?</i>	<i>To what extent is students' mathematical thinking surfaced; to what extent does instruction build on student ideas when potentially valuable or address misunderstandings when they arise?</i>
1	Classroom activities are unfocused or skills-oriented, lacking opportunities for engagement with key grade level content (as specified in the Common Core Standards)	Classroom activities are structured so that students mostly apply memorized procedures and/or work routine exercises.	There is differential access to or participation in the mathematical content, and no apparent efforts to address this issue.	The teacher initiates conversations. Students' speech turns are short (one sentence or less), and constrained by what the teacher says or does.	Student reasoning is not actively surfaced or pursued. Teacher actions are limited to corrective feedback or encouragement.
2	Activities are at grade level but are primarily skills-oriented, with few opportunities for making connections (e.g., between procedures and concepts) or for mathematical coherence (see glossary).	Classroom activities offer possibilities of conceptual richness or problem solving challenge, but teaching interactions tend to "scaffold away" the challenges, removing opportunities for productive struggle.	There is uneven access or participation but the teacher makes some efforts to provide mathematical access to a wide range of students.	Students have a chance to explain some of their thinking, but the teacher is the primary driver of conversations and arbiter of correctness. In class discussions, student ideas are not explored or built upon.	The teacher refers to student thinking, perhaps even to common mistakes, but specific students' ideas are not built on (when potentially valuable) or used to address challenges (when problematic).
3	Classroom activities support meaningful connections between procedures, concepts and contexts (where appropriate) and provide opportunities for building a coherent view of mathematics.	The teacher's hints or scaffolds support students in productive struggle in building understandings and engaging in mathematical practices.	The teacher actively supports and to some degree achieves broad and meaningful mathematical participation; OR what appear to be established participation structures result in such engagement.	Students explain their ideas and reasoning. The teacher may ascribe ownership for students' ideas in exposition, AND/OR students respond to and build on each other's ideas.	The teacher solicits student thinking and subsequent instruction responds to those ideas, by building on productive beginnings or addressing emerging misunderstandings.