Math Reasoning Informal Observation Rubric (Exemplar)

Mathematical Practice	Target Behavior (pedagogical practice)	Sprouting	Blossoming	Pollinating
MP3 Construct Viable Arguments & Critique the Reasoning of Others

MP 6 Attend to Precision | Use of Academic Language (Accountable Talk) | -A word wall is posted with academic language.

-Teacher uses acronym and/or mnemonic devices instead of content specific language [Ex: PEMDAS vs order of operations]. | -Word wall is posted with current academic language

-Teacher uses appropriate/specific academic language.

-Teacher corrects/prompts students to use academic language.

-Teacher connects acronyms and/or mnemonic devices to academic language. | -Word wall is posted with current academic language and referred to by students and/or teacher during instructional time.

-Teacher and students (without prompting from teacher) use appropriate language. |
| MP 3 Construct Viable Arguments & Critique the Reasoning of Others

MP 6 Attend to Precision | Verbal Discourse (Accountable Talk) | -Students participate in classroom conversations with substantial teacher prompting. | -Students participate in classroom discourse.

- Teacher prompts students to extend upon the ideas of others. | -Students lead and continue conversations using accountable talk stems.

-Students extend upon the thoughts of other.s |
| MP 3 Construct Viable Arguments & Critique the Reasoning of Others

MP 6 Attend to Precision | Multiple Approaches to Problem-Solving | -Teacher/student only provided/required to utilize one way to solve a problem. | -Teacher provides students with a task that has multiple approaches, and students are permitted to select a preferred approach to complete. | -Teacher provides students with tasks that have multiple approaches and require students to use at least two approaches. |

MP 3 Construct Viable Arguments & Critique the Reasoning of Others MP 6 Attend to Precision	Written Communications (CER)	-Teacher does not prompt, nor do students readily utilize CER to respond to prompts that require reasoning. -Teacher does not provide tasks that require student reasoning.	-Teacher prompts students to utilize CER to respond to tasks that require student reasoning.	-Students demonstrate a clear expectation and utilization of CER to respond to prompts that require student reasoning.
MP 3 Construct Viable Arguments & Critique the Reasoning of Others MP 6 Attend to Precision	Demonstration of a Thorough Understanding (CUBES/3 Read)	-Teacher prompts students to use a reading strategy to unlock a task, and students seem unfamiliar.	-Teacher prompts students to use a reading strategy to unlock a task, and students require little to no teacher support.	-Students do not require teacher prompting to use a reading strategy to unlock a task, and students are able to navigate independently.

Rubric created by Sabrina N. Crusoe