

## Use of Academic Language (Accountable Talk) \*

Mathematical Practice	 Sprouting	 Blossoming	 Pollinating
<b>MP3</b> Construct Viable Arguments & Critique the reasoning of others  <b>MP 6</b> Attend to Precision	- 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.

Use of Academic Language (Accountable Talk)

Sprouting

Blossoming

Pollinating

Observation Tool created by Sabrina N. Crusoe

## Verbal Discourse (Accountable Talk) \*

Mathematical Practice	 Sprouting	 Blossoming	 Pollinating
<b>MP3</b> Construct Viable Arguments & Critique the reasoning of others  <b>MP 6</b> Attend to Precision	- Student participate in classroom conversations with substantial teacher prompting.	- Students participate in classroom discourse.  - Teacher prompts students to extend upon the ideas of others.	- Student lead and continue conversations using accountable talk stems.  - Students extend upon the thoughts of others.

Verbal Discourse (Accountable Talk)

Sprouting

Blossoming

Pollinating

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## Multiple Approaches to problem-solving \*

Mathematical Practice	 Sprouting	 Blossoming	 Pollinating
<b>MP3</b> Construct Viable Arguments & Critique the reasoning of others  <b>MP 6</b> Attend to Precision	- Teacher/student only provided/required to utilize one way to solve a problem.	- Teacher provide 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.

Multiple Approaches to problem-solving

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## Written Communications (CER) \*

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<b>MP3</b> Construct Viable Arguments & Critique the reasoning of others  <b>MP 6</b> Attend to Precision	- Teacher does not prompt, nor do students readily utilize CER to respond to prompts that require reasoning.  - Teacher does not provide task that require student reasoning.	- Teacher prompt students to utilize CER to respond to task that require student reasoning.	- Students demonstrate a clear expectation and utilization of CER to respond to prompts that require student reasoning.

Written Communications (CER)

Sprouting

Blossoming

Pollinating

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## Demonstration of a thorough understanding (CUBES/# Read) \*

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<b>MP3</b> Construct Viable Arguments & Critique the reasoning of others  <b>MP 6</b> Attend to Precision	- Teacher prompt 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.

Demonstration of a through understanding (CUBES/3 Read)

Sprouting

Blossoming

Pollinating

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