Looking for Evidence of Student Engagement in the Key Shifts

Focus	Evidence
☐ The learning goal(s) of the lesson supports grade-level standard(s).	
Coherence	
☐ The lesson intentionally relates new concepts to students' prior skills and knowledge. ☐ Students set the foundation for future learning. ☐ Students access prior learning from major work in the grade in order to support new learning.	
Rigor	
Conceptual Understanding ☐ Students access concepts and ideas from a variety of perspectives. ☐ Students explain mathematical ideas behind a particular concept in a variety of ways. ☐ Students use examples and counterexamples to make and support conjectures applied to one problem to multiple situations. ☐ Students create and use a variety of models to analyze relationships. ☐ Students make use of patterns and structure to compose and decompose numbers, shapes, expressions, and equations. **Procedural Skills and Fluency** ☐ Students select tools (e.g., physical objects, manipulatives, drawings, diagrams, algorithms, or strategies) that are relevant and useful for the task or problem. ☐ Students communicate thinking using appropriate vocabulary, symbols, and/or units in precise and accurate ways. ☐ Students look for patterns, generalizations, and shortcuts. ☐ Students are flexible in their use of procedures and skills to solve problems. **Application** ☐ Students decontextualize and contextualize quantities in problem situations. ☐ Students plan and choose a solution pathway when applying their mathematical knowledge to different situations.	

Note: To help educators look for evidence of grade-level-appropriate student engagement in mathematical tasks, these narrative descriptors are adapted from Illustrative Mathematics. (2014, February 12). *Standards for Mathematical Practice: Commentary and Elaborations for K–5 and 6-8*. Tucson, AZ. Available at http://commoncoretools.me/2014/02/12/k-5-elaborations-of-the-practice-standards