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| ***Anticipating*** | ***Monitoring*** | ***Selecting*** | ***Sequencing*** | ***Connecting*** |
| **Description:**  Anticipating involves planning and preparing a task to use with students.  It is envisioning correct and incorrect student outcomes by using quality questions and differentiation. | **Description:**  Monitoring involves paying close attention to students’ mathematical thinking and solution strategies. Teachers listen, observe, interact and ask probing questions to gauge student understanding. | **Description:**  Teacher strategically chooses student work to facilitate discussion of common errors, misconceptions, and alternative strategies to deepen student understanding. | **Description:**  Sequencing is intentionally choosing an order of student generated solutions, strategies, and misconceptions to promote mathematical discussion and understanding. | **Description:**  Connecting is discovering how math ideas relate to prior knowledge, to other students’ strategies and to practical situations. |
| **Level 0:** Students receive no clear objectives or direction. Teacher is unprepared for student questions and student responses including errors, misconceptions, and possible accommodations prior to the lesson. | **Level 0:** Teacher is not monitoring the students by either taking physical or mental notes.  Monitoring cannot take place if the physical setup of the classroom prevents quick accessibility to all students.  Teacher is unaware of student strategies and/or misconceptions. | **Level 0:** Teacher does not choose any student work or shows all students work without discrimination. | **Level 0:** The teacher lacks reason for order. The teacher presents without regard for strategies, solutions, misconceptions, or the learning objective. | **Level 0:** The teacher may show student work but makes no connections. |
| **Level 1:** Teacher gives minimal directions with little consideration of misconceptions and no order of events.  Teacher does not anticipate student questions and has no accommodations ahead of time. Teacher shows only one approach to problem solving that targets only part of the objective. | * **Level 1:** Teacher focuses on a limited area of the room or a select few students. * Teacher lacks intention/purpose/focus/methods for collecting information from students. | **Level 1:** Teacher makes choices that may be random and/or unintentional.  The samples do not address lesson objectives. | **Level 1:** Student answers are shown, with little thought given to the order. Some choices are made that do not achieve their mathematical goal. | **Level 1:** The teacher presents student work and makes connections with minimal student input. |

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| **Level 2:** The teacher is prepared to present the lesson but has not identified all solution paths or misconceptions. Student discussions are present but may be off task. | * **Level 2:** Teacher engages with most students, questioning their mathematical thinking, but identifies only a few strategies and misconceptions. Students engage somewhat but are limited in their reasoning and justification. | **Level 2:** The teacher intentionally chooses student work that addresses lesson objective(s) but lacks variety or common misconceptions. | **Level 2:** Teacher presents student work in some sort of order that leads toward an objective. | **Level 2:** The teacher facilitates discussions where some connections are made. |
| **Level 3:** The teacher prepares thoughtfully, with consideration of how to present the lesson, while anticipating and addressing common mistakes before they occur.  Well-organized or predetermined groups show evidence of student interaction. | **Level 3:** Teacher engages all students, using questions to identify student strategies and common errors. | **Level 3:** The teacher intentionally chooses samples of student work that show a variety of strategies, including a sampling of common misconceptions that address the lesson objective(s). | **Level 3:** Teacher presents student work in a meaningful order that contributes to the mastery of the learning objective, and which leads to effective student input and discussion. | **Level 3:** The teacher allows for student discussions that make connections while intervening to enable students to achieve the predetermined outcome. |