2.6

Mathematical Practice Look Fors

Instructions: During a lesson, listen for student actions related to any or all of these Mathematical Practices. Note what they said or did in the examples column.

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| ***Mathematical Practice*** | ***Student Look Fors*** | ***Examples*** |
| 1. Make sense of problems and persevere in solving them. | * Analyze information (givens, constraints,

relationships, goals).* Make conjectures and plan a solution

pathway.* Use objects, drawings, and diagrams to

solve problems.* Monitor progress and change course as

necessary.* Check answers to problems and ask,

“Does this make sense?” |  |
| 2. Reason abstractly and quantitatively. | * Make sense of quantities and relationships

in problem situations.* Create a coherent representation of a

problem.* Translate from contextualized to

generalized or vice versa.* Flexibly use properties of operations.
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| 3. Construct viable arguments and critique the reasoning of others. | * Make conjectures and use

counterexamples to build a logical progression of statements to supportideas.* Use definitions and previously established

results.* Listen to or read the arguments of others.
* Ask probing questions to other students.
 |  |
| 4. Model with mathematics. | * Determine equation that represents a

situation.* Illustrate mathematical relationships

using diagrams, two-way tables, graphs,flowcharts, and formulas.* Check to see whether an answer makes

sense within the context of a situation andchange a model when necessary. |  |

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwi[n, www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

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| ***Mathematical Practice*** | ***Student Look Fors*** | ***Examples*** |
| 5. Use appropriate tools strategically. | * Choose tools that are appropriate for the

task (e.g., manipulative, calculator, digitaltechnology, ruler).* Use technological tools to visualize

the results of assumptions, explore consequences, and compare predictionswith data.* Identify relevant external math resources

(digital content on a website) and use them to pose or solve problems. |  |
| 6. Attend to precision. | * Communicate precisely using appropriate

terminology.* Specify units of measure and provide

accurate labels on graphs.* Express numerical answers with

appropriate degree of precision.* Provide carefully formulated explanations.
 |  |
| 7. Look for and make use of structure. | * Notice patterns or structure, recognizing

that quantities can be represented indifferent ways.* Use knowledge of properties to efficiently

solve problems.* View complicated quantities both as single

objects and as compositions of several objects. |  |
| 8. Look for and express regularity in repeated reasoning. | * Notice repeated calculations and look for

general methods and shortcuts.* Maintain oversight of the process while

attending to the details.* Evaluate reasonableness of intermediate

and final results. |  |

*Source:* Adapted from Elementary Mathematics Specialists & Teacher Leaders Project. (n.d.). Common Core Look-Fors. Unpublished document. Used with permission. Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014)*. Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12.* New York, NY: Pearson Education, Inc.