**Topic/Standard(s) addressed:**

**Objective(s):**

<table>
<thead>
<tr>
<th>Focus: Grade-level Content</th>
<th>Coherence: Relating new content to math content within or across grades.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On grade-level content</td>
<td>□ Lesson builds on students’ prior skills and understandings</td>
</tr>
<tr>
<td>□ Off grade-level content</td>
<td>□ Lesson does not build on students’ prior skills and understandings</td>
</tr>
<tr>
<td>□ Unable to determine</td>
<td>□ Unable to determine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rigor: Targeting the aspect of rigor aligned to the standards. (check all observed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Conceptual Understanding</td>
</tr>
<tr>
<td>□ Procedural Skill and Fluency</td>
</tr>
<tr>
<td>□ Application</td>
</tr>
</tbody>
</table>

**Task(s):**

- □ Aligned to standards/objectives
- □ Not aligned to standards/objectives

**Notes/Comments/Evidence:**

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**Mathematical Practices**

- **Teacher (check all that apply)**
  - □ Provides opportunities for all students to work with and practice grade-level problems and exercises
  - □ Cultivate reasoning and problem solving by allowing students to productively struggle
  - □ Pose questions and problems that prompt students to explain their thinking about the content of the lesson
  - □ Create conditions for student conversations where students are encouraged to talk about each other’s thinking
  - □ Connect and develop students’ informal language and mathematical ideas to precise mathematical language and ideas

- **Student (check all that apply)**
  - □ Work with and practice grade-level problems and exercises
  - □ Persevere in solving problems in the face of difficulty
  - □ Share their thinking about the content of the lesson beyond just stating answers
  - □ Talk and ask questions about each other’s thinking in order to clarify or improve their own mathematical understanding
  - □ Use increasingly precise mathematical language and ideas

**Notes/Comments/Evidence:**
### Instruction

**Instructional Framework (check all)**
- □ Bell Ringer
- □ Mini-lesson/Modeling
  - □ Varied strategies
  - □ Varied examples
- □ Guided Practice
- □ Independent Practice
- □ Share Out
- □ Closure

**Instructional Format (check all)**
- □ Whole Group
- □ Small Group
- □ Partners
- □ Individual
- □ Stations
- □ Teacher/Para/Interventionist providing direct instruction to a small group or individual student

**Depth of Knowledge**
- □ DOK 1 Recall
- □ DOK 2 Skill/concept practice
- □ DOK 3 Strategic Thinking (Reason, Plan, Critique)
- □ DOK 4 Extended Thinking (Design, Create, Transfer)

### Meeting the Needs of All Learners

**Checks for understanding**
- □ Teacher monitors the understanding of all students throughout the lesson
- □ Teacher monitors the understanding of most students throughout the lesson
- □ Teacher monitors the understanding of some students throughout the lesson
- □ Not observed

**Actionable Feedback Provided**
- □ Teacher provides timely feedback to most students throughout the lesson
- □ Teacher provides timely feedback to some students throughout the lesson
- □ Students have opportunity to provide feedback to each other
- □ Not observed

### Discourse
- □ Mostly teacher talk
- □ Teacher call – students respond
- □ Teacher and student dialogue
- □ Mostly student talk
- □ Independent work – no student discourse

### Environment

**Supporting Learning**
- □ Objective visible
- □ Vocabulary/Word Wall
- □ Anchor Charts
- □ Manipulatives
- □ Positive expectations posted
- □ Student work displayed
- □ Rubrics displayed
- □ Respectful and positive interactions
- □ Timely transitions
- □ Routines evident
- □ Math journals

**Seating Arrangement**
- □ Rows
- □ Pairs
- □ Groups
- □ Other

### Additional Information

Notes and Comments: