Core Action 1: Finding Evidence– Answer Key

Core Action 1: Ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by college- and career-ready standard in mathematics.

In order to gain a deeper understanding of the Instructional Practice Guide, respond to the following questions for each indicator for Core Action 1.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>What Shift is this related to?</th>
<th>What information might be helpful to rate this indicator?</th>
<th>What are some artifacts that would provide evidence of this indicator?</th>
<th>What are examples of this indicator being met and not being met?</th>
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| Indicator A: The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s) or part(s) thereof. | Focus | • Grade level of class  
• Cluster or content standard(s) that the lesson is targeting | • Lesson plan  
• Unit of study plan  
• Discussion with teacher  
• Standard written on board  
• Examples, problems, and/or assessments given during this lesson | Being Met  
• Teacher has identified and planned for the appropriate grade level  
• Students recognize and generate equivalent fractions as well as explain their reasoning  
Not Being Met  
• Lesson focuses on a previous or future grade level’s standard(s)  
• Introductory lesson on place value that only asks students to fill in place value chart |
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| Indicator B: The enacted lesson appropriately relates new content to math content within or across grades. | Coherence | • Previous grade’s standards  
• Students’ prior knowledge  
• How this standard fits into the progression of learning | • Lesson plan  
• Unit of study plan  
• Classroom discussion  
• Examples, problems, and/or assessments given during this lesson | Being Met  
• Teacher meaningfully incorporates prior skills into the lesson  
• Explicit connections are made to previous learning (especially important when the standard or cluster starts, “apply and extend previous understandings…”  
• Questions ask students to recall and apply previous learning  
• Supporting work is used as an opportunity to engage with Major Work  

Not Being Met  
• Previous grade’s learning is re-taught in the lesson  
• Content is introduced as if students have no prior experience with it (e.g., fraction work in fourth grade begins with teaching what a fraction is) |
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| Indicator C: The enacted lesson intentionally targets the aspect(s) of Rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed. | Rigor                          | • The aspect of Rigor identified in the standard or cluster being addressed  
• The aspect of Rigor targeted during the lesson. | • Lesson Plan  
• Questions asked by the teacher during the lesson  
• Time spent on lesson elements  
• Examples, problems, and/or assessments given during this lesson | Being Met  
• A lesson focused on 3.OA.A.3 (application) spends the majority of class time solving word problems  
• A lesson focused on 7.EE.A.1 (procedural skill) spends the majority of class time developing the skills of adding, subtracting, factoring, and/or expanding linear expressions  
Not Being Met  
• A lesson focused on fluency spends the majority of class time having students working on real-world application problems  
• A lesson focused on K.OA.1 (conceptual understanding) spends the majority of class time having students solving basic addition facts |