

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.

Indicator	What Shift is this related to?	What information might be helpful to rate this indicator?	What are some artifacts that would provide evidence of this indicator?	What are examples of this indicator being met and not being met?
Indicator A: The enacted lesson focuses on the grade-level cluster(s), grade-level content standard(s) or part(s) thereof.	Focus	<ul style="list-style-type: none"> • Grade level of class • Cluster or content standard(s) that the lesson is targeting 	<ul style="list-style-type: none"> • Lesson plan • Unit of study plan • Discussion with teacher • Standard written on board • Examples, problems, and/or assessments given during this lesson 	<p>Being Met</p> <ul style="list-style-type: none"> • Teacher has identified and planned for the appropriate grade level • Students recognize and generate equivalent fractions as well as explain their reasoning <p>Not Being Met</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Previous grade’s standards • Students’ prior knowledge • How this standard fits into the progression of learning 	<ul style="list-style-type: none"> • Lesson plan • Unit of study plan • Classroom discussion • Examples, problems, and/or assessments given during this lesson 	<p>Being Met</p> <ul style="list-style-type: none"> • 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 <p>Not Being Met</p> <ul style="list-style-type: none"> • 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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<p>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.</p>	<p>Rigor</p>	<ul style="list-style-type: none"> • The aspect of rigor identified in the standard or cluster being addressed • The aspect of rigor targeted during the lesson. 	<ul style="list-style-type: none"> • Lesson Plan • Questions asked by the teacher during the lesson • Time spent on lesson elements • Examples, problems, and/or assessments given during this lesson 	<p>Being Met</p> <ul style="list-style-type: none"> • 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 <p>Not Being Met</p> <ul style="list-style-type: none"> • 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