The Instructional Practice Evidence Guide is a tool for observing the effective integration of the Common Core State Standards for Mathematics (CCSSM) into instructional practice. This tool is intended for use by teachers, coaches and instructional leaders to support the development of CCSSM aligned instructional practice. The three key shifts required by the CCSSM are:

1. **Focus**: Focus strongly where the Standards focus.
2. **Coherence**: Think across grades, and link to major topics within grades.
3. **Rigor**: In major topics pursue conceptual understanding, procedural skill & fluency, and application with equal intensity.

When the shifts are effectively integrated into instructional practice, evidence of the following can typically be observed in an individual lesson and over the course of the year.

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### EVIDENT IN EACH LESSON

#### 1. Materials and instruction support the focus and coherence of the Standards.

<table>
<thead>
<tr>
<th></th>
<th>Evident</th>
<th>Not Fully Evident</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
<td></td>
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<tr>
<td>C.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
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</tbody>
</table>

**All of the above are true or evident:** Yes    No

#### 2. All students grow in their capacity for the three aspects of rigor in mathematics.

<table>
<thead>
<tr>
<th></th>
<th>Evident</th>
<th>Not Fully Evident</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Conceptual understanding: Students develop their conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
</tr>
<tr>
<td>B.</td>
<td>Procedural skills &amp; fluency: Students learn or practice procedures required by the Standards, and/or work toward fluency in arithmetic.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
</tr>
<tr>
<td>C.</td>
<td>Application: Students use mathematics in the context of engaging applications.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
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</table>

**One or more of the above is evident:** Yes    No

#### 3. All students practice the discipline of mathematics in grade-appropriate ways.

<table>
<thead>
<tr>
<th></th>
<th>Evident</th>
<th>Not Fully Evident</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Students - working individually, in groups, or with the teacher - persevere in solving difficult and worthwhile problems.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
</tr>
<tr>
<td>B.</td>
<td>Students construct viable arguments and critique the arguments of others.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
</tr>
<tr>
<td>C.</td>
<td>Students explain their thinking and build upon their own and others’ thinking.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
</tr>
<tr>
<td>D.</td>
<td>Students and the teacher attend to the specialized language of mathematics with precision.</td>
<td>Evident</td>
<td>Not Fully Evident</td>
</tr>
</tbody>
</table>

**All of the above are evident:** Yes    No
### EVIDENT OVER THE COURSE OF THE YEAR

**1. Focus: Students focus strongly where the Standards focus.**

- A. Students spend the large majority of their time, approximately three-quarters, on the major work of the grade.
- B. Students are assessed only on topics that are in the Standards for Mathematical Content for their grade.

**Note evidence of how this lesson supports or doesn’t support the expectations for Focus:**

**2. Coherence: The lessons and tasks students encounter reinforce coherence across and within grades.**

- A. The lessons and tasks students encounter are consistent with the grade level expectations in the Standards.
- B. The supporting content students encounter reinforces the major work of the grade.

**Note evidence of how this lesson supports or doesn’t support the expectations for Coherence:**

**3. Rigor: Students pursue and progress in conceptual understanding, procedural skill & fluency and application.**

- A. Students achieve conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings.
- B. Students master all the procedures and reach the fluencies in arithmetic required by the Standards for their grade.
- C. Students use mathematics in the context of engaging applications.

**Note evidence of how this lesson supports or doesn’t support the expectations for Rigor:**

**4. Student work demonstrates that students meet the content and mathematical practice standards.**

- A. Student work shows that students meet the content standards, with particular mastery and rigor in the major work of the grade.
- B. Students demonstrate – through individual and group work and in whole class discussion – that they apply the standards for mathematical practice in grade-appropriate ways.

**Note evidence of how this lesson supports or doesn’t support the expectations for student work:**

### EVIDENT BEYOND THE CLASSROOM

**1. The teacher productively collaborates with other teachers to improve practice.**

- A. The teacher collaborates with other teachers to find and develop high quality problems and exercises.
- B. The teacher collaborates with other teachers to review and analyze student work and develop strategies to improve student learning.
- C. The teacher collaborates with other teachers to observe and evaluate practice based on the shifts.

**Note evidence of productive collaboration among teachers:**

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1 Given the particular clusters that are designated major in grade 7, the criterion for that grade is approximately two-thirds, rather than approximately three-fourths.

2 Required fluencies chart: [http://tinyurl.com/focusinmath](http://tinyurl.com/focusinmath).

3 Particular emphasis on shared responsibility on the part of school leaders for prioritizing teacher collaboration time.