

RESET  
Understanding Concepts Rubric  
Mathematics

Video Code: \_\_\_\_\_

SCORING  
3 Implemented  
2+  
2 Partially Implemented  
2-  
1 Not Implemented  
NA Not Applicable

Components	Item	3 Implemented	2+ Partially Implemented	2- Not Implemented	Score	Explanation
Content of Instruction	1	The lesson is consistently focused on conceptual understanding of critical mathematics concepts (amount appropriate for meaningful development).	The lesson addresses conceptual understanding of critical concepts but not consistently, OR the lesson addresses too many critical concepts for meaningful development.	The lesson does not address conceptual understanding, OR the lesson does not address critical concepts.		
	2	The teacher uses visual representations that support conceptual understanding, i.e. representations show the appropriate size relations and map to the meaning of numbers when in context.	The teacher uses some visual representations that support conceptual understanding, OR the teacher uses visual representations that somewhat support conceptual understanding.	The teacher does not use visual representations, OR the teacher uses visual representations that do not support conceptual understanding.		
	3	To begin instruction, the teacher selects a simple or familiar context or representation that effectively provides meaning for the numbers.	To begin instruction, the teacher selects a context or representation that does not effectively provide meaning for the numbers.	To begin instruction, the teacher does not use a context or a representation, OR the teacher selects a context or representation is confusing or inaccurate.		

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
Design of Instruction	4	The teacher effectively reviews or teaches key vocabulary and/or symbols.		The teacher reviews or teaches some key vocabulary and/or symbols but not effectively.		The teacher does not review or teach key vocabulary and/or symbols.		
	5	There is an explicit systematic progression within and/or across lessons that supports conceptual understanding, e.g., a step-by-step presentation, a graduated sequence of representations, or explicit connections to previous lessons.		There is a somewhat explicit or somewhat systematic progression within and/or across lessons, OR there is an explicit, systematic progression within and/or across lessons that somewhat supports conceptual understanding.		There is not an explicit or systematic progression within or across lessons that supports conceptual understanding.		
	6	The teacher engages students in making connections that develop conceptual understanding. For example, connections can be made between: <ul style="list-style-type: none"> <li>· concepts and students' background knowledge,</li> <li>· contexts and representations,</li> <li>· informal and formal representations.</li> </ul>		The teacher demonstrates connections that develop conceptual understanding but does not engage students, OR the connections are limited due to missed opportunities.		The teacher does not make connections that develop conceptual understanding, OR the connections are confusing or unclear.		
	7	The teacher presents a range of examples that is responsive to the needs of the students.		The teacher presents a range of examples that is somewhat responsive to the needs of the students.		The teacher does not present a range of examples that is responsive to the needs of the students.		

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
Delivery of Instruction	8	The teacher consistently discusses mathematical ideas with language that is clear, accurate, and precise.		The teacher discusses mathematical ideas with language that is clear, accurate, and precise but not consistently.		The teacher does not discuss mathematical ideas with language that is clear, accurate, and precise.		
	9	The teacher clearly and sufficiently verbalizes and models reasoning (i.e., think-aloud).		The teacher verbalizes and models reasoning but not clearly and/or sufficiently.		The teacher does not verbalize and model reasoning, OR the teacher's reasoning is confusing or inaccurate.		
Student Engagement	10	The teacher provides students with sufficient opportunity to verbalize their understanding and/or reasoning.		The teacher provides students with limited opportunity to verbalize their understanding and/or reasoning.		The teacher does not ask students to verbalize their understanding and/or reasoning.		
	11	The teacher encourages students to use mathematical vocabulary and/or symbols throughout the lesson.		The teacher encourages students to use mathematical vocabulary and/or symbols but not consistently throughout the lesson.		The teacher does not encourage students to use mathematical vocabulary and/or symbols.		
	12	The teacher provides students with practice adequate to supporting the development of conceptual understanding.		The teacher provides students with practice somewhat adequate to supporting the development of conceptual understanding.		The teacher provides students with practice inadequate to supporting development of conceptual understanding.		

Components	Item	3 Implemented	2 +	2 Partially Implemented	2 -	1 Not Implemented	Score	Explanation
Providing Feedback	13	The teacher uses questions and prompts related to visual representations to encourage students to monitor and check their work.		The teacher uses questions and prompts related to visual representations but not effectively.		The teacher does not use questions and prompts related to visual representations.		
	14	Feedback is consistently linked to mathematical reasoning and concepts.		Feedback is not consistently linked to mathematical reasoning and concepts.		There is no feedback, OR feedback is not linked to mathematical reasoning and concepts.		