

Practicing Computation

Components	3- Implemented	2 – Partially Implemented	1 – Not Implemented	NOTES
Design of Lesson	The teacher provides students with practice of a target skill and cumulative review adequate for supporting fluent computation.	The teacher provides students with practice of a target skill and cumulative review somewhat adequate for supporting fluent computation.	The teacher provides students with practice of a target skill and cumulative review inadequate for supporting fluent computation.	
Delivery of Lesson	The teacher’s presentation of examples and/or practice problems is systematic, increasing in complexity in response to the needs of the students.	The teacher’s presentation of examples and/or practice problems is somewhat systematic, OR the teacher’s presentation of examples and/or practice problems is somewhat responsive to the needs of the students.	The teacher’s presentation of examples and/or practice problems is not systematic, OR the teacher’s presentation of examples and/or practice problems is not responsive to the needs of the students.	
	When needed, the teacher provides clear and concise demonstrations of the procedures or strategies.	When needed, the teacher provides demonstrations of procedures or strategies but not clearly or concisely.	When needed, the teacher does not provide demonstrations of procedures or strategies.	
	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.	
Student Engagement	Students use strategies, as needed, that are based on number concepts and properties.		Students do not use strategies, as needed, that are based on number concepts and properties.	Applies to strategy application rather than recall or simple statement of the answer. Sufficient—to reinforce in students’ minds, and give teacher information about students’ understanding

		The teacher guides students, as needed, to use the most efficient strategy they can for a given problem.	The teacher guides students to use the most efficient strategy they can for a given problem, but more guidance is needed.	The teacher does not guide students to use the most efficient strategy they can for a given problem.	(including recall or back-up strategies for number facts, algorithms or visual representations for computations, mnemonics, or heuristics as appropriate) ⁸ Questions, prompts, demonstrations, think-alouds depending on student need.
		The teacher provides numerous opportunities for students' individual responses.	The teacher provides limited opportunities for students' individual responses.	The teacher does not provide opportunities for students' individual responses.	
		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.	Mnemonics are used appropriately and effectively (e.g., to support a sequence of steps) but are supported by conceptual and/or procedural understanding. Strategies are back-up when students are stumped.
		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.	
Providing Feedback		Feedback is immediate (coming promptly from the teacher or by means for self-checking).	Feedback sometimes inappropriately delayed.	Feedback is inappropriately delayed.	
		Feedback is frequently focused on mathematical concepts or strategies.	Feedback is sometimes focused on mathematical concepts or strategies.	There is no feedback, OR feedback is not focused on mathematical concepts or strategies.	

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