Math Classroom Observation Rubric (based on Instructional Practice Guide) instructionpartners.org

Standard Alignment: Does the lesson reflect the demands of the standards?	
Instruction meets the demand of the standard or pairing of standard(s).	The instruction meets the demand of the standard or pairing of standard(s). 4 – Fully meets 3 – Mostly meets 2 – Partially meets 1 – Does not meet
Core Action 1: Does the lesson ensure the work of the enacted lesson reflects the focus, coherence, and rigor required by college- and career-ready standards in mathematics?	
A. The goal of each lesson reflects mathematics within the grade-level standards.	Yes – The goal of the lesson focuses on mathematics within the grade-level standards. No, but appropriate – The goal of the lesson focuses on non-grade-level standards in an intentionally coherent way to increase access to grade-level materials. No – The goal of the lesson does not focus on mathematics within the grade-level standards.
B. Content is linked to prior math knowledge to increase access to grade-level math concepts for students with unfinished learning	Yes - Connections are being made to help students think about the math in a coherent way that helps them access grade-level material. No - Connections are not being made to help students think about the math in a coherent way that helps them access grade-level material.
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.	Circle the aspect(s) of rigor targeted in the standard addressed in this lesson: Conceptual, Procedural, Application Yes – The enacted lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed. No – The enacted lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.
Core Action 2: Does the lesson employ instructional practices that allow all students to learn the content of the lesson?	
A. The teacher makes the mathematics of the lesson clear through the use of explanations, representations, tasks, and/or examples.	4 – A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. 3 – Examples are used to make the mathematics of the lesson clear. 2 – Instruction is limited to showing students how to get the answer. 1 – Instruction is not focused on the mathematics of the lesson.
B. The teacher strengthens all students' understanding of the content by strategically sharing students' representations and/or solution methods and connecting those solutions to the learning goal of the lesson.	4 – Student solution methods are shared and connections to the mathematics are explicit and purposeful. Connections between the methods are examined. 3 – Student solution methods are shared and some mathematical connections are made between them. 2 – Student solution methods are shared, but few connections are made to strengthen student understanding. 1 – Student solution methods are not shared.
C. The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.	4 – The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. 3 – The teacher checks for understanding among most students and feedback is provided. 2 – The teacher checks for understanding among some students. Feedback is provided to those students. 1 – The teacher checks for understanding among few or no students and/or no feedback is provided.
D. Throughout the lesson the teacher facilitates summaries of the key learnings with references to student work and discussion in order to reinforce the purpose of the lesson.	4 – The lesson includes a summary with references to student work and discussion that reinforces the mathematics. 3 – The lesson includes a summary with a focus on the mathematics. 2 – The lesson includes a summary with limited focus on mathematics. 1 – The lesson does not include a summary of the mathematics.
F. Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as mathematicians.	4 – The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and includes precision and nuance unique to the student's work. 3 – The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and extends beyond stating answers are right or wrong. 2 – The teacher provides feedback that affirms the abilities and potential of a limited set of individual students and

	extends beyond simply stating answers are right or wrong. 1 – The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating answers are right or wrong.
Core Action 3: Does the lesson and instruction provide support for all students to exhibit mathematical practices while engaging with the content of the lesson?	
A. Students do the majority of the work of the lesson by working with and practicing grade-level problems and exercises.	4 - Most students are doing the majority of the work in service of grade-level standards. 3 - Some students are doing the majority of the work in service of grade-level standards. 2 - Few students are doing the majority of the work in service of grade-level standards, **OR** students are doing the majority of the work not in service of grade-level standards. 1 - Students are not doing the majority of the work.
B. Students productively struggle to arrive at mathematical understanding through reasoning and appropriate scaffolding.	4 - Most students are engaging in productive struggle with sufficient scaffolding that allows them to use reasoning to arrive at grade-level mathematical understanding. 3 - Some students are engaging in productive struggle with sufficient scaffolding to arrive at grade-level mathematical understanding. 2 - Few students are engaging in productive struggle with sufficient scaffolding to arrive at grade-level mathematical understanding, **OR** students are engaging in productive struggle but not in service of grade-level understanding. 1 - Students are not engaging in productive struggle.
C. Students display their thinking about the content of the lesson beyond just stating answers.	4 - Most students display their thinking beyond just stating answers in service of grade-level understanding. 3 - Some students display their thinking beyond just stating answers in service of grade-level understanding. 2 - Few students display their thinking beyond just stating answers in service of grade-level understanding, **OR** students are displaying their thinking beyond just stating answers, but not in service of grade-level understanding. 1 - Few or no students display their thinking beyond just stating answers.
D. Students talk and ask questions about each other's thinking, in order to clarify or improve their own mathematical understanding.	4 - Most students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 3 - Some students are engaged in student-to-student conversations that are in service of grade-level understanding and clarify and improve their understanding. 2 - Few student conversations are occurring in service of grade-level understanding, **OR** student-to-student conversations are occurring but not in service of grade-level understanding. 1 - Student to student conversations are not occurring for most students.
E. Students connect their informal language and mathematical ideas to increasingly precise mathematical language and ideas.	4 - Most students are asked to connect their informal language and ideas to more precise mathematical language and ideas in service of grade-level understanding. 3 - Some students are asked to connect their informal language and ideas to more precise mathematical language and ideas in service of grade-level understanding. 2 - Few students are asked to connect their informal language and mathematical ideas in service of grade-level content, **OR** students are asked to connect their informal language and mathematical ideas, but not in service of grade-level understanding. 1 - Students are not asked to connect their informal language and mathematical ideas to more precise mathematical language and ideas.
Student Mastery: Did students master or move towards mastery of the content of the lesson?	
Students exhibit a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. 4 – Most students 3 – Some students 2 – Few students 1 – No students

Classroom/teacher/ objective/standard(s)					
	Race/Ethnicity	**Gender**	**Socioeconomic status**	**Students with disabilities**	**Multilingual learners**
School demographic information					
Who is in the class?					
Who is participating?					
Implications:					
Content/task(s):	**Teacher/student evidence:**				
Summary and big takeaways:					