### Instructional Walkthrough Guide (Mathematics Classrooms)

*SUMMARY OF CORE ACTIONS adapted from Achieve the Core IPG

This document communicates the implementation of the instructional shifts and the end in mind for Mathematics classrooms.

<table>
<thead>
<tr>
<th>School:</th>
<th>Time:</th>
<th>Observer:</th>
<th>Grade/Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Observations (Standard(s) Addressed; Focus of the Lesson)</td>
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<thead>
<tr>
<th>Lesson Indicators</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics Core Action 1:</strong> Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.</td>
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</table>
| A. The lesson focuses on the depth of grade-level cluster(s), grade-level content standard(s) or part(s) thereof. | Yes - The lesson focuses only on mathematics within the grade-level standards and fully reflects the depth of the grade-level cluster(s), grade-level content standard(s) or part(s) thereof.  
No - The lesson focuses on mathematics outside the grade-level standards or superficially reflects the grade-level cluster(s), grade-level content standard(s) or part(s) thereof. |
| B. The lesson intentionally relates new concepts to students’ prior skills and knowledge. | Yes - The lesson explicitly builds on students’ prior skills and knowledge and students articulate these connections.  
No - The lesson contains no meaningful connections to students’ prior skills and knowledge. |
| C. The 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 this lesson:**  
Conceptual understanding  
Procedural skill and fluency  
Application  
Yes - The lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed.  
No - The lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed. |

| **Mathematics Core Action 2:** Employ instructional practices that allow all students to master the content of the lesson. | |
| A. The teacher makes the mathematics of the lesson explicit by using explanations, representations, 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 provides opportunities for students to work with and practice grade-level problems and exercises. | 4 - Students are given extensive opportunities to work with grade-level problems and exercises.  
3 - Students are given opportunities to work with grade-level problems and exercises.  
2 - Students are given limited opportunities to work with grade-level problems and exercises.  
1 - Students are not given opportunities to work with grade-level problems and exercises. |
| C. The teacher strengthens all students’ understanding of the content by sharing a variety of students’ representations and solution methods. | 4 - A variety of student solution methods are shared and examined together to support mathematical understanding for all students.  
3 - Student solution methods are shared to support mathematical understanding for some students.  
2 - Student solution methods are shared.  
1 - Student solution methods are not shared. |
| D. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. | 4 - There are checks for understanding used throughout the lesson to assess progress of all students and adjustments to instruction are made in response, as needed.  
3 - There are checks for understanding used throughout the lesson to assess progress of some students, minimal adjustments are made to instruction, even when adjustments are appropriate.  
2 - There are few checks for understanding, or the progress of only a few students is assessed. Instruction is not adjusted based on students’ needs.  
1 - There are no checks for understanding, therefore no adjustments are made to instruction. |
| E. The teacher summarizes the mathematics with references to student work and discussion in order to reinforce the focus 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 the mathematics. |
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1. The lesson includes no summary of the mathematics.

### Mathematics Core Action 3: Provide all students with opportunities to exhibit mathematical practices in connection with the content of the lesson.

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<th>Student Actions</th>
<th>Ratings</th>
</tr>
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<tbody>
<tr>
<td>A. The teacher poses high-quality questions and problems that prompt students to share their developing thinking about the content of the lesson.</td>
<td>4. Many opportunities  3. Some Opportunities  2. Few Opportunities  1. Not Observed</td>
<td>Students share their developing thinking about the content of the lesson.</td>
<td>4. Most Students  3. Some Students  2. Few Students  1. Not Observed</td>
</tr>
<tr>
<td>C. The teacher establishes a classroom culture in which students explain their thinking.</td>
<td>4. Many opportunities  3. Some Opportunities  2. Few Opportunities  1. Not Observed</td>
<td>Students elaborate with a second sentence [spontaneously or prompted by the teacher or another student] to explain their thinking and connect it to their first sentence.</td>
<td>4. Most Students  3. Some Students  2. Few Students  1. Not Observed</td>
</tr>
<tr>
<td>D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.</td>
<td>4. Many opportunities  3. Some Opportunities  2. Few Opportunities  1. Not Observed</td>
<td>Students talk about and ask questions about each other’s thinking, in order to clarify or improve their own mathematical understanding.</td>
<td>4. Most Students  3. Some Students  2. Few Students  1. Not Observed</td>
</tr>
<tr>
<td>E. The teacher connects and develops students’ informal language to precise mathematical language appropriate to their grade.</td>
<td>4. Many opportunities  3. Some Opportunities  2. Few Opportunities  1. Not Observed</td>
<td>Students use precise mathematical language in their explanations and discussions.</td>
<td>4. Most Students  3. Some Students  2. Few Students  1. Not Observed</td>
</tr>
<tr>
<td>G. The teacher asks students to explain or justify work and provides feedback that helps students revise initial work.</td>
<td>4. Many opportunities  3. Some Opportunities  2. Few Opportunities  1. Not Observed</td>
<td>Student work includes revisions, especially revised explanations and justifications.</td>
<td>4. Most Students  3. Some Students  2. Few Students  1. Not Observed</td>
</tr>
</tbody>
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