

**WCSD Modified 5x8 Card**  
**Standards for Mathematical Practice Observation Tool**  
**“Looking for the Standards in the Mathematics Classroom”**

Principles	Student Vital Actions	Prompts & Questions	Sentence Stems for Students
A. Equity requires participation.	<b>All students participate</b> (e.g., boys and girls, ELL and special needs students), not just the hand-raisers.	Turn and talk to your partner... Everybody tell me... Show me...(nonverbal point)	I am thinking... What are you thinking? Your turn!
B. Logic connects sentences.	Students <b>say a second sentence</b> (spontaneously or prompted by the teacher or another student) to extend and explain their thinking. SMP 1, 2, 3, 6	<b>Why?</b> How do you know? Explain what you did/how you solved... Say more about that.	I know that because... I solved it by...
C. Understanding each other’s reasoning develops reasoning proficiency.	Students <b>talk about each other’s thinking</b> (not just their own). SMP 1, 2, 3, 6, 7, 8	<b>Why does that model work?</b> ( <i>show student work</i> ) Explain what you/( <i>student name</i> ) did. How is your work similar to/different from _____? Do you agree or disagree and why?	I think ( <i>student name</i> )... I agree/disagree because... One thing that...
D. Revising explanations solidifies understanding.	Students <b>revise their thinking</b> , and their written work includes revised explanations and justifications. SMP 1, 2, 3, 4	Solve it a different way. Use another strategy to show that your answer is correct. Explain how your drawing relates to the problem. How else might you show...?	The drawing shows... I could show...
E. Academic language promotes precise thinking.	Students look for more precise ways of expressing their thinking, encouraging each other to look for and use <b>academic language</b> . SMP 3, 6	How did you decide what to do? Explain the difference between... What ideas have we learned before that help with this? What do these numbers represent/mean?	I decided to... The difference between _____ and _____ is...
F. ELLs develop language through explanation.	<b>English learners produce language</b> that communicates ideas and reasoning, even when that language is imperfect. SMP 1, 2, 3, 6	Show us what you mean. Use math language to tell... What do you notice about...? What do these numbers represent/mean?	I notice... The _____
G. Productive struggle produces growth.	Students <b>engage and persevere</b> at points of difficulty, challenge, or error. SMP 1	What math tools could you use to work through this problem? What charts in the room could help you think about this? Describe what you already tried....What might you change? Think of a problem that was similar....How can it help you solve this? What’s going well?...Where are you stuck?	
H. Technology enhances learning.	Student engagement with content and understanding are <b>enhanced through the use of technology</b> .		