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| **Five equity-based Practices in Mathematics Classrooms:**  **Recording Template** | | |  |
| **Going deep with mathematics** | **Lesson Design Questions** | **Assessment considerations** | **Lesson Evidence** |
| How does my lesson promote mathematical analysis?  How do I support students in closely examining the math concept? | A task—   * Requires demonstration of multiple strategies or representations; * Involves analysis and justification,   Communication—   * Offers meaningful feedback that draws students’ attention to “making sense” of the mathematics; * Focuses on moving students’ thinking forward. |  |
| **Leveraging multiple mathematical competencies** | How do I identify and support mathematical contributions from students with different strengths and levels of confidence? | Assessing a task—   * Calls for a diversified rubric and an answer key that includes math practices such as examining patterns, generalizing, abstracting, making comparisons, and specifying conditions; * Requires looking for multiple ways that students demonstrate their knowledge, such as through the use of language, gestures, pictures, physical models, and concrete objects. |  |
| **Affirming mathematics learners’ identities** | How do I structure my interactions with students to promote perseverance with complex math problems?  How do I discourage my students from linking speed with math “smartness”? | Communication—   * Focuses feedback on making sense of the mathematical idea rather than on the ratio of correct answers to the total possible; * Focuses on strengths and improvements needed; Points out what is productive or problematic about a student’s chosen strategy |  |

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| **Challenging spaces of marginality** | **Lesson Design Questions** | **Assessment Considerations** | **Lesson Evidence** |
| How do I connect my students’ knowledge in school and outside of school with the main concepts of this lesson?  How do I structure a task to maximize student-generated math questions?  How do I make sure that all students have opportunities to demonstrate their mathematics knowledge during the lesson? | A task—   * Emphasizes public discussion of mathematical ideas (whole-class, small-group, pair-share); * Requires reasoning behind correct and incorrect solutions |  |
| **Drawing on multiple resources of knowledge (math, culture, language, family, community)** | How do I make connections with students’ previous math knowledge?  How do I get to know my students’ backgrounds and experiences to support math learning in my classroom?  How do I affirm some of my students’ multilingual abilities to help them and other’s learn math?  What impact have race and racism had on my math lessons?  How can I learn from family and community members to support my students’ mathematical confidence and learning?  How can I effectively communicate with families the strengths and needs of students to affirm their math identities and promote math learning? | A task involves the creation of stories or situations to solve or represent the problem.  Communication offers connections to mathematical ideas that students may know but did not use in their solution or explanation. |  |