* **Shows** work (uses writing, charts, diagrams, models, etc.)
* **Organizes** complex ideas
* **Contributes** to class discussion, the development of ideas and solving of problems
* **Connects** contributions to what others have said or done (This goes with....; I agree with....; I disagree with...; I think I see what ... means by ...; Another way of saying that might be….)
* **Respects** other people and ideas; i.e. works hard to understand other views, asks questions, paraphrases, etc.

**Procedural Competence (strategies)**

* Uses established procedures appropriately and accurately; considers *reasonableness* of answers

**Conceptual Understanding**

**(big ideas)**

* Understands connections between various mathematical topics (e.g. connections between multiplication and division; linear relations and proportionality)
* Considers alternative ideas
* Tolerates ambiguity
* Willing to try own ideas before seeking help

**Reasoning:**

* Develops mathematical conjectures;
* Tests examples and counter-examples;
* Tries to explain *why* observed patterns are true and under what conditions they hold

**Problem Solving:**

* Develops a plan, modifies it as needed, simplifies if possible;
* Identifies sub-problems and relates them back to the main problem;
* Considers strengths and weaknesses of various strategies and how strategies are related

**Modeling / Mathematizing**:

* Describes situations mathematically (i.e. “mathematizes” rather than applies a teacher-given tool);
* Considers strengths / weaknesses of model
* Generalizes models of individual situations to models that work in a variety of situations

**Inquiry**

**Knowledge**

***Mathematical* Work Habits**

**Establishing and Supporting *Mathematical* Community**

**Communication**

**Strong Work in Mathematics**

* Uses appropriate **mathematical terminology and notation**