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| Practice | Kid-Friendly Language | Teacher Evidence | Student Evidence |
| 1. Make sense of problems and persevere in solving them. | When given a problem, I can make a plan, carry out my plan, evaluate its success, and try again if needed. |  |  |
| 2. Reason abstractly   and quantitatively. | I can take numbers and put them in a real-world context.  I can take numbers out of context and work mathematically with them. |  |  |
| 3. Construct viable   arguments and critique the   reasoning of others. | I can construct, justify, and communicate arguments.  I can critique the reasoning of others. |  |  |
| 4. Model with   mathematics. | I can recognize math  in life.  I can use math I know to solve problems in a variety of ways. |  |  |

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| Practice | Kid-Friendly Language | Teacher Evidence | Student Evidence |
| 5. Use appropriate   tools strategically. | I know how and when to use tools to help me explore and deepen my math understanding. |  |  |
| 6. Attend to precision. | I can solve problems accurately and efficiently.  I can communicate my ideas using clear, mathematical language. |  |  |
| 7. Look for and make use of structure. | I can break problems into smaller pieces to see the whole.  I can look at situations in more than one way and use what I already know to learn something new. |  |  |
| 8. Look for and express regularity in repeated reasoning. | I notice similarities within and between problems.  I look for patterns and draw conclusions.  I ask myself if my answer makes sense. |  |  |