**Math Talk Rubric**

**Questioning**

* **For the teacher, we should see questions that are generally open and probing for meaning.**
* **For the students, we should see encouragement student-to-student talk in small groups by helping each other clarify where they are having difficulty and focusing on making sense of the problem, not just put numbers into a formula.**

**Explaining Mathematical Thinking**

* **For the teacher, we should see a teacher asking for more than one way to solve the problem.**
* **For the student, we should see students sharing their thinking with each other and whole class without prompting or little probing from teacher.**

**Source of Mathematical Ideas**

* **For the teacher, we should see teachers working with student errors or letting the student’s ideas guide the direction of lesson.**
* **For the students, we should see students relying on their own ideas or thinking. Their ideas are valued and worthwhile.**

**Responsibility for Learning**

* **For the teacher, we should see teachers supporting students as they evaluate each other’s work or thinking.**
* **For the students, we should see students agreeing or disagreeing with each other in order to understand .**

**Five Talk Moves**

* **Revoicing. (“So you’re saying that it’s an odd number?”) : When students talk about mathematics, it’s often very difficult to understand what they say.**
* **Repeating: asking Students to Restate Someone Else’s Reasoning. (“Can you repeat what he just said in your own words?”)**
* **Reasoning: Asking students to Apply Their Own Reasoning to Someone Else’s Reasoning. (“Do you agree or disagree and why?”)**
* **Adding on: Prompting Students for Further Participation. (“Would someone like to add something more to this?”)**
* **Waiting: Using Wait Time. (“Take your time..we’ll wait…”)**
* **Help us understand your thinking?**
* **Did anyone else think of this differently?**
* **Does everyone have the same idea?**
* **What questions do you have?**
* **What is confusing?**
* **What was the big idea that helped you make sense of this?**
* **What are people still wondering?**