

### Shared Community Standards Rubric (#3)

The Math TLC is committed to developing a vision of mathematics based on shared community standards. The development of those shared community standards begin through research-based understandings and nationally recognized standards of mathematics education that all courses of the master’s program will promote. The basis for the analysis, synthesis, and debate of mathematics proficiency will be the five strands identified by NRC (2001) in *Adding It Up: Helping Children Learn Mathematics*:

- *conceptual understanding*—comprehension of mathematical concepts, operations, and relations
- *procedural fluency*—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- *strategic competence*—ability to formulate, represent, and solve mathematical problems
- *adaptive reasoning*—capacity for logical thought, reflection, explanation, and justification
- *productive disposition*—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy. (p. 116)

Additionally, national standards such as National Council of Teachers of Mathematics (2001) *Principles and Standards for School Mathematics* and American Statistical Association (2007) *Guidelines for Assessment and Instruction in Statistics Education (GAISE) PreK-12 Report* are the basis for the analysis, synthesis, and debate of the curriculum, instruction, and assessment of school mathematics education.

The following rubric is used by the Master’s Program Team to determine the extent to which Course Development Teams were able meet these criteria.

Category	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)	Score
All courses require participants to actively develop shared community standards for K-12 mathematics proficiency that are research-based and recognized nationally as appropriate standards of mathematics education.	All course activities are consistent with shared community standards for K-12 mathematics proficiency and at least two requires participants to read, analyze, synthesize and debate the shared community standards for K-12 mathematics proficiency.	All course activities are consistent with shared community standards for K-12 mathematics proficiency and at least one requires participants to read, analyze, synthesize and debate the shared community standards for K-12 mathematics proficiency.	All course activities are consistent with shared community standards for K-12 mathematics proficiency, but no activity requires active participation in the development of those community standards.	At least one of the activities is inconsistent with shared community standards for K-12 mathematics proficiency.	

Course Development Teams are required to identify the underlying goals of each lesson (e.g., through lesson objectives or essential questions) so that the Master’s Program Team may interpret the community standards for K-12 mathematics proficiency that form the

basis of the lesson. Additionally, Course Development Teams are required to identify any specific activity (e.g., in-class task or outside-of-class project) that require participants to read, analyze, synthesize and debate the shared community standards for K-12 mathematics proficiency.