Lesson Analysis

Please mark each circle when you find a bullet that is represented in the lesson you are reviewing. In the next column list specific evidence that represents that bullet from your lesson. Rate your lesson by stars, your lesson gets one star for every standard that it incorporates.

Process Standards from NCTM		Evidence from the lesson
1 - Problem Solving: Instructional programs should enable all students to… • Build new mathematical knowledge through open-ended questions and more-extended exploration; • Allow students to recognize and choose a variety of appropriate strategies to solve problems; • Think & Discuss and Share & Summarize to allow students to reflect on their own and other strategies for solving problems.	○ ○ ○	
2 - Reasoning & Proof: Instructional programs should enable all students to… • Recognize and create conjectures based on patterns they observe; • Investigate math conjectures and prove that in all cases they are true or that one counterexample shows that it is not true; • Explain and justify their solutions.	○ ○ ○	
3 - Communication: Instructional programs should enable all students to… • Organize and consolidate their mathematical thinking in written and verbal communication; • Communicate their mathematical thinking clearly to peers, teachers, and others; • Use mathematical vocabulary to express mathematical ideas precisely.	○ ○ ○	
4 - Connections: Instructional programs should enable all students to… • Understand that mathematical ideas are interconnected and that they build and support each other; • Recognize and apply connections to other contents; • Solve real world problems with mathematical connections.	○ ○ ○	
5 - Representation: Instructional programs should enable all students to… • Emphasize a variety of mathematical representations including written descriptions, diagrams, equations, graphs, pictures, and tables; • Select, apply, and translate among mathematical representations to solve problems; • Model real-life situations.	○ ○ ○	

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