Nebraska Instructional Materials Collaborative Mathematics Observation Rubric
(Based on Instructional Practice Guide)

This tool allows instructional leaders to provide content-specific feedback to classroom teachers throughout cycles of observation. The core actions within describe the standards-alignment and grade-appropriateness of content, teacher actions, and the depth of student ownership and engagement. Instructional leaders can use the tool to inform the district's vision of excellent (**literacy or mathematics**) instruction and identify areas of strength and growth. This tool is not meant to be evaluative in nature nor should it replace an established system or framework for the assessment of educator effectiveness. For more information about the selection and implementation of high-quality instructional materials, please visit nematerialsmatter.org.

Standard Alignment: Does the lesson reflect the demands of the standards?	
Instruction meets the demand of the standard.	The instruction meets the demand of the standard or pairing of standard(s). **4 –** Fully meets **3 –** Mostly meets **2 –** Partially meets **1 –** Does not meet

Core Action 1: Does the lesson ensure the work of the enacted lesson reflects the Focus, Coherence, and Rigor required by college- and career ready standards in Mathematics?	
A. The goal of each lesson reflects mathematics within the grade-level standards.	**Yes —** The goal of the lesson focuses on mathematics within the grade level standards. **No, but appropriate —** The goal of the lesson focuses on non grade level standards in an intentionally coherent way to increase access to grade level materials. **No —** The goal of the lesson does not focus on mathematics within the grade level standards.
B. Content is linked to prior math knowledge to increase access to grade level math concepts for students with unfinished learning.	**Yes —** Connections are being made to help students think about the math in a coherent way that helps them access grade level material. **No —** Connections are not being made to help students think about the math in a coherent way that helps them access grade level material.
C. The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.	Circle the aspect(s) of rigor targeted in the standard addressed in this lesson: Conceptual, Procedural, Application **1** **Yes —** The enacted lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed. **0** **No —** The enacted lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.

Core Action 2: Does the lesson employ instructional practices that allow all students to learn the content of the lesson?	
A. The teacher makes the mathematics of the lesson clear through the use of explanations, representations, tasks, and/or examples.	**4 —** A variety of instructional techniques and examples are used to make the mathematics of the lesson clear. **3 —** Examples are used to make the mathematics of the lesson clear. **2 —** Instruction is limited to showing students how to get the answer. **1 —** Instruction is not focused on the mathematics of the lesson.
C. The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.	**4 —** The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work. **3 —** The teacher checks for understanding among most students and feedback is provided. **2 —** The teacher checks for understanding among some students. Feedback is provided to those students. **1 —** The teacher checks for understanding among few or no students and/or no feedback is provided.
F. Students from historically marginalized communities consistently receive supportive feedback that affirms their abilities and potential as mathematicians.	**4 —** The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and includes precision and nuance unique to the student's work. **3 —** The teacher consistently provides feedback that affirms the abilities and potential of a variety of individual students and extends beyond stating answers are right or wrong. **2 —** The teacher provides feedback that affirms the abilities and potential of a limited set of individual students and extends beyond simply stating answers are right or wrong. **1 —** The teacher does not provide feedback that affirms the abilities and potential of individual students beyond stating answers are right or wrong.

Student Mastery: Did students master or move towards mastery of the content of the lesson?	
Students exhibit a strong grasp of the content of the lesson.	Students are moving towards a strong grasp of the content of the lesson. **4 –** Most students **3 –** Some students **2 –** Few students **1 –** No students

Observation Notes

Classroom/Teacher/Objective/Standard(s)	

Content/Task(s)	**Teacher/Student Evidence**
Note: If any uncorrected mathematical errors are made during the context of the lesson (instruction, materials, or classroom displays), note them here.	
3 Summary Bullet Points:	

This tool has been adapted with permission from Instruction Partners; nomenclature and general structure by Student Achievement Partners' Instructional Practice Guides for mathematics and English Language Arts.