





- *Definition*: The focus of classroom activity is on mathematical content.
- Examples:
 - Teacher reviews content from a prior lesson
 - Teacher introduces content
 - Even if incorrect
 - Class discusses mathematical ideas
 - Students work independently on practice problems
 - Students work on warm-up problems while teacher takes attendance
 - Students work in groups to explore a complex mathematical problem





- Examples of activities not connected to mathematics:
 - Teacher gathers or distributes materials while students are *not* working on mathematics
 - Overly long transitions where students do no mathematical work
 - Disciplinary issues that severely impinge upon instructional time
 - Clear majority of students are off-task
 - Students doing an activity (cutting, pasting, coloring) that is not clearly connected to mathematics





Scoring

- Score YES if **at least half** of the time in the segment (3.75 minutes or more for a 7.5-minute segment) is spent on activities that are connected to mathematics.
- Score NO if **less than half** of the time in the segment (3.75 minutes or less for a 7.5-minute segment) is spent on activities that are connected to mathematics.
- If the last segment of a lesson is less than 7.5 minutes, use half the length of the segment.
- For training clips, use half the length of the clip.





Notes

- Special cases:
 - Fire drills, extended visits from other teachers, disruption outside classroom window
 - For ETS/MET and NCTE studies: Contact your scoring leader





Examples

- Noel: Right Angles
- Marcus: Current Events
- Waleska: Estimating Angles
- Sally: Musical Notes
- Mercedes: Integer Subtraction
- Wilma: Start of Class





Noel: Right Angles

- Length of clip: 4:12
- 3rd grade

- In a previous lesson, the class discussed different cube attributes
- In this lesson, a student makes a conjecture: "a cube has 24 angles"





Noel: Right Angles: Video





How would you score this clip for:

- Classroom work is connected to mathematics
- Take a moment to write down your score before moving on to our answer...





Noel: Right Angles: Answer

- Classroom work is connected to mathematics: Yes
 - Whole time spent in a mathematical discussion





Marcus: Current Events

- Length of clip: 3:23
- 6th grade

Class has been working on an assignment





Marcus: Current Events: Video





How would you score this clip for:

- Classroom work is connected to mathematics
- Take a moment to write down your score before moving on to our answer...





Marcus: Current Events: Answer

- Classroom work is connected to mathematics: No
 - Discussion about current events is not related to mathematics
 - Students don't have their papers in front of them.





Waleska: Estimating Angles

- Length of clip: 5:15
- Start of class
- Sixth grade

 In previous lessons, the class has been using angle rulers to measure angles





Waleska: Estimating Angles: Video





How would you score this clip for:

- Classroom work is connected to mathematics
- Take a moment to write down your score before moving on to our answer...





Waleska: Estimating Angles: Answer

- Classroom work is connected to mathematics: No
 - Over 3.5 minutes are spent on administrative issues
 - taking attendance
 - putting agendas away
 - getting grading colors out
 - Although the rest of the clip is focused on mathematical content, the 3.5 minutes constitute more than half of the clip





Sally: Musical Notes

- Length of clip: 4:13
- Fifth grade
- The class has been working on writing beat poems and protest songs
- The class is currently working on this problem:
 - Betty Beat has found a handful of notes. She needs to group them into wholes. She has some quarters and some half-notes and some eighth-notes. How many different ways can she make a whole?





Sally: Musical Notes: Video





How would you score this clip for:

- Classroom work is connected to mathematics
- Take a moment to write down your score before moving on to our answer...





Sally: Musical Notes: Answer

- Classroom work is connected to mathematics: No
 - This clip is right on the border between Yes and No
 - There is some mathematical content present:
 - Implicit references to two addition problems
 - An implicit mention of a relationship between ½ and ¼
 - However, density not very high. This is (marginally) not sufficient mathematical content for over 4 minutes of instruction.





Mercedes: Integer Subtraction

- Length of clip: 5:08
- 6th grade
- Connected Mathematics Project curriculum
- The class has been using colored cubes to perform integer operations
- At this point, students work on integer-operation tasks and the teacher circulates in the classrooms and provides support if needed





Mercedes: Integer Subtraction: Video





How would you score this clip for:

- Classroom work is connected to mathematics
- Take a moment to write down your score before moving on to our answer...





Mercedes: Integer Subtraction: Answer

- Classroom work is connected to mathematics: Yes
 - Whole clip is a mathematical discussion about integer operations





Wilma: Start of Class

- Length of clip: 3:22
- Seventh grade
- The clip begins at the start of class
- There are some warm-up problems posted on the board involving operations with decimals and unit rate





Wilma: Start of Class: Video





How would you score this clip for:

- Classroom work is connected to mathematics
- Take a moment to write down your score before moving on to our answer...





Wilma: Start of Class: Answer

- Classroom work is connected to mathematics: Yes
 - While little of Wilma's speech is focused on mathematics, the students have been assigned warm-up problems
 - We have evidence that most of the class is working on those problems









