

Elements for a rubric—teaching students how to do mathematical work in your class

	A thoughtful experienced teacher will	A competent beginner will	A beginner that needs work will
Context	<ul style="list-style-type: none"> • Deliberately create work contexts for norms to be established • Make explicit his or her values as the class works in those contexts 	<ul style="list-style-type: none"> • Take advantage of instances of usual mathematical work to establish norms • Divert to a discussion of values when work touches on issues that need norm setting 	<ul style="list-style-type: none"> • Establish norms and expectations outside of specific contexts • Concentrate on consequences as work touches on issues that are norm related
Norm establishing strategy	<ul style="list-style-type: none"> • State or lead students to state what is good or bad about a particular action • Explain, discuss, or negotiate with students why some actions are good or bad for the class 	<ul style="list-style-type: none"> • Identify a particular action as good or bad • Explain to students why some actions the teacher considers good or bad 	<ul style="list-style-type: none"> • Evaluate an action • Provide no explanation beyond “I say so” • Establish fixed rules over specific actions (e.g. “no talking”)
Kinds of norms addressed	Focus on mathematically or intellectually productive strategies as well as all others (see next)	Focus on collective work, social skills, and study ethics as well as on compliance and behavior	Focus only on norms for work compliance and behavior
Rationale for norms	Relate norms to principles of mutual respect and individual progress in forming an “academic character.” (Making oneself into somebody who can do, study, and learn mathematics with and from others)	Relate norms to principles of individual progress in succeeding in the class. (Making oneself into somebody who can feel successful under any requirements)	Relate norms to absolute principles of mutual respect (e.g., evil, civilized) (Making oneself into somebody who stays out of trouble)
Holding Students Accountable	Consistently enforce norms deciding deliberately on how to fight specific battles	React similarly to every challenge of established norms	Enforce norms inconsistently, usually when he or she is bothered by non compliance