

1. Why is this practice important? (So what? Who cares?)
2. What does this practice look like when students are doing it?
3. What can a teacher do to model this practice?
4. What questions could a teacher ask to encourage the use of this practice?
5. What does proficiency look like in this practice?
6. What questions can the teacher ask to help students to be more aware of their use of this practice?
7. What actions might the teacher make that inhibit the students' use of this practice?

Mathematically Proficient Students use:	Mathematically Proficient Students think about:	Mathematically Proficient Students do:

1. Make sense of problems and persevere in solving them.	Why is this practice important? (So what? Who cares?)
What does this practice look like when students are doing it?	What can a teacher do to model this practice?
What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?

2. Reason abstractly and quantitatively.	Why is this practice important? (So what? Who cares?)
What does this practice look like when students are doing it?	What can a teacher do to model this practice?
What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?

3. Construct viable arguments and critique the reasoning of other.	Why is this practice important? (So what? Who cares?)
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4. Model with mathematics.	Why is this practice important? (So what? Who cares?)
What does this practice look like when students are doing it?	What can a teacher do to model this practice?
What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?

5. Use appropriate tools strategically.	Why is this practice important? (So what? Who cares?)
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What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?

6. Attend to precision.	Why is this practice important? (So what? Who cares?)
What does this practice look like when students are doing it?	What can a teacher do to model this practice?
What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?

7. Look for and make use of structure.	Why is this practice important? (So what? Who cares?)
What does this practice look like when students are doing it?	What can a teacher do to model this practice?
What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?

8. Look for and express regularity in repeated reasoning.	Why is this practice important? (So what? Who cares?)
What does this practice look like when students are doing it?	What can a teacher do to model this practice?
What questions could a teacher ask to encourage the use of this practice?	What does proficiency look like in this practice?
What questions can the teacher ask to help students to be more aware of their use of this practice?	What actions might the teacher make that inhibit the students' use of this practice?