

# Instructional Framework for Elementary Guided Mathematics

| Key Component           | Level 1<br>Beginning  | Level 2<br>Developing   | Level 3<br>Fluent   | Level 4<br>Exemplary  |
|-------------------------|---|---|---|---|
| <b>Lessons</b>          | The teacher offers only large-group lessons, and the content of lessons is the same for the whole class, based on the textbook. | The teacher is aware of the need to offer large- and small-group lessons. The small-group lessons are follow-up activities to the large-group lessons.  | The weekly schedule includes large-group lessons around the key standards, based on a preassessment. The teacher differentiates warm-ups and small-group lessons as an intervention or follow-up from formative-assessment data from the week before. | The teacher offers a fully integrated series of large- and small-group lessons, some of which are peer or student led. All the lesson structures are based on the latest research in mathematics instruction—the teacher uses action research to change and to implement new ideas. |
| <b>Differentiation</b>  | The principal says some small-group lessons are required, so the teacher plans for a small group.                               | The teacher differentiates through individual seatwork, which involves paperwork and is leveled according to ability.   | The teacher differentiates all aspects of instruction—large- and small-group lessons, assessments, and conferring. The teacher uses concrete manipulatives, and student choice is central.  | Students demonstrate learning by choosing topics and working on them in small groups.   |
| <b>Classroom format</b> | Generally, lessons are large group, students sit at their desks, and the teacher stands at the data projector.                  | The teacher pulls a small group for instruction based on their observations. However, instruction is uneven and only repeats the large-group lesson. The teacher implements no new strategies and does not anticipate mistakes. | Students move seamlessly among stations and know what to do next. Routines are firmly embedded, and students know where to access materials and what to do when they complete their work.   | The teacher offers a mix of small- and large-group lessons, conferring, and minilessons. Students take ownership of managing routines, such as materials distribution and storage.  |
| <b>Assessment</b>       | The teacher conducts one assessment at the end of the unit.   | The teacher knows to conduct some formative assessment but doesn't use the results to inform instruction.   | The teacher uses regular checks to differentiate and inform the next small-group lessons and individual conferring.   | The teacher uses a mix of formative and summative assessment. Assessment matches the format of the teaching and combines with curriculum standards to drive all aspects of instruction.   |