I talk about my math work, I listen to my friends talk about their math work, I collaborate with my friends on their math work.

Productive	3 - Innovating	2 - Integrating	1 - Exploring
I talk like an expert; I communicate my thinking with precise math language.	• I describe everything I did. I explain how I did it. • I use math words.	• I describe some of the things I did. I explain some of how I did it. • I use some math words.	• I can describe what I did when asked. • I'm starting to use math words.
I justify my ideas with "because" or use examples.	• I use "because" statements to justify my ideas. • I use examples to justify my ideas. • My justifications are clear and precise.	• I sometimes use "because" statements or examples to justify my ideas. • I use math tools, drawings, and diagrams to justify my ideas.	• I'm starting to use "because" statements or examples to justify my ideas.
Interpretive	3 - Innovating	2 - Integrating	1 - Exploring
I ask questions	• I ask questions that help me get information I need about the math.	• I ask some questions that help me get information I need about the math.	• I'm starting to ask questions that help me get information about the math.
Listens actively	• I listen actively by: ○ facing my friends ○ making eye contact and using other body language ○ taking turns • I can repeat or paraphrase what my friends say.	• I sometimes listen actively by: ○ facing my friends ○ making eye contact and using other body language ○ taking turns • I can sometimes repeat or paraphrase what my friends say.	• I'm starting to listen actively by: ○ facing my friends ○ making eye contact and using other body language ○ taking turns • I am starting to be able to repeat what my friends say.
Collaborative	3 - Innovating	2 - Integrating	1 - Exploring
I talk to my friends about math	• I make connections to my friend's ideas. • I build on my friend's ideas. • I use my friend's ideas in my work.	• I sometimes make connections to my friend's ideas. • I sometimes build on my friend's ideas. • I sometimes use my friend's ideas in my work.	• I'm starting to make connections to my friend's ideas. • I'm starting to build on my friend's ideas. • I'm starting to use my friend's ideas in my work.

Adapted from rubrics developed by Kawthar Duncan and Ben Klaus and *Bridging Practices Across Mathematics Educators Project (BPCME)*

I work with my partner on math

Phase One

- I face my partner. My hands and legs are quiet.
- I look at my partner.
- I listen to my partner when they share their thinking.
- My partner listens to me when I share my thinking.
- I can repeat or paraphrase what my partner says.
- My partner can repeat or paraphrase what I say.

Phase Two

- I justify my thinking with "because" statements or examples and my partner listens.
- My partner asks me questions about my math thinking.
- My partner justifies their thinking with "because" statements or examples and I listens.
- I ask my partner questions about their math thinking.

Phase Three

- My partner and I agree or disagree with the each other's justification and can explain why using "because" statements or examples.

Phase Four

- My partner and I ask each other clarifying questions about our math thinking.
- My partner and I ask each other to explain our math thinking in more than one way.
- My partner and I build on what we are learning from each other and improve or change our own ideas.

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