

THE 5x8 CARD

Generated in collaboration with math leaders in the San Francisco and Oakland school districts, the 5x8 Card is a tool designed to assist and focus school principals on "Student Vital Actions" associated with the Common Core's Standards for Mathematical Practice.

Supporting math teachers as they make the shift to the new practice standards is a challenge for school leaders. The 5x8 Card is a powerful and handy tool to help.

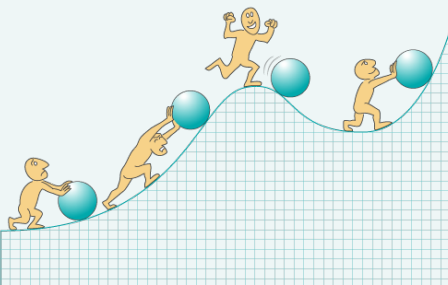


Download the card for free!
math.serpmedia.org



also available The Deck Behind the Card

It is far from easy to create a classroom in which these vital actions are commonplace! The Deck behind the Card is designed to help teachers make small shifts in practice that cumulatively will lead to the kind of instructional environments called for by the CCSS-M. These talk moves are designed to overcome obstacles to productive talk and will help to establish classroom norms that will make it easier to accomplish the shifts to the vital actions.



SERP's 5x8 Card is designed to:

- ◆ Minimize reading
- ◆ Use concrete, catalytic ideas that excite action
- ◆ Aim for a level of specificity regarding good instruction that is relevant across actors with different responsibilities and expertise
- ◆ Focus attention on students' actions rather than teachers' actions

But a 5x8 Card? Really?

Yes, really. A simple card with observable actions listed is well-suited for the job. It is a portable, concise, tool that focuses the observer's attention on what students are saying and doing so that their work can be at the center of educators' discussions. The 5x8 Card was not designed as a teacher evaluation tool. It has been used productively to organize CCSS-M professional development and coaching since it provides a framework for gathering evidence of student thinking during classroom observations.

All students participate (e.g., boys and girls, ELL and special needs students), not just the hand-raisers.

Students **say a second sentence** (spontaneously or prompted by the teacher or another student) to extend and explain their thinking.

Students **revise their thinking**, and their written work includes revised explanations and justifications. Some of the actions may seem unusual—for example, why would school leaders listen for students to say a second sentence? Second sentences happen when students explain, give examples, or justify, and are thus a leading indicator of CCSS-M practices.

Students **engage and persevere** at points of difficulty, challenge, or error.