

6

Rigor and the Proficiency Matrix

For readers unfamiliar with the Proficiency Matrix, it is a document designed to promote attainment of the Standards for Mathematical Practice and, therefore, classroom formative assessment. As students and teachers progress through the levels of proficiency, mathematical rigor is instituted and attained. The document is intended to promote collaborative, productive conversations between teachers and leaders that focus on student learning and success in mathematics. In this chapter, we explain the organization of the Matrix, and prepare teachers and leaders to effectively use the Matrix.

Organization

The Proficiency Matrix (Table 6.1 and Appendix A) is a rubric arranged in rows and columns for ease of use. The form may be printed as a two-sided document. In the left column are the Standards for Mathematical Practice numbers with Practices 1 and 3 separated into two parts, “a” and “b.” The second column is the practice wording from the Common Core. The next three columns signify levels or degrees of proficiency for individual practices. The levels or degrees progress from Initial to Intermediate to Advanced. For instance, Practice 1a: Make sense of problems, is shown below:

	Students:	(I) = Initial	(IN) = Intermediate	(A) = Advanced
1a	Make sense of problems.	Explain their thought processes in solving a problem one way. (Pair-Share)	Explain their thought processes in solving a problem and representing it in several ways. (Question/Wait Time)	Discuss, explain, and demonstrate solving a problem with multiple representations and in multiple ways. (Grouping/Engaging)

Each of the other practices follows the same format.