5. Use appropriate tools strategically.

DO STUDENTS

- Consider the available tools when solving mathematical problems?
- Know the tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful?
- Identify relevant external mathematical resources and use them to pose or solve problems?
- Use technological tools to explore and deepen their understanding of concepts?

6. Attend to precision.

DO STUDENTS

- Communicate precisely to others?
- Use clear definitions?
- Use the equal sign consistently and appropriately?
- Calculate accurately and efficiently?
- Express measurements and numerical answers with a degree of precision appropriate for the context?
- Interpret approximate and rounded measurements as a range of possible measurements?

7. Look for and make use of structure.

DO STUDENTS

- Look closely to determine a pattern or structure?
- Utilize properties?
- Decompose and recombine numbers and expressions?
- Have the facility to shift perspectives?

8. Look for and express regularity in repeated reasoning.

DO STUDENTS

- Notice if calculations are repeated, and look both for general methods and for shortcuts?
- Maintain oversight of the process, while attending to the details?
- Continually evaluate the reasonableness of their intermediate results?

(Adapted) Compiled and Presented by Susie W. Hakansson, Ph.D, California Mathematics Project
http://www.cmpso.org/download.html shakans@ucla.edu http://www.ted.com