
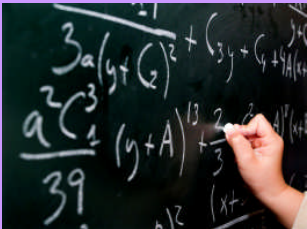





All instructional programs should include the process standards: problem solving, reasoning and proof, communication, connections, and representation. Students can use the **process standards rubric** to self evaluate their use of process standards in their work.

<h3>Problem Solving</h3> 	<ul style="list-style-type: none">• build new mathematical knowledge through problem solving;• solve problems that arise in mathematics and in other contexts;• apply and adapt a variety of appropriate strategies to solve problems;• monitor and reflect on the process of mathematical problem solving;
<h3>Reasoning and Proof</h3> 	<ul style="list-style-type: none">• recognize reasoning and proof as fundamental aspects of mathematics;• make and investigate mathematical conjectures;• develop and evaluate mathematical arguments and proofs;• select and use various types of reasoning and methods of proof
<h3>Communication</h3> 	<ul style="list-style-type: none">• organize and consolidate their mathematical thinking through communication;• communicate their mathematical thinking coherently and clearly to peers, teachers, and others;• analyze and evaluate the mathematical

	<p>thinking and strategies of others;</p> <ul style="list-style-type: none"> • use the language of mathematics to express mathematical ideas precisely
<p>Connections</p> 	<ul style="list-style-type: none"> • recognize and use connections among mathematical ideas; • understand how mathematical ideas interconnect and build on one another to produce a coherent whole; • recognize and apply mathematics in contexts outside of mathematics
<p>Representation</p> 	<ul style="list-style-type: none"> • create and use representations to organize, record, and communicate mathematical ideas; • select, apply, and translate among mathematical representations to solve problems; • use representations to model and interpret physical, social, and mathematical phenomena.

From Principles and Standards for School Mathematics, NCTM, 2000 Process Standards