

## Transcript – Bringing It All Together

Now that we have explored the mathematical process standards, looked at some considerations for amplifying tasks, and reviewed some strategies that support the needs of our students, let's bring it all together.

How does this graphic reflect all of these considerations, and what are the implications for students' acquisition and demonstration of their mathematical understandings related to content and process standards?

Record your thoughts in the *Mathematical Process Standards* journal page.

## Transcript – Activity Debrief

Some students may need to be provided with tasks that are engaging. Others will benefit from multiple entry points into mathematics with scaffolding based on student needs. At the same time, the tasks should allow students to have opportunities to communicate, problem-solve, analyze, and use tools to demonstrate their understanding of mathematics.