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# Reasoning and Sense Making

In *Focus in High School Mathematics: Reasoning and Sense Making* (2009), NCTM advocates that all high school mathematics programs have at their core reasoning and sense making. *Reasoning* is “the process of drawing conclusions based on evidence or stated assumptions,” and *sense making* is “developing understanding of a situation, concept, or context by connecting it with existing knowledge.”

The *Mathematics Teacher* Editorial Panel solicits manuscripts that address the following questions related to reasoning and sense making:

- // How does a teacher generate a culture of reasoning and sense making in the classroom?
- // What issues of equity arise, and how can classroom teachers fairly address them?
- // What sorts of tasks help students progress to higher levels of reasoning?
- // How can we teach students to evaluate the reasonableness of their processes and results?
- // How do we assess or evaluate student reasoning and sense making?
- // How can we help stakeholders—teachers, parents, curriculum authors—understand the significance of reasoning and sense making?
- // How do we address reasoning and sense-making challenges that students encounter?
- // How does a teacher integrate reasoning and sense making with the mathematical practice and content of the Common Core State Standards?

Submit your completed manuscript for review to the *Mathematics Teacher* at [mt.msubmit.net](http://mt.msubmit.net). Be sure to check the box indicating that this manuscript is for the Reasoning and Sense Making call. Guidelines for the preparation of manuscripts can be found at [nctm.org/publications/content.aspx?id=22602](http://nctm.org/publications/content.aspx?id=22602).



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