## 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."

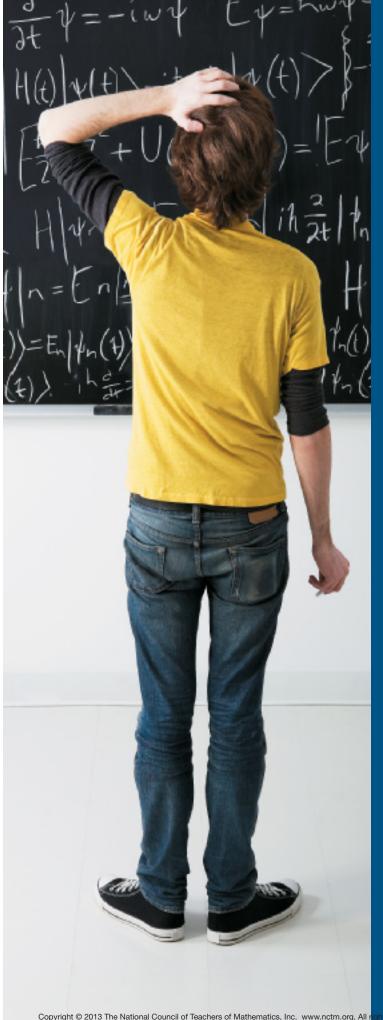
The Mathematics Teacher Editorial Panel solicits manuscripts that address the following questions related to reasoning and sense making:

- // 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**. 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.







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