

2015-16 Mathematics Interim Review Recommendation & Summary

Publisher Name:	McGraw-Hill
Title:	Everyday Math 1st
ISBN #	978-0-02-138365-8 ; 978-0-02-114463-1
Grade Level(s) or Course:	1st
Reviewer ID:	DY, AF

RECOMMENDED AS:

Core Mathematics Program- a complete stand-alone program which meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with minimal or no need for supplemental materials. Substantial evidence clearly supports the designation of this program as Core.

Other Mathematics Program- a program that substantially, but partially, meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with some need for supplemental materials. Substantial evidence clearly supports the designation of this program as Other.

Component Mathematics Program- a program designed and intended to be used with another program. This program supports and/or enhances the focus, coherence and rigor of Core and Other Programs. Substantial evidence clearly supports the designation of this program as Component.

Intervention Program- a program designed and intended to target and support students' specific needs. Substantial evidence clearly supports the designation of this program as Intervention.

Does not meet criteria for recommendation as a Curricular Material or Online Resource for Mathematics.

EVIDENCE SUMMARY:

FOCUS- Assessed on grade level. It did not attempt to assess above grade level. It did cite skills needed from previous grade level that are needed to begin curriculum.

COHERENCE-

Major works are large majority of the lessons with supporting works interwoven appropriately throughout curriculum.

RIGOR-

Each lesson is highly engaging. Many opportunities for open response throughout lessons.

CONCEPTUAL UNDERSTANDING-

Each lesson has opportunities for conceptual understanding in many areas.

MATHEMATICAL PRACTICES-

Math practices are cited and interwoven through every lesson with grade level language.

ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-

ELL support and many other differentiating options available. Also, RTI support available.

OTHER:

2015-16 Interim Mathematics Review

Mathematics Evaluation Tool Grades K-8

Publisher: McGraw - Hill

Title of Material: Everyday Math

Author: Bel et Al

ISBN #: 978-0-02-138365-8 ; 978-0-02-114463-1
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Reviewer ID: DY, AF

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Substantial evidence clearly supports the designation of this program as Core.

Other Mathematics Program- a program that substantially, but partially, meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with some need for supplemental materials.
Substantial evidence clearly supports the designation of this program as Other.

Component Mathematics Program- a program designed and intended to be used with another program. This program supports and/or enhances the focus, coherence and rigor of Core and Other Programs.
Substantial evidence clearly supports the designation of this program as Component.

Intervention Program- a program designed and intended to target and support students' specific needs.
Substantial evidence clearly supports the designation of this program as Intervention.

- Evaluation Form adapted from Instructional Materials Evaluation Toolkit (IMET).

2016
Mathematics
Grades K-8

literacy

collaboration

numbers

communication

solving

thinking

intellectual

creativity

critical

media information

formulation

systems identification

problem

MATH

21st Century

solutions

curiosity

solution

students

formulation

systems

identification

problem

Instructional Materials Evaluation Tool

Mathematics, Grades K-8

What Are the Purposes of the IMET?

This Math IMET is designed to help educators determine whether instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (<http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>) at the heart of the Common Core State Standards are:

- **Focus** strongly where the Standards focus
- **Coherence:** Think across grades and link to major topics within the grade
- **Rigor:** In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

The IMET draws directly from the following documents:

- Common Core State Standards for Mathematics (www.corestandards.org/Math)
- Publishers' Criteria for the Common Core State Standards in Mathematics grade K-8 (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)

When to use the IMET

1. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS. It also provides suggestions of additional indicators to consider in the materials evaluation and purchasing process.
2. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the focus, coherence, and rigor of the Standards.
3. Developing programs: Those developing new programs can use this tool as guidance for creating aligned curricula. Please note this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials), but it was not designed for the evaluation of standalone supplemental materials.

Who Uses the IMET?

Evaluating instructional materials requires both subject-matter and pedagogical expertise. Evaluators should be well versed in the Standards (www.corestandards.org/Math) for all grades in which materials are being evaluated. This includes understanding the Major Work of the grade (www.achievethecore.org/focus), the Supporting and Additional work, how the content fits into the progressions in the Standards (www.achievethecore.org/progressions), and the expectations of the Standards with respect to conceptual understanding, procedural skill and fluency, and application. Evaluators also should be familiar with the substantial instructional Shifts (<http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>) of Focus, Coherence and Rigor that are listed above.

Getting Started Prior to Evaluation

Assemble all of the materials necessary for the evaluation. It is essential for evaluators to have materials for all grades covered by the program, as some criteria cannot be rated without having access to each grade. In addition, each evaluator should have a reference copy of the Common Core State Standards for Mathematics (CCSSM) and the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the Publishers' Criteria and the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process. At a minimum, this would include reading the front matter of the text, looking at the table of contents and paging through multiple chapters.

Sections 1-3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Navigating the Tool

Begin with Section 1: Non-Negotiable Alignment Criteria

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.
- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metric(s).
- Record and explain the evidence upon which the rating is based.

Continue to Section 2: Alignment Criteria

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metric associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.
- Examine the materials in relation to these criteria, assigning each metric a point value. Rate the criterion as "Meets" or "Does Not Meet" based on the number of points assigned. The more points the materials receive on the alignment Criteria, the better they are aligned.

Directions for Alignment Criterion 1

Rigor and Balance

Alignment Criterion 1: Rigor and Balance

Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

The Standards set expectations for attention to all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. Thus, materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

Required Materials

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- Focus by Grade Level for the grade being evaluated (achievethecore.org/focus)
- Situation Types for the Operations in Word Problems (achievethecore.org/situation-types)
- From the materials being evaluated: teacher guides, student texts and workbooks

Rating this Criterion:

Alignment Criterion 1 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 1, first rate metrics 1A, 1B, and 1C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence. Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 1 if the materials rate 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as rigor and balance, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

Metric AC1A:
The materials support the development of students' conceptual understanding of key mathematical concepts, especially where called for in specific content Standards or cluster headings.

How to Find the Evidence:

Select one or more cluster(s) or Standard(s) from the Major Work for the grade being evaluated that relate specifically conceptual understanding to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for conceptual understanding include: K.OA.A.1, (1.NBT.B, 1.NBT.C), (2.NBT.A, 2.NBT.B), (3.OA.A.1, 3.OA.A.2), 4.NF.A, (4.NBT.A, 4.NBT.B), 5.NF.B, (5.NBT.A, 5.NBT.B), 6.RP.A, 6.EE.A.3, 7.NS.A, 7.EE.A, 8.EE.B, 8.F.A, 8.G.A

Clusters or Standards grouped by parentheses are closely connected and could be analyzed together.

For context, read Criterion #4a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).

- Choose a cluster/Standard from the Major Work that is aligned to each aspect of rigor and use it to evaluate these metrics. It is most helpful if the same clusters/Standards are chosen for all of the programs being evaluated. (Guidance in choosing clusters/Standards is included in "How to Find the Evidence".)

Use the questions for AC Metric 1A to evaluate Metric 1A. Record evidence for each question and rate Metric 1A.

✓ Meets (2)

 Partially Meets (1)

 Does Not Meet (0)

<p>Is conceptual understanding attended to thoroughly where the Standards set explicit expectations for understanding or interpreting? Evaluate lessons, chapter/unit assessments and homework assignments, paying attention to work aligned to Standards that explicitly call for understanding or interpreting. NOTE: Examples of evaluating this Criterion might include looking at how well the multi-digit addition and subtraction algorithms are developed and explained on the basis of place value and properties of operations; or how well the multi-digit multiplication and division algorithms are developed and explained on the basis of place value and properties of operations; or how well solving equations is presented and explained as a process of reasoning.</p>	<p>Evidence- Each lesson has engaging activities to allow for open response. Lesson 3.4 page 240 - Open Response and discussion</p>	
<p>Do the materials feature high-quality conceptual problems and conceptual discussion questions? Evaluate lessons, chapter/unit assessments, and homework assignments. NOTE: Example of conceptual problems might include such questions as "Find a number greater than $\frac{1}{5}$ and less than $\frac{1}{4}$," or "if the divisor does not change and the dividend increases, what happens to the quotient?"</p>	<p>Evidence- Each lesson has the opportunity to include discussion on conceptual understanding. For Example: Chapter 3, Lesson 4</p>	
<p>Do the materials feature opportunities to identify correspondences across mathematical representations? Evaluate lessons, chapter/unit assessments and homework assignments. NOTE: Examples of evaluating this Criterion might include looking at whether students are supported in identifying correspondences among: the verbal description of a situation, the diagrams that distill its mathematical features, and the equations that model it; or equivalent forms of numbers (e.g., 3 and $\frac{6}{2}$) and the number line; or rational number operations and representations of them via models such as the vector model; or the expression that defines a function and the graph that shows the relationship.</p>	<p>Evidence- Many different representations are used throughout curriculum. For Example: page 225 - Chapter 3, Lesson 1 . Dominoes vs. Part-Part-whole</p>	
<p>Metric AC1B: The materials are designed so that students attain the fluencies and procedural skills required by the Standards. How to Find the Evidence: Select one or more cluster(s) or Standard(s) from the Major Work for the grade being evaluated that relate specifically to fluency and procedural skill to use throughout the questions associated with this metric. NOTE: Some examples of Standards that call for procedural skill and fluency include: K.OA.A.5, 1.OA.C.6, 2.OA.B.2, 2.NBT.B.5, 3.OA.C.7, 3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.5, 6.NS.B.2, and 6.NS.B.3, 6.EE.A, 7.NS.A, 7.EE.A.1, 7.EE.B.4a, 8.EE.C.7, 8.EE.C.8b For context, read Criterion #4b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>		<p>Use the questions for Metric 1B to evaluate Metric 1 B. Record evidence for each question and rate Metric 1B. (Reviewer only.) <input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</p>

<p>Is progress toward fluency and procedural skill interwoven with students' developing conceptual understanding of the operations in question? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments for evidence that the development of fluency and procedural skill is supported by conceptual understanding.</p>	<p>Evidence- Many opportunities for fluency and procedural skill practice interwoven through lessons. For example: Math Boxes, Mental Math, Home Links</p>	
<p>Are purely procedural problems and exercises present that include cases in which opportunistic strategies are valuable and generic cases that require efficient algorithms present? Evaluate lessons, chapter/unit assessments, daily routines, and homework assignments. NOTE: Examples of problems in which opportunistic strategies are valuable might include the sum $698 + 240$ or the system $x + y = 1$, $2x + 2y = 3$. Examples of generic cases that require efficient algorithms might include the sum $8767 + 2286$ or the system $6y + x = x + 3$, $-x = 1 + 2y$.</p>	<p>Evidence- Lots of practice available for bare problems which include - Quick Looks, Mental Math, Math Boxes and Home Links.</p>	
<p>Do the materials in grades K-6 provide repeated practice toward attainment of fluency Standards? Evaluate lessons, daily routines, and homework assignments for evidence of repeated practice toward attainment of the following K-6 Standards that set an explicit expectation of fluent (accurate and reasonably fast) computation: K.OA.A.5, 1.OA.C.6, 2.OA.B.2, 2.NBT.B.5, 3.OA.C.7, 3.NBT.A.2, 4.NBT.B.4, 5.NBT.B.5, 6.NS.B.2, 6.NS.B.3.</p>	<p>Evidence- Spiral Trace shows repeated practice.</p>	
<p>Metric AC1C: The materials are designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Major Work of each grade. How to Find the Evidence: Select one or more cluster(s) or Standard(s) from the Major Work for the grade being evaluated that relate specifically application to use throughout the questions associated with this metric. NOTE: Some examples of clusters or Standards that call for application include: K.OA.A.2, 1.OA.A, 2.OA.A, 3.OA.A.3, 3.OA.D.8, 4.OA.A.3, 4.NF.B.3d, 4.NF.B.4c, 5.NF.B.6, 5.NF.B.7c, 6.RP.A.3, 6.NS.A.1, 6.EE.B.7, 6.EE.C.9, 7.RP.A, 7.NS.A.3, 7.EE.B.3, 8.EE.C.8c, 8.F.B For context, read Criterion #4c in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p>Evidence- Each lesson has warm-ups, objectives, focus, and practice that focus on major works of the grade.</p>	<p>Use the questions for Metric 1C to evaluate Metric 1C. Record evidence for each question and rate (Reviewer only.) <input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</p>
<p>Are there are single- and multi-step contextual problems, including non-routine problems, that develop the mathematics of the grade, afford opportunities for practice, and engage students in problem solving? Do the problems attend thoroughly to those places in the content Standards where expectations for multi-step and real-world problems are explicit? Evaluate lessons, chapter/unit assessments, and homework assignments.</p>	<p>Evidence- Real problems with multiple steps in lessons throughout curriculum. For example: Open Response Problems Journal Problems</p>	

Do application problems particularly stress applying the Major Work of the grade? Evaluate lessons, chapter/unit assessments, and homework assignments. NOTE: Examples of evaluating this Criterion might include looking at: how well, by the end of grade 2, students using the materials as designed can represent and solve a full range of one-step addition and subtraction word problems; or how well, by the end of grade 3, students using the materials as designed can represent and solve a full range of one-step multiplication and division word problems; or how well these basic situation types for each operation are carried coherently across the grades, (e.g., with fractions and algebraic expressions); or, in all grades, whether the problems connect concepts, Standards, and domains in ways that are natural and important. For a list of situation types for one-step addition, subtraction, multiplication, and division problems, see Situation Types for the Operations in Word Problems

Does modeling build slowly across K-8, with applications that are relatively simple in earlier grades and when students are encountering new content? In grades 6-8, do the problems begin to provide opportunities for students to make their own assumptions or simplifications in order to model a situation mathematically? Read Standard for Mathematical Practice 4, Model with Mathematics. Evaluate lessons, chapter/unit assessments, and homework assignments.

**Alignment Criterion 1:
Rigor and Balance**

Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations.

AC1 Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 out of 6 points, the Criterion has not been met. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion. (Reviewer only.)

Strengths:

Everyday Math provides many opportunities for hands-on practice to conceptual understanding in all areas.

Before moving to Alignment Criterion 2, record the final Meets or Does Not Meet rating in the Evaluation Summary.

Directions for Alignment Criterion 2

Standards for Mathematical Practice

Evidence-

Application Problems are interwoven throughout curriculum.
For example:
Home links
Lessons
Journals
All have application problems that cover OA - a major work.

Evidence-

Daily Routines have an appropriate progression of skills leading to unit 1 and the following units.
For example: Students use Simple Hands-on activities to practice addition and subtraction.

(Reviewer only.)

Meets

Does Not Meet

Strengths/Weaknesses:

Alignment Criterion 2: Standards for Mathematical Practice

Materials must demonstrate authentic connections between content Standards and practice Standards.

The Standards require that designers of instructional materials connect the mathematical practices to mathematical content in instruction. Thus, materials must demonstrate authentic connections between content Standards and practice Standards.

Metric AC2A:

Materials address the practice Standards in such a way as to enrich the Major Work of the grade; practices strengthen the focus on Major Work instead of detracting from it, in both teacher and student materials.

How to Find the Evidence:

Familiarize yourself with the Major Work of the grade being evaluated (see the Focus by Grade Level documents.)

Evaluate teacher and student materials for evidence that the mathematical practices support and connect to the focus of the grade.
NOTE: Examples of evaluating this Criterion might include looking at whether, in grades K-5, students using the materials are supported to look for and express regularity in repeated reasoning about the addition table, the multiplication table, the properties of operations, the relationship between addition and subtraction or multiplication and division, and the place value system; or whether, in grades 6-8, students using the materials are supported to look for and express regularity in repeated reasoning about proportional relationships and linear functions.

For context, read Criterion #8 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).

Required Materials:

- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
- Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
- Focus by Grade Level for the grade being evaluated (www.achievethecore.org/focus)
- From the materials being evaluated: teacher guides, student texts and workbooks

Evidence-

Practice Standards are embedded throughout lessons and enhance student work.

For example:

Page 211 - Unit Organizer - Shows Math Practices addressed in the unit.

Rating this Criterion

Alignment Criterion 2 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 2, first rate metrics 2A, 2B, and 2C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points). For each metric, guiding questions are provided to aid in gathering evidence.

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 2 if the materials earn 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as mathematical practices, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

(Reviewer only.)

Meets (2)

Partially Meets (1)

Does Not Meet (0)

<p>Metric AC2B Materials attend to the full meaning of each practice Standard.</p> <p>How to Find the Evidence: For context, read Criterion #7 and Criterion #9 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p>Metric 2B Use the questions for Metric 2B to evaluate Metric 2B. Record evidence for each question and rate Metric 2B.</p> <p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets (2)</p> <p><input type="checkbox"/> Partially Meets (1)</p> <p><input type="checkbox"/> Does Not Meet (0)</p>
<p>Over the course of any given year of instruction, is each mathematical practice Standard meaningfully present in the form of assignments, activities, or problems that stimulate students to develop the habits of mind described in the practice Standard? Evaluate lessons, chapter/unit assessments, and homework assignments for evidence of each mathematical practice being meaningfully present in instruction.</p>	<p>Evidence- Practice standards are noted in lessons where they are covered. Example: page 224 - Unit 3, Lesson 1</p> <p>Evidence- Grade level appropriate language used. As curriculum progresses, math practice language stays with an grade level language but activities progress.</p> <p>Evidence- Each unit has an explanation of practices covered. For example: unit 1, page 49</p>
<p>Do the materials treat the practice Standards as developing across grades or grade bands? Are the practice Standards in early grades appropriately simple? Do they display an arc of growing sophistication across the grades?</p> <p>Are there teacher-directed materials that explain the role of the practice Standards in the classroom and in students' mathematical development? Are alignments to practice Standards accurate?</p>	<p>Metric AC2C: Materials support the Standards' emphasis on mathematical reasoning.</p> <p>How to Find the Evidence: For context, read Criterion #10 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>
<p>Do the materials support students in constructing viable arguments and critiquing the arguments of others concerning grade-level mathematics that is detailed in the content Standards? Read Standard for Mathematical Practice 3. Evaluate teacher and student materials to ensure that students are given opportunities to reason with grade-level mathematics.</p> <p>Do the materials support students in producing not only answers and solutions, but also, in a grade-appropriate way, arguments, explanations, diagrams, mathematical models, etc., especially in the Major Work of the grade? Familiarize yourself with the Major Work of the grade being evaluated (see the Focus by Grade Level documents.) Evaluate teacher and student materials, to understand the types of work students are expected to produce.</p>	<p>Evidence- Every unit has open response lessons. For example: unit 1, Lesson 4</p> <p>Evidence- The Open Response lessons provide practice in building arguments to support explanations and solutions to major work problems. Lots of other opportunities for discussion and arguments. Summarizing section included in each lesson.</p>
<p>Use the questions for Metric 2C to evaluate Metric 2C. Record evidence for each question and rate Metric 2C.</p> <p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets (2)</p> <p><input type="checkbox"/> Partially Meets (1)</p> <p><input type="checkbox"/> Does Not Meet (0)</p>	<p>Metric 2C: Use the questions for Metric 2C to evaluate Metric 2C. Record evidence for each question and rate Metric 2C.</p> <p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets (2)</p> <p><input type="checkbox"/> Partially Meets (1)</p> <p><input type="checkbox"/> Does Not Meet (0)</p>

Do materials explicitly attend to the specialized language of mathematics? Is the language of argument, problem solving, and mathematical explanations taught rather than assumed? Evaluate teacher and student materials, paying attention to how mathematical language is taught.

NOTE: Examples of evaluating this Criterion might include looking at whether students are supported in: basing arguments on definitions; using the method of providing a counterexample; or recognizing that examples alone do not establish a general statement.

**Alignment Criterion 2:
Standards for Mathematical Practice**

Materials must demonstrate authentic connections between content Standards and practice Standards.

AC2 Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 out of 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Strength: Mathematical Practices are very well represented in each lesson. Many opportunities to practice all of them through the whole year.

Before moving to Alignment Criterion 3, record the final Meets or Does Not Meet rating in the Evaluation Summary.

**Alignment Criterion 3:
Access to the Standards for All Students**

Materials must provide supports for English Language Learners and other special populations.

Because Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the Standards. Thus, aligned materials must provide supports for English Language Learners and other special populations.

Evidence-
Vocabulary addressed at the beginning of each lesson.
Sentences frames used in lessons to encourage the appropriate language.

**Alignment Criterion 3:
Meets or Does Not Meet**

Materials must demonstrate authentic connections between content Standards and practice Standards.

AC2 Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 out of 6 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion.

Strength: Mathematical Practices are very well represented in each lesson. Many opportunities to practice all of them through the whole year.

Before moving to Alignment Criterion 3, record the final Meets or Does Not Meet rating in the Evaluation Summary.

**Alignment Criterion 3:
Access to the Standards for All Students**

Materials must provide supports for English Language Learners and other special populations.

Because Standards are for all students, alignment requires thoughtful support to ensure all students are able to meet the Standards. Thus, aligned materials must provide supports for English Language Learners and other special populations.

(Reviewer only.)
 Meets
 Does Not Meet

Strengths/Weaknesses:

Rating this Criterion:
Alignment Criterion 3 is rated as Meets or Does Not Meet.

To rate Alignment Criterion 3, first rate metrics 3A, 3B, and 3C. Rate each metric as Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).

Since there are three metrics, and each metric is worth up to 2 points, the maximum possible rating across all three metrics is 6 points. Ideally, aligned materials will earn all 6 points; materials are judged to have met Alignment Criterion 3 if the materials earn 5 or 6 points. This threshold recognizes that evaluators sometimes differ in how they assess features such as support for special populations, while at the same time ensuring that no single metric can receive a rating of zero and be aligned to the Shifts and major features of the CCSSM.

- Required Materials:**
- Common Core State Standards for Mathematics (http://corestandards.org/wp-content/uploads/Math_Standards.pdf)
 - Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013) (http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf)
 - From the materials being evaluated: teacher guides, student texts and workbooks

<p>Metric AC3A: Support for English Language Learners and other special populations is thoughtful and helps those students meet the same Standards as all other students. The language in which problems are posed is carefully considered.</p> <p>How to Find the Evidence: Evaluate teacher and student materials, paying attention to supports offered for special populations.</p>	<p>Evidence- ELL support in every lesson. Also, common misconceptions addressed in each lesson. Example - page 51 Lesson 1, Unit 1</p>	<p>Reviewer only.) <input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</p>
<p>Metric AC3B: Materials provide appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners with gradual removal of supports, when needed, to allow students to demonstrate their mathematical understanding independently.</p> <p>How to Find the Evidence: Evaluate teacher and student materials, paying attention to whether materials provide differentiation that will lead all learners to engage with on-grade-level content.</p>	<p>Evidence- Differentiation for all learners at all levels. For example - Unit 1, Lesson 6, page 83</p>	<p>Reviewer only.) <input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</p>
<p>Metric AC3C: Design of lessons recommends and facilitates a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).</p> <p>How to Find the Evidence: Evaluate teacher materials, noting instructional approaches suggested for whole class and differentiated lessons and activities.</p>	<p>Evidence- All types of models, small groups, lessons, and assessments differentiated for all learners. Adjusting Activity suggestions also included in all lessons. For example - page 87 unit 1, Lesson 6</p>	<p>Reviewer only.) <input checked="" type="checkbox"/> Meets (2) <input type="checkbox"/> Partially Meets (1) <input type="checkbox"/> Does Not Meet (0)</p>

Alignment Criterion 3:

Access to the Standards for All Students

Materials must provide supports for English Language Learners and other special populations.

AC3 Materials must earn at least 5 out of 6 points to meet this Alignment Criterion. If materials earn less than 5 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion. (Reviewer only.)

ELL support and support for other students throughout curriculum.

Move to the Evaluation Summary and record the final Meets or Does Not Meet rating.

Once an evaluation for alignment to the Shifts and major features of the CCSS has been conducted using Sections 1-3, it's important to evaluate for overall quality and best practices. A starting list of Indicators of Quality are suggested below. States, districts and others evaluating instructional materials are encouraged to add to this list to ensure materials reflect local contexts. For background information on some of the Indicators of Quality in this section, refer to pp. 18-21 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).

(Reviewer only.)

Meets

Does Not Meet

Strengths/Weaknesses:

Indicators of Quality

1. Lessons are thoughtfully structured and support the teacher in leading the class through the learning paths at hand, with active participation by all students in their own learning and in the learning of their classmates.

2. The underlying design of the materials includes both problems and exercises. (In solving problems, students learn new mathematics, whereas in working exercises, students apply what they have already learned to build mastery.) Each problem or exercise has a purpose.

NOTE: This Criterion does not require that the problems and exercises be labeled as such.

Evidence- Give specific examples.

Evidence-

Lessons are very structured. Overviews show lesson structures and contain highly engaging activities.

Evidence-

Focus- has a math problem that is new and used to introduce and develop mathematical thinking which leads to thoughtful open response.

Rating: (Reviewers only.)

(Reviewer only.)

Yes

No

(Reviewer only.)

Yes

No

<p>3. Design of assessments is not haphazard: exercises are given in intentional sequences in order to strengthen students' mathematical understanding.</p>	<p>Evidence- Lessons are designed to focus on standards of major works with supporting standards included in units. Spiral Trace is a very clear overview of lessons.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>4. There are separate teacher materials that support and reward teacher study including, but not limited to: discussion of the mathematics of the units and the mathematical point of each lesson as it relates to the organizing concepts of the unit, discussion on student ways of thinking and anticipating a variety of students responses, guidance on lesson flow, guidance on questions that prompt students thinking, and discussion of desired mathematical behaviors being elicited among students.</p>	<p>Evidence- Professional development available for teachers to learn curriculum and how to use effectively. For example: Online training, webinars.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5. Manipulatives suggested in the materials are faithful representations of the mathematical objects they represent and are connected to written methods.</p>	<p>Evidence- Manipulatives are effective representations of models and problems used in lessons. Tool kits and manipulative kits are well supplied.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>6. Materials include a variety of curriculum-embedded assessments. Examples include pre-, formative, summative, and self-assessment resources.</p>	<p>Evidence- Assessment book contains - summative and cumulative. B, M, E of year assessments. Online assessments available.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>7. Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.</p>	<p>Evidence- Each unit contains rubrics to interpret student answers. Scoring guidelines in assessment book.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>8. Materials assess student proficiency using methods that are accessible and unbiased, including the use of course-level language in student prompts.</p>	<p>Evidence- Assessments do not contain bias. Specific suggestions of language to use in academic development.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

<p>9. Materials are carefully evaluated by qualified individuals, whose names are listed, in an effort to ensure freedom from mathematical errors and course-level appropriateness.</p>	<p>Evidence- Reviewers cited on inside Curriculum cover.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>10. The visual design supports students in engaging thoughtfully with the subject. Navigation through the text is clear.</p>	<p>Evidence- Age appropriate font, text, and wording.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>11. The materials engage parents in appropriate ways. For example, homework assignments in elementary grades, consist of routine problems, practice with getting answers, and fluency-building exercises that parents can easily support.</p>	<p>Evidence- Family letters describe content learned. Also, lists vocabulary to be learned and references to lessons on letter to show parents what learning to look for.</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Reviewer IMET Evaluation Summary Title/Level Everyday Math 1st
 Publisher: McGraw Hill Copyright: 2016 ISBN: various
 Reviewer ID # DY, AF Date Review Completed: 3/9/16

Non-Negotiable Criteria- Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.		
Non-Negotiable 1: Freedom from Obstacles to Focus <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	Non- Negotiable 2: Focus and Coherence <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	Alignment Criterion 3: Access to Standards for All Learners Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Non-Negotiable Overall: <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet		
Alignment Criteria- Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as "Meets" overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.		
Alignment Criterion 1: Rigor and Balance Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	Alignment Criterion 2: Standards of Mathematical Practice Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet	Alignment Criterion 3: Access to Standards for All Learners Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet
Alignment Criteria Overall: <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet		

If the materials meet both Non-Negotiables and relevant Alignment Criterion, they are aligned to the Shifts and major features of the Core Standards. Do the materials meet every Non-Negotiable and Alignment Criterion? Yes No

What are the specific areas of strength and weakness based on this evaluation? Publishers or others modifying or developing assessments can use this information to make improvements and/or to remedy gaps in the alignment of assessment materials.