

# 2015-16 Mathematics Interim Review Recommendation & Summary

Publisher Name:	McGraw-Hill School Education LLC
Title:	Everyday Math
ISBN #	Various
Grade Level(s) or Course:	Grade 3
Reviewer ID:	KT LW

## RECOMMENDED AS:

X **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.

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## EVIDENCE SUMMARY:

**FOCUS-** This curriculum follows the grade level standards and does not assess outside of the appropriate standards. The materials are aligned with the grade level standards.

**COHERENCE-** A significant portion of the instruction focuses on the Major Work for the grade. Supporting works make connections with the Major Works; however the Interpret and Represent Data seemed to be more of a stand alone section. The progression in the materials is clear. Materials contain sufficient practice. Learning objectives are present but were not clearly visible.

**RIGOR-** The materials meet all three aspects of rigor: conceptual understanding, procedural skill and fluency, and applications. All three areas are strongly represented.

**CONCEPTUAL UNDERSTANDING-** Conceptual understanding is promoted through appropriate classroom discussions. Furthermore, problem solving occurs frequently beyond a single answer response and open-ended question. Progress towards fluency and procedural skills are interwoven with the development of mathematical understanding.

**MATHEMATICAL PRACTICES-** Materials demonstrate authentic connections between content standards and mathematical practice standards. The use of MPs focus on the Major Work and provide coherent connections. The MPs develop across the grade level. There are teacher materials that explain the roles of the MPs and support student learning.

**ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-** There were ample supports for ELL and other special populations to meet the grade level standards. Materials provide appropriate level and variation in scaffolding, differentiation, intervention, and supports for home. Teacher and student materials support instruction through the ~~exp~~ discussions, problem solving, manipulatives, and other various models.

Student Reference book does a great job with the mathematical practices.

# 2015-16 Interim Mathematics Review

## Mathematics Evaluation Tool Grades K-8

**Publisher:** McGraw-Hill School Education LLC

**Title of Material:** EveryDay Math Grade 3

**Author:** Bell et al

**ISBN #:** Various      **Copyright** 2016

**Reviewer ID:** KJ LW

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

2016

## Mathematics Grades K-8

literacy  
collaboration numbers communication solving  
**MATH** thinking intellectual  
solutions students creativity  
curiosity formulation critical  
solution 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](http://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](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](http://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](http://www.achievethecore.org/focus)), the Supporting and Additional work, how the content fits into the progressions in the Standards ([www.achievethecore.org/progressions](http://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).



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Reviewer ID: \_\_\_KT\_\_\_LW\_\_\_\_\_

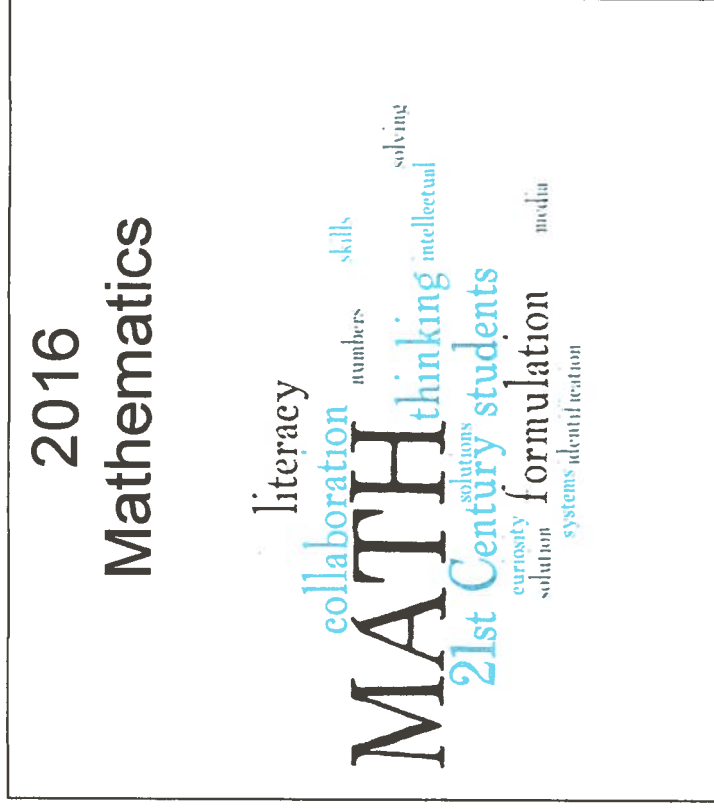
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Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the Publishers' Criteria and the IMET. It will also be helpful for evaluators to get a sense 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.



Record and explain the evidence upon which the rating is based.

#### Proceed to Section 4: Indicators of Quality

- Indicators of Quality are important considerations that will help evaluators better understand the overall quality of instructional materials. These considerations are not criteria for alignment to the CCSS, but they provide valuable information about additional program characteristics. Evaluators may want to add their own indicators to the examples provided.

### Directions for Non-Negotiable 1

Freedom from Obstacles to Focus	Freedom from Obstacles to Focus	
Criterion	Evidence- Give specific examples.	Rating: (Reviewer only.)
<p><b>Non-Negotiable 1:</b>  <b>Freedom from Obstacles to Focus</b>  <b>Materials must reflect the content architecture of the Standards by not assessing the topics named before the grade level where they first appear in the Standards.</b></p> <p>The Standards foster students' progress to algebra by focusing strongly on arithmetic. Consistent with this focus, certain topics from outside of arithmetic appear only in later grades. Thus, to be aligned, materials must reflect the content architecture of the Standards by not assessing the topics named before the grade level where they first appear in the Standards.</p> <p>In this criterion, "topics named" means the topics that are explicitly named in Metric 1A. No other topics should be added to the list in Metric 1A. (Note that other topics in the standards are addressed in criterion NN2.)</p>	<p><b>Required Materials</b></p> <ul style="list-style-type: none"> <li>• Common Core State Standards for Mathematics (<a href="http://www.corestandards.org/wp-content/uploads/Math_Standards.pdf">www.corestandards.org/wp-content/uploads/Math_Standards.pdf</a>)</li> <li>• Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013) (<a href="http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf">http://www.corestandards.org/wp-content/uploads/Math_Publishers_Criteria_K-8_Spring_2013_FINAL1.pdf</a>)</li> <li>• From the materials being evaluated: teacher guides and all assessment components</li> </ul>	<p><b>Rating this Criterion:</b>            Non-Negotiable 1 is rated as Meets or Does Not Meet.</p> <p>To rate Non-Negotiable 1, begin by rating Metric 1A. Since Metric 1A is the only metric for Non-Negotiable 1, the rating for Non-Negotiable 1 is the same as the rating for Metric 1A.</p> <p>If Metric 1A is rated as Does Not Meet, include evidence of when the named topic(s) is/are assessed. If the metric is rated as Meets, list the grade(s) examined in the evaluation.</p>



**Metric NN1A:** Materials reflect the basic architecture of the Standards by not assessing the listed topics before the grade level indicated.

- Probability, including chance, likely outcomes, probability models. (Introduced in the CCSSM in grade 7)
- Statistical distributions, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and statistical association or trends, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced in the CCSSM in grade 6)
- Similarity, congruence, or geometric transformations. (Introduced in the CCSSM in grade 8)
- Symmetry of shapes, including line/ reflection symmetry, rotational symmetry. (Introduced in the CCSSM in grade 4)

**How to Find the Evidence:**

Evaluate the table of contents, all chapter tests, all unit tests, and other such assessment components (including rubrics).

For context, read Criterion #2 from the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013). NOTE: Grade alignments of other topics are addressed in Non-Negotiable 2, Focus and Coherence.)

In this criterion, "topics named" means the topics that are explicitly named in Metric 1A. No other topics should be added to the list in Metric 1A. (Note that other topics in the standards are addressed in criterion NN2.)

**Non-Negotiable 1: Materials must reflect the content architecture of the Standards by not assessing the topics named\* before the grade level where they first appear in the Standards.**

NN 1 If Metric 1A was rated as Meets, then rate Non-Negotiable 1 as Meets. If Metric 1A was rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

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

**Evidence-**

No indication of assessments for the following topics was found: probability, statistical distributions, geometry for grade 8 (similarity, congruence, or geometric transformations), or symmetry of shapes. The text does not assess listed topics before the indicated grade level.

- 1) Each assessment identifies specific grade-level standards that are being assessed.
- 2) All lessons and practice identify specific grade-level standards that are being taught

(Reviewer only.)

Meets

Does Not Meet

(Reviewer only.)

Meets

Does Not Meet

**Strengths/Weaknesses:**

Before moving to Non-Negotiable 2, record the final Meets or Does Not Meet rating in the Evaluation Summary.





# Directions for Non-Negotiable 2

## Focus and Coherence

### Non-Negotiable 2:

#### Focus and Coherence

**Materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.**

Focus and coherence are the two major evidence-based design principles of the Common Core State Standards for Mathematics (CCSSM, p. 3). Focus is necessary in order to fulfill the ambitious promise the states have made to their students by adopting the Standards: greater achievement at the college and career ready level; greater depth of understanding of mathematics; and a rich classroom environment in which reasoning, sense-making, applications, and a range of mathematical practices flourish. In simpler terms, a mile-wide, inch-deep curriculum translates to less time per topic. Less time means less depth and moving on without many students. Thus, materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.

#### Required Materials

- Common Core State Standards for Mathematics ([http://corestandards.org/wp-content/uploads/Math\\_Standards.pdf](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](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](http://www.achievethecore.org/focus))
- From the materials being evaluated: teacher guides, student texts and workbooks

#### Rating this Criterion:

Non-Negotiable 2 is rated as Meets or Does Not Meet.

To rate Non-Negotiable 2, first rate metrics 2A–2H. Each of these eight metrics must be rated as Meets in order for Non-Negotiable 2 to be rated as Meets. Rate each metric 2A–2H as Meets or Does Not Meet/Insufficient Evidence. If the evidence examined shows that the Criterion is met, then mark the Criterion Meets. If the evidence examined shows that the Criterion is not met—or if there is insufficient evidence to make a determination—then mark the Criterion as Does Not Meet/Insufficient Evidence. Support all ratings with evidence.



<p><b>Metric NN2A:</b>  <b>In each grade 6-8, students and teachers using the materials as designed devote the large majority of time to the Major Work of the grade.</b></p> <p><b>How to Find the Evidence:</b>  Familiarize yourself with the Major Work of the grade being evaluated (see the Focus by Grade Level documents.)  Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, lessons, homework assignments, and assessments. (Evaluate both student and teacher materials.)  Consider time spent on the Major Work of the grade and judge qualitatively whether students and teachers using the materials as designed will devote the large majority of time to the Major Work of the grade.  For context, read Criterion #1 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013)</p>	<p><b>Evidence-</b>  The Major Works for Grade 3 include Operations and Algebraic Thinking, Number and Operations with Fractions, and in Measurement and Data, solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects as well as geometric measurement: understand concepts of area and relate area to multiplication and to addition. Supporting works include represent and interpret data and reason with shapes and their attributes. Additional clusters include geometric measurement to recognize perimeter as an attribute of plane figures and distinguish between linear and area measures as well as using place value understanding and properties of operations to perform multi-digit arithmetic.</p> <ol style="list-style-type: none"> <li>1) Approx. 97% of instruction is focused on Major Work</li> <li>2) At least five of the nine units target Major Works with components of the Major work in all units</li> </ol>	<p>(Reviewer only.)</p> <p><u>  X  </u> Meets</p> <p><u>      </u> Does Not Meet/  Insufficient Evidence</p>
<p><b>Metric NN2B:</b>  <b>Supporting Work, where present, enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.</b></p> <p><b>How to Find the Evidence:</b>  Familiarize yourself with the Major Work and Supporting Work of the grade being evaluated (see the Focus by Grade Level documents.)  Evaluate chapters and lessons that focus on Supporting Work. NOTE: Example of evaluating this Criterion might include looking at whether materials for K-5 generally treat data displays as an occasion for solving grade-level word problems using the four operations (e.g., see 3.MD.B.3); or whether materials for grade 7 take advantage of opportunities to use probability to support ratios, proportions, and percentages.  For context, read Criterion #3 in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p><b>Evidence-</b>  The text uses supporting work to make connections with Major Works. While the supporting work has sufficient time given to it, it appeared to be more standalone content, not as well coordinated with the major work of the grade.</p> <ol style="list-style-type: none"> <li>1) Connections in represent and interpret data are not as strong</li> <li>2) Place value works with performing multi-digit arithmetic.</li> </ol>	<p>(Reviewer only.)</p> <p><u>  X  </u> Meets</p> <p><u>      </u> Does Not Meet/  Insufficient Evidence</p>





<p><b>Metric NN2C:</b>  <b>Materials balance content progressions on the grade-by-grade progressions in the Standards. Content from previous or future grades does not unduly interfere with or displace on-grade-level content.</b></p> <p><b>How to Find the Evidence:</b>  Evaluate the table of contents and any pacing guides. Do not stop there; also evaluate units, chapters, and lessons in both student and teacher materials. NOTE: In some cases it may be possible that aligned materials might address some aspects of a topic in a strategic way before or after the grade level in which the topic is central in the Standards' progressions; for example, a curriculum author might purposefully choose to explore adding fractions with unlike denominators in a way appropriate to grade four, recognizing that this work is not really required until the next grade. However, any such purposeful discrepancies in content progressions should enhance the required learning in each grade; not unduly interfere with or displace grade-level content; and be clearly aimed at helping students meet the Standards as written rather than effectively rewriting the progressions in the Standards. And in all cases, note that Non-Negotiable 1 must be met for materials to be aligned.</p> <p>For context, read Criterion #5a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p><b>Evidence-</b></p> <p>The progression in text matches the progression within the standards. Any earlier grade level materials are introduced to omit gaps in students' understanding. Furthermore, material towards subsequent grade levels is provided in preparation for that upcoming grade. Differentiation requires meeting student needs. Content from previous grades is reviewed in the Warm-Up section of the lesson and does not interfere or detract from grade level content or the progression through the grade level standards. Future grade level content does not interfere at all.</p> <ol style="list-style-type: none"> <li>1) Students work beyond grade-level multiplication problems to develop the connections between the multiplication strategies they are learning and the upcoming multi-digit multiplication.</li> <li>2) Readiness and Enrichment activities</li> </ol>	<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet/  Insufficient Evidence</p>
<p><b>Metric NN2D:</b>  <b>Materials give all students extensive work with on-grade-level problems.</b></p> <p><b>How to Find the Evidence:</b>  Evaluate both student and teacher materials. If the materials provide resources for differentiated learning, consider whether lower-performing students have opportunities to engage with grade-level problems. Also consider whether higher-performing students are given opportunities to learn current grade-level content in greater depth.</p> <p>For context, read Criterion #5b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p><b>Evidence-</b></p> <p>The materials contain sufficient practice with grade level appropriate problems. Although differentiation is offered in each lesson, Readiness, Enrichment, and Extra Practice, all students receive grade-level instruction that is developmentally appropriate and instruction that deepens grade level mathematical understanding.</p> <ol style="list-style-type: none"> <li>1) Readiness, Enrichment, Extra Practice</li> </ol>	<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet/  Insufficient Evidence</p>



<p><b>Metric NN2E:</b>  <b>Materials relate on-grade-level concepts explicitly to prior knowledge from earlier grades.</b></p> <p><b>How to Find the Evidence:</b>  Evaluate both student and teacher materials. NOTE: Examples of evaluating this Criterion might include looking at the way the materials extend basic ideas of place value across the decimal point; or the role that properties of operations play when the materials extend arithmetic beyond whole numbers to fractions, variables, and expressions. More generally, cluster headings in the Standards sometimes signal key moments where reorganizing and extending previous knowledge is important in order to accommodate new knowledge (e.g., see cluster headings that use the phrase "Apply and extend previous understanding").  For context, read Criterion #5c in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).</p>	<p><b>Evidence-</b>  Materials relate on-grade-level concepts explicitly to prior knowledge from earlier grades.</p> <ol style="list-style-type: none"> <li>1) Multiplication and division work relates to addition and subtraction from previous grade level.</li> <li>2) Problem solving using the four operations connects with prior knowledge and strategies</li> <li>3) P. EM2 of each volume explains if students are extending or developing an understanding of a concept. Extending indicates a continuation of instruction from previous grade level and developing indicates it is introduced during the current grade level</li> <li>4) TE Grades 3-4 games correlation (pp. EM12-13)</li> <li>5) At the beginning of each lesson there is a Spiral Snapshot</li> </ol>	<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet/  Insufficient Evidence</p>
<p><b>Metric NN2F:</b>  <b>Review of material from previous grades is clearly identified as such to the teacher, and teacher and students can see what their specific responsibility is for the current year.</b></p> <p><b>How to Find the Evidence:</b>  Evaluate the table of contents, but do not stop there; also evaluate units, chapters, lessons, homework assignments and assessments. (Evaluate both student and teacher materials.) Identify any content from previous grades and check whether it is identified as such.  For context, read Criterion #5a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).</p>	<p><b>Evidence-</b>  The year-to-year and current grade level instructional and standards progression is evident in the Unit Organizer which indicates the standards, domains, clusters, and MPs for the unit, individual lessons, games, the Spiral Trace, and through the Mathematical Background PD section.</p> <ol style="list-style-type: none"> <li>1) Previous grade materials are typically used in Readiness activities if at all and do not constitute the main focus of the lesson</li> <li>2) Text indicates if strategies have been introduced in previous grades with italicized text within the lesson ex. "Note that Second Grade Mathematics introduced all of these strategies." (p. 29, p. 250 TE). However, it can be difficult to see and there are not many of them that I could identify.</li> <li>3) Beginning of the year pre-assessments tend to have materials from the previous year of instruction.</li> </ol>	<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet/  Insufficient Evidence</p>



<p><b>Metric NN2G:</b>  <b>Materials include learning objectives that are visibly shaped by CCSSM cluster headings.</b>  <b>How to Find the Evidence:</b>  Select several clusters from the Major Work in the grade being evaluated. Evaluate teacher and student materials in relation to these clusters.  For context, read Criterion #6a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p><b>Evidence-</b>  The learning objectives are clearly shaped by the CCSS domains, clusters, and MPs. However, they are not clearly identifiable and easy to access</p> <ol style="list-style-type: none"> <li>1) The learning objectives are called Goals for Mathematical Content (GMCs) and relate directly to the standards (pp. EM3-5)</li> <li>2) The start of each unit and lesson outlines the CCSS cluster and domains.</li> <li>3) TE each lesson begins with a "Focus Cluster" connected with CCSS</li> <li>4) Student Resource Book and Journal do not include learning objectives.</li> </ol>	<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet/  Insufficient Evidence</p>
<p><b>Metric NN2H:</b>  <b>Materials include problems and activities that serve to connect two or more clusters in a domain, or two or more domains in a grade, in cases where these connections are natural and important.</b>  <b>How to Find the Evidence:</b>  In the grade being evaluated, choose two or more clusters or two or more domains for which connections are natural and important. Evaluate the units, chapters, and lessons that deal with the chosen topics, looking for problems and activities that serve to connect the chosen clusters or domains. NOTE: An example of evaluating this Criterion might include looking at whether problems in grade 4 sometimes or often involve students applying their developing computation skills (detailed in domain NBT) in the context of solving word problems (detailed in domain OA).  For context, read Criterion #6b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p><b>Evidence-</b>  Connection within the text are mathematically natural and significant.</p> <ol style="list-style-type: none"> <li>1) Most lessons, if not all, address multiple clusters and highlighting the existing mathematical connections.</li> <li>2) Strategies and operations are connected to real world problems in order to develop a working solution</li> <li>3) Multiplication and division are utilized in word problems</li> <li>4) Volume is also used to practice addition and subtraction</li> </ol>	<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet/  Insufficient Evidence</p>





## Non-Negotiable 2:

### Focus and Coherence

Materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.

NN 2 If all Metrics 2A – 2H were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more Metric was rated Does Not Meet/Insufficient Evidence, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating. Then, briefly describe the strengths and weaknesses of these materials in light of the above Criterion. (Reviewer only.)

Before moving to Alignment Criterion 1, record the final Meets or Does Not Meet rating in the Evaluation Summary.

Now continue by evaluating the Alignment Criterion 1 for Rigor and Balance.

## 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](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](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](http://achievethecore.org/focus))
- Situation Types for the Operations in Word Problems ([achievethecore.org/situation-types](http://achievethecore.org/situation-types))
- From the materials being evaluated: teacher guides, student texts and workbooks

(Reviewer only.)

  X   Meets  
     Does Not Meet

### Strengths/Weaknesses:

Weaknesses Learning Objectives through present use a different terminology and are not easily identifiable within the TE and are not present in SE.

#### 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 material supports 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).

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.

-Choose a cluster/Standard from the Major Work that is aligned to each aspect of rigor and use 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".)

Meets (2)  
 Partially Meets (1)  
 Does Not Meet (0)

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

**Evidence-**

**Classroom discussion about problems offers opportunities to engage in MPs for constructing and critiquing arguments. Conceptual understanding is well-developed.**

- 1) TE Sharing Strategies section within the lessons (p. 150) and other such classroom discussion opportunities have sample answers
- 2) The MPs and the specific goals for the particular MPs are listed at the start of each lesson in the TE as a reminder.
- 3) The two-day Open Response/Reengagement lesson in each unit requires students to use multiple strategies to solve a word problem. A simple rubric in the TE helps the teacher identify if students are meeting grade-level expectations (pp. 386-394)
- 4) Multi-digit addition and subtraction algorithm are developed and explained on the basis of place value





<p>Do the materials feature high-quality conceptual problems and conceptual discussion questions? Evaluate lessons, chapter/unit assessments, and homework assignments.</p> <p>NOTE: Example of conceptual problems might include such questions as "Find a number greater than <math>\frac{1}{5}</math> and less than <math>\frac{1}{4}</math>," or "If the divisor does not change and the dividend increases, what happens to the quotient?"</p>	<p><b>Evidence-</b></p> <p>Very rarely do students just provide a single answer response. Several questions are open-ended or require more than just a single number solution. Answers can vary.</p> <ol style="list-style-type: none"> <li>1) See 3) above</li> <li>2) Math Message requires students to solve a problem they haven't been shown how to solve</li> <li>3) Common Misconceptions helps teachers differentiate and could help lead to conceptual discussion</li> <li>4) Teacher asks <ul style="list-style-type: none"> <li>"How are the problems related?"</li> <li>"What is the same?"</li> <li>"What do you notice?"</li> </ul> </li> </ol>	
<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 <math>\frac{6}{2}</math>) 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><b>Evidence-</b></p> <p>Materials used within the student pages and reference book correspond to the manipulatives used for modeling strategies. The manipulatives and concrete representations enhance the mathematical understandings and are connected to the written and symbolic mathematical methods.</p> <ol style="list-style-type: none"> <li>1) Connections are made from story problems verbally, to drawing pictures of the problem, number lines, and to algorithm</li> <li>2) Mathematical representations are consistent within the grade level and extending across grade levels (ex. Clocks, Balance for weight, tallies, diagrams, etc.)</li> </ol>	
<p><b>Metric AC1B:</b>  <b>The materials are designed so that students attain the fluencies and procedural skills required by the Standards.</b></p> <p><b>How to Find the Evidence:</b>  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.O.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.</p> <p>(Reviewer only.)</p> <p><u>  X  </u> Meets (2)</p> <p><u>      </u> Partially Meets (1)</p> <p><u>      </u> Does Not Meet (0)</p>



Is progress toward fluency and procedural skill interwoven with students' development of 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.

**Evidence-**

Progress towards fluency and procedural skill is interwoven with students' developing conceptual understanding of the operations.

3.OA.C.7 – Fluently multiply and divide within 100. Practice for this standard occurs from L.1.1 to L.9.7 and occurs approximately nine times in each lesson. There is ample practice for this standard. 3.NBT also occurs at a high frequency.

- 1) Each lesson begins with a progression towards fluency and reinforcement of the procedural skills with the Mental Math and Fluency exercises contained within the Warm-Up portion of the lesson.
- 2) Additional practice is provided at the end of each lesson within the Practice section which often times includes Math Boxes and sometimes Home Links for support and practice at home.
- 3) Fluency development is evident in each unit's Spiral Trace

**Evidence-**

Procedural problems and exercises are present throughout the program.

- 1) See above
- 2) Games provide an additional way to practice procedural problems

**Evidence-**

The materials provide repeated practice towards attainment of fluency standards.

- 1) Leveled practice (online)
- 2) Extra practice worksheets for each lesson
- 3) Blackline masters and lesson pages provide repeated practice
- 4) Develop multiplication strategies that connect to larger multiplication problems and area models
- 5) Discussions take place to develop multiple methods for problem solving and identifying efficient strategies

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  $6y + x = x + 3$ ,  $-x = 1 + 2y$ .

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><b>Metric AC1C:</b> The material is designed so that teachers and students spend sufficient time working with engaging applications, without losing focus on the Major Work of each grade.</p> <p>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</p> <p>For context, read Criterion #4c in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K–8 (Spring 2013).</p> <p>Are there 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>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</p> <p>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.</p>	<p><b>Evidence-</b></p> <p>The text provides opportunities to meet CCSS and work with multi-step real-world problem solving. There are opportunities for practice and developing problem solving. Problems and activities are grade level appropriate. Learned content knowledge, skills, and strategies are used to develop solutions.</p> <p>1) Various types of problems and situations 2) Numerous open-ended problems</p> <p>3.OA.D.8 – Problem solving as such begins in Unit 2 and continues through Unit 9 (p. xv)</p>	<p>Use the questions for Metric 1C to evaluate Metric 1C. Record evidence for each question and rate Metric 1C.</p> <p>(Reviewer only.)</p> <p><u>  X  </u> Meets (2)</p> <p><u>      </u> Partially Meets (1)</p> <p><u>      </u> Does Not Meet (0)</p>
<p><b>Evidence-</b></p> <p>The grade level text works with solving number stories using applications from the Major Work (application problems) throughout. The program utilizes single and multi-step contextual problems and opportunity for practice and problem solving.</p>	<p><b>Evidence-</b></p> <p>Students use the CCSS content knowledge to problem solve with emphasis on the Major Work for the grade. In fact, many of the quality multi-step problems use multiple operations.</p> <p>Application problems focus to a great extent to a great extent on the Major Work of the grade.</p>	
<p><b>Evidence-</b></p> <p>Models are built upon previous grade levels and prepare students for existing grade level connections and beyond. Problems and activities are grade level appropriate. Modeling is appropriate for the grade level.</p>		



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## 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.)

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

### 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.

(Reviewer only.)

\_\_\_X\_\_\_ Meets

\_\_\_ Does Not Meet

### Strengths/Weaknesses:

Weaknesses Learning Objectives though present use a different terminology and are not easily identifiable within the TE and are not present in SE.

Conceptual understanding is a strength.

### 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.

### Required Materials:

- Common Core State Standards for Mathematics ([http://corestandards.org/wp-content/uploads/Math\\_Standards.pdf](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](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](http://www.achievethecore.org/focus))
- From the materials being evaluated: teacher guides, student texts and workbooks





<p><b>Metric AC2A:</b> 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.</p> <p><b>How to Find the Evidence:</b> 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).</p>	<p><b>Evidence-</b> The use of the MPs support the focus on the Major Work for the grade level and provide coherence and connections in both TE and student pages.</p> <ol style="list-style-type: none"> <li>1) MPs, standards, and content are integrated for meaningful practice.</li> <li>2) Each lesson and each activity in the lesson lists the MPs and standards used (TE) and the Student Reference Book highlights the MPs</li> <li>3) Student Reference Book pp. 1-33 goes through in student friendly explanation of all the MPs to help students understand how to apply them.</li> <li>4) TE continually points out where an how to take advantage of the MPs.</li> </ol>	<p>(Reviewer only.) X Meets (2) Partially Meets (1) Does Not Meet (0)</p>
<p><b>Metric AC2B:</b> Materials attend to the full meaning of each practice Standard.</p> <p><b>How to Find the Evidence:</b> 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><b>Evidence-</b> The MPs are connected to the content in a meaningful way. The problems assist in promoting student development of mathematical habits of mind. Discussions within the lessons support the practice of the MPs in the problem solving process.</p> <ol style="list-style-type: none"> <li>1) TE</li> <li>2) Student Reference Guide</li> <li>3) Lessons ask students to use numbers or pictures to show how you solved the problem or to sketch a number line or to use fraction strips to show your answer is true</li> </ol>	<p>Use the questions for Metric 2B to evaluate Metric 2B. Record evidence for each question and rate Metric 2B. (Reviewer only.) X Meets (2) Partially Meets (1) 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><b>Evidence-</b> The MPs are connected to the content in a meaningful way. The problems assist in promoting student development of mathematical habits of mind. Discussions within the lessons support the practice of the MPs in the problem solving process.</p> <ol style="list-style-type: none"> <li>1) TE</li> <li>2) Student Reference Guide</li> <li>3) Lessons ask students to use numbers or pictures to show how you solved the problem or to sketch a number line or to use fraction strips to show your answer is true</li> </ol>	<p>Use the questions for Metric 2B to evaluate Metric 2B. Record evidence for each question and rate Metric 2B. (Reviewer only.) X Meets (2) Partially Meets (1) Does Not Meet (0)</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><b>Evidence-</b> Each unit has a practice Standard as a focus. However, within each lesson, multiple practice Standards are addressed. The two-day lesson Open Response/Reengagement, in each unit, offer the most in-depth practice with the MPs</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><b>Evidence-</b> The teacher-directed materials explain the role of the practice Standards in the classroom and in students' mathematical conceptual understanding based upon the standards.  1) Mathematical Background at the start of each unit  2) Standards and Goals for Mathematical Practice are listed at the start of each lesson by the Warm Up activity  3) Students have explanations and expectations of the MPs in their reference book  4) Open-response assessments  5) Task-specific rubrics  6) Readymade checklists  7) Online assessments</p>	
<p><b>Metric AC2C:</b> Materials support the Standards' emphasis on mathematical reasoning. 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>Use the questions for Metric 2C to evaluate Metric 2C. Record evidence for each question and rate Metric 2C.  (Reviewer only.)  _X__ Meets (2)   ___ Partially Meets (1)  ___ Does Not Meet (0)</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><b>Evidence-</b> The text provides opportunities for students to reason mathematically and share their process through discussions, and some of the written work. Discussion activities within each lesson support constructing viable arguments and critiquing the arguments of others. Intentional support is indicated for within the TE to help students develop skills needed for mathematical discussions; however, more teacher support on how to help students construct viable arguments would be helpful.</p>	



Do the materials support students in producing not only answers and solutions, but also 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.

**Evidence-**

While the text has supports for students' explanations, justification, and demonstrating their problem solving process, more teacher materials could have supported the discussions and sharing of results to create better student results. Not all teachers have the knowledge or the skill to support such dialogue. The high number of open-ended questions also supports students in producing solutions and not just answers.

- 1) Math Journals
- 2) Open Response/Reengagement

**Evidence-**

There are no modifications to the mathematical language within the TE or in the student pages that sacrifice mathematical concepts or language development.

- 1) Each unit identifies vocabulary to be used
- 2) Some lessons include Academic Language Development (p.223) See Index for more examples

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.  
(Reviewer only.)

(Reviewer only.)

  X   Meets

       Does Not Meet

**Strengths/Weaknesses:**

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.

**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.

**How to Find the Evidence:**

Evaluate teacher and student materials, paying attention to supports offered for special populations.

**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.

**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.

**Required Materials:**

- Common Core State Standards for Mathematics ([http://corestandards.org/wp-content/uploads/Math\\_Standards.pdf](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](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

**Evidence-**

ELL supports and other special populations have thoughtful and helpful supports to assist the students in meeting the grade-level standards.

- 1) Supports are included with each lesson
- 2) Academic Language Development notes in some lessons
- 3) Common Misconceptions and differentiated instruction sections may also address the needs of ELL students

**Evidence-**

Materials provide appropriate level and variation in scaffolding, differentiation, intervention, and support for a variety of learners.

- 1) Each lesson has multiple differentiation options for a variety of learners
- 2) Readiness, Enrichment, and Extra Practice Lesson
- 3) Games
- 4) Sections for Adjusting the Activity
- 5) Common Misconceptions
- 6) Academic Language Development
- 7) Online differentiations supports
- 8) Online teacher support lesson guide provides expanded lesson specific suggestions for ELL and scaffolding

**Rating this Criterion:**

Alignment Criterion 3 is rated as **M** 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 population, 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.-)**

**X**\_\_ Meets (2)  
 \_\_\_ Partially Meets (1)  
 \_\_\_ Does Not Meet (0)

**Reviewer only.-)**

**X**\_\_ Meets (2)  
 \_\_\_ Partially Meets (1)  
 \_\_\_ Does Not Meet (0)





<p><b>Metric AC3C:</b> 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><b>How to Find the Evidence:</b> Evaluate teacher materials, noting instructional approaches suggested for whole class and differentiated lessons and activities.</p>	<p><b>Evidence-</b> Lesson design recommends and facilitates a variety of instructional approaches for a variety of learners through the use of multiple representations, models, discussion questions, and flexible grouping.</p> <ol style="list-style-type: none"> <li>1) Written practice</li> <li>2) Classroom discussion</li> <li>3) Individual, partner, small group, and whole group work</li> <li>4) Games</li> <li>5) Multiple methods/strategies for solving problems</li> <li>6) Manipulatives are used in various activities</li> </ol>	<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><b>Alignment Criterion 3:</b> <b>Access to the Standards for All Students</b></p> <p><b>Materials must provide supports for English Language Learners and other special populations.</b></p> <p>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.)</p> <p>Move to the Evaluation Summary and record the final Meets or Does Not Meet rating.</p>		<p>(Reviewer only.)</p> <p><input checked="" type="checkbox"/> Meets</p> <p><input type="checkbox"/> Does Not Meet</p> <p><b>Strengths/Weaknesses:</b></p>

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).

<p><b>Indicators of Quality</b></p>	<p><b>Evidence- Give specific examples.</b></p>	<p><b>Rating: (Reviewers only.)</b></p>
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<p>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.</p>	<p><b>Evidence-</b> Each unit follows a structured sequence Each lesson follows an appropriately structured sequence with a variety of instructional methods and activities 1) Teacher supports are clear and easy to follow 2) Intended sequence is evident in the TE</p>	<p>(Reviewer only.)  X___ Yes ___ No  (Reviewer only.)</p>
<p>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.</p>	<p><b>Evidence-</b> Both problems and exercises are included in the lessons. Problems are used to introduce and develop new mathematical learning (Math Message). Exercises are used to practice, apply, and build mastery of mathematic concepts (Fluency, Math Boxes).</p>	<p>(Reviewer only.)  X___ Yes ___ No  (Reviewer only.)</p>
<p>3. Design of assignments is not haphazard: exercises are given in intentional sequences in order to strengthen students' mathematical understanding.</p>	<p><b>Evidence-</b> Lesson design develops concepts, skills, and applications with increased number of connections between content with grade level appropriateness that spirals through the previous and upcoming grade levels. Intended sequence is evident in assignments.</p>	<p>(Reviewer only.)  X___ Yes ___ No  (Reviewer only.)</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><b>Evidence-</b> There are teacher materials and sections that support instruction through the discussion of the mathematics, discussions, students' thinking, and more. 1) Professional development pieces are interwoven in the lessons and each unit has a lengthy PD section, Mathematical Background, in the Unit Organizer. 2) Each lesson has pacing guidelines and guided instruction for supporting student learning. 3) Digital resources include the Virtual Learning Community and Everyday Math Online. 4) TE Observe and Discuss at the beginning of each lesson gives teachers questions to use during observation and questions to facilitate classroom discussion 5) GMP listed in the back of TE explains goals for each lesson</p>	<p>(Reviewer only.)  X___ Yes ___ No  (Reviewer only.)</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><b>Evidence-</b> Manipulatives and student-generated representations are used. Connections are made between the manipulatives and problem solving strategies. Instructional strategies work to connect the appropriate manipulatives and representations and assist students in moving towards more efficient methods of problem solving. Manipulatives are faithful representations and are well-connected to written methods.</p>	<p>(Reviewer only.) X ___ Yes ___ No</p>
<p>6. Materials include a variety of curriculum-embedded assessments. Examples include pre-, formative, summative, and self-assessment resources.</p>	<p><b>Evidence-</b> The text has a variety of embedded assessments including Preview Math Boxes and Assessment Check-in. 1) Mental Math and Fluency could be used as quick formative assessments. 2) Digital tools are also available. 3) Formative assessment opportunities are present for teacher to use while presenting each lesson 4) Self-assessments available for all units 5) Summative assessment at the end of each unit 6) Journal</p>	<p>(Reviewer only.) X ___ Yes ___ No</p>
<p>7. Assessments contain aligned rubrics, answer keys, and scoring guidelines that provide sufficient guidance for interpreting student performance.</p>	<p><b>Evidence-</b> In addition to the embedded assessments listed above, the text also has Unit Progress Check Lessons with optional Challenge Assessments. Answers are included in the TE. Open-Response Assessments in every other unit are evaluated with a task specific rubric. The Assessment Handbook includes Progress Check masters, Interim Assessments, Record-Keeping Masters for multiplication facts, MPs, etc., Blank Exit Slips that could be used for a quick post assessment. See above.</p>	<p>(Reviewer only.) X ___ Yes ___ 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><b>Evidence-</b> Grade level appropriate language is used in student prompts and appear to be accessible and unbiased. 1) See above 2) Math Journal 3) Answer Book</p>	<p>(Reviewer only.) X ___ Yes ___ 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><b>Evidence-</b>          Authors and editors carefully evaluated materials to ensure grade level appropriateness and freedom from errors.</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><b>Evidence-</b>          The hands-on activities and the visual design of the student reference book are engaging the student thoughtfully with the content. Navigation is clear. Materials are well-laid out and visually appealing.</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><b>Evidence-</b>          Family Letters are included for each unit and include vocabulary, games, and activities.          Home Links have practice problems from the concepts covered in class and explanations for how the content was taught.</p>	<p>(Reviewer only.)  <input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No</p>





Reviewer IMET Evaluation Summary Title/Level: Everyday Math/ Grade 3  
 Publisher: McGraw-Hill School Education LLC Copyright: 2016 ISBN: Various

Reviewer ID # KT LW          Date Review Completed: 2016

**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**

X Meets

         Does Not Meet

**Non-Negotiable 2: Focus and Coherence**

X Meets

         Does Not Meet

**Non-Negotiable Overall:**

X Meets          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: 6 of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

X Meets

         Does Not Meet

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

Points: 6 of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

X Meets

         Does Not Meet

**Alignment Criterion 3: Access to Standards for All Learners**

Points: 6 of 6 possible.

(Materials must receive at least 5 of 6 points to align.)

X Meets

         Does Not Meet

**Alignment Criteria Overall:**

X Meets          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.  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.

