

2015-16 Mathematics Interim Review Recommendation & Summary

Publisher Name:	McGraw - Hill
Title:	Everyday Math (K)
ISBN #	Various
Grade Level(s) or Course:	K
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- Everyday Math assesses on grade level.
It does not attempt to assess above grade level.

COHERENCE- Standards are well blended and show progression of skills.

RIGOR- Everyday Math started with basic skills needed and progressed at a logical pace. Degree of mastery expected at the end of each unit is noted in unit overviews.

CONCEPTUAL UNDERSTANDING-

Everyday Math has lots of differentiated and varied practice to achieve conceptual understanding of each lesson and standard.

MATHEMATICAL PRACTICES-

Each unit has math practice goals stated in each lesson. Background information for each math practice given at the beginning of each unit.

ACCESSIBILITY OF STANDARDS TO ALL STUDENTS-

ELL support in each lesson along with differentiation options. Flexible grouping suggestions and online support available.

OTHER:

Everyday Math is a comprehensive core program. It has lots of hands-on and engaging activities to meet the common core standards.

2015-16 Interim Mathematics Review
Mathematics Evaluation Tool Grades K-8

Publisher: McGraw-Hill
Title of Material: Everyday Math (Kinder)
Author: _____
ISBN #: 978-0-02-141411-6 **Copyright** 2016
Reviewer ID: DY and AF

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.

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

2016
Mathematics
Grades K-8

literacy
collaboration
numbers
communication
solving
intellectual
creativity
critical
information
curiosity
solution
systems
identification
problem
21st Century students
formulation
solutions
thinking

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.

- 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 Criterion	Evidence- Give specific examples.	Rating: (Reviewer only.)
<p>Non-Negotiable 1:</p> <p>Freedom from Obstacles to Focus</p> <p>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>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>Required Materials</p> <ul style="list-style-type: none"> • Common Core State Standards for Mathematics (www.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 and all assessment components 	<p>Rating this Criterion:</p> <p>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-

Assessment check-ins in each lesson to on grade level skills & concepts.

Assessment Handbook assess B, M, E of year skills

Online option available for assessment

(Reviewer only.)

X Meets

___ Does Not Meet

(Reviewer only.)

X 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.

Metric NN2A:

In each grade K-8, students and teachers using the materials as designed devote the large majority of time to the Major Work of the grade.

How to Find the Evidence:

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)

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-

- Spiral Trace page 36 shows major works of the grade covered over the course of year.
- page xv - correlation of CCSS to units / lessons
- KEC addressed in first unit + builds upon them with other standards
- Daily routines at the beginning of the year focus on major works pgs. 2-26
- include MP routines along with standards

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 as 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.

(Reviewer only.)

X Meets

_____ Does Not Meet/
 Insufficient Evidence

<p>Metric NN2B: Supporting , where present, enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.</p> <p>How to Find the Evidence: 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>Evidence- Daily Routes #2,4,5 (pgs 2-26) students analyze + discuss data MP3,4,5 Lessons that cover supporting works: 1-7, 1-8, 2-7, 3-1, 4-1, 4-3</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet/ Insufficient Evidence</p>
<p>Metric NN2C: Materials base 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.</p> <p>How to Find the Evidence: 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. For context, read Criterion #5a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p>Evidence- page xiv - ccs correlation to lessons . section overviews show lessons + standards covered . spiral Trace page 36 Unit 1 - states what they should be able to do at the end of each section</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet/ Insufficient Evidence</p>

<p>Metric NN2D: Materials give all students extensive work with on-grade-level problems. How to Find the Evidence: 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. For context, read Criterion #5b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p>Evidence- Page xxvi - shows explanation of differentiated learning available in curriculum . each lesson contains differentiation options for example: pg. 55 lesson 1-4 pg 56 lesson 1-5 Also ELL Support cited in curriculum</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet/ Insufficient Evidence</p>
<p>Metric NN2E: Materials relate on-grade-level concepts explicitly to prior knowledge from earlier grades. How to Find the Evidence: 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>Evidence- This is kindergarten material. Some students may enter grade level with no math skills. Curriculum assumes students are entering with very little math knowledge. Starts with basic skills section 1, Lesson 1 - KCC.1, KMD2 Spiral Trace pg. 36</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet/ Insufficient Evidence</p>
<p>Metric NN2F: 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. How to Find the Evidence: 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>Evidence- Not applicable to this grade</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet/ Insufficient Evidence</p>

<p>Metric NN2G: Materials include learning objectives that are visibly shaped by CCSSM cluster headings.</p> <p>How to Find the Evidence: Select several clusters from the Major Work in the grade being evaluated. Evaluate teacher and student materials in relation to these clusters.</p> <p>For context, read Criterion #6a in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p>Evidence- Spiral shows Tra in each lesson standards covered. lesson focus is covered in each section overview.</p>	<p>(Reviewer only.) X Meets ___ Does Not Meet/ Insufficient Evidence</p>
<p>Metric NN2H: 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.</p> <p>How to Find the Evidence: 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).</p> <p>For context, read Criterion #6b in the Publishers' Criteria for the Common Core State Standards for Mathematics, Grades K-8 (Spring 2013).</p>	<p>Evidence- connected domains: Chapter 1 K.MD.2, K.MD.3, K.G.1 Chapter 2 K.G.1, K.G.4, K.G.6 page xvii: correlation of standards across lessons Lesson focus shows domains + standards covered</p>	<p>(Reviewer only.) X Meets ___ Does Not Meet/ Insufficient Evidence</p>
<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.</p> <p>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.)</p> <p>standards are well blended + show progression of skills</p>	<p>Evidence- Materials must focus coherently on the Major Work of the grade in a way that is consistent with the progressions in the Standards.</p>	<p>(Reviewer only.) X Meets ___ Does Not Meet</p> <p>Strengths/Weaknesses: weakness: didn't state exact % of lessons on major works</p>
<p>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.</p>		

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

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).

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.

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 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 solving equations is presented and explained as a process of reasoning.</p>	<p>Evidence- KMD3 pg. 10 Lesson 2-7 open response - intro to sorting KCC4 lessons 1-3, 1-7, 1-8 Children use one to one correspondence + cardinal principles as they engage in counting game</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- Lesson 1-3 pg. 49 explain why it is important to count correctly pg. 61-62 conclusion: Why is it important to count accurately</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- Connections: pg. 42 connecting verbal description, diagrams + equations that model, + numbers</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.</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>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- Each lesson has daily routines, core activities, connections to literature + music, + assessment but not a lot of pen to paper practice</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- subitizing cards, ten-frame cards</p> <p>K.OA.B.1 Lesson 5-6 Teen Partners pg. 320</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- subitizing cards, ten-frame cards, daily counting routines, games such as "Frog Hop" - non traditional sense</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.</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>Evidence- Lesson 2-5 pg. 119 K.OA.1 Children use concrete non-verbal experiences to develop understanding of addition + subtraction each lesson contains practice with engaging activities - above is just one example</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><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>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- lots of opportunity in lessons for contextual problems ex: Lesson 2-6 pg. 123</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.

Evidence-
 on page 3 shows major work of counting + cardinality in units 1 through 5.
 Describes degree of mastery at end of the unit.
 ex: lesson 1-4
 Children practice oral counting + counting on

Evidence-
 starts with simple counting activities in unit 1 + progress to adding + subtraction - Then moves to more complex number stories in unit 5

**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.)

(Reviewer only.)

X Meets

___ Does Not Meet

Strengths/Weaknesses:

not enough written fluency practice for addition + subtraction

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.

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-

Each unit has a mathematical background that focuses on standards + math practices
Lesson 1-3 counting + cardinality
Math practice 1+6
Lesson 1-4 counting + cardinality
math practice 4
Lesson 1-5 counting + cardinality
math practice 2

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.)

 X 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>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><u> X </u> Meets (2)</p> <p>___ Partially Meets (1)</p> <p>___ 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- Each lesson has a math practice + each math practice has a goal</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>Evidence- Students start with simple counting activities to practice attending to precision + accuracy</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>Evidence- TE Gives detailed summary of each math practice addressed + how it is used in lesson</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>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><u> X </u> Meets (2)</p> <p>___ Partially Meets (1)</p> <p>___ 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>Evidence- Math practice 3 unit 5 overview lesson 5-2, 5-5 open response lessons various lessons throughout</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- Open response lessons 5-7 pg. 324-331 -give various examples embedded throughout -reengagement</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. (Reviewer only.)

Evidence-
Each lesson lists vocabulary + models how to use the vocabulary correctly
Throughout curriculum questioning is used to scaffold language development
Prompts to correct misconceptions

(Reviewer only.)
 Meets
 Does Not Meet

Strengths/Weaknesses:
vocab isn't taught by direct instruction

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.

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_FINAL.1.pdf)
- From the materials being evaluated: teacher guides, student texts and workbooks

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.

<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 each lesson as a side note • ELL Support Guide</p>	<p>Reviewer only.) X Meets (2) ___ Partially Meets (1) ___ 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 options at the end of each lesson : Online differentiation</p>	<p>Reviewer only.) X Meets (2) ___ Partially Meets (1) ___ 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- Flexible grouping suggestions End of lesson assessment for quick check in Online assessment available</p>	<p>Reviewer only.) X Meets (2) ___ Partially Meets (1) ___ 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.

AC-3 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.)

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).

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-

Daily Routines to build understanding
Each lesson has lots of activities ✓
to teach major/supporting works Yes
Common misconceptions are No
addressed

Evidence-

Each lesson has an activity ✓
to teach problem solving Yes
opportunities for practice No
to teach mastery

(Reviewer only.)

 3 Meets

___ Does Not Meet

Strengths/Weaknesses:

Rating: (Reviewers only.)

(Reviewer only.)

(Reviewer only.)

<p>3. Design of assignments is not haphazard: exercises are <u>not</u> in intentional sequences in order to strengthen students' mathematical understanding.</p>	<p>Evidence- Spiral Snapshot: lessons spiral but cover all standards</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 student 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- Each unit has a math background to deepen understanding of concepts + practices Professional Development notes throughout</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 adequate + do represent objects connect well to lessons</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 handbook -online assessment -end of lesson assessment</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- -rubric for assessments -multiple ways to assess student learning available</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- Do not contain bias</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 by authors on back of title page</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- Easy to read clear + easy lessons to follow</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- Home link letters to parents - gives explanation of content + ideas for activities</p>	<p>(Reviewer only.) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

Reviewer IMET Evaluation Summary Title/Level: Everyday Math (Kinder)
 Publisher: McGraw-Hill Copyright: 2010 ISBN: 978-0-02-141411-6
 Reviewer ID # DY and AF Date Review Completed: 3/7/11

Non-Negotiable Criteria- Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

<p>Non-Negotiable 1: Freedom from Obstacles to Focus</p> <p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p>	<p>Non-Negotiable 2: Focus and Coherence</p> <p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p>
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Non-Negotiable Overall:

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.

<p>Alignment Criterion 1: Rigor and Balance</p> <p>Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.)</p> <p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p>	<p>Alignment Criterion 2: Standards of Mathematical Practice</p> <p>Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.)</p> <p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p>	<p>Alignment Criterion 3: Access to Standards for All Learners</p> <p>Points: <u>6</u> of 6 possible. (Materials must receive at least 5 of 6 points to align.)</p> <p><input checked="" type="checkbox"/> Meets <input type="checkbox"/> Does Not Meet</p>
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Alignment Criteria Overall:

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. 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.