

## Oregon Instructional Material Review Summary

Publisher:	McGraw Hill School Education LLC
Title:	Everyday Math
Publishing Date:	2016
Grade Band:	3-5
Review Date:	July 2015

### Overall Ratings

Part 1: Key Criteria			
	Requirement Met?		
Legal Requirements	MEETS		
Section I: Alignment to the Mathematical Content	YES	100%	
Section II: Alignment to the Mathematical Practices	YES	100%	
Section III(B): Instructional Supports: The materials are responsive to varied <b>student learning</b> needs	YES	100%	
Part 2: Additional Criteria			
	Requirement Met?		
Section III(A): Instructional Supports: The teacher materials are responsive to varied <b>teacher</b> needs	YES	100%	
Section IV: Assessments	YES	100%	
Overall Rating	MEETS		

*This scorecard indicates the degree of alignment to the Oregon Mathematics Standards **and** the Oregon Adoption Criteria for Instructional Materials in Mathematics and should be used to make decisions regarding instructional materials adoptions in Oregon.*

## Scoring Summary

Section I: Alignment to the Mathematical Content		
Metric	Description	Score
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	3: Adheres to the Criteria
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	3: Adheres to the Criteria
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria
4	CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.	4: Meets all Criteria
5	PROCEDURAL SKILL AND FLUENCY: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	3: Adheres to the Criteria

Section II: Alignment to the Mathematical Practices		
Metric	Description	Score
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4: Meets all Criteria
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> <li>Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1)</li> <li>Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6)</li> </ul>	4: Meets all Criteria
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work and independent thinking. (MP.2 & MP.3)	4: Meets all Criteria
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)	4: Meets all Criteria
10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria

Section III(A): Instructional Supports		
<i>The teacher materials are responsive to varied teacher needs:</i>		
Metric	Description	Score
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets
15	Teacher materials are organized and easy to use.	2: Meets

Section III(B): Instructional Supports		
<i>The materials are responsive to varied student learning needs:</i>		
Metric	Description	Score
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets
17	Uses technology and media to deepen learning.	2: Meets
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets

Section IV: Assessments		
<i>The instructional materials regularly assesses whether students are mastering standards-based content and skills:</i>		
Metric	Description	Score
20	Demonstrates grade-level CCSS (content and Mathematical Practices) and are rigorous.	2: Meets
21	Available in digital/non-digital formats and are accessible to all students.	2: Meets
22	Includes rubrics and proficiency criteria.	2: Meets
23	Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.	2: Meets

## Reviewer Comments

## Section I: Alignment to the Mathematical Content

*The instructional materials reflect evidence of key shifts that are reflected in the standards:*

Metric	Description	Score	Comments
1	FOCUS: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.	3: Adheres to the Criteria	The instructional materials adhere to the criteria for focus for Grade 3-5. The instructional materials are well-balanced with the majority of time devoted to the major work for each grade level. In addition to the student math journal, the supplemental enrichment, readiness and math masters books enhance the focus and coherence of the materials. Materials could be improved by clearly identifying standards from other grades and their connection to the current grade within the Teacher's Edition.
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	3: Adheres to the Criteria	The submitted materials adhere to the criteria for coherence for Grade 3-5. For Grades 3-5, the beginning of each Unit includes a Unit organizer that includes learning objectives shaped by the CCSSM cluster headings. Content progressions are outlined at the start of each Unit with the Spiral Trace document and are also aligned to CCSSM Major Clusters. An improvement in the Teacher's Editions of Grades 3-5 would be to offer stronger documentation of the relation of concepts explicitly to prior knowledge from earlier grade levels.
3	APPLICATION: Provides opportunities for students to independently apply mathematical concepts in real-world situations.	4: Meets all Criteria	The submitted materials meet all criteria for application for Grades 3-5. The materials include engaging, and culturally relevant applications. This was evident within the Student Reference Book with real-world application sections that included images of diverse subjects such as people, houses and music. There are a variety of engaging problems and activities throughout the curriculum such as "Walking Away with a Million Dollars" in 4th grade, Lesson 4-5. The materials include a variety of multi-step, and non-routine problems, as well as application

			problems that apply the major work of the grade. Materials include language supports with a vocabulary focus at the start of each lesson, as well as "Academic Language Development" suggestions within each lesson.
4	CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.	4: Meets all Criteria	The submitted materials meet all criteria for conceptual understanding for Grade 3-5. The materials support the development of students' conceptual understanding of key mathematical concepts. In Grade 5, Lesson 2-7 students are asked to develop and demonstrate conceptual understanding by identifying correspondences across mathematical representations by connecting an area model to a traditional algorithm model. The materials include multiple opportunities for students to engage in high quality discussions (which are clearly identified in the teacher's guide) with a partner, small group or whole group. These discussions, in conjunction with the multiple representations help develop students' conceptual understanding of the math concepts.
5	PROCEDURAL SKILL AND FLUENCY: Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	3: Adheres to the Criteria	The materials submitted adhere to the criteria for procedural fluency for Grades 3-5. Procedural fluency practice within the Math Boxes portion of the Student Book provides repeated opportunities and exposure to major clusters. Materials could be improved if there was a stronger connection within daily lessons to the Math Boxes practice and fluency development.

## Section II: Alignment to the Mathematical Practices

The instructional materials identify and utilize the Standards for Mathematical Practice (MP):

Metric	Description	Score	Comments
6	The mathematical practices are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed.	4: Meets all Criteria	The instructional materials adhere to the criteria for focus for Grade 3-5. The instructional materials are well-balanced with the majority of time devoted to the major work for each grade level. The spiral curriculum lends itself to provide practice in the Major Works of the grade level throughout the year. We would like to see a scope and sequence for this k-5 program for easier access to cross grade levels. The Spiral Trace highlights Major Works and fluency standards that should be met throughout the year. Some lessons do have highlighted sections noting the "Standards and Goals for Mathematical Practice," and "Professional Development" sections also point out CCSS within a lesson.
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> <li>Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1)</li> <li>Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6)</li> </ul>	4: Meets all Criteria	The submitted materials meet all criteria for overarching habits of mind for Grades 3-5. There are many examples that provide students with opportunities to extend their thinking to relevant, thought-provoking questions. Most extended response questions allow students to make sense of the problem, demonstrate their thinking and persevere. The difficulty of these problems increases throughout the year. Students are encouraged to attend to precision by explaining their thinking and creating concrete and abstract representations. The unit assessments all include extended response questions that will require students to understand academic language and solve challenging questions. The daily math message often offers an opportunity for deep thinking and working through a tough challenge. The activity cards also offer another opportunity for students to work through challenging problems in a partnered setting.
8	Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion,	4: Meets all Criteria	The submitted materials meet all criteria for reasoning and explaining for Grades 3-5. We appreciated that students are given open ended and/or expected to provide detailed

	written work and independent thinking. (MP.2 & MP.3)		information in written form, numerical form, and through models across the curriculum. For deeper reasoning and to allow for the construction of viable arguments, "Open Response and Reengagement" lessons were allotted 2 days to emphasize their importance and to allow students the time needed to practice performance tasks.
9	Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline. (MP.4 & MP.5)	4: Meets all Criteria	The submitted materials meet all criteria for modeling and using tools for Grade 3-5. Students are asked to do easier tasks at the beginning Units and within lessons. Supports are available throughout Unit and Lessons to support students not meeting expected goals. Ample space is given for students to show work and demonstrate understanding. They frequently are referred to their Student Reference Book for examples of strategies or models to complete tasks and/or understand content more clearly. Having a curriculum that demonstrates a common language, appearance, and set up for k-5 students allows them to build on the skills they mastered from prior years without needing to also relearn a new structure. Students are given ample opportunity to check their own/partner/group work off a rubric/examples to improve their own skills. Homework is available daily that supports the day's lesson and major works of CCSS. Homework letters give parents information about unit goals, vocabulary, supportive activities, relevance of unit math games, along with how parents can support their student with their homework.
10	Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning. (MP.7 & MP.8)	4: Meets all Criteria	The submitted materials meet all the criteria for seeing structure and generalizing for grades 3-5. Lessons from the materials guide students in discussion of, and practice with both models and equations that emphasize looking for and making use of structure. The materials include lessons that develop student insight into repeated reasoning beyond simply extending patterns and/or performing repeated calculations. In Grade 4, Lesson 7-9, students are asked to make observations about a display of arrays, and use their observations to help solve other problems. Looking for and expressing regularity in repeated reasoning is central in the discussion and activities outlined in the Teacher's Edition for the lesson.

Section III(A): Instructional Supports			
<i>The teacher materials are responsive to varied teacher needs:</i>			
Metric	Description	Score	Overall Comments (#11-15)
11	Includes clear, sufficient and easy to use guidance to support teaching, learning of the targeted standards and vocabulary, including, when appropriate, the use of supported technology, web and media.	2: Meets	The instructional materials are responsive to varied teacher needs for Grades 3-5. There's online access to all print materials including games. Instructional approaches are clearly identified throughout lessons, and use a range of questions, varied groupings (partners, small and whole groups), and multiple representations. Each unit has a professional development section, and there are videos available online addressing the math content. The materials could be improved by making a clearer connection between the print and online content.
12	Provides a discussion of the mathematics addressed within each unit and the mathematical point of each lesson as it relates to the organizing concepts of the unit.	2: Meets	
13	Recommends and facilitates a mix of instructional approaches for students with diverse learning needs, such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share, etc.).	2: Meets	
14	Gradually removes supports, requiring students to demonstrate their mathematical understanding independently.	2: Meets	
15	Teacher materials are organized and easy to use.	2: Meets	

Section III(B): Instructional Supports			
<i>The materials are responsive to varied student learning needs:</i>			
Metric	Description	Score	Overall Comments (#16-19)
16	Differentiation for ELD, SPED, students above or below grade level and other special populations is evident. The language in which problems are posed is carefully considered.	2: Meets	The curriculum cultivates student interest and engagement in math for 3rd through 5th graders. The Student Reference Book includes real-life mathematical situations, and a variety of cultures, national origins, religions, and races are present. An example of student interest occurs in Grade 4, Lesson 1-1. Students use the Student Reference book to learn about and engage in a discussion about "Geometry in Our World." The curriculum is available both in print, and online. Technology is used to allow both teachers and students to deepen their learning. Daily differentiation is present for ELD, and students below and above grade level within the Teacher's Edition and the Activity Cards. The materials could be improved if they integrated the SPED accommodations, which can only be found online, into the teacher's guides.
17	Uses technology and media to deepen learning.	2: Meets	
18	Cultivates student interest and engagement in math through culturally relevant practices free of bias regarding student race, ethnicity, disability status, gender, religion, sexual orientation, national origin, marital status, or color.	2: Meets	
19	Provides appropriate extensions, scaffolding, differentiation and extra support for a broad range of learners, including supporting students above and below a given course level.	2: Meets	

Section IV: Assessments			
<i>The instructional materials regularly assesses whether students are mastering standards-based content and skills:</i>			
Metric	Description	Score	Overall Comments (#20-23)
20	Demonstrate grade-level CCSS (content and Mathematical Practices) and are rigorous.	2: Meets	The instructional materials regularly assess whether students are mastering standards-based content and skills for Grades 3-5. At the end of each unit there's a two day progress check that includes several different types of assessment: a student self-assessment, a written assessment, a challenge, online assessments, and an open response assessment. There are rubrics available, and ways to differentiate the assessments. Also, within each lesson there are assessment check-ins in the teacher guides that provide formative assessment materials for the teacher.
21	Available in digital/non-digital formats and are accessible to all students.	2: Meets	
22	Includes rubrics and proficiency criteria.	2: Meets	
23	Uses varied modes which must include selected, constructed, extended response items, self-assessments and performances tasks to provide teachers with a range of formative and summative data to inform instruction.	2: Meets	