

Oregon Instructional Material Review Summary

Publisher:	McGraw Hill School Education LLC
Title:	Everyday Math
Publishing Date:	2016
Grade Band:	K-2
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 student learning needs	YES	100%	
Part 2: Additional Criteria			
	Requirement Met?		
Section III(A): Instructional Supports: The teacher materials are responsive to varied teacher 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.	4: Meets all 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"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	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.	1: Partially 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.	1: Partially 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 materials adhere to the criteria of Focus by addressing Common Core State Standards. This is evidenced through clear connections within each grade-level detailed in the spiral trackers and professional development supports. Units and lesson spend the majority of instructional time on major work. Supporting work is used to enhance understanding of major work in measurement and data. Differentiation resources such as Readiness, Enrichment, Extra Practice, and English Language Learners supports are not only evident but also provide instructional guidance for use and connections as to how they support the standards. Improvement could be by made by providing a trajectory for standards across grade-levels for students to see what their specific responsibility is for the current year as it relates to previous or future grades.
2	COHERENCE: Materials are consistent with the learning progressions in the Standards based on previous understandings.	3: Adheres to the Criteria	The materials adhere to the criteria in the area of Coherence by having materials that are consistent with the learning progressions in the Standards. Units and lessons contain focus clusters. The Spiral Tracker/Trace provides explicit connections to the progression of the standards throughout the year. The Mastery Expectations show teachers how standards unfold in the given grade. Some program components, such as situational diagrams, games, and open lessons tie some concepts. Materials could be improved by adding student friendly daily objectives, and by making connections between previous and future grades more explicit.
3	APPLICATION: Provides opportunities for students to independently apply mathematical	4: Meets all Criteria	The materials meet all criteria of Application by providing authentic, engaging opportunities for students to apply

	<p>concepts in real-world situations.</p>		<p>mathematical concepts. This is evidenced in Grade 1, Unit 9 with Silly Animal Stories that allow students to use literature and self-selected quantities to answer mathematical problems. Constructed and open response question types allow for authentic problem solving. Grade 1, Unit 6 is an example of a multi-step contextual problem that is rigorous. In kindergarten, math at home books, parent videos, and real-world contexts scaffold students' ability to see math at home in their world. Online resources, the assessment handbook, and open response lessons allow for application problems that stress the major work of each grade. Grade 1, p 817 is an example of a sentence frame that would support selection of more efficient representations. These supports are consistently found in teacher's notes and academic language development within lessons.</p>
<p>4</p>	<p>CONCEPTUAL UNDERSTANDING: Develops understanding through conceptual problems and questions, multiple representations and opportunities for students to write and speak mathematically.</p>	<p>4: Meets all Criteria</p>	<p>The materials meet all criteria of Conceptual Understanding by helping students develop understanding. This is evidenced with "gold stars" under spiral trackers at the beginning of each unit that set explicit expectations for mastery of content. Lessons begin with experiences such as games or activities to ground standard development. Kindergarten, p 151 is an example of a strategy chart used to highlight direct modeling, counting and applying facts to set expectations for interpreting student written work along with their development of understanding. As early as Kindergarten, games and problems types are compared as evidenced by p. 151 of the teacher's guide.</p>
<p>5</p>	<p>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.</p>	<p>4: Meets all Criteria</p>	<p>The materials meet all criteria in the area of Procedural Fluency by expecting, supporting, and providing guidelines for procedural skill and fluency with core calculations. This is evidenced by the mental math and fluency warm ups at the beginning of each lesson, the Minute Math resources, and the activities that span the grade levels. Mastery expectations show benchmarks inside a unit that interweave students' development of conceptual understanding of the operations being practiced. In Kindergarten, the tactile number strokes in the Math Masters provide more opportunistic strategies to teach number writing.</p>

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 materials meet all criteria of Mathematical Practices by having mathematical practices that are explicit and central to the lessons, handled in a grade-appropriate way and well connected to the content being addressed. This is evidenced within the scope of the program as noted in the unit organizers, lessons, and more specifically the open response lessons. Situation Diagrams (graphic organizers for problem solving), games, and open response lessons span kindergarten through fifth grade. Mathematical background for the practices is provided in the Teacher's Guide Unit Overview as well as in student materials, such as the reference book and classroom posters. Materials could be improved by adding a Skills Tracker for the math practices across the entire year. Adding definitions to the growing depth of the practice standards such as the "gold star" mastery expectations across grade bands would be an improvement to the materials.
7	Overarching habits of mind of a productive mathematical thinker: <ul style="list-style-type: none"> Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. (MP.1) Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations. (MP.6) 	4: Meets all Criteria	The materials meet all the criteria for establishing habits of mind of Mathematical Practices by providing materials that are designed to build their perseverance in grade-level appropriate ways. This is evidenced with responses that are often grounded in broader concepts and terminology. Materials encourage comparison of counterexamples as evidenced in Grade 1, Unit 9 Open Response Assessment where students analyze and correct Deena's response.

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	The materials meet all criteria of Reasoning and Explaining of Mathematical Thinking by providing sufficient opportunities for students to reason mathematically and express reasoning. This is evidenced by the variety questions and situations that encourage student discourse and increase opportunities for constructing arguments and critiquing reasoning of peers.
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 materials meet all criteria of Modeling and Using Tools in the Mathematical Practices by encouraging the strategic use of concrete or abstract representations in the discipline. This is evidenced with the use concrete models throughout the program and use by students to generate mathematical representations of their thinking. The constructed response and extended or open-ended responses allow for students to decide how to use the tools and representations. Students are encouraged to organize information and use efficient written methods with the use of Situation Diagrams (graphic organizers for solving problems) that link across-grade levels.
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 materials meet all criteria of Seeing Structure and Generalizing in Mathematical Practices by having materials that connect prior knowledge in order to retell and reflect on repeated reasoning. This is evidenced by students working with charts, diagrams and games that provide opportunities for them to see structure. Throughout the content students also look for ways to make generalizations and discuss counter examples.

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.	1: Partially meets	The materials exemplify quality in the indicator of quality for Instructional Supports by being responsive to varied teacher needs. This is evidenced by having clearly labeled and organized lesson guides, which include Mathematical Background for the content and practice standards taught within the units. Lesson Overviews and the Spiral Tracker are also clearly labeled for content standards. These are further evidenced with each lesson having a digital link to the differentiation supports for most components of a lesson. The guide sprinkles guidance for teachers on what may cause misconceptions when delivering instruction (example: Grade 1, Lesson 2.1). The models and games span multiple grade-levels, increasing the opportunities for cross-grade collaboration. The materials could be improved by adding a daily objective in student friendly language such as a target goal or “I can...” statement.
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.	1: Partially 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 materials exemplify quality in the indicator of quality for Instructional Supports by providing materials that are responsive to varied student learning needs. This is evidenced by providing suggestions for support and enrichment throughout the curriculum. It is also evidenced with the Spiral Trackers, providing a grade-level trajectory with differentiation suggestions. Sentence stems and total physical response opportunities are provided. Online professional development and teacher materials inform instruction for differing needs. Technology activities are differentiated and linked to learning activities. Reengagement instructional components allow student revision, choice, and collaboration that lead to increased student engagement. The materials could be improved by providing cross-grade level trackers and more of the differentiation suggestions printed in the teacher's guide instead of having to go online to look these up. Some of the open responses, such as Grade 1, Unit 2, were less engaging than others.
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 materials exemplify quality in the indicator for Assessment by having instructional materials that regularly assess whether students are mastering standards based content and skills. This is evidenced with the Spiral Trackers. The Spiral Trackers have a grade-level trajectory and indicate where students should be at the time of the assessment. Differentiation is provided for students who are in need of more help. Further evidence is the Evaluating Children’s Responses Boxes and Additional Student Work available online in the Assessment Handbook. The various types of lessons and responses allow for students to display their depth of learning and knowledge. The materials could be improved by providing cross-grade level trackers and more of the differentiation without going online or searching.
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	