

K-5 MATH INSTRUCTIONAL MATERIALS ADOPTION CRITERIA

Publisher: _____

Grade Level: _____

Evaluator: _____

Total Score: _____

Please rate each set of materials with a number between 1 and 4
 1= UNACCEPTABLE 2= LIMITED 3= ACCEPTABLE 4 = WELL DONE

MATH CONTENT	EVIDENCE	RATING
STANDARDS ALIGNMENT <ul style="list-style-type: none"> • Is aligned with District Standards 		
CONCEPT DEVELOPMENT <ul style="list-style-type: none"> • Develops key concepts in depth; deepening conceptual understanding, procedural fluency, problem solving, and mathematical reasoning • Presents key ideas in computational and problem solving situations • Promotes the acquisition of math language 		
COHERENT SEQUENCING <ul style="list-style-type: none"> • Builds from and extends concepts previously developed while providing a foundation for future mathematics • Connects lessons and concepts within and among chapters to build understanding of mathematical Big Ideas 		
CONTEXT <ul style="list-style-type: none"> • Is presented in an engaging context • Facilitates the assimilation of new knowledge or reorganization of knowledge in a way that allows students to build on their prior conceptions and/or experiences 		
SUBTOTAL		

CONTENT DELIVERY TO STUDENTS	EVIDENCE	RATING
<p>ACCESSIBILITY: Instructional materials provide:</p> <ul style="list-style-type: none"> • Definitions with visuals and examples • Organized and uncluttered page layouts, with minimal distractions • Variety of student strategies and models are shown and encouraged • Multicultural relevance • Cross-curricular applications • Grade level appropriate reading text • Support for English Language Learners (e.g. visual aides, graphic organizers, manipulatives, word walls, etc.) • Resources to address the learning needs and styles of students at all ability levels (differentiated instruction within student textbook) 		
<p>ENGAGING PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • Connections are made to students’ lives to help students activate their prior knowledge and current understanding of a math concept 		
<p>LESSON DESIGN AND INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> • Requires students to apply and demonstrate their understanding in multiple ways • Concepts are developed from concrete to pictorial to more abstract means of learning • Skills and procedures are developed in the context of problem solving and investigations • Concepts are revisited and students are asked to apply what they have learned later in the program • Promotes problem solving, reasoning, communication, making connections, and designing and analyzing representations. • Models and strategies are revisited and applied to what has been learned in a different context (e.g. area model to practice multiplication, metric measurement to practice computation with decimals) 		

	SUBTOTAL
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TEACHER SUPPORT	EVIDENCE	RATING
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Assessment tools measure the extent of students’ understanding / misunderstanding of concept and provide strategies for informing instruction • Assessments assess student procedural knowledge, conceptual understanding, and mathematical reasoning • Multiple measures-including test prep multiple choice, performance tasks, constructed response questions • Pre-assessments are linked to strategies to differentiate units of study 		
<p>PROFESSIONAL DEVELOPMENT: Instructional materials that provide:</p> <ul style="list-style-type: none"> • Pertinent content background information to further develop the teachers’ content knowledge and examples of typical student strategies and models • Information to help teachers identify, prevent and/or correct misconceptions in student learning • Suggestions to support the facilitation of mathematical discourse on a given concept • Embedded literacy strategies to support students’ reading and writing 		
<p>SUPPORT MATERIALS</p> <ul style="list-style-type: none"> • Resources to assist and enhance instruction and planning (i.e. test banks, SMART Board software, transparencies, software, CD with blackline masters, online resources) • Foreign language materials (Spanish and Mandarin) 		
<p>INSTRUCTIONAL STRATEGIES AND RESOURCES FOR DIFFERENTIATION</p> <ul style="list-style-type: none"> • Opportunities are provided for advanced learners to deepen or extend their understanding of the concept (e.g. complex tasks, extension of learned skilled, links to other content areas, special challenges, etc.) • Support is provided for struggling students (e.g. modified or alternative tasks, advanced graphic organizers, tactile or auditory support, etc.) 		

	SUBTOTAL
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