

# K-5 Process for Mathematics Resource Selection

K-5 Mathematics Committee

March 18, 2015

# Timeline

## **Spring 2014**

- K-5 Mathematics committee formed
- Feedback collected from all teachers on which resources to examine
- Committee determined 4 resources based on teacher feedback: EDM4, Eureka, EnVisions, and Mathematics in Focus

# Timeline

## Summer 2014- Fall 2014

- Teachers were introduced to the IMET (Instructional Materials Evaluation Tool) to examine alignment to the Common Core
- Based on Information that teachers collected, the committee narrowed from 4 to 3 resources- omitting Mathematics In Focus
- Mathematics committee develops a Quality Rubric to guide the discussion beyond alignment

# Timeline

## Winter 2015

- Materials for the 3 resources were made available in each elementary building and in the Middle school for 5<sup>th</sup> grade for teachers to review using the Quality Rubric
- Each grade level met as a team for a ½ day to review and share input about the 3 resources
- Teachers visited schools to examine the 3 resources
- Mathematics committee voted and narrowed to 2 resources- Eureka and EDM4

# IMET

## BEFORE YOU BEGIN

### ALIGNMENT TO THE COMMON CORE STATE STANDARDS:

Evaluators of materials should understand that at the heart of the Common Core State Standards is a substantial shift in mathematics instruction that demands the following:

- 1) Focus strongly where the Standards focus
- 2) Coherence: Think across grades and link to major topics within grade
- 3) Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Evaluators of materials must be well versed in the Standards for the grade level of the materials in question, including understanding the major work of the grade<sup>1</sup> vs. the supporting and additional work, how the content fits into the progressions in the Standards, and the expectations of the Standards with respect to conceptual understanding, fluency, and application. It is also recommended that evaluators refer to the Spring 2013 K–8 Publishers' Criteria for Mathematics while using this tool ([achievethecore.org/publisherscriteria](http://achievethecore.org/publisherscriteria)).

# 4 Non-Negotiable Criteria

## **Non-Negotiable 1. FOCUS ON MAJOR WORK:**

Students and teachers using the materials as designed devote the large majority of time in each grade K–8 to the major work of the grade.

## **Non-Negotiable 2. FOCUS IN K–8:**

Materials do not assess any of the following topics before the grade level indicated.

# 4 Non-Negotiable Criteria

## **Non-Negotiable 3. RIGOR AND BALANCE:**

Each grade's instructional materials reflect the balances in the Standards and help students meet the Standards' rigorous expectations, by helping students develop conceptual understanding, procedural skill and fluency, and application.

## **Non-Negotiable 4. PRACTICE-CONTENT CONNECTIONS:**

Materials meaningfully connect the Standards for Mathematical Content and the Standards for Mathematical Practice.

# Quality Rubric

- **Part 2 - Quality Indicator Rubric**
- **3-** (Meets criteria): A score of 3 means that the materials meet the full intention of the criterion in all grades.
- **2-** (Partially meets criteria): A score of 2 means that the materials meet the full intention of the criterion for some grades or meets the
- criterion in many aspects but not the full intent of the criterion.
- **1-** (Does not meet criteria): A score of 1 means that the materials do not meet many aspects of the criterion.



# Quality Rubric Criteria

## 1. Kid Friendly

- Manipulatives
- Hands-on-games
- Visually appealing/ appropriate
- Age appropriate language & text
- Homework related to lessons

## 2. Teacher Friendly

- Reasonable amount of time for planning/ implementation
- Lessons are thoughtfully structured & support the teacher
- Guidance on lesson development are provided
- Variation in pacing
- Supplemental materials

# Quality Rubric Criteria

## **3.Math Content**

- Common Core major work clusters
- Math Fact Practice
- Revisits Prior Content
- Math Practices are embedded

## **4.Differentiation- Enrichment SPED/ ESOL**

- Variation in pacing/ # of & sequence of units
- Variety of student output

## **5.Assessment**

- Application of concepts
- Variation of formative & summative assessments

## **6.Technology**

- For the teacher
- For the student

# Next Steps

- Mathematics committee decided to bring in representatives from EDM4 and Eureka to answer any questions about both resources at this point.

# Thank you

## Mathematics Committee Members

- Dennis Harrington
- Carrie Vaich
- Ellen Ervin
- Deb Kolbjornsen
- Joanne Chartrand
- Whitney Burke
- Trish Hall
- Jayne Winsor
- Heather Moulton
- Liz Schmitt
- Mary Ellen Webb
- David McCormick
- Judy George
- Ginny Swift
- Sunny Sadana
- Dave Montgomery