

## Mathematics High-Value Action Tool

Title of Resource: **Breakthrough to Math Level 1** Source: **New Readers Press** Pub Date: **2011**

**Determine the high-value actions needed to fill gaps for the dimensions that make up each criterion.** Identify the high-value action(s) related to each criterion that will strengthen the alignment of the resource to the CCRS.

**Criterion #1—Focus: Does the resource focus strongly where the standards focus, including relevant Standards for Mathematical Practice?**

<p>Dimension 1.1</p> <p><b>Major Work of the Level (MWOTL):</b> <i>Most of the resource is focused on the most critical concepts for that level. (Support document: CCR Content Progressions or Major Works of the Level)</i></p>	<p>Dimension 1.2</p> <p><b>Standards for Mathematical Practice:</b> <i>Each unit meaningfully connects mathematical content with the Standards for Mathematical Practice. (Support document: Standards for Mathematical Practice)</i></p>
<p>Resource Criterion Rating<sup>1</sup>:    Strong <input type="checkbox"/>                      Modifications Necessary    x                      Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify supplemental resources to address MWOTLs not well represented by the evaluated resource.</li> <li><input type="checkbox"/> Supplement existing problems with additional on-level work tied to the MWOTL.</li> <li>✓ Identify and add Standards for Mathematical Practice that are central to a unit (or reduce the number that are addressed) and include a description of how they are related.</li> <li>✓ Modify or add student tasks or activities to help support the development of the Standards for Mathematical Practice.</li> <li><input type="checkbox"/> Other:</li> </ul> <p>✓ Additional notes on above actions:</p> <p><i>Additional resources would need to be added to make math practices more evident and give students opportunities to practice and develop them.</i></p>	

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**Criterion #2—Rigor: Does the resource pursue conceptual understanding, procedural skill and fluency, and application with equal intensity?**

<p>Dimension 2.1</p> <p><b>Conceptual Understanding:</b> The resource <i>regularly</i> develops students’ conceptual understanding through tasks, problems, questions, multiple representations, and opportunities for students to <i>write</i> and <i>speak</i> about their understanding.</p>	<p>Dimension 2.2</p> <p><b>Procedural Skill and Fluency:</b> The resource <i>regularly</i> asks students to perform calculations and use mathematical procedures quickly and accurately.</p>	<p>Dimension 2.3</p> <p><b>Application:</b> The resource <i>regularly</i> provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.</p>
<p>Resource Criterion Rating<sup>1</sup>:      Strong <input type="checkbox"/>      Modifications Necessary    x      Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add problems or tasks that are good matches to the standards targeted in lesson(s) or units and that focus on the following areas: <ul style="list-style-type: none"> <li>✓ Conceptual understanding of the MWOTL</li> <li>✓ Procedural and computational practice</li> <li>✓ Challenging application problems</li> </ul> </li> <li>✓ Add high-level discussion questions and instructions targeted toward building conceptual understanding.</li> <li>✓ Add opportunities for students to build the capacity to complete mathematical procedures quickly and accurately.</li> <li>✓ Add authentic real-world application problems and tasks.</li> <li><input type="checkbox"/> Other:</li> </ul> <p>✓ Additional notes on above actions: <i>Additional resources would be needed to help develop conceptual understanding, and well as authentic real-world problems. Students are given opportunities to practice procedures, but additional resources would be needed for student to develop fluency.</i></p>		

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**Criterion #3—Coherence: Does the resource design learning around coherent progressions between levels and within the level?**

<p>Dimension 3.1</p> <p><b>Coherence <u>Across</u> Levels:</b> The resource <i>regularly</i> relates on-level concepts to knowledge from previous levels and to future learning. <i>(Support document: CCR Content Progressions)</i></p>	<p>Dimension 3.2</p> <p><b>Coherence <u>Within</u> a Level:</b> Where appropriate, the resource connects two or more standards within a progression, or two or more progressions within a level. <i>(Support document: CCR Content Progressions)</i></p>
<p>Resource Criterion Rating<sup>1</sup>:      Strong <input type="checkbox"/>      Modifications Necessary <input type="checkbox"/>      Weak    x</p>	
<p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add to lesson(s) or units knowledge and skills from prior levels needed to understand content that students are currently learning.</li> <li>✓ Identify “as review” student tasks, activities, or assessment items included in units that reference learning at previous levels.</li> <li>✓ Identify opportunities where level-specific content supports future learning.</li> <li><input type="checkbox"/> Exclude student activities or assessment items addressing learning at subsequent levels.</li> <li>✓ Identify student activities or assessment at subsequent levels as an extension of work at the current level.</li> <li><input type="checkbox"/> Rearrange units so the sequence of knowledge and skills learned in the resource has a natural and logical flow to support student learning.</li> <li><input type="checkbox"/> Other:</li>   <li><input type="checkbox"/> Additional notes on above actions:</li> </ul> <p>More review is needed to build connections across/through the levels, in addition to highlighting it in instruction.</p>	

**Criterion #4—Structure, Support and Assessment: Does the resource provide structure and support for standards-aligned instruction and assessment?**

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<p>Dimension 4.1</p> <p><b>Instructional Support:</b> The resource is responsive to varied student learning needs.</p>	<p>Dimension 4.2</p> <p><b>Assessment:</b> The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p>
<p>Resource Criterion Rating<sup>1</sup>:      Strong <input type="checkbox"/>      Modifications Necessary <input type="checkbox"/>      Weak      x</p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li>✓ Identify opportunities and resources for scaffolding, differentiation, intervention and support for students with learning challenges or are struggling to master content.</li> <li>✓ Identify opportunities and resources for extension and support for students who already know the content.</li> <li>✓ Identify content specific vocabulary and other language support needs and develop appropriate scaffolds.</li> <li>✓ Develop standards-aligned assessments and rubrics or assessment guidelines that unbiasedly measure a student’s ability to demonstrate targeted standards.</li> <li>✓ Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).</li> <li>✓ Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.</li> </ul> <p><input type="checkbox"/> Other:</p> <p><input type="checkbox"/> Additional notes on above actions:</p> <p>This resource does not offer instructional support in response varied learning needs. It does not offer extensions or scaffolding either. Additional resources would be required for this, as well as additional assessments and real-life application (career context).</p>	

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