

## Mathematics High-Value Action Tool

Title of Resource: Common Core Achieve

Source: McGraw Hill

Date: 2015.

**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>:      Modifications Necessary X</p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li>✓ <b>Identify supplemental resources to address MWOTLs not well represented by the evaluated resource.</b></li> <li>✓ <b>Supplement existing problems with additional on-level work tied to the MWOTL.</b></li> <li>✓ <b>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.</b></li> <li><input type="checkbox"/> <b>Modify or add student tasks or activities to help support the development of the Standards for Mathematical Practice.</b></li> <li><input type="checkbox"/> Other:</li> <li><input type="checkbox"/> Additional notes on above actions:</li> </ul> <p style="margin-left: 40px;"><i>This resource covers many MWOTL standards, but not all.</i></p> <p style="margin-left: 40px;"><i>This resource is lacking thorough explanations and feels a bit “rule-heavy” in the presentation of the content.</i></p> <p style="margin-left: 40px;"><i>The math practices should be identified throughout the lessons, and task should support student’s development of 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>:                      Modifications Necessary    <b>X</b></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li>✓ 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><input type="checkbox"/> 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><input type="checkbox"/> Add authentic real-world application problems and tasks.</li> <li><input type="checkbox"/> Other:</li>   <li><input type="checkbox"/> Additional notes on above actions:</li> </ul> <p><i>Unless this resource is used for a review or summative teaching, a preliminary lesson for each unit is needed. The lessons are too abbreviated for building conceptual understanding. However, these lessons could nicely build on already existing conceptual understanding with the side bar application problems.</i></p> <p><i>Also, more practice is needed to develop procedural skill and 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>:      Modifications Necessary    <b>X</b></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li>✓ 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><input type="checkbox"/> 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><i>This resource follows a nice progression of topics covered and addresses different levels within the units. However, the content needs to be fleshed out more. There is a review of skills and content included with each unit. There should also be explicit indications of connections to both prior and future learnings.</i></p>	

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

<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>:            Modifications Necessary    X</p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> <li>✓ <i>Identify opportunities and resources for scaffolding, differentiation, intervention and support for students with learning challenges or are struggling to master content.</i></li> <li><input type="checkbox"/> Identify opportunities and resources for extension and support for students who already know the content.</li> <li><input type="checkbox"/> Identify content specific vocabulary and other language support needs and develop appropriate scaffolds.</li> <li><input type="checkbox"/> Develop standards-aligned assessments and rubrics or assessment guidelines that unbiasedly measure a student’s ability to demonstrate targeted standards.</li> <li>✓ <i>Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).</i></li> <li><input type="checkbox"/> Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.</li> <li><input type="checkbox"/> Other:</li>   <li><input type="checkbox"/> Additional notes on above actions:</li> </ul> <p><i>There are summative assessments included, but perhaps there could be more. There certainly could be suggestions for formative assessments, as there aren’t any currently. There is a pre-test at the beginning of the book, but one is not included for each chapter.</i></p> <p><i>Instructional supports could also be identifies, particularly ideas for differentiation for those learners who are struggling. The side bar applications could be used as extension activities for students who understand the basic concepts already.</i></p>	

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