**Mathematics CCRS Alignment Evaluation and Rating Tool**

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

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| Dimension 1.1  **Major Work of the Level (MWOTL):** *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)* | Evidence:   * Lessons and units targeting the major work of the level (MWOTL) provide an especially in-depth treatment of the standards. * Lessons and units targeting supporting work of the level have a visible connection to a MWOTL and are sufficiently brief. * Extensive work is provided with on-level problems and activities that are tied to the MWOTL. * Activities and tasks addressing supporting standards focus on enhancing the MWOTL. |
| Dimension 1.2  **Standards for Mathematical Practice:***Each* unit meaningfully connects mathematical content with the Standards for Mathematical Practice. *(Support document: Standards for Mathematical Practice)* | Evidence:   * At least one—but no more than four—of the Standards for Mathematical Practice is targeted in each lesson of the sample reviewed. * The targeted Standards for Mathematical Practice are *central* to the goals of the lessons. * Standards for Mathematical Practice are identified and handled in a level-appropriate way. * Lesson(s) make meaningful connections between the content and the selected Standards for Mathematical Practice. |

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

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| Dimension 2.1  **Conceptual Understanding:** The resource *regularly* develops students’ conceptual understanding through tasks, problems, questions, multiple representations, and opportunities for students to *write* and *speak* about their understanding. | Evidence:   * Scaffolding supports students’ conceptual understanding of the most critical concepts for the level. * Discussion questions requiring conceptual understanding are provided with the lessons. * Lesson(s) require students to demonstrate, in multiple ways, their understanding of the critical concepts in the lesson. |
| Dimension 2.2  **Procedural Skill and Fluency:** The resource *regularly* asks students to perform calculations and use mathematical procedures quickly and accurately. | Evidence:   * The resource is designed so that students attain the fluencies and procedural skills required by CCR standards in both core calculations and mathematical procedures. * The resource is structured to build students’ competencies to perform core calculations and mathematical procedures quickly and accurately. Precision with calculations is emphasized. |
| Dimension 2.3  **Application:** The resource *regularly* provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems. | Evidence:   * Lessons, and units are designed so that students spend sufficient time working with engaging applications, without losing focus on the MWOTL. * Resource includes lessons and/or units which require students to engage in challenging applications of mathematics in real-world and mathematical contexts. |

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

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| Dimension 3.1  **Coherence Across Levels:**The resource *regularly* relates on-level concepts to knowledge from previous levels and to future learning. *(Support document: CCR Content Progressions)* | Evidence:   * The content builds on understandings from previous levels. * Where appropriate, the lesson/unit provides opportunities for students to connect knowledge and skills from across clusters, domains, and learning progressions. * Mathematics content from previous levels is clearly identified as “review.” * Connections are made as to how the content of this lesson supports, and is connected to, future learning. |
| Dimension 3.2  **Coherence Within a Level:**Where appropriate, the resource connects two or more standards within a progression, or two or more progressions within a level. *(Support document: CCR Content Progressions)* | Evidence:   * Where appropriate, the lessons and/or units provide opportunities for students to connect knowledge and skills from within clusters, domains, and learning progressions. * The content builds on understandings from previous lessons (noted in the table of contents or in a series of lessons). * Lessons ask students to connect knowledge and skills within or across lessons when it is important and natural to do so. |

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

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| Dimension 4.1  **Structure & Support:** The resource is responsive to varied student learning needs. | Evidence:   * Engages students in productive struggle through relevant, thought provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. * Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners, including students with disabilities and ELs. * Units or longer lessons should:   + Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations   + Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.   + Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. |
| Dimension 4.2  **Assessment:** The resource *regularly* provides opportunities to assess whether students are mastering standards-based content and skills. | Evidence:   * The resource is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards. * Includes aligned and unbiased rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance. * Units or longer lessons should:   + Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures |

**Mathematics CCRS Alignment Evaluation and Rating Tool**

**Title of Resource: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Source/Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Publication: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Rate the resource using the dimensions and evidence in the Mathematics CCRS Alignment Evaluation Tool.**
2. **Give an overall score for the resource and summarize the overall strengths and weaknesses of the resource, including best instructional context for use.** *(Ex. Resource best used for fluency building, not conceptual understanding)*

Individual Dimension Rating Descriptors

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| Strong Alignment | Little to no revision needed. There is evidence in the resource to indicate that at least **80%** of the dimension is met. |
| Modifications Necessary | There is evidence in the resource to indicate that at least **50%** of the dimension is met.  There *may* be potential to use the resource with revisions. |
| Weak Alignment | There is little to no evidence in the resource to indicate the dimension is met. Consider choosing another resource. |

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

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| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 1.1  **Major Work of the Level (MWOTL)** |  |  |  |
| Dimension 1.2  **Standards for Mathematical Practice** |  |  |  |

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

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| --- | --- | --- | --- |
| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 2.1  **Conceptual Understanding** |  |  |  |
| Dimension 2.2  **Procedural Skill and Fluency** |  |  |  |
| Dimension 2.3  **Application** |  |  |  |

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

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| --- | --- | --- | --- |
| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 3.1  **Coherence Across Levels** |  |  |  |
| Dimension 3.2  **Coherence Within a Level** |  |  |  |

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

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| Dimension | Strong | Modifications Necessary | Weak |
| Dimension 4.1  **Instructional Supports** |  |  |  |
| Dimension 4.2  **Assessment** |  |  |  |

**Overall Rating:** Check one Strong Alignment \_\_ Modifications Necessary \_\_ Weak Alignment \_\_

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| Summary of key strengths and weakness: |