**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?**

|  |  |
| --- | --- |
| 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?**

|  |  |
| --- | --- |
| 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?**

|  |  |
| --- | --- |
| 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?**

|  |  |
| --- | --- |
| 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

|  |  |
| --- | --- |
| 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?**

|  |  |  |  |
| --- | --- | --- | --- |
| 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?**

|  |  |  |  |
| --- | --- | --- | --- |
| 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?**

|  |  |  |  |
| --- | --- | --- | --- |
| 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?**

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

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

|  |
| --- |
| Summary of key strengths and weakness: |