atlas ABE Teaching & Learning Advancement System
HAMLINE UNIVERSITY

Mathematics High-Value Action Tool

Title of Resource: Achieving TABE Success in Mathematics, Level D

Source/Publisher: McGraw Hill/Contemporary Date of Publication: 2006 Evaluation Date: 2/28/18

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. Utilize the "additional notes" section to provide information that would be useful for colleagues considering the resource, including suggestions for supplements to strengthen CCRS alignment.

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

Dimension 1.1	Dimension 1.2
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)*	**Standards for Mathematical Practice:** *Each* unit meaningfully connects mathematical content with the Standards for Mathematical Practice. *(Support document: Standards for Mathematical Practice)*

Resource Criterion Rating[1]: Strong ☐ Modifications Necessary ☒ Weak ☐

High-value actions needed to fill the gaps:

- Identify supplemental resources to address MWOTLs not well represented by the evaluated resource.
- Supplement existing problems with additional on-level work tied to the MWOTL.
- 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.
- Modify or add student tasks or activities to help support the development of the Standards for Mathematical Practice.
- Other:
- Additional notes on above actions: This book is not connected to the CCRS standards, it is aligned to the TABE Form 9/10 Level D. The concepts explored relate the MWOTLs at CCRS Levels C and D but may not fully address the MWOTLs. This book does not claim to address the Standards of Mathematics Practices, however, the variety of problems presented do at a very basic level address MP. 2, MP. 4 and MP. 7. Additional activities would need to be supplemented to the curriculum to help students develop Standards of Mathematical Practices.

[1]Use Mathematics CCRS Alignment Evaluation Tool

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

Dimension 2.1	Dimension 2.2	Dimension 2.3
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.	**Procedural Skill and Fluency:** The resource *regularly* asks students to perform calculations and use mathematical procedures quickly and accurately.	**Application:** The resource *regularly* 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.

Resource Criterion Rating[1]: Strong ☐ Modifications Necessary ☒ Weak ☐

High-value actions needed to fill the gaps:

- Add problems or tasks that are good matches to the standards targeted in lesson(s) or units and that focus on the following areas:
  - Conceptual understanding of the MWOTL The book does, not consistently, require students to think about concepts abstractly or look at a problem in a different way. The teacher would need to add problems that encourage mathematical thinking.
  - Procedural and computational practice
  - Challenging application problems The application problems are not complex. Most can be solved in one step and focus on one concept rather than bringing in prior learning.
- Add high-level discussion questions and instructions targeted toward building conceptual understanding.
- Add opportunities for students to build the capacity to complete mathematical procedures quickly and accurately.
- Add authentic real-world application problems and tasks.
- Other:

- Additional notes on above actions: Like many text books, this book is fairly strong when comes to procedural skill and fluency, but even there the instructions and examples are rather brief and sparse. There is very little to no application to real-world situations and when application problems are presented they do not apply the skill to other content areas. A significant amount of lesson planning would be needed to be aligned the lessons to the CCRS.

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August 2017

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

Dimension 3.1	Dimension 3.2
Coherence Across Levels: The resource *regularly* relates on-level concepts to knowledge from previous levels and to future learning. *(Support document: CCR Content Progressions)*	**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)*

Resource Criterion Rating[1]: Strong ☐ Modifications Necessary ☒ Weak ☐

High-value actions needed to fill the gaps:

- Add to lesson(s) or units knowledge and skills from prior levels needed to understand content that students are currently learning.
- Identify "as review" student tasks, activities, or assessment items included in units that reference learning at previous levels.
- Identify opportunities where level-specific content supports future learning.
- Exclude student activities or assessment items addressing learning at subsequent levels.
- Identify student activities or assessment at subsequent levels as an extension of work at the current level.
- Rearrange units so the sequence of knowledge and skills learned in the resource has a natural and logical flow to support student learning.
- Other:

- Additional notes on above actions: The book is fairly linear from elementary concepts progressing to more difficult ones. The skills do build upon each other within a level. However, there is no connection to prior learning, nor any bridge to subsequent learner. Teacher may need to make connections and supplement.

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

Dimension 4.1	Dimension 4.2
Instructional Support: The resource is responsive to varied student learning needs.	**Assessment:** The resource *regularly* provides opportunities to assess whether students are mastering standards-based content and skills.

Resource Criterion Rating[1]: Strong ☐ Modifications Necessary ☒ Weak ☐

High-value actions needed to fill the gaps:

- Identify opportunities and resources for scaffolding, differentiation, intervention and support for students with learning challenges or are struggling to master content.
- Identify opportunities and resources for extension and support for students who already know the content.
- Identify content specific vocabulary and other language support needs and develop appropriate scaffolds.
- Develop standards-aligned assessments and rubrics or assessment guidelines that unbiasedly measure a student's ability to demonstrate targeted standards.
- Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).
- Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.
- Other:

- Additional notes on above actions: This resource is strong at giving students summative assessment. There is a pretest that can be used to determine particular areas needed to review. There is a post-test as well. There are no formative assessments however. Resource is aimed at passing the TABE. No real connection to other contexts. The book does not address the needs of struggling students are advanced learners. A teacher would need to build in activities to address these needs.

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