

Mathematics High-Value Action Tool

Title of Resource: GED- Number Line Source/Publisher- Edmentum

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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?

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| <p>Dimension 1.1</p> <p>Major Work of the Level (MWOTL): <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>Standards for Mathematical Practice: <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: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p> | |
| <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Additional notes on above actions: There is evidence of alignment to the CCRS in this lesson. The lesson addresses part of (does not advance to the coordinated plane) the standard 6.NS.7 which is a MWOTL and supporting standards 6.NS.6 and 6.NS.6a. As students work there way through the tutorial, they complete varied practice items that appear to align with the Standards for Mathematical Practices MP.4 and MP.6. The resource does not specifically state which CCRS standard or mathematical practice it is aligned to, but it isn't difficult to figure them out. | |

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 <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. | Dimension 2.2 Procedural Skill and Fluency: The resource <i>regularly</i> asks students to perform calculations and use mathematical procedures quickly and accurately. | Dimension 2.3 Application: 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. |
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| <p>Resource Criterion Rating: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • 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"> • Conceptual understanding of the MWOTL- Dimension 2.1 This resources could do a better job by adding some other styles of activity. • Procedural and computational practice – The lesson is short and may benefit from some additional practice either online or paper and pencil • Challenging application problems • Add high-level discussion questions and instructions targeted toward building conceptual understanding. The activities are 1-dimensional, so maybe add some speaking, writing, or reflection • Add opportunities for students to build the capacity to complete mathematical procedures quickly and accurately. • Add authentic real-world application problems and tasks. The lesson does a good job at applying the concept to other content and careers • Other: • Additional notes on above actions: It is difficult for any web application to incorporate rigor into a lesson. This lesson does include some aspects of rigor but would require some teacher modifications in order to fully meet the standards of rigor. | | |

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

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| <p>Dimension 3.1</p> <p>Coherence <u>Across</u> Levels: 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>Coherence <u>Within</u> a Level: 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: Strong <input type="checkbox"/> Modifications Necessary <input type="checkbox"/> Weak <input checked="" type="checkbox"/></p> | |
| <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • Add to lesson(s) or units knowledge and skills from prior levels needed to understand content that students are currently learning. – Dimension 3.1- This resource doesn't call on prior knowledge as tie-in- to new learning. The lesson would benefit from the addition of a review section as it's the beginning of the GED curriculum for this particular resource • 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. The lesson doesn't show how learning this skill will benefit future learning (example coordinated plane) • 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: | |

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>Instructional Support: The resource is responsive to varied student learning needs.</p> | <p>Dimension 4.2</p> <p>Assessment: The resource <i>regularly</i> provides opportunities to assess whether students are mastering standards-based content and skills.</p> |
| <p>Resource Criterion Rating: Strong <input type="checkbox"/> Modifications Necessary <input checked="" type="checkbox"/> Weak <input type="checkbox"/></p> | |
| <p>High-value actions needed to fill the gaps:</p> <ul style="list-style-type: none"> • Identify opportunities and resources for scaffolding, differentiation, intervention and support for students with learning challenges or are struggling to master content. The lesson does not include and adaption for students with learning needs or for advanced students • 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. The lesson includes a pre-test to determine a student’s initial level of understanding, formative assessments where students can reflect on their learning, and a mastery test so that students can determine their progress • Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).- Dimension 4.1- pretty 1-dimensional here too- could use a bit of variation as to how it explains & models info, maybe a video walk-through? • Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge. This lesson does a fairly good job of demonstrating how this skill relates to other content areas and careers • Other: • Additional notes on above actions: The biggest concern for this lesson is the lack of modification to address special learning needs and additional/different tasks for advanced learners. The lesson requires teacher modifications to address these issues. | |