

## Mathematics High-Value Action Tool

**Title of Resource:** Math Connection Grade 4    **Source:** Rainbow Bridge Publishing    **Date:** 2003

**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?

<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>:    Strong <input checked="" type="checkbox"/>    Modifications Necessary <input type="checkbox"/>    Weak <input type="checkbox"/></p> <p>High-value actions needed to fill the gaps:</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>:      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"> <li>• Add additional lessons or activities to build conceptual understanding.</li> <li>• Add authentic real-world application problems and tasks applicable to adults.</li> <li>• Other: Add opportunities for students to write and speak about their understanding.</li> </ul> <p>• Additional notes on above actions:</p> <p><b>The lessons in the series could be used for independent review and new learning since the top portion of many pages includes a “how to....” section to be followed to do the rest of the page. However, because this could be independent study, there are no opportunities to discuss with others or complete written assignments that could be evaluated by the instructor. There are some word problems within each section, but of course, more could be added, especially with the adult learner in mind.</b></p> <p><b>I like and use this material because of the explanation given at the top of many pages. It allows students who missed a particular day to still do the work, with minimal help from a student or the instructor.</b></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>:      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"> <li>• Identify opportunities where level-specific content supports future learning.</li>   <li>• Additional notes on above actions:</li> </ul>	

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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>:      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"> <li>• Identify opportunities and resources for scaffolding, differentiation, intervention and support for students with learning challenges or are struggling to master content.</li> <li>• Identify opportunities and resources for extension and support for students who already know the content.</li> <li>• Identify content specific vocabulary and other language support needs and develop appropriate scaffolds.</li> <li>• Develop standards-aligned assessments and rubrics or assessment guidelines that unbiasedly measure a student’s ability to demonstrate targeted standards.</li> <li>• Incorporate varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures (for curricular units and published resources only).</li> <li>• Provide relevant contexts for learners such as career, community, or academic subjects for the purposes of building knowledge.</li> <li>• Other:</li> </ul> <ul style="list-style-type: none"> <li>• Additional notes on above actions:</li> </ul> <p><b>Many sections of this material provide both a pre-test and post-test. These are mainly the computational sections. Those dealing with money, temperature, geometry and probability/statistics could definitely have more material and practice. Again, adding authentic real-world applications problems and tasks that adults might encounter is something the instructor will need to supply since this is a series for elementary school students.</b></p>	

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