

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

<p>Dimension 2.1</p> <p>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.</p>	<p>Dimension 2.2</p> <p>Procedural Skill and Fluency: The resource <i>regularly</i> asks students to perform calculations and use mathematical procedures quickly and accurately.</p>	<p>Dimension 2.3</p> <p>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.</p>
<p>Resource Criterion Rating: 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> <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 • Procedural and computational practice • Challenging application problems <p>Add high-level discussion questions and instructions targeted toward building conceptual understanding.</p> <p>Add opportunities for students to build the capacity to complete mathematical procedures quickly and accurately.</p> <p>Add authentic real-world application problems and tasks.</p> <p>Other:</p> <ul style="list-style-type: none"> • Additional notes on above actions: <p>In my opinion, this resource <i>does</i> provide ample opportunity for students to demonstrate the three dimensions of Rigor: Conceptual Understanding, Fluency and Application. There are multiple representations built into the lessons within each module and there are opportunities for students to respond to questions and calculations as they work through the module. Finally, it offers (semi) real world applications to challenge students. The one thing this resource <i>does</i> lack, though, is a truly interactive component, in that students really need to be self-motivated as the curriculum does not always necessitate that an instructor to provide one-on-one support.</p>		

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

<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 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 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: <p>This <i>could</i> benefit from some modification... perhaps? I included in my Resource Evaluation Tool that I felt there was relativity <i>across</i> levels, as well as <i>within</i> the level – this lesson focused on Level D. There is a serious lack in support for struggling learners, so if one needs additional scaffolding prior to the lesson, the instructor may want to incorporate more linear equation reinforcement, but for the learners that have progressed naturally, through the Edmentum curriculum path, the material “as-is,” I feel, is sufficient in its coherence.</p>	

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>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 type="checkbox"/> Weak <input checked="" 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. <ul style="list-style-type: none"> ★ PLATO is better for the self-motivated student; the student who devotes the time daily to study. <i>Or</i>, it is well used to supplement classroom instruction. But, in itself, it is not as strong when it comes to offering support for struggling learners, especially those learners trying to navigate it in a distance learning environment. • Identify opportunities and resources for extension and support for students who already know the content. <ul style="list-style-type: none"> ★ One nice aspect to PLATO is that it allows for “exemptions” within the curriculum. For the student who understands the concepts, it provides an “out.” You may skip the tutorial and jump to the Mastery test to demonstrate mastery. • 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. <ul style="list-style-type: none"> ★ There is definitely room for improvement here. While the curriculum attempts to do this, sometimes I feel like the examples are ‘too forced’ or too generic to be really relevant to the average learner. • Other: • Additional notes on above actions: 	